

BOARD MEETING June 14-15, 2022 Idaho State University **Pond Student Union Building** Ballroom, Room 220 Pocatello, ID

Public Streaming: https://youtube.com/c/idahostateu

Tuesday, June 14, 2022 – 10:00 a.m. (Mountain Time)

BOARDWORK

- 1. Agenda Review / Approval Action Item
- 2. Minutes Review / Approval Action Item
- 3. Rolling Calendar Action Item

CONSENT

BAHR

- 1. Boise State University Student Health Insurance Program (SHIP) Relation Agreement – Action Item
- Boise State University Event Security Services Agreement Action Item
- 3. Boise State University Albertsons Stadium Video Board Approval Agreement Action Item
- University of Idaho Idaho Water Center Operating Agreement Second Amendment – Action Item
- 5. University of Idaho Classification and Appointment of University Positions Policy Amendments – Action Item
- 6. Lewis-Clark State College Clearwater Hall First Floor Build Out Project Action
- 7. Lewis-Clark State College New Position Vice President of Institutional Research, Effectiveness and Planning – Action Item

IRSA

- 8. University of Idaho Online Bachelor of Business Administration Action Item **PPGA**
- 9. Data Management Council Appointments Action Item
- 10. Accountability Oversight Committee Appointments Action Item
- 11. State Rehabilitation Council Appointments Action Item

SDE

12. Transportation Funding - 103% Cap Waiver – Action Item

- 13. Emergency Provisional Certificates Action Item
- 14. Professional Standards Commission Appointments Action Item
- Professional Standards Commission Lewis-Clark State College Educator Preparation Program Review – Action Item
- 16. Professional Standards Commission Adoption of Praxis II Tests and Qualifying Scores for Content Assessments Action Item

BOARD OF TRUSTEES – IDAHO STATE UNIVERSITY IDAHO STATE UNIVERSITY COMMUNITY FORUM

- 1. Idaho State University Students address the Board Information Item
- 2. Idaho State University Employees address the Board Information Item

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS

1. Idaho State University Annual Report – Information Item

BUSINESS AFFAIRS AND HUMAN RESOURCES

1. Idaho State University – Holt Arena Reimbursement Resolution – Action Item

INSTRUCTION, RESEARCH AND STUDENT AFFAIRS

- Online Idaho Update Information Item
- 2. Remediation Report Information Item
- 3. Board Policy III.M. Public Postsecondary Accreditation First Reading Action Item

STATE DEPARTMENT OF EDUCATION

- 1. Milken Educator Awards Update Information Item
- 2. Developments in K-12 Education Information Item
- English Language Arts, Mathematics, Science Content Standards Implementation Plan – Information Item
- 4. Albion Elementary School Hardship Status Information Item
- 5. Federal Coronavirus Relief K-12 Funding Update Information Item

Wednesday, June 15, 2022 – 8:00 a.m. (Mountain Time)

OPEN FORUM

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS

- 2. Institution, Agency and Higher Education Research Strategic Plans Action Item
- 3. Educator Shortage Information Item
- 4. 2023 Legislative Ideas Action Item
- Broadband and Cyber Security Task Force Recommendations Education Related – Information Item
- 6. University of Idaho 4H Youth Development Program Action Item
- 7. Federal Charter School Program Grant Partnership Update Information Item
- 8. Temporary Rule IDAPA 08.02.03 Accountability Framework Action Item
- Temporary and Proposed Rule IDAPA 47.01.01 Vocational Rehabilitation -Action Item

- Board Policy IV.B. Educator Certification Endorsement Requirements First Reading – Action Item
- Board Policy IV.E Division of Career Technical Education Program Content Standards – First Reading – Action Item
- 12. Trustee Zone Boundaries Ririe School District Correction Action Item
- 13. Charter School Appeal Action Item

BUSINESS AFFAIRS AND HUMAN RESOURCES

- 2. FY 2023 Operating Budgets Action Item
- 3. FY 2024 Line Items Action Item
- 4. Retirement Plan Committee Report Information Item
- 5. Chief Executive Officers Compensation Action Item
- University of Idaho Energy Plant Long-Term Lease and Concession Agreement – Action Item
- University of Idaho Greenhouses Capital Project Cost Increase Action Item
- 8. University of Idaho Parma Capital Project Cost Increase Action Item

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

BOARDWORK JUNE 14, 2022

1. Agenda Approval

Changes or additions to the agenda.

BOARD ACTION

I move to approve the agenda as posted.

2. Minutes Approval

BOARD ACTION

I move to approve the minutes for the April 20-21, 2022, Regular Board Meeting, the April 28, 2022, Special Board Meeting, the May 6, 2022, Special Board Meeting and the May 11-12, Board Retreat meeting.

3. Rolling Calendar

BOARD ACTION

I move to set June 14-15, 2023 as the date and Idaho State University as the location for the June 2023 regularly scheduled Board Meeting.

AND

I move to amend the date for the regularly scheduled April 2023 Board meet to April 25-26, 2023 as the date and University of Idaho as the location.

AND

I move to set May 10-11, 2023 as the date for the May 2023 Board Retreat.

BOARDWORK Page 1



STATE BOARD OF EDUCATION MEETING April 20-21, 2022 University of Idaho Pittman Center, 2nd Floor

709 Deakin Avenue Moscow, ID 83843

A regular meeting of the Idaho State Board of Education was held at the University of Idaho on April 20-21, 2022. Board President Liebich called the meeting to order at 9:00 a.m. (PT).

Present

Kurt Liebich, President Dr. David Hill, Vice-President Dr. Linda Clark, Secretary Shawn Keough Cally J. Roach Cindy Siddoway William G. Gilbert, Jr.

<u>Absent</u>

Superintendent Sherri Ybarra

Wednesday, April 20, 2022 – 9:00 a.m. (Pacific Time), 10:00 a.m. (Mountain Time)

BOARDWORK

1. Agenda Review / Approval – Action Item

BOARD ACTION

M/S (Hill / Clark) I move to approve the agenda as posted. A roll call vote was taken, and the motion carried 7-0. Superintendent Ybarra was absent from voting.

2. Minutes Review / Approval – Action Item

BOARD ACTION

M/S (Hill / Roach) I move to approve the minutes for the February 17, 2022, Regular Board Meeting and the March 3, 2022, Special Board Meeting. A roll call vote was taken, and the motion carried 7-0. Superintendent Ybarra was absent from voting.

3. Rolling Calendar – Action Item

BOARD ACTION

M/S (Hill / Keough) I move to set April 26-27, 2023, as the date and the University of Idaho as the location for the April 2023 regularly scheduled Board Meeting. A roll call vote was taken, and the motion carried 7-0. Superintendent Ybarra was absent from voting.

CONSENT

BAHR

- 1. FY2023 Appropriations Action Item
- 2. FY2023 Opportunity Scholarship Educational Costs Action Item
- 3. Boise State University Fourteen (14) Online Program Fees Action Item
- 4. Boise State University Dining Services Agreement Action Item
- 5. Boise State University Marketing Services Master Agreement Action Item
- 6. Idaho State University Ellucian Contract Renewal Action Item
- Idaho Public Television Friends of IPTV Operating Agreement Update Action Item

IRSA

- Boise State University Online Bachelor of Science, Advanced Medical Imaging

 Action Item
- Statewide Program Responsibilities University of Idaho Program Name Changes – Action Item
- 10. General Education Committee Appointments Action Item

PPGA

- 11. Indian Education Committee Appointments Action Item
- 12. Idaho State University Facility Naming College of Pharmacy Action Item **SDE**
- 13. Emergency Provision Certificates Action Item
- 14. Professional Standards Commission Appointments Action Item
- 15. Safety Busing Approval to Transport Students Less than 1½ Miles Action Item
- 16. Adoption of Praxis II Tests and Qualifying Scores for Content Assessments Action Item

BOARD ACTION

M/S (Hill / Gilbert) I move to approve the consent agenda. A roll call vote was taken, and the motion carried 7-0. Superintendent Ybarra was absent from voting.

UNIVERSITY OF IDAHO BOARD OF REGENTS UNIVERSITY OF IDAHO COMMUNITY FORUM

1. The following students from the University of Idaho addressed the Board. They were Savanna Pagel, Bryson Threlkeld, Daelas Zieber, Helen Wyman, Zach Nelson, Nicholas Brubaker, Secilia Lopez, Yasmine Tovar.

Mr. Gilbert asked the students why they chose UI and what brought them into Idaho if they came from outside the state.

- One student imparted that both of her parents and three of her siblings had been students at UI and she appreciated the programs being offered and how much the faculty and staff care about you. She also said the open-door policy at the campus makes students feel that the college really wants them to succeed.
- Another mentioned how beautiful the campus is but it was the faculty she met that really made the difference to her since she felt the teachers are here to help the students succeed.
- Some students wanted to stay in state and UI was there choice because the tuition is reasonable.
- ❖ A student who transferred from a school in Washington State said the programs offered at UI were significantly better than in WA and the tuition was a better value.

Dr. Clark asked if any of the students had taken advantage of the Idaho dual credit programs prior to enrolling and how did it impact them.

- One student said that the reason he decided on the UI was that so many of his dual credits transferred and he was able to get a minor and a major in his four years and is now in a graduate program.
- Another student said she had 36 dual credits when she started which put her a year ahead and she will graduate in three years. Many of the dual credit classes she took in high school were online so it was an easier transition to taking courses at the university when she started.
- ❖ Another student said some of the dual credit courses she took did not transfer to UI but the courses did prepare her for the courses she did need to take.
- Some students imparted that some of the dual credit courses they took in high school did not transfer over to UI as they would have hoped.

Dr. Hill asked the military veteran student what his experience has been like at UI. Dr. Hill also asked if the support services were also there for him as a veteran.

❖ He said his experience has been different because he is not right out of high school and he had a couple years of education under his belt from the military but that many of the courses he took while in the military did not transfer. He mentioned a program for veterans called Peer Advisors for Veteran Education (PAVE) that help veteran students on college campuses.

Mrs. Roach asked if any of the students had a recommendation for how to improve the Go-On Rate and if any of them were into esports.

A suggestion was made that having high school students come to the campus and spending a couple of days actually on the campus would take the fear

STATE BOARD OF EDUCATION
650 W. State Street • P. O. Box 83720 • Boise, ID 83720-0037
208/334-2270 • FAX: 208/334-2632

www.boardofed.idaho.gov

- away from what college life is like and would perhaps help with the Go-On Rate.
- Several students said during high school they had programs that would take them to the UI and it was helpful in making their decision easier to go to college.
- More work needs to be done in getting scholarship information to high school students because many scholarships go without being awarded because no one applies. And students who could not afford to attend college did not see the value in getting a college education when they could graduate and immediately make money working at McDonalds and make a decent wage.
- Many students who did not enjoy their high school experience decided not to attend university but the suggestion was made that if they had come to a campus on a 'stay over' they might have changed their minds and attended.
- Students in smaller rural communities tend not to attend university and again more work needs to happen to get information to them that attending college does not need to lead to massive debt because scholarships are available.
- Only one student identified as being into esports and college intermural. He said the programs took a major hit financially because of COVID-19.

Dr. Hill asked how many of the students had some form of scholarship. All eight of them raised their hands.

Dr. Clark asked if there was a question that the Board did not ask that the students think the Board should act upon.

- The veteran student said that when you get out of the military the American Council on Education equates courses, or trainings, with relevant college courses and assigns credit hours. While in the military he was taking classes in chemistry, mechanics and higher-level courses yet only one of those courses transferred to UI. In the military he was doing fusion, fission and isolating isotopes and when he got to the UI he still had to take chemistry 111 which is one class above basic chemistry. One of the reasons he decided to come to UI was the statement that they take credits assigned by the ACE however more of those credits should be available to transfer.
- ❖ The student from WA said most of the courses did transfer from the community college he attended but he had no support to compare the courses that would transfer to UI and when he came to UI he had to take chemistry again even though he had already taken the courses elsewhere. That was very frustrating.
- ❖ A question came to the Board asking for a commitment that while students can now opt out of paying fees for clubs and activities the concern from the students would be that those clubs would not have the funding to continue to operate.

Board President Liebich said he recognizes that all students need to find their place or activity which gives them a social network outside of the classroom to be successful and he is very supportive in ensuring that these clubs and activities continue for all students. He further believes that all of the college President's agree with that commitment.

❖ A concern was raised by the students that a number of the faculty are leaving the campus to take opportunities in other states due to wage issues. For many students they came to UI because of the faculty so this is a concern for them.

Board President Liebich said this is also a concern to the Board and academics can work from anywhere and they go to where they are supported. Compensation and how we support them in research is important. The flip side of this is that to keep education affordable it is hard to compete with other states or other industries. It is a discussion for the Board as well.

❖ A question was raised about how does the Board educate Idaho's legislators concerning education issues.

Board President Liebich acknowledged Senator Nelson being in the room and said this was a testament to how much Idaho's Legislator's care about education. The Board members also spend a lot of time talking with Legislators during session. Mr. Gilbert said the number one thing we can do in the state to influence the Legislator is for the Board to get out of the way. It is the students in Idaho who have the larger impact with the Legislator and he encouraged the students to tell their stories directly to the them. Mr. Gilbert encouraged the students to reach out to their local representatives and voice their opinions concerning higher education.

There were no further comments or questions from the Board.

Board President Liebich thanked all of the students for sharing their comments and concerns with the Board.

 The following professors and staff members from the University of Idaho addressed the Board. They were Steven Hacker, Elise Kokenge, Dr. Charles Goebel, Dr. Matt Smitley, Dr. Taylor Raney, Kim Salisbury, Marlane Martonick, Jana Joyce.

Board President Liebich asked how campus moral is doing in light of what has transpired in the last two years.

The consensus expressed was that staff have a positive moral but some of the students have severe deficits in their education due to online learning. The school has great ideas in how to help the students overcome this obstacle but it is the resources to that seem to be lacking.

STATE BOARD OF EDUCATION
650 W. State Street • P. O. Box 83720 • Boise, ID 83720-0037
208/334-2270 • FAX: 208/334-2632
www.boardofed.idaho.gov

Dr. Clark asked what types of resources would be needed to help students.

❖ The teachers feel that for students just entering college they are missing key concepts and need more one on one help. The students also need incentives in order to get back into the normal flow of taking courses in person.

Mrs. Siddoway asked if this student deficit was directly connected to the pandemic.

They acknowledged that this issue did exist prior to COVID-19 but the pandemic has exasperated the problem.

Dr. Clark said to be clear the need is help students who are not at grade level without the corequisite, which is much the same issue the community colleges are having but they have the resources to handle this issue.

- ❖ The answer was that was correct. The feeling is UI also needs academic specialists who can teach at the junior high, high school level with the time to devote to this issue.
- ❖ The teachers wanted to praise UI for keeping the school open during the pandemic, with safety protocols in place, and what they are seeing is that the UI students are further ahead of many of their contemporaries from other schools. And they expressed the fact that students have different expectations two years after COVID-19 with wanting the flexibility in having online and in person course offerings. Additional resources in being able to continue to offer this flexibility could also bring in new students.
- Mental health resources for students needs to be addressed and support for staff to help these students. The timeframe to get services for students is weeks out from the need. In some cases, the wait time is 6-12 weeks before students can get an appointment to see someone. And this is not only an Idaho issue but a national issue. COVID-19 did not create this issue but it did magnify it.
- ❖ Faculty also said that many faculty are being recruited to work in the private sector and it is enticing since they can work where they live and work anywhere in the country. Some of the salaries they are being offered are higher than UI can offer.
- During COVID-19 a lot of UI staff retired or left and they took their institutional knowledge with them which has led to students and even staff not getting the information they need and sometimes the information they get is not 100% complete. Ways to accelerate hiring should be developed along with providing proper training so that they can be helpful quickly.

Dr. Hill asked if any of the staff in attendance were employed as advisors and overall how would they rate the advising system at UI.

- ❖ It was shared that UI has done a good job in increasing advising and creating positions for professional advisors but the turnover is high. Because of this there is no institutional knowledge. A way must be found to retain these people. A lot of them go to WSU for the higher salaries.
- Another factor in turnover of staff is that the cost of housing is so high and they cannot find a place to live.
- ❖ Increasing mental health services for students is a major issue and needs to be addressed. UI did a good job during COVID-19 in helping students during the pandemic.
- It was reported that on Monday one of the teachers answered 109 advising questions but advising is not t her primary job. Multiple teachers report the same experience.

Mr. Gilbert asked what those in attendance are doing for recruiting new students for both graduate and undergraduate programs and what could the Board be doing to make it easier for the colleges to recruit new students.

Some suggestions were:

- Finding a way to put mental health experts in K-12 schools could help with recruiting new students.
- ❖ A partnership has been built with College of Southern Idaho to build a twoplus-two conservation institute for students. Relationships with two-year schools can be beneficial for recruitment.
- Bringing students to the campus physically makes a difference in recruiting potential.
- Getting scholarship information to high school students can help with recruitment.

Superintendent Ybarra arrived at 10:26 a.m. (PT).

❖ A question was asked how the Board was preparing to meet the demands of education in Idaho.

Dr. Hill said education change is difficult and slow, but the Board starts with simple ideas such as affordability and access. The Board does not run the institution's but they hire the Presidents who do run them. The Board is aware that there is an education crisis coming but there is no way to know how that will affect Idaho. Based on immigration and population growth nationally there is no way to know how Idaho's college go-on rate will change. The Board took advantage of COVID-19 money to start On-Line Idaho and the Board is looking for the colleges in Idaho to work more closely together to leverage their strengths.

Mr. Gilbert said the Board has a broad responsibility. One of the challenges the Board faces, if they are not careful, they can get to the urgent but not the strategic. The

collaboration between Idaho's community colleges and universities is not a coincidence but part of the Board's strategic plan.

Dr. Clark expanded on the question concerning the uniqueness of Idaho's education system by saying that one change that Idaho has initiated is a single sign up by which students can apply for any of Idaho's institutions. She said her colleagues in other states were shocked that Idaho could do such a thing. From a strategy point of view, it is imperative that we act in this strategic manner to deliver on our promise to our students that they can get through this process without some of the challenges other states have. What shocked her today was the testimony from the students who said that some of their dual credit courses did not transfer to many of the colleges in the state. Idaho has a mandatory omnibus strategic plan for moving education forward and later today the institution's and agencies will be sharing those plans with the Board.

Board President Liebich thanked everyone for coming and for sharing their thoughts and insights about education in Idaho.

There were no further comments or questions from the Board.

At this time the Board took a 15-minute break returning at 11:00 a.m. (PT).

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS

1. University of Idaho - Annual Report – President Green

Scott Green, President of the University of Idaho gave the universities annual report. He shared the following with the Board.

- Like every institution, the University of Idaho faced numerous challenges over the past several years, but our focus remains on our 3 goals: Supporting student success, prioritizing research, and telling our story.
- ❖ In 2021, we welcomed the largest freshman class since 2016. New student enrollment was up more than 16% and total enrollment was up nearly 5%.
- Our graduate student enrollment increased 8.2%, which does not include our professional degrees of law and medicine.
- ❖ We continue to provide the only law degree in the state through a competitive and quality law school. Two years ago, we took in more than 100 students when Concordia Law School closed its doors.
- Our WWAMI program remains at full capacity with 40 students per class. This year, the legislature passed a resolution that will support another 10 students a year in the program over the next few years.
- For the fall of 2022 our applications are up 33% and our admissions are up 17% over the same time last year.
- ❖ Seventy percent of our students are from Idaho high schools. Our Vandal Promise Scholarship offers up to five thousand dollars each year to high achieving, yet financially challenged, students from Idaho. It supports students for up to 5 years, allowing them to focus on earning their degree rather than

STATE BOARD OF EDUCATION

- worry about how they're going to pay for it. To date, we have awarded 81 of these scholarships totaling \$2 million dollars.
- ❖ U of I was named the No. 1 best value of any public university in the West by U.S. News and World Report for the second straight year. We passed the University of Virginia last year and we're No. 2 nationally only behind the University of North Carolina.
- Research is paramount to our mission and we strive to reach Carnegie R1 classification. Our faculty are competing with R1 universities for grants landing about \$113 million in research expenditures last year.
- More than half of our undergraduates conduct research with faculty, which is a significant factor in attracting high-achieving students.
- ❖ The number of jobs in cybersecurity has increased 160% since 2015. In 2021 we launched a master's degree in cybersecurity to complement our bachelor's degree introduced in 2020. Our Ph.D. in cybersecurity is planned for fall of 2023 and will increase our capacity for research and publications in this growing academic field.
- ❖ Schweitzer Engineering Laboratories provides support and funding for our cybersecurity programs. The company is based in Pullman, Washington, but has facilities in Lewiston and is now building a circuit board manufacturing center in Moscow, just south of town. SEL has invested \$2.5 million in cyber programs and research at the U of I that will help secure these automated power systems.
- ❖ The U of I is one of the original National Centers of Academic Excellence in Cyber Defense. We were recently tapped by the U.S. Department of Defense through the U of I's Center for Secure and Dependable System to provide support for its University Consortium for Cybersecurity.
- ❖ U of I's state-of-the-art Potato Germplasm Laboratory will address greater demand for plantlets and mini-tubers and increase production by three times in the next five years. Approximately 60% of the potatoes grown in the country and 90% of those in Idaho, can be traced back to our laboratory.
- ♣ Last year we won an 18.9 million-dollar grant from the National Science Foundation to fund a Deep Soil Ecotron lab that will be built on our Moscow campus. This unique, world class research lab will bring scientists from around the planet to study soil at depths up to 10 feet.
- ❖ U of I is the financial and project lead to provide access for all of Idaho's research institutions to the Falcon Computer, donated by the Idaho National Lab.
- ❖ Additionally, the U of I is leading the coordinated efforts on the procurement system for the 4-year institutions which will eventually save 10-20% in procurement costs.
- ❖ The U of I is partnering with Idaho State University and Idaho National Laboratory (INL) to advance nuclear engineering and nuclear energy solutions for our state and our country.
- ❖ As INL moves forward with new and existing research and development, the U of I and ISU are aiming to strengthen our partnership, which provides increased opportunities for research and internships for our students. The U of I offers three

- advanced degrees in the field and students work with some of the best equipment and top minds in the world through our partnerships.
- ❖ The Idaho Idea Network of Biomedical Research Excellence, or INBRE program is led by U of I faculty and funded by the National Institutes of Health. It's designed to bring biomedical research excellence to institutions both public and private throughout the state.
- ❖ The INBRE network also includes the Idaho Veterans Research and Education Foundation and collaborates with institutes and centers on campuses throughout Idaho.
- Representatives from U of I have visited high schools throughout the state, encouraging students to pursue higher education. We emphasize that a college degree will make you healthier, wealthier and wiser. This year we have visited more than 24 high schools. We discuss the various higher education choices such as 2-year or 4 year, or public vs. private institutions, the costs and many options to pay for college.
- ❖ One of my favorite stories to tell is how Tom Mueller, a kid out of Saint Maries High School wanted to be an aerospace mechanic, but his math teacher saw great potential in his student. He asked Tom whether he wanted to fix engines or design them. Tom really wanted to build rockets, so he attended the College of Engineering at the U of I and, a few years later was the first employee Elon Musk hired at Space X. Tom designed and built the Merlin Engines that powered the company's Falcon rocket. It is a great story of how higher education in Idaho can illuminate and elevate a hard-working student.
- Our extension programs are catered to the needs of their local constituents and whether it is through 4-H programs, continuing education programs or community workshops, they make a big difference for thousands of Idahoans.
- ❖ In Kootenai County, we're educating land and business owners about forest health and sustainable logging practices. Down in Jerome and Cassia Counties, we are partnering with the Natural Resource Conservation Service and Soil and Water Conservation Districts to teach farmers how to incorporate cover crops into rotational cropping systems.
- ❖ At our Research and Extension Centers we focus on improving farming and ranching practices by conducting research and disseminating the results that will help our farmers and ranchers be profitable while protecting our natural environment.
- Our extension staff also conducts the Eat Smart Idaho program, providing nutrition and physical activity education for low-income Idahoans.
- ❖ In 2021, our 4-H programs included nearly 14,000 enrolled members and served more than 60,000 kids overall. Studies show that 4-H participants are more likely to attend college, and 41% less likely to engage in high-risk behaviors.
- ❖ The university developed the new Vandal Hybrid Budget model to work in tandem with our Program Prioritization process. Our model is incentive-based and aligned with Program Prioritization metrics. In fiscal year '21, we set metric targets for fall of 22. These included enrollment and persistence targets for each

- college as well as span of control and customer service targets for support departments.
- ❖ Based on increased revenue from enrollment growth, new budget allocations in the amount of \$2 million were awarded to units across campus.
- ❖ We are in the final stages of implementing academic program prioritization, teaching the final eight students in our materials science program. In other areas across the university, we've combined departments and eliminated degree options. We've reorganized and consolidated programs to improve curriculum efficiency.
- ❖ We launched our "Brave. Bold. A Promise to Idaho Students" campaign in the fall. We are closing in on \$100 million raised for student scholarships and student success programs.
- This fiscal year will be our most successful fundraising year in our history, significantly exceeding last year's record of \$54.4 million. We also set a new record on Vandal Giving Day earlier this month, raising \$732,396 from 1,446 gifts.

Board President Liebich mentioned the \$100 million dollars in fundraising for the scholarship money and he asked if that is being treated like an endowment. President Green said Vandal Promise Scholarships are not endowed. As mentioned the monies being raised for scholarships total around \$2 million dollars but the total amount of the scholarship monies will come from the endowment.

Mrs. Roach mentioned the incentive program and she wondered how it was being received. President Green said it has been received pretty well and the enrollment increase can be a testament to how well that program is working.

Board President Liebich asked for an update on the Public / Private partnership privatizing the utilities program that the Board approved back in 2020. President Green said this partnership is doing what it was expected to do. The annual \$6 million dollars projected to be received from this partnership have come through; expenses are within budget and the UI has just recently approved a spending plan for the entire 50-year partnership.

Mrs. Roach asked about U of I's land grant status and wondered what additional responsibilities does that add to the U of I. President Green said President Abraham Lincoln signed the Morrill Act in 1862 which provided grants of land for states to build colleges. As Idaho's only Land Grand University, U of I's mission is to advance agriculture-related sciences through research. This mission has allowed U of I to do community outreach which can help sustain the economy of the state.

There were no further comments or questions from the Board.

BUSINESS AFFAIRS AND HUMAN RESOURCES

1. University of Idaho – FALCON Supercomputer Agreements

STATE BOARD OF EDUCATION
650 W. State Street • P. O. Box 83720 • Boise, ID 83720-0037
208/334-2270 • FAX: 208/334-2632
www.boardofed.idaho.gov

Dr. Christopher Nomura addressed the Board. He said the FALCON supercomputer is one of the fastest supercomputers available for use by academic institutions. Having the use of this asset dramatically enhances the research capabilities of each of Idaho's three research universities. FALCON remains located at the C3 facility. Each university is responsible for hiring a full-time systems administrator, but the Idaho National Laboratory is paying half of the cost of these systems administrators for two years.

The MOU documents state the universities are responsible for management, financial costs, shared use, and access to the BEA's decommissioned FALCON supercomputer. This remarkable resource is made possible as a result of the unique public-private partnership between the State Board of Education and BEA in the form of the C3 facility. The supercomputer will provide students, faculty and staff with access to computing power virtually unparalleled in the nation.

Dr. Hill asked how they were planning to allocate the cycles. Dr. Nomura said there is a committee that has been created by the four universities and they will then allocate the times each will use the cycles.

Board President Liebich asked if interest in using the FALCON supercomputer from outside of Idaho was expected and how would that be handled. Dr. Nomura said yes, interest is very high from around the nation. Priority will be given to schools in Idaho to have access to this resource. As for competing for external grants the FALCON computer will give Idaho schools the chance to put together competitive grant proposals.

There were no further comments or questions from the Board.

INSTRUCTION, RESEARCH AND STUDENT AFFAIRS

1. Degree Offerings Outside Traditional Institutional Missions

Dr. Jonathan Lashley, Associate Chief Academic Officer, Idaho State Board of Education said Board staff recommends the Board develop a framework for evaluating degree programs that fall outside traditional program offerings. In developing this framework, staff recommends the Board consider the criteria included in Dr. Hill's proposed framework from 2018, as well as the following potential criteria:

- 1. Uniqueness Requires specialized expertise and is unlikely to be offered by institutions that would normally offer that type of degree.
- 2. Support Buy in and full support from those institutions that would normally offer the proposed degree type(s) in the state or region.
- 3. Collaboration Full exploration of alternatives have been considered, including potential collaboration(s) with other institutions that typically offer the degree type(s) being proposed.

Dr. Hill added that he finds it helpful to separate the program of study and the credential; think about what is to be delivered and question if that is appropriate and what credential fits it. Dr. Hill then read the following definition of specialized certificates as written in policy: "A credential awarded upon successful completion of specific courses that have been industry validated and sequenced for the purpose of developing and upgrading skills in an occupation". There are only 4 programs in Idaho which use this statement. One at College of Eastern Idaho, one at College of Western Idaho and two at Idaho State University. Specialized certificates do qualify for financial aid. In addition, Boise State University currently awards Associate Degrees to dual credit students who have done their dual credit through their University and to students who leave without a Bachelor's degree. He further opined "If the Board believes that an institution should deliver a program, which is of sufficient length to be an associate's degree, what is the appropriate approach".

Mrs. Roach asked Dr. Hill about the applied science degree and asked for clarification. Dr. Hill said applied associate degrees are only available for Career Technical Education accredited schools. Mrs. Roach asked to add one component to the framework; does the institution have the resources to deliver the program.

Dr. Hill then asked Todd Schwarz, Provost of College of Southern Idaho and Torrey Lawrence, Provost of the University of Idaho, to address the Board on this issue.

Mr. Schwarz clarified that he was not speaking on behalf of all eight Idaho colleges. He said what is missing in the framework before the Board is the criteria for determining what the exceptions should be to what the college's mission are. Mr. Lawrence said U of I is the only Idaho institution which does not award associate degrees so this action item will help them catch up with the other Idaho institutions.

Superintendent Ybarra said to her understanding U of I is under a different framework since they are Idaho's only Land Grant university, so they should be offering associates degrees. Mr. Lawrence said that was correct as there are several examples of where Land Grant schools in other states do offer associates degrees.

Mr. Gordon Jones, President of College of Western Idaho, joined the conversation saying one variable which should also be a part of the discussion was the costs to students. Classes traditionally cost less in a community college. Dr. Hill said the Board is seeking more cooperation among the institutions and the delivery of courses at a more affordable level in all community colleges benefits all students but was not sure where this should be part of the discussion.

Dr. Clark said she would like the framework being proposed to add more incentive for the 4-year institutions to have the latitude to offer an associate's degree to students who take the bulk of their dual credits at their universities. This is a big incentive to students to continue their education at the same institution. Dr. Hill said he agrees completely

STATE BOARD OF EDUCATION

especially since BSU is already awarding associates degrees under certain specific circumstances.

Kevin Satterlee, President of Idaho State University, said ISU offers a range of associate degrees, such as in their college of business, arts and letters and college of engineering, among others. These were developed and offered in reaction to business community needs. He expressed concern that the Board would adopt framework which would limit those degrees because they needed certain parameters.

BOARD ACTION

M/S (Hill / Keough) I move to direct staff to develop policy language that incorporates a framework which is useful for evaluating degree programs that fall outside traditional program offerings. A roll call vote was taken, and the motion carried 8-0.

There were no further comments or questions from the Board.

2. University of Idaho – Associate of Science in Forest Nursery Management and Technology

Dean Panttaja, Vice-Provost for Academic Initiatives, University of Idaho, shared that the Associate of Science (A.S.) in Forest Nursery Management and Technology builds upon existing course offerings in forestry, plant sciences, and business, and UI does not anticipate additional significant resources will be needed to deliver the program. The proposed program will require completion of 72 credits (36 of which are general education), which surpasses the maximum number identified in Board Policy III.E for an associate degree.

Dr. Dennis Becker, Dean of Natural Resources, University of Idaho, said UI is uniquely positioned in the state to help meet the demand for a skilled forest nursery workforce. UI is one of the only two universities in the nation operating a commercial forest nursery. The Pitkin Forest Nursery currently produces approximately 500,000 seedlings per year for both public and private stakeholders. U of I has the faculty and staff expertise, as well as the opportunity to develop a skilled workforce for forest nurseries that are critical to the success of the forest industry in Idaho and many other western states. Our proposed program will provide students with a hands-on, in-depth education focused on developing the technical, managerial, and entrepreneurial skills needed to manage a sustainable forest nursery.

BOARD ACTION

M/S (Hill / Ybarra) I move to approve the request by University of Idaho to offer an Associate of Science in Forest Nursery Management and Technology as provided in Attachment 1. A roll call vote was taken, and the motion carried 8-0.

Mrs. Keough made a statement that she has worked with the forestry product industry for over 40 years and while she receives no direct benefit personally the industry will benefit from these proposed changes. She will be voting today but she wanted to make sure to be transparent.

There were no further comments or questions from the Board.

3. University of Idaho – Associate of Science in Forest Operations and Technology

Dean Panttaja, Vice-Provost for Academic Initiatives, University of Idaho, shared that the Associate of Science (A.S.) in Forest Operations and Technology is focused specifically on workforce development and the needs of the logging and forest operations sector by linking basic forest operations with important skills needed to operate and maintain forest harvesting equipment. The proposed program will require completion of 73 credits (36 of which are general education), which surpasses the maximum number identified in Board Policy III.E for an associate degree.

Dr. Dennis Becker, Dean of Natural Resources, University of Idaho, said UI is uniquely positioned in the state to help meet this demand for a skilled forest operations workforce. Our nationally ranked B.S. Forestry degree has been training foresters for more than 100 years and we possess considerable expertise in forest operations and the application of new technologies. Additionally, the 10,000+ acre University of Idaho Experimental Forest (UIEF) provides a natural laboratory for an A.S. program in Forest Operations and Technology. The UIEF is a working forest, with active harvesting and forest operations, that provides hands on learning opportunities for our students.

BOARD ACTION

M/S (Hill / Clark) I move to approve the request by University of Idaho to offer an Associate of Science in Forest Operations and Technology as provided in Attachment 1. A roll call vote was taken, and the motion carried 8-0.

There were no comments or questions from the Board.

4. University of Idaho – Associate of Science in Wildland Fuel and Fire Technology

Dean Panttaja, Vice-Provost for Academic Initiatives, University of Idaho, said the proposed Associate of Science (A.S.) in Wildland Fuel and Fire Technology program is based on stakeholder input and an assessment of workforce needs across the state and region. The proposed program will require completion of 81 credits (38 of which are general education), which surpasses the maximum number identified in Board Policy III.E for an associate degree. Based on the information provided by UI, the program provides that in order to fully meet the National Wildfire Coordinating Group and Association for Fire Ecology standards, the proposed degree must exceed 60 credits and has included a request that the Board provide an exception to Board Policy III.E., which limits associate degrees to 60 credits.

Dr. Dennis Becker, Dean of Natural Resources, University of Idaho said UI is uniquely positioned in the state to help meet this demand for a skilled wildland fuel and fire workforce. Our nationally ranked B.S. Fire Ecology and Management degree was the first of its kind in the nation and we have been training fire scientists for more than 40 years.

BOARD ACTION

M/S (Hill / Gilbert) I move to approve the request by the University of Idaho to provide an exception to the 60-credit requirement for associate degrees, as provided in Board Policy III.E., in relation to the proposed Associate of Science in Wildland Fuel and Fire Technology as provided in Attachment 1. A roll call vote was taken, and the motion carried 8-0.

AND

M/S (Hill / Gilbert) I move to approve the request by University of Idaho to offer an Associate of Science in Wildland Fuel and Fire Technology as provided in Attachment 1. A roll call vote was taken, and the motion carried 8-0.

Dr. Hill made a closing statement. He said he voted yes on these motions but he was not happy with the protentional outcome and he feels that more work needs to be done.

There were no further comments or questions from the Board.

At this time the Board recessed for 30 minutes returning at 1:02 p.m. (PT).

WORK SESSION (2 hours)

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS

A. Institution and Agencies Strategic Planning

Dr. Clark began by saying the institutions and agencies were asked to focus on three specific areas over the next couple of years. These focus areas are recruitment, retention and completion.

Tracie Bent, Chief Policy, Planning and Government Affair Officer, Idaho State Board of Education reminded the Board the action on the plans will happen at the June Board meeting. The proposal will be for the Board to approve the institution and agencies strategic plans.

Torrey Lawrence, Provost and Executive Vice-President, University of Idaho said the UI has identified four areas for their strategic plan.

Current strategic efforts:

Budget model that incentivizes increased enrollment and completion.

STATE BOARD OF EDUCATION

650 W. State Street • P. O. Box 83720 • Boise, ID 83720-0037 208/334-2270 • FAX: 208/334-2632

- ❖ For recruitment UI is collaborating with sister institutions in the For You, For Us, For Idaho campaign (https://educationforidaho.org/).
- UI has Completed a new strategic enrollment plan which has resulted in 13 action plans that have been created out of that.
- UI created UIdahoBound that helps students enroll for classes; learn about their majors and college offerings; set up their student accounts with Information Technology Support; discover clubs and campus resources; review their financial aid awards with financial aid counselors. Students who attend typically continue into their second semester and are more successful overall.
- For retention and graduation UI created Vandal Star a web-based retention and advising tool that provides an efficient way to offer coordinated support to all students, ensuring they receive the right type of assistance/intervention to keep them on track.
- UI created the Anthology program where every major, degree, certificate and/or credential identifies a set of learning outcomes, which students who complete the 'program of study,' should achieve by the time they complete their studies.

Matt Freeman, Executive Director, Idaho State Board of Education, asked Mr. Lawrence to expand on the Vandal Star program and the need for more advisors. Mr. Lawrence said there is turnover in the advisor ranks and UI is trying to be competitive with salaries. Also under review is whether U of I has the right number of advisors to handle the student needs.

There were no further comments or questions from the Board.

Dr. Marlene Tromp, President, Boise State University shared BSU's strategic plan with the Board.

- ❖ For recruitment and access they developed a new strategic enrollment and retention plan that is data driven, centers on Board goals on Complete College America Math, and it sets target rates.
- They have redirected more than a million dollars in needs based financial aid to Idaho students.
- Community impact efforts in rural areas are starting to see increased college attendance rates in those areas.
- * Retention rates have gone up which affects graduation rates.
- Graduation rates have increased 15.4%.
- ❖ Boise State University is proud to be one of six institutions to form REP4, a national alliance to change the future of education with learners taking the lead in how the new system should work.
- ❖ Applications for enrollment from Idaho students increased 26%.

Board President Liebich asked if a specific tangible thing can be seen in elevating these trends. Dr. Tromp said advisement and changes to the curriculum and requirements led to an increase in the pass rate.

Mr. Freeman asked for more information on the APLU stretch targets and how they were developed. Dr. Tromp said APLU partners with universities and they look at institutions local environment and academic success rates and they create stretch targets for institutions based on that data.

Mrs. Roach asked how long it took to get the increased math pass rates from 50% to 75% and wanted to know what the timeframe involved was. Dr. Tromp said she would have to get that data as she did not have it readily available.

There were no further comments or questions from the Board.

Kevin Satterlee, President, Idaho State University, shared ISU's strategic plan with the Board.

- ❖ ISU plans to increase student access, opportunity, retention and success. To achieve this ISU will increase access and retention using targeted strategies; increasing student retention by strengthening the student experience, and improving ISU's graduation experience.
- ❖ ISU plans to identify, recruit, enroll, retain and graduate students in alignment with ISU's strategic plan.
- ❖ He has asked the student affairs team to review the current recruiting practices and to propose changes to increase enrollment.
- ❖ ISU is close to the full implementation of the Early Alert Academic Advising program developed by Georgia State University to help with student retention and graduation rates.
- ❖ ISU is developing external partnerships with College of Eastern Idaho and College of Southern Idaho which allows students to work towards their degree at ISU while still enrolled at an Idaho community college. These students have been granted catalog rights while enrolled in community college.
- ❖ ISU is looking at student housing to make sure it stays in better condition to enhance the student experience.

Mr. Gilbert asked what a stretch target would be for enrollment for next fall. President Satterlee said the goal is 2-3% growth in enrollment for next Fall.

There were no other comments or questions from the Board.

Dr. Grace Anderson, Vice President for Institutional Research, Planning and Effectiveness, and Andy Hanson, Senior Vice President, Lewis-Clark State College shared LCSC's strategic plan with the Board.

- LCSC has a history of enrolling non-traditional working students who attend parttime, so a gap between head count and FTE is to be expected.
- LCSC serves many first-generation and low-income students.
- LCSC adopted an active coaching model where every freshman is paired with a faculty advisor, a student mentor and a faculty mentor.

STATE BOARD OF EDUCATION 650 W. State Street • P. O. Box 83720 • Boise, ID 83720-0037 208/334-2270 • FAX: 208/334-2632

www.boardofed.idaho.gov

Board President Liebich asked for more information on the peer mentoring program. Mr. Hanson said a small stipend is awarded to upper level seniors to stay with a freshman student for 12 weeks to help them navigate their first semester.

Dr. Hill asked about the sweet spot and how much growth is required to get to that sweet spot. Dr. Anderson said 3% growth would be what they are looking for.

Dr. Cynthia Pemberton, President, Lewis-Clark State College, said the sweet spot growth would be based on non-dual credit student population of 3,000 students. A third of LCSC's students are non-traditional students so you take a third of that number. That would therefore mean 1,000 in student growth in the next decade. Also of note is that some students are taking longer than 4 years to achieve their degree.

There were no further comments or questions from the Board.

Byron Miles, Vice President of Finance and Administrative Services, College of Eastern Idaho, gave CEI's strategic plan information to the Board.

- ❖ Enrollment growth continues on the upward trend. There was a 13% increase in student enrollment from 2021-2022 and the number of credits being taken has increased by 7% for the same time period.
- All faculty and staff have stepped up enrollment efforts to attract students coming out of high school.
- Further outreach is being done to target Hispanic students and male students.
- CEI's presence in high schools has increased where they visit schools five or more times in a year.
- Outreach to rural students has also increased via online offerings.
- ❖ Dual credit students went from zero in 2017 to 1,072 for 2022.
- ❖ There are currently two hundred RN students and outreach continues.
- First year retention rate is 69% which is a 1% increase over last year.
- ❖ Online enrollment is still increasing with 3,906 students taking online courses.
- Certificates and degrees for FY2022 were 348 which is a 25% increase over last vear.
- Data shows that Students are also taking longer in getting their degrees.

Dr. Clark asked for more information on the outreach to male students. Mr. Miles said that less than half of CEI's students are males, hence the accelerated outreach.

Board President Liebich said that community colleges are unique in that they have their own governing boards and how do these strategic plans get approved by their local governing boards. Mr. Miles said CEI's local board is aligned with the Board's strategic goals.

There were no further comments or questions from the Board.

STATE BOARD OF EDUCATION
650 W. State Street • P. O. Box 83720 • Boise, ID 83720-0037
208/334-2270 • FAX: 208/334-2632
www.boardofed.idaho.gov

Chris Bragg, Dean of Institutional Effectiveness and Communication, College of Southern Idaho, gave CSI's strategic plan.

- CSI is an open access campus so any student who wishes to enroll can do so.
- Recruitment and retention strategies are discussed every Tuesday / Thursday morning.
- CSI was the first public Hispanic serving college in the magic valley.
- ❖ A retention plan should be ready in the next month.
- CSI is continuing their efforts to get students to graduation, and then to transfer to a 4-year institution.

Dr. Hill reiterated that CSI is a Hispanic serving institute and he wondered what practical changes that means to the campus. Mr. Bragg said researchers have had discussions over the definition between a Hispanic serving institute verses a Hispanic enrollment institute. To this end CSI had held a roundtable event recently where over 500 Hispanic students were asked if CSI was succeeding or were they failing the students. The outcome was that if Hispanic students were attending CSI they are succeeding. The challenge is in attracting students, and in advancing the go-on rate from high schools. Being an HSI entitles CSI to apply for a Department of Education Title V Hispanic service grant and they will be applying for their first grant in June.

Mrs. Roach asked about recruitment of parents as well as the students. Mr. Bragg agreed and said that research shows that it is really recruitment of families that shows the greater success in attracting new students. Having dual language translators as part of these outreach events is also important.

Dr. Clark mentioned that since so many institutes had mentioned Complete College America she wanted to mention the Complete College America Summit that would be upcoming on June 16-17 at the ISU campus. More information will be forthcoming from Dr. TJ Bliss, Chief Academic Officer, Idaho State Board of Education.

There were no further comments or questions from the Board.

Mr. Gordon Jones, President, College of Western Idaho, gave CWI's strategic plan to the members of the Board.

- CWI currently has 29,000 students enrolled. Over 21,000 are credit students and 8,000 students are non-credit students.
- Web analytics are looking at how many students are accessing CWI's website; how many are completing an application, and how many admitted are not showing up for their first day of class.
- CWI is partnering with BSU for an 80/40 split program where CWI students take 80 credit hours of their courses at CWI and the last 40 percent at BSU.
- One stop advising is already in place.

Mrs. Roach asked if CWI was expecting the enrollment growth rate to continue over the next five years. President Jones said if CWI is doing their job he does believe they can see these higher growth rates.

Board President Liebich asked about the Health Sciences Building and will CWI need to fundraise against the monies awarded by the Legislature. President Jones said the Legislature did give CWI \$10 million of the funding for the new building in Nampa. The first building built will be the Health Sciences Building and a financing plan is in place where it will not require any further fundraising.

There were no further comments or questions from the Board.

Michael Sebaaly, Interim President, and Dr. Kassie Silvas, Interim Provost, North Idaho College, shared NIC's strategic plan with the Board.

- ❖ NIC is looking at offering more accelerated courses to attract new students. For the first time NIC will be offering 12-week courses and 8-week courses.
- NIC started a night school program where students can earn an associate's degree just by taking night school courses.
- ❖ Recently, a utility lineman school in Spokane closed. After discussion with a couple of utility companies and workforce development, NIC opened a lineman school and they are expecting 100 students to go through this program on a regular basis.
- Even though NIC's enrollment has declined the student completion rate has continued to increase.
- ❖ The number of NIC's degrees and certificates awarded have also increased.
- ❖ NIC has started the Freshman-Year Experience program designed to help students prepare for the transition from high school to college.

Mrs. Roach asked about the flexibility model and wondered where NIC found it. Dr. Silvas said barriers were found that showed that many students who wanted to attend NIC could not get away during the day to attend classes so the flexibility model was started.

Board President Liebich asked that as NIC goes back and works on their strategic plan please go back to the report from the accreditation board and make those recommendations part of NIC's strategic plan.

There were no further comments or questions from the Board.

At this time the Board took a 10-minute break returning at 3:04 p.m. (PT).

BUSINESS AFFAIRS AND HUMAN RESOURCES

B. FY2023 Tuition and Fees

Gideon Tolman, Chief Financial Officer, Idaho State Board of Education, introduced the institutions representatives who outlined the tuition and fee increases being requested.

Dr. Julie Crea, Vice-President for Finance and Administration, and Caden Massey, LCSC Student Body President, Lewis-Clark State College, presented the following to the Board concerning the increase in fees.

LCSC is not requesting any increases in either resident or non-resident tuition. A modest increase in the Consolidated Mandatory Fees, which is inclusive of the technology fee is being requested and is included in the proposal, below.

❖ The technology fee funds computer labs, a pay for print system, and the campus enterprise resource planning system. The requested \$7 per semester (\$14 per year) increase for full-time students and \$2.00 per credit hour for part-time students will provide the revenue necessary for the rising cost of technology and software maintenance contracts.

Other fees proposed were:

- ❖ A 0.1% increase in the non-resident tuition/fees which is comprised of an annual \$14 increase in technology fees, which is a part of the Consolidated Mandatory Fees. The proposed FY23 full-time non-resident tuition and fee package is \$20,252 versus the prior year at \$20,238.
- ❖ A 0.1% increase in Asotin County non-resident tuition/fees which is comprised of an annual \$14 increase in technology fees, which is a part of the Consolidated Mandatory Fees. The proposed FY23 Asotin County non-resident tuition and fee package is \$11,066 versus the prior year at \$11,052.
- ❖ A 4.5% increase in full-time tuition/fees which includes an annual \$302 (5.2%), \$90 (4.5%) in graduate fees, and \$14 in technology fees, which is a part of the Consolidated Mandatory Fees, for a total increase of \$406 per year. The proposed FY23 full-time tuition and fees is \$9,406 per year versus the prior year fee of \$9,000.
- ❖ A 4.5% increase in non-resident full-time tuition/fees which includes an annual \$898 (4.7%), \$90 (4.5%) in graduate fees, and \$14 in technology fees, which is a part of the Consolidated Mandatory Fees, for a total increase of \$1,002 per year. The proposed FY23 full-time tuition and fees is \$23,258 per year versus the prior year fee of \$22,256.
- ❖ A 4.4% increase in the part-time (per credit hour) fee which includes \$18.00 (4.5%) in tuition and \$2.00 (0.6%) in technology fees, which is a part of the Consolidated Mandatory Fees, for a total increase of \$20 per credit hour. The proposed FY23 part-time fee is \$470 versus the prior year fee of \$450.

Two new fees being proposed are:

❖ Portfolio Class Fee: LCSC is requesting a \$50 fee to be effective with SU 2022. This is a new fee in lieu of the part-time credit hour fee and only applies to the

- new Portfolio course through which people may learn to assemble documentation to demonstrate prior learning.
- ❖ Correctional Education Per Credit Hour Fee: LCSC is requesting a \$260 per credit hour fee to be effective with SU 2022. This new fee is intended to help incarcerated populations of students who have completed a GED or high school diploma to gain college credits. A lower per credit hour fee than the traditional part-time rate is proposed due to limited funding availability for these populations and the limited services that LC State would provide such as no campus activities or services.

BOARD ACTION

For LEWIS-CLARK STATE COLLEGE:

M/S (Hill / Clark) I move to approve the FY 2023 annual undergraduate full-time resident tuition at Lewis-Clark State College in the amount of \$5,826, the consolidated mandatory fee in the amount of \$1,170, and the annual undergraduate full-time nonresident tuition and fees in the amount of \$20,252. A roll call vote was taken, and the motion carried 8-0.

AND

M/S (Hill / Clark) I move to approve all other fees set forth in the FY 2023 Lewis-Clark State College tuition and fees worksheet as reported in Attachment 1. A roll call vote was taken, and the motion carried 8-0.

Mrs. Roach asked how the students were reacting to the student opt out option. Mr. Massey said there were some on campus who were concerned about this. A lot of effort is going into allaying those fears with student outreach and increased communication.

There were no further comments or questions from the Board.

Brian Foisy, Vice-President, Finance and Administration, University of Idaho presented the following to the Board.

- ❖ The University of Idaho is requesting a \$1.80 per year decrease to the undergraduate resident tuition of \$6,181.80 and the undergraduate non-resident tuition of \$25,417.80 per full-time student per year, bringing the proposed tuition rates to \$6,180.00 per year for residents and \$25,416.00 per year for nonresidents.
- ❖ FY 2023 represents the first year of a four-year phased implementation of the WICHE WUE rate calculation methodology. To date, the university has set the WUE rate equal to 150% of the full-time undergraduate resident combined tuition and fee rate. Per WICHE, the correct calculation is 100% of the full-time resident combined tuition and fee rate plus 50% of only the full-time resident tuition rate. In order to shift to this correct methodology, the university has the approval of WICHE to implement the WICHE methodology for new students starting FY 2023

STATE BOARD OF EDUCATION

while continuing the old methodology for ongoing students. Based on this, the University of Idaho is requesting a decrease of \$1,024.00 per year to the WUE tuition and fee package for new students. This will reduce the WUE package for new students from \$12,510.00 to \$11,486 and is based on the requested full-time resident tuition and fee total of \$8,396.00 plus 50% of the requested full-time resident tuition of \$6,180.00.

- ❖ As indicated above, the university will continue using 150% of the full-time undergraduate tuition and fee rate for continuing WUE students. Based on this, the University of Idaho is requesting an increase of \$42.00 per full-time student per year to the WUE tuition and fee package total for ongoing WUE students. This will increase the WUE package from \$12,510.00 to \$12,594.00 and is based on the requested full-time resident tuition and fee total of \$8,396.00 times 150%.
- ❖ The University of Idaho is requesting a \$1.80 per year decrease to the graduate resident tuition of \$7,753.80 and the graduate non-resident tuition of \$26,989.80 per full-time student per year, bringing the proposed tuition rates to \$7,752.00 per year for residents and \$26,988 per year for non-residents.

For UNIVERSITY OF IDAHO:

M/S (Hill / Keough) I move to approve the FY 2023 annual undergraduate full-time resident tuition at the University of Idaho in the amount of \$6,180, the consolidated mandatory fee in the amount of \$2,216, and the annual undergraduate full-time nonresident tuition and fees in the amount of \$27,632. A roll call vote was taken, and the motion carried 8-0.

AND

M/S (Hill / Keough) I move to approve all other fees set forth in the FY 2023 University of Idaho tuition and fees worksheet as reported in Attachment 1. A roll call vote was taken, and the motion carried 8-0.

Mr. Gilbert asked about the decrease in the facility fee. Mr. Foisy said deferred maintenance is a major concern on the campus. But UI has flexibility in moving funds where needed.

There were no further comments or questions from the Board.

Jo Ellen Dinucci, Associate Vice President, Finance and Administration, Boise State University, and Kenneth Huston, BSU Student Body President, presented the following to the Board.

- ❖ In March, the Executive Tuition and Student Fee Committee held open hearings that included presentations on the proposed rates and accepted public testimony.
- For full-time students, defined as student enrolling in 11 or more credits for AY23, Boise State University recommends an annual rate tuition and fee rate of \$8,364.

- This requested increase includes no increase in tuition and an annual increase in fees of \$304. Part-time rates are proposed at \$380.45 per credit hour.
- Student Enrollment, Engagement, and Success: The student enrollment, engagement and success fees provide funding to support the multitude of activities and services available to students, both on and off campus. Included in these fees are scholarships, student employment opportunities, funding to support student success initiatives, and enrollment (recruitment and retention) activities.
- ❖ Institutional Operations, Services, and Support: These fees support departmental and infrastructure needs of the college and universities, including construction and maintenance of facilities and related debt service; instructional and computing resources; student involvement services and participation with athletic, arts, and cultural events.
- ❖ Student Health and Wellness: The student health and wellness fees support students physical and mental health and well-being. Students' fees also allow for access to the health and counseling centers throughout the year as well as utilize well-being and fitness programs and facilities for overall improvement of the student experience. Also included are the facilities, maintenance, and programs available through the recreation and intramural programs.
- ❖ Student Government: This fee is to support the student government officers elected by students and support them, their initiatives, and their overall experience. Students are provided the means to engage in discussions, events, and opportunities that interest them, are new to them, and challenge them. A subset of this fee would be student activities, clubs, and organizations, and students would be allowed to opt-out of that fee.

For BOISE STATE UNIVERSITY:

M/S (Hill / Keough) I move to approve the FY 2023 annual undergraduate full-time resident tuition at Boise State University in the amount of \$5,532.36, the consolidated mandatory fee in the amount of \$2,831.64, and the annual undergraduate full-time nonresident tuition and fees in the amount of \$25,701.10. A roll call vote was taken, and the motion carried 8-0.

AND

M/S (Hill / Keough) I move to approve all other fees set forth in the FY 2023 Boise State University tuition and fees worksheet as reported in Attachment 1. A roll call vote was taken, and the motion carried 8-0.

Board President Liebich asked about the deferred maintenance which cannot be used on auxiliary buildings; can ticket prices be raised instead to cover more of the deferred maintenance line item. Ms. Dinucci said most arenas in the country are not self-supporting. Commercial events do bring in money but it is not enough cash flow to cover the deferred maintenance.

Mr. Freeman asked about the consolidated fees and wondered which ones were brought forward by students verses those brought forward by the university. Mr. Huston said the first step in setting student fees starts with the Student Activity Fee Advisory Board (SAFAB). Their recommendations are then sent to the Executive Fee and Tuition Committee; sent to Dr. Tromp and finally presented to the Board. All of the axillary fees listed here today, except the technology fee, were endorsed by SAFAB. Therefore, almost all of the fee increases were brought forward by students.

There were no further comments or questions from the Board.

Kevin Satterlee, President; Jen Steele, Chief Fiscal Officer; Zane Webb, Student Body President; Rex Force, Vice-President Health Sciences and Dr. Craig Chatriand, Interim Vice-President, Student Affairs, presented the following to the Board.

The largest unexpected expenditure ISU has projected for next fiscal year is for the campus electric bill which will increase by more than \$500,000. There was no accounting for that amount during the Legislative appropriation so the money needs to come from some source.

The following funding requests, as presented, are also not supported by the funding shift granted by the Idaho Legislature during the last session. These small fee increases will support three years of CEC and other essential services.

- Mandatory Student Activity Fees: Mandatory Student Activity Fees are proposed at \$1,014.78 per semester, a \$42.80 or 4.4% increase over FY2022 rates. Part-time rates are proposed at \$71.41 per credit hour, a \$4.44 or 6.6% increase over FY2022 rates. These increases support three years' CEC and other inflationary costs for services and activities housed in local and auxiliary funds. These Mandatory Student Activity fees include an opt-out Student Clubs and Organizations Fee of \$4.00/semester for full-time students and \$.33/credit hour for part-time students.
- Resident Undergraduate Tuition and Fees: There is no increase proposed for undergraduate resident tuition in FY2023. With the Mandatory Student Activity Fee increase, full-time resident undergraduate tuition and fees are proposed at \$3,978.80/semester, a \$42.80 or 1.1% increase over FY2022 rates. Part-time undergraduate rates are proposed at \$406.44/credit hour, a \$4.44 or 1.1% increase over FY2022 rates.
- ❖ Resident Graduate Tuition and Fees; Full-time resident graduate tuition and fees are proposed at \$5,315.12 per semester, a \$153.14 or 3.0% increase over FY2022 rates. Part-time resident graduate tuition and fees are proposed at \$540.48 per credit hour, a \$15.51 or 3.0% increase over FY2022 rates. These recommended fee increases consider market factors and costs required for delivering high quality graduate educational programs, to include anticipated CEC and fringe rate increases.
- Non-Resident Tuition and Fees Full-time non-resident undergraduate tuition and fees are proposed at \$12,967.71 per semester, a \$304.61 or 2.4% increase over

STATE BOARD OF EDUCATION

FY2022 rates. Part-time non-resident undergraduate tuition and fees are proposed at \$702.46 per credit hour, a \$16.64 or 2.4% increase over FY2022 rates. Full-time non-resident graduate tuition and fees are proposed at \$14,303.93 per semester, a \$414.95 or 3.0% increase over FY2022 rates. Part-time nonresident graduate tuition and fees are proposed at \$836.50 per credit hour, a \$27.71 or 3.4% increase over FY2022 rates. These recommended fee increases consider market factors and costs required for delivering high quality educational programs and services, to include anticipated CEC and fringe rate increases.

In addition, fee increases are being asked for professional fees that were also not covered by the fund shift from the Idaho Legislature. Faculty attrition and retention are also major concerns and it is the hope that these fee increases will help with this issue. The following are proposed.

- ❖ The College of Health: This increase will assist with covering costs associated with the anticipated Change in Employee Compensation (CEC) and fringe rate increases.
- ❖ The Audiology Program: This increase will assist with covering costs for equipment, the hiring of a new HIPAA Compliance Officer, and anticipated CEC and fringe rate increases.
- ❖ The Dental Hygiene Department: This increase will help cover costs for clinic supplies and instrument price increases, costs for N95 respirators, the hiring of a new HIPAA Compliance Officer, and anticipated CEC and fringe rate increases.
- ❖ Dental Hygiene Department: This increase will help cover upgrades to computer technology and equipment, support professional development of graduate faculty, cover marketing and recruitment initiatives, adjunct costs, the hiring of a new HIPAA Compliance Officer, and anticipated CEC and fringe rate increases.
- ❖ The Master of Science in Nutrition with Dietetic Internship Program: This increase will assist with anticipated CEC and fringe rate increases.
- The Department of Counseling: This increase will assist in covering upgrades to computer technology and equipment, support professional development of graduate faculty, the hiring of a new HIPAA Compliance Officer, and anticipated CEC and fringe rate increases.
- Idaho Dental Education Program (IDEP) IDEP provides access to dental education for Idaho students through a cooperative agreement between ISU and Creighton University in Omaha, Nebraska. The program fee is set by Creighton University.
- The Medical Lab Science program: This increase will assist with covering software costs for clinical placements and anticipated CEC and fringe rate increases.
- BSN, RN to BS Completion, and the BS Accelerated programs: This increase will cover some of the costs associated with simulation development, required faculty travel to rural clinic sites, on-site intensives, standardized patient costs, the hiring

- of a new HIPAA Compliance Officer, and anticipated CEC and fringe rate increases.
- The Nursing DNP program: This increase will cover some of the costs associated with simulation development, required faculty travel to rural clinic sites, on-site intensives, standardized patient costs, the hiring of a new HIPAA Compliance Officer, and anticipated CEC and fringe rate increases.
- ❖ The Nursing MSN program: This increase will cover some of the costs associated with simulation development, required faculty travel to rural clinic sites, on-site intensives, standardized patient costs, the hiring of a new HIPAA Compliance Officer, and anticipated CEC and fringe rate increases.
- ❖ The Nursing PhD program: This increase will cover some of the costs associated with simulation development, required faculty travel to rural clinic sites, on-site intensives, standardized patient costs, the hiring of a new HIPAA Compliance Officer, and anticipated CEC and fringe rate increases.
- ❖ The Occupational Therapy (OT) Program: These increases will help cover adjunct costs, additional supplies, equipment, software, and placement costs, and anticipated CEC and fringe rate increases.
- The College of Pharmacy: These increases will assist with costs associated with the hiring of a new HIPAA Compliance Officer, faculty promotion, and anticipated CEC and fringe rate increases.
- The Physical Therapy (PT) Program: These increases will help cover the costs of transitioning of a 9-month faculty position to a 12-month position, the hiring of a new HIPAA Compliance Officer, and anticipated CEC and fringe rate increases.
- The department of Physician Assistant Studies: These increases will help cover the hiring of a new HIPAA Compliance Officer and anticipated CEC and fringe rate increases.
- The Radiographic Science Program: This increase will help cover the costs of anticipated CEC and fringe rate increases.
- ❖ The Sign Language Interpreting program: program currently utilizes course fees, but now meets State Board of Education requirements to implement professional fees. This professional fee (in lieu of prior course fees) will be used to cover internship costs, knowledge and performance exam costs, library acquisition costs, supplies and materials, travel for faculty and students, background checks, accreditation fees, and costs associated with CEC and fringe rate increases.
- ❖ The Speech-Language Pathology On-Campus program: This increase will help cover costs associated with equipment, supplies, software, the hiring of a new HIPAA Compliance Officer, and anticipated CEC and fringe rate increases.
- The Speech-Language Pathology (Online) program: This increase will help cover costs associated with the hiring of a new HIPAA Compliance Officer and anticipated CEC and fringe rate increases.
- ❖ The Speech-Language Pathology Online Pre-Professional program: This increase will assist with cover costs associated with the hiring of a new HIPAA Compliance Officer, faculty promotion, and anticipated CEC and fringe rate increases.

In addition, work is ongoing to secure funding for scholarships, philanthropy and working to integrate programs together to share costs.

For IDAHO STATE UNIVERSITY:

M/S (Hill / Clark) I move to approve the FY 2023 annual undergraduate full-time resident tuition at Idaho State University in the amount of \$5,928.04, the consolidated mandatory fee in the amount of \$2,029.56, and the annual undergraduate full-time nonresident tuition and fees in the amount of \$25,935.22. A roll call vote was taken, and the motion carried 8-0.

AND

M/S (Hill / Clark) I move to approve all other fees set forth in the FY 2023 Idaho State University tuition and fees worksheet as reported in Attachment 1. A roll call vote was taken, and the motion carried 8-0.

Dr. Hill asked if there was an element of 'catch-up' in the proposed fee increases. Mr. Force said yes, there were several cuts in expenditures made in the past few years that affected operations and in not being able to update equipment.

Mrs. Roach asked about faculty attrition and wondered if that was due to retirements. Mr. Force said while some attrition occurred because of retirements most of the attrition can be traced back to low faculty wages. Traveling nurses for example can make \$100-\$200 an hour where nursing instructors make \$30 an hour. Faculty leaving for better financial opportunities elsewhere is happening across all areas of the campus.

Mr. Gilbert asked how close to optimal will ISU be by increasing the professional fees for the future. Mr. Force said each program is different. Some programs will need to be expanded, new equipment will be needed. What is not wanted is to increase student fees every year. The increases being asked for today have projected this need and hopefully more fee increases will not be necessary for several years.

Board President Liebich asked how concerned ISU is about pricing some students out of enrolling for classes. President Satterlee said last year he asked the Division of Health Sciences to do a market analysis of every one of these programs to see what the demand was and also what similar institutions/similar programs were seeing based on student enrollment.

There were no further comments or questions from the Board.

Dual Credit Fee

M/S (Hill / Roach) I move to set the statewide dual credit fee at \$75 per credit for courses delivered through a secondary school, including courses taught online using instructional staff hired by the high school or the Idaho Digital Learning Academy, for fiscal year 2023. A roll call vote was taken, and the motion carried 8-0.

STATE BOARD OF EDUCATION

650 W. State Street • P. O. Box 83720 • Boise, ID 83720-0037 208/334-2270 • FAX: 208/334-2632

There were no comments or questions from the Board.

Transcript Fee

M/S (Hill / Clark) I move to set the statewide transcript fee at \$10 per credit for fiscal year 2023 for students enrolled in a qualified Workforce Training course where the student elects to receive credit. A roll call vote was taken, and the motion carried 8-0.

There were no comments or questions from the Board.

Summer Bridge Program Fee

M/S (Hill / Siddoway) I move to set the statewide summer bridge program fee at \$65 per credit for fiscal year 2023 for students admitted into a summer bridge program at an institution the summer immediately following graduation from high school and enrolling in pre-determined college-level courses at the same institution the fall semester of the same year. A roll call vote was taken, and the motion carried 8-0.

There were no comments or questions from the Board.

On-Campus Dual Credit Fee:

M/S (Hill / Roach) I move to waive for one year the requirement in Board Policy III.Y to charge the part-time student fee for dual credit courses taught on campus. A roll call vote was taken, and the motion carried 8-0.

There were no comments or questions from the Board.

Board President Liebich made an announcement that Executive Session, scheduled for this afternoon would be moved to the end of the day tomorrow, April 21st.

BOARD ACTION

M/S (Hill / Clark) I move a change in the agenda with the Executive Session which was to be taken place today to be moved to the end of the day tomorrow. A roll call vote was taken, and the motion carried 8-0.

There were no comments or questions from the Board.

STATE DEPARTMENT OF EDUCATION

1. Developments in K-12 Education – Information Item

Superintendent Ybarra said this was a good Legislative session for K-12 education. She imparted the following:

- ❖ The Legislator fully funded the teacher career ladder for FY 2023, as required in statute, and they provided an additional \$36.5 million in additional educator compensation.
- ❖ In November the Superintendent asked the Legislature for \$1,000 bonuses, in alignment with the Governor's recommendation, for all educators and it was approved during session.
- Closing the gap for classified staff is also on her yearly ask list and this year classified staff were awarded a 7% pay increase during session.
- Student members of the Student Advisory Council came before the Legislature and testified on education legislation, and they also met with the Governor.
- ❖ The post legislative tour has been ongoing where the Department staff inform the school districts about the impact the Legislative session had on their budgets and other changes in education related laws.
- ❖ In March, two Milken Education awards were handed out to two educators in Idaho. Dane Beorchia, Highland High School, Pocatello and Tiffany Lemos, Chubbuck Elementary School were the winners. The award comes with a monetary gift of \$25,000. Both of these winners have been invited to attend the June Board meeting.
- ❖ The Annual Suicide Prevention Conference was held on April 11 which focuses on mental health and suicide awareness with free resources for educators.
- ❖ The Annual Literacy Summit will be held May 2nd at Boise State University. Dr. Louisa Moats is the Keynote Speaker.

Board President Liebich asked if there was a zoom option for folks to attend the Literacy Summit virtually. Superintendent Ybarra said that was an option.

Board President Liebich asked Superintendent Ybarra for her perspective on the attendance verses enrollment debate. The Superintendent shared that the school districts are nervous about this issue but they strongly want the law to be changed so that funding could be based on enrollment.

There were no further comments or questions from the Board.

2. Teacher Mentor Program Update

Dr. Julie Amador, Associate Professor of Math Education, University of Idaho, spoke on her Teacher Mentor Program grant. The teacher mentor program supplies Idaho's newest teachers with support through mentorship.

Some of the highlights were:

There are three main goals for the program.

1. To create a collaborative community of practice for Idaho mentor teachers. The aim is to reach rural teachers who might be the only math teachers in

- their areas utilizing an online component so they can communicate with math teachers around the state.
- 2. To support their ability to facilitate robust conversation about mathematics.
- 3. Develop their knowledge of mentor teacher content coaching so that they can in turn mentor other teachers in mathematics.

There will be three learning experiences for the teachers in this mentor program.

- 1. There will be professional development.
- 2. Coaching clubs.
- 3. One-on-one coaching cycles.

Board President Liebich asked which grades this program was focused on. Superintendent Ybarra said this was for K-12.

3. Federal Coronavirus Relief K-12 Funding Update

Karen Seay, Director, Federal Programs, Idaho State Department of Education gave an update.

- CARES ESSER I funding ends in five months September 30, 2022. Flowthrough expenses are 5.8% expended.
- ❖ ARP ESSER flow-through spending is just getting started.
- ❖ Emergency assistance for non-public schools (CRRSA EANS) is 46% expended.
- ❖ Eight schools applied for the ARP EANS monies. Twenty-two million dollars was made available with the rest of the money not requested being returned to the Governor's office in June.
- Senate Bill 1404 these monies are being drawn down now. These funds will expire in June.
- ❖ House Bill 793 allocated \$36.4 million additional monies for instructional pupil staff, those monies will be available to districts in mid-August.

Mr. Gilbert asked what the private schools were seeking the CRRSA EANS funding for. Ms. Seay said they wanted the money for a broad range of things such as technology, cleaning supplies, and professional development related to new technology.

Board President Liebich asked if the new employees have been hired to help with the amount of work the ARP ESSER program was. Ms. Seay said yes, the ARP ESSER data reporting coordinator has been hired. Another ESSER coordinator for monitoring will also be hired.

There were no further comments or questions from the Board.

4. Elementary Secondary Education Act – Consolidated State Plan Addendum

Once the 2021-2022 ESEA Addendum is approved by the Board, it will be submitted to the US Department of Education. This agenda item provides the Board with information on proposed changes to the ESEA Consolidated State Plan that are necessary as a result of COVID-19 disruptions. Identification and exit criteria changes will take effect after the close of the 2021-2022 school year. Idaho may not implement these changes until the Addendum has been approved by US Department of Education.

BOARD ACTION

M/S (Ybarra / Siddoway) I move to approve the 2021-2022 Addendum to the Idaho ESEA Consolidated State Plan as provided in Attachment 1 and to authorize the Board president to sign on behalf of the State Education Agency. A roll call vote was taken, and the motion carried 8-0.

There were no comments or questions from the Board.

The Board recessed for the evening at 4:45 p.m. (PT).

Thursday, April 21, 2022 – 8:00 a.m. (Pacific Time) 9:00 a.m. (Mountain Time)

OPEN FORUM

Steve Meyer from Hayden, Idaho spoke before the Board. He said,

"Good morning Chair and members of the Board:

I'm Steve Meyer from Hayden. I've been an NIC foundation member for about 35 years. When I joined the Foundation Board we had \$300,000 in assets, all in savings accounts. Today with generous support from the community and care with investment policy, the assets have grown to over \$40 million. I've been President of the Foundation Board and served as the chair of the investment committee for about 15 years so I have some personal pride in providing scholarships. We provided about \$1.7 million to the college last year and supported 1,000 students with scholarships.

Kootenai County is a politically conservative county like much of the rest of Idaho. We have a strong in-migration, largely from California. We are one of the fastest growing counties in the nation. Many of our new citizens are retired with no children in the school system. Many of our residents believe their political philosophy is best described as moderate Republican.

The Kootenai County Republican Central Committee is chaired by the Chairman of the Idaho Freedom Foundation. The IFF objective of shifting the State from universal public education to state supported private education is front and center in Kootenai County. The Central Committee has been extraordinarily effective in political action, mostly by selecting a slate of candidates for a sample ballot and handing those sample ballots to every voter who enters the polls. I suspect you all have experienced a call from a friend at voting time to say I don't know about several candidates — "what do you

think?" In our county, the sample ballot handed to them at the polls serves to effectively tilt many voters, especially our new residents, to vote the recommended slate. In the last Presidential election we had strong turnout because of former President Trump on the ballot and the recommended central committee IFF college board candidates beat the incumbent and a well qualified newcomer by 2:1. The voters spoke and the new board elected a new chairman. The new Board Chair stirred up the campus by engaging with faculty, sympathizing with students who complained about their grades, took a personal tack in directing the President without the rest of the Board. Eventually this led to firing a successful and popular President which then led to the departure of 3 of our Vice Presidents. The Board appointed our wrestling coach, a friend of the Chair, as the interim President. You know the rest of the story leading to an accreditation warning.

Why do I repeat this story? One measure of the broader community reaction was the loss of Foundation contribution plans in the magnitude of \$4.5 million. Another measure was the formation of a small group named "Save NIC" calling for the Chair to resign. That group asked for people to sign a newspaper ad with a call for resignation. They expected 400 people to sign on, hopefully to fill up a one page ad. In less than 5 days with no personal solicitation, we had over 1700 people reply that filled 3 full pages in the paper.

We are in a clear fight about public education in Idaho. The IFF has gained the majority in the Idaho House and it is only the Senate that saves us from some pretty radical changes. The IFF Freedom Index now has a compelling influence on state elections.

On a local level, the Central Committee has declared that all elections are partisan, trying to extinguish the Non-partisan character of local boards like the highway districts, the library districts, the city councils and, most importantly, the school boards. This is a fight about the fundamental premise that has been partially responsible for this great nation – universal public education.

The IFF, and its derivative, the KCRCC, are on a march to change to their point of view. NIC as we know it is at risk."

Judy Meyer from Hayden, Idaho spoke before the Board. She said,

"Good morning, Chair Liebich, Vice chair Hill, Sec. Clark and members of the board: Gilbert, Keough, Roach, Siddoway and Ybarra.

I am Judy Meyer from Hayden Lake. I was a board member at NIC from 1990 until I was appointed to the state Bd of Ed in 1994 and served until 1999. While on the NIC board we board members were very firm in our belief that as a community college with locally elected trustees and 1/3 of our budget from local taxes, there was little need for state involvement. When I became a state board member, my beliefs were confimed as I understood how the University system provided a very different student experience. So it is ironic that I am here today to speak to your selection of three new trustees for our community college.

Your appointment of 3 interim trustees is needed to provide a pathway for the board to begin to function for the students rather than provide a political platform for some Trustees. As we have seen over the past year, the current Board is not able to rise above partisanship which has led to confusion over policy setting and intrusion into operations.

These positions are non-partisan on purpose. Adding narrow political ideology conflicts with the objectives of providing a broad education experience.

I am here today on behalf of our non-partisan community to highlight the importance of your appointments.

The qualities needed are:

- Return to a stable governance process
- ❖ Add consistency so students and employers can believe in the process
- restore credibility to the college to re-engage community support

The appointees need

- non-partisan moderate political views. This is a community education responsibility, not a stepping stone for higher political ambition.
- policy wisdom from other Board governance experience
- A style of cooperation for the greater good
- Courage to make difficult decisions
- ❖ A thick skin for the inevitable criticism
- Our college is beside the Lake. These new trustees will have to walk on water to help their success.
- ❖ A basic philosophy about the value of education to make good citizens
 The governance situation at NIC has fallen to desperate. We need a reset to
 citizen volunteers who will put student success at the top of their priorities. Taking
 personal political philosophy out of the mix is essential to restoring our college to its
 potential role as an important community education and business training asset."

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS

2. Idaho Public Television - Annual Report

Jeff Tucker, General Manager, gave IdahoPTV's annual report.

Some of the highlights were:

- IdahoPTV has 5 Transmitters; 46 Translators; studios in each region; feed cable and satellite services; emergency alerts (Amber and Weather); public safety communications.
- IdahoPTV is the Idaho's only statewide broadcaster.
- ❖ Nearly 1 million unique viewers watch Idaho Public Television broadcast and streaming content each month, resulting in 8.5 million monthly views.
- Over 60% of Idahoans regularly watch Idaho Public Television. Viewership comes from every county in Idaho.
- ❖ Of Idaho Public Television viewers, 42% watch via over-the-air broadcast.

- 80% of Idaho Public Television viewers say that the value provided by Idaho Public Television to the community is excellent or good.
- ❖ IdahoPTV's network of transmitters and translators have served Idahoans well over the years but the network is showing its age. Because of this IdahoPTV is building a 10-year capital replacement plan. This 1- year plan is expected to cost \$5 million. Realizing this is a large investment for the state of Idaho, they are planning to augment with private funding and private grants if available. Recently, with actions taken at the federal level, a new grant fund pool, like the one used to assist in purchasing equipment in the early 2000s, is being created to assist public television stations in making the transition to ATSC 3.0. It is likely that matching funds will be required. These different fund pools will offset reliance on the state general fund.
- ❖ IdahoPTV has also been nominated for 13 Emmy awards which will be awarded on June 4th.

Dr. Hill said he was on the Friends of IdahoPTV Board for nine years in case there was a question of conflict. He then asked, with 42% of the IdahoPTV's audience watching via antenna how much money is driven toward the over the air audience as verses the cable based. Mr. Tucker said the over the air viewers required the same amount of bandwidth but with much more compression. Mr. Tucker also said viewing is not going to go away via over the air capabilities for quite some time.

Mrs. Roach asked if there are certain parts of Idaho which have more trouble with broadband and connecting. Mr. Tucker said yes, but the hope is that the new technology being used by the FCC will help with this issue.

Dr. Clark said the programming done during the time of the pandemic was fantastic and wondered if families are still using it. Mr. Tucker said viewership went way up during the pandemic. While viewership is not at pandemic levels it is not as low as prepandemic levels, so IdahoPTV kept many of those viewers.

There were no further comments or questions from the Board.

3. Idaho Digital Learning Academy - Annual Report

Jeff Simmons, Director of Supervision and Instruction; Jolene Montoya, Director of Curriculum; Ryan Cantrell, Director of District Programs; Brian Smith, Director of Operations and Ryan Gravette, Director of Technology gave the annual report.

The 2002 Idaho Legislature created the Idaho Digital Learning Academy (IDLA) as an online, school-choice learning environment. IDLA is a statewide virtual school providing Idaho students and school districts with greater access to a diverse assortment of courses and opportunities. IDLA was created to address the educational needs of all Idaho students: traditional, home schooled, at-risk,

- and gifted learners and is a service to Idaho students and all Idaho school districts.
- While the IDLA provides direct instruction to students through online courses and content, it is not considered a school in the same sense as a school that is part of a traditional school district or a public charter school. IDLA provides online courses as a service to our public schools, and students access their courses through the public school in which they are enrolled. In order to access IDLA courses the student must follow the policies established by their school of attendance and only has access to those courses the school district or charter school has identified. IDLA courses are transcripted by students' school of attendance.
- ❖ In a recent survey to current IDLA students they were asked what should IDLA focus on next. The overwhelming response from the students was that they wanted more dual credit courses, and Career Technical Education (CTE) courses. This spurred IDLA to bring a program they have had for a while called CTE Digital forward. Working with the CTE Division they have created more of these CTE courses.
- College advising is done through a program called College Knowledge which is eight little mini-lessons in how to navigate the post-secondary system.
- Tours of the Next Steps Idaho website was also deemed to be very helpful for students as they looked to enroll in college.
- ❖ For elementary students a program was started called Launch Pad which provides enrichment and intervention classes in ELA and Math for grades K-5. The curriculum used for Launch Pad is iStation.
- ❖ A credit recovery program is also offered and students are asked to meet an attendance requirement with a participation component. The first 9-week credit recovery session just wrapped up and eighty percent of the students in this group were able to earn a passing grade.

Mrs. Roach asked how IDLA is marketed. Mr. Simmons said they use their website as much as possible and they have regional coordinators who help to get the word out.

Mr. Gilbert asked about Launch Pad and if there is an intervention that happens if students are not deemed to be proficient. Ms. Montoya said Launch Pad is for face-to-face instruction so teachers would notice students who needed intervention. Students are also progress monitored with testing every two weeks and if they are not making the appropriate progress they are assigned to a teacher.

Mr. Freeman asked if the 200-level course being offered under CEI was the first of its kind. And when the students finish that pathway will they receive a GEM certificate. Ms. Montoya said yes, it is the first 200-level course being offered. However, when students finish these courses they will not receive a certificate but they will have completed their GEM requirements, which means they can enter any Idaho university and take 200-level courses.

There were no further comments or questions from the Board.

At this time the Board took a 10-minute break returning at 10:15 a.m. (PT).

4. 2022 Legislative Update

Tracie Bent, Chief Planning, Policy and Governmental Affairs Officer, Idaho State Board of Education gave a Legislative update to the Board.

- ❖ HB 718 (2022) requires participants in the WWAMI and University of Utah medical education programs to enter into contracts to practice in Idaho for limited number of years or reimburse the program. The service requirements go into effect for students matriculating in fall of 2023.
- ❖ SB1255 (2022) creates the Empower Parents program. This program will be administered by the Board Office. Board staff are working with state Division of Purchasing to work through the state procurement process to identify a vendor for administration of the program. Additional rulemaking may be needed to clarify equivalent experience.

Dr. Clark asked for a quick synapsis of what the intent of that program is. Ms. Bent said this bill is a continuation of the Strong Families, Strong Students program. This bill takes the additional step of creating an advisory committee of individuals participating in the program to make recommendations to the Board on eligible expenses and other matters that might arise. There could be future Board actions concerning their recommendations. The RFP that is being worked on is for the application platform and online marketplace that families will use and also for the disbursement of funds that will be given out.

Board President Liebich said the previous program, Strong Families, Strong Students, put a huge administrative burden on Board staff, has this new program come with a position to administer it. Ms. Bent said that was correct, this bill comes with a limited termed position to administer the program.

- ❖ SB 1290 (2022) creates the Rural Teacher Incentive Program, this program is limited by the annual appropriation. Board staff is working on bringing forward Board policy on the administrative of the program.
- ❖ SB 1399 (2022) transfers the Extended Employment Services program from the Division of Vocational Rehabilitation to the Department of Health and Welfare.

In addition to legislation, the legislature reviewed the Board's administrative rules. Highlights of law changes enacted through the Board's rules include:

- Career pathways instruction in the middle-school level.
- Computer science allowable for science credit.

Additionally, the Legislature rejected an existing requirement for students to take math during their final year of high school. The college entrance exam was removed from the

STATE BOARD OF EDUCATION

graduation requirements. The high school ISAT administration was moved to the 11th grade.

Board President Liebich said now that the core standards were put into statute, what is the timing of doing alignment to assessment work. Ms. Bent said the content standards were put into statute for English, Mathematics and Science with an affective date of July 1, 2022. Superintendent Ybarra said now that the alignment study has been funded it will be one of the first projects SDE will be working on.

Mr. Freeman said the change in removing the high school entrance exam and moving the ISAT to the 11th grade could impact our direct admissions program. Pre-pandemic we used the ACT / SAT data as one of the cut scores for direct admissions. During the pandemic that requirement was waved and they used just high school GPA.

Mrs. Roach asked about the Literacy funding that was awarded, who manages the fund. Ms. Bent noted that the funding is distributed to the school districts and charter schools based on the formula created in statutes. Superintendent Ybarra said that program will be administered through the State Department of Education.

Mrs. Roach asked about the hiring of the risk manager and other positions the Legislature approved. Mr. Freeman said the Office of the State Board of Education budget included funding for a Chief Audit Executive position, the Statewide Risk Manager, a new software engineer who will help with the programming related to Apply Idaho and other web apps, and funding for an Administrative Rules Coordinator.

Dr. Clark asked if there will be any changes to the office floor plan due to all of these new employees. Mr. Freeman said in working with the Department of Administration we have secured space in the basement of LBJ building and received funding from the Legislature to cover those lease costs.

There were no further comments or questions from the Board.

Board Policy – Bylaws – Second Reading

Dr. Clark said no comments were received from the first reading and she proceeded to motion.

BOARD ACTION

M/S (Clark / Hill) I move to approve the second reading of Board policy - Bylaws as submitted in Attachment 1. A roll call vote was taken and the motion carried 7-0. Ms. Keough was absent from voting.

There were no comments or questions from the Board.

6. Board Policy – I.P. Indian Education Committee – Second Reading

STATE BOARD OF EDUCATION

650 W. State Street • P. O. Box 83720 • Boise, ID 83720-0037 208/334-2270 • FAX: 208/334-2632 www.boardofed.idaho.gov

Dr. Clark said no comments were received after the first reading and she proceeded to motion.

BOARD ACTION

M/S (Clark / Hill) I move to approve the second reading of amendments to Board Policy I.P. Idaho Indian Education Committee, as provided in Attachment 1. A roll call vote was taken and the motion carried 7-0. Mrs. Keough was absent from voting.

There were no comments or questions from the Board.

7. Accountability Oversight Committee – Annual Report and Recommendations

Alison Henken, K-12 Accountability and Projects Program Manager, Idaho State Board of Education gave the program update. Some of the highlights were:

- ❖ On nearly all metrics on previous years there were small and consistent gains in terms of student achievement. In virtually all cases all of those gains were lost between 2019-2021 which most likely reflects a pandemic impact.
- Even though the losses were not substantial an additional review of the data should be completed in order to have a better picture of the pandemic.
- ❖ ISAT Math scores continue to be lower than the ISAT ELA scores. However, the ISAT Math seems to have been more affected by the pandemic than ISAT ELA scores.
- Cohort analysis in math in late elementary and middle school data shows the student skill levels differ from math proficiency and the gap widens as students go through middle school to high school.
- Graduation and go-on rates seemed to have been affected by the pandemic.
- English learners closed the gap between themselves and the English speakers across metrics and even during the pandemic years.

The following are additional key recommendations developed from the AOC's work thus far:

- The Board should expand existing partnerships with stakeholder groups who represent specific student subgroups and work with them to identify new strategies to support students based on their specific needs.
- ❖ The Board should continue its support of the governor's ongoing K-3 literacy initiative while also pursuing their expanded focus on accelerated learning for K-4 literacy.
- ❖ Idaho needs to immediately launch a sustained, intensive math initiative to address the structural problems in current systems. Fortuitously, the Board's current focus on Grades 5-9 math should fit nicely within this initiative since another key recommendation from the AOC is to convene a specific workgroup charged with addressing systemic mathematics weaknesses in the middle grades.

- ❖ The middle grades (roughly 5-9 but primarily 6-9) reveal inflection points for student outcomes. Thus, a middle school work group should be convened to review all available data and formulate recommendations to improve middle school outcomes.
- ❖ The Board and SDE should support districts and schools in their efforts to plan, develop, initiate, and sustain their work to implement best practices to address chronic absenteeism.
- ❖ Idaho's overall graduation rate has not substantially improved and was impacted by the pandemic. The increase in the five-year graduation rate is directly impacted by the decline in the four-year graduation rate. Thus, early warning systems for school failure and non-completion need to be employed in all Idaho districts and schools so that students are closely monitored for early warning signals so they can be helped to stay in school and graduate on time.. Chronic absenteeism is one of these signals, so Idaho's new emphasis on this as a school quality indicator dovetails well with this recommendation.

For Measuring Mastery of Idaho's College and Career Readiness Competencies the AOC recommends the following:

- ❖ In its communications related to this issue, the Board and Department should intentionally remind Idaho's local education agencies (LEAs) that implementation of the Idaho College and Career Readiness Competencies is already an expectation for all high schools.
- Develop a System of Multiple Measures for Districts to Use to Demonstrate Students' Mastery of the College and Career Readiness Competencies.
- ❖ Implement a small-scale field test to Review the Value of the Workforce Readiness Assessment as an Option for Non-CTE Track Students to Demonstrate Mastery of the College and Career Readiness Competencies.

AOC is working on an addendum to this report that should be available this summer that will include data on 8th and 9th grade math, course recovery data for high school, and impacts of different modes of instruction on student athletes.

Board President Liebich asked how do we take so much data and narrow it down to those few items that we can make a big difference in. Dr. Clark said it was clear that we have huge issues with math and she likes the recommendation on forming a study group to look at math. The pattern that is most disturbing is that there is a steady decline in math achievement as students move through grades.

There were no further comments or questions from the Board.

8. Educator Pipeline Report

Nathan Dean, Educator Effectiveness Program Manager, Idaho State Department of Education, gave the annual pipeline report.

His entire detailed report can be found at

https://boardofed.idaho.gov/meetings/board/archive/2022/0420-2122/05PPGA.pdf?cache=1653876360478?cache=1653879239200

Board President Liebich said this is report sheds light on how large this issue is and perhaps the Board needs to address this issue at a future meeting during a work session. Dr. Clark said the previous reports were summarized by saying that the institutions are graduating enough teacher candidates, but clearly they are not choosing to teach in Idaho. Mr. Dean said he was able to calculate out using the rates from the Department of Labor that the number of teachers that will be needed are 1,450 per year and Idaho is a couple of hundred teachers short of that. Even with the rate of increase Idaho will not meet that number over the next 10 years.

Mrs. Roach said the report referenced this being a national trend and she was wondering if he looked at international data to see if there are any other countries or states having success concerning this issue. Mr. Dean said he has not looked at international data but he could look at what options there are.

There were no further comments or questions from the Board.

9. School Districts Trustee Zone Boundaries Approval

BOARD ACTION

M/S (Clark / Hill) I move to approve North Gem School District and Sugar-Salem School District trustee boundary rezoning proposals legal descriptions as submitted in Attachments 1 and 2, and West Jefferson School District trustee boundary rezoning proposal with exceptions, as provided in Attachment 3. A roll call vote was taken and the motion carried 7-0. Mrs. Keough was absent from voting.

There were no comments or questions from the Board.

10. Temporary Rule - IDAPA 08.02.01 - Enrollment Reporting

Ms. Bent said last year the Board approved a temporary rule that would allow districts to receive funding based on enrollment instead of daily attendance. All temporary rules expire at the end of the Legislative session making it necessary for the Board to reenact the temporary rule they approved last year. This temporary rule will remain in effect until the Legislature adjourns in 2023.

Dr. Clark said the recommendation to change the funding structure for Idaho schools is long standing and more work needs to be done. This temporary rule is a way to keep the fund the districts for all of the students they serve.

BOARD ACTION

M/S (Clark / Hill) I move to approve the temporary rule Docket 08-0201-2201, allowing average student FTE enrollment to be used for calculating average daily attendance, as submitted in Attachment 1. A roll call vote was taken and the motion carried 7-0. Mrs. Keough was absent from voting.

Board President Liebich asked what the next step was, does the Governor need to sign this rule. Ms. Bent said the Governor must approve all temporary rules for them to go into effect. Conversations with the Governor's office have already taken place and once the Board approves this it will be sent to the state administrative rules office for publication.

Board President Liebich said when this rule was approved last year by the Board the cost was estimated to be \$21-22 million dollars. The difference this year is that the money has already been appropriated. Ms. Bent said that was correct.

There were no further comments or questions from the Board.

11. Another Choice Virtual Charter School – Nonrenewal Appeal – Hearing Officer Appointment

BOARD ACTION

M/S (Clark / Hill) I move to direct the Board's executive director to appoint a public hearing officer to hear Another Choice Virtual Charter School's appeal at a public hearing to be held as soon as possible, but not later than 60 days after April 4, 2022, and that the executive director requires the hearing officer to prepare recommended findings for the Board to consider on whether evidence not presented to the Commission should be considered by the Board, as well as other recommended findings detailed in IDAPA 08.02.04.403.07, and that the hearing officer recommend whether the Board should affirm or reverse the decision of the Commission to non-renew the Another Choice Virtual Charter School charter as detailed by IDAPA 08.02.04.403.08. A roll call vote was taken and the motion carried 7-0. Mrs. Keough was absent from voting.

AND

M/S (Clark / Hill) I move to delegate to the Board's executive director the decision whether to allow oral arguments by Another Choice Virtual Charter School and the Commission at the meeting scheduled for the Board to consider the hearing

officer's recommended findings and decision. A roll call vote was taken and the motion carried 7-0. Ms. Keough was absent from voting.

Superintendent Ybarra left the meeting.

At this time the Board recessed for 10-minutes returning at 10:46 a.m. (PT).

BUSINESS AFFAIRS AND HUMAN RESOURCES

Dr. Hill said item 2 and 3 were required and are information items.

- 2. Intercollegiate Athletics FY2021 Revenue and Expenses Reports
- 3. Intercollegiate Athletics FY2021-2022 Compensation Reports
- 4. Intercollegiate Athletics FY2022 Gender Equity Reports

Pauline Thiros, Athletic Director, Idaho State University said ISU is taking the following steps to address gender equity in women's athletics.

- Added infrastructure in terms of new positions such as adding women's assistant coaches in softball, track and field, strength and conditioning and volleyball and next year in women's soccer.
- ❖ A facilities review was completed so that women's sports have a place to host home competitions.
- Upgraded all women's athletic locker rooms and added training rooms for female student athletes.
- ❖ A golf simulator was added for the female golf team, added team rooms, film rooms, and travel budgets have been equalized between men and women athletes.
- Infrastructure has been addressed so for women's sports that will be added in the future there will be additional advisors, athletic trainers, assistant strength coaches.
- Upgraded equipment for student athletes.

There were no comments or questions from the Board.

Terry Gawlik, Director of Athletics, University of Idaho said UI is taking the following steps to address gender equity in women's athletics.

- Mental health awareness is high on the list and she is actively looking at adding a mental health counselor to the athletic department. This resource would be available across both the men's and women's athletic departments.
- UI is also looking at adding a food and nutrition counselor for the athletes for better performance.

STATE BOARD OF EDUCATION
650 W. State Street • P. O. Box 83720 • Boise, ID 83720-0037
208/334-2270 • FAX: 208/334-2632
www.boardofed.idaho.gov

❖ Adding a women's sport in the future would necessitate the need to hire strength and conditioning coaches, additional training rooms and academics.

Brook Henze, Athletic Director, Lewis-Clark State College, said LCSC is taking the following steps to address gender equity in women's athletics.

- LCSC is hiring an assistant women's coach and a women's assistant athletic trainer.
- ❖ LCSC is looking at expanding women's sports such as soccer.
- ❖ LCSC is working on roster minimums across all their sports.

There were no comments or questions from the Board.

Jo Ellen Dinucci, Associate Vice-President University Financial Services, Boise State University said BSU is taking the following steps to address gender equity in women's athletics. In addition to what has already been shared by the other universities she shared the following.

- ❖ BSU is adding a Director of Operations for Women's Sports.
- ❖ BSU has a new Director of Athletics and he is currently looking at ways to improve on their process for dealing with gender equity.

There were no comments or questions from the Board.

5. FY2024 Budget Guidelines

Dr. Hill said the Board was going to take a different approach here. The Board is asking the college and universities to request items that maintain current operations, include inflation and include the CEC fund shift as well as system wide line items. In essence the Board is trying to build upon a successful budget cycle.

BOARD ACTION

M/S (Hill / Clark) I move to direct the college and universities to request Fiscal Year 2024 budget items that maintain current operations, including inflationary adjustments and a Change in Employee Compensation fund shift, as well as systemwide line items. Occupancy costs may also be requested. A roll call vote was taken and the motion carried 6-0. Mrs. Keough and Superintendent Ybarra were absent from voting.

Dr. Hill said concerning the system wide line items the board has a role to play; for example, the future of On-Line Idaho. Dr. Hill feels a collaboration between the institutions and the Board would be the way to proceed. Board President Liebich agreed saying the Presidents Leadership Council would perhaps be the best place to have this discussion.

President Satterlee, President Green, President Pemberton and President Tromp all spoke in favor of the collaboration aspects of this motion but with a reminder that not all of the schools have the same needs. All of the university's differences make them a greater whole.

There were no further comments or questions from the Board.

6. Boise State University – Issuance of 2022 General Revenue Refunding Bonds

Jo Ellen Dinucci, Associate Vice-President University Financial Services, Boise State University, says BSU is looking for permission to be able to issue bond if there is a change in rates, and they need the Board's approval for this permission.

BOARD ACTION

M/S (Hill / Gilbert) I move to approve the request by Boise State University to issue one series of taxable general revenue refunding bonds and to find that this project is necessary for the proper operation of Boise State University and is economically feasible. Board President Liebich, Dr. David Hill, Dr. Linda Clark, Cindy Siddoway, Cally J. Roach and William G. Gilbert, Jr., voted aye. Superintendent Ybarra and Shawn Keough were absent from voting. The motion carried 6-0.

AND

M/S (Hill / Gilbert) I move to approve the request by Boise State University for a Supplemental Resolution for the Series 2022A Bonds, the title of which is as follows:

SUPPLEMENTAL RESOLUTION of the Board of Trustees of Boise State University authorizing the issuance of General Revenue Refunding Bonds, Series 2022A (Taxable), of Boise State University; delegating authority to approve the terms and provisions of the 2022A Bonds in the principal amount of up to \$150,000,000; authorizing the execution and delivery of a Bond Purchase Agreement upon sale of the 2022A Bonds, and providing for other matters relating to the authorization, issuance, sale, and payment of the 2022A Bonds. Board President Liebich, Dr. David Hill, Dr. Linda Clark, Cindy Siddoway, Cally J. Roach and William G. Gilbert, Jr., voted aye. Superintendent Ybarra and Shawn Keough were absent from voting. The motion carried 6-0.

There were no comments or questions from the Board.

7. Boise State University – Professional Fee – Master of Athletics Training Program

BOARD ACTION

M/S (Hill / Gilbert) I move to approve the request by Boise State University to implement a \$320 per semester professional fee, to be assessed during each of

STATE BOARD OF EDUCATION
650 W. State Street • P. O. Box 83720 • Boise, ID 83720-0037
208/334-2270 • FAX: 208/334-2632
www.boardofed.idaho.gov

the six semesters for the Master of Athletic Training, in place of the existing course fee. A roll call vote was taken and the motion carried 6-0. Mrs. Keough and Superintendent Ybarra were absent from voting.

There were no comments or questions from the Board.

8. Boise State University – Program Fee – Associate of Arts/Associate of Science

BOARD ACTION

M/S (Hill / Siddoway) I move to approve the request by Boise State University to charge an online program fee of \$350 per credit for the Associate of Arts and Associate of Science degrees. A roll call vote was taken and the motion carried 6-0. Ms. Keough and Superintendent Ybarra were absent from voting.

There were no comments or questions from the Board.

9. Boise State University – Construction Management Project Authorization

Jo Ellen Dinucci, Associate Vice-President University Financial Services, Boise State University, said the Boise State University Foundation has been working with donors to fund a new construction management academic building on the northwest corner of Manitou Avenue and Beacon Street. The Boise State Construction Management program has grown nearly 60 percent since 2014. Today, there are more than 350 students in the program with 100 percent placement of graduates in industry positions. This is the oldest program in the college of engineering and is older than the college.

The projected cost is approximately \$4.5M, to be funded entirely through cash and inkind donations made to the Foundation and constructed entirely by the Foundation. Once construction is completed the building will be donated to the university.

BOARD ACTION

M/S (Hill / Clark) I move to authorize the construction of the Construction Management Building by the Boise State University Foundation on behalf of Boise State University, at no cost to the University, and to further authorize the President or designee to execute such documents and agreements, including the Ground Lease, and take such actions relating thereto as are reasonably necessary to permit the Foundation to construct the Construction Management Building. A roll call vote was taken and the motion carried 6-0. Mrs. Keough and Superintendent Ybarra were absent from voting.

There were no comments or questions from the Board.

 Boise State University – Stadium Video Board Project – Gift Agreement/ Construction/Naming

Jo Ellen Dinucci, Associate Vice-President University Financial Services, Boise State University, said Melaleuca proposes to donate \$4.5 million to the Boise State University Foundation in order to procure and install a south end video board in Albertsons Stadium, similar to the north end video board.

The video board will be purchased and installed by the Foundation and then donated to the university.

BOARD ACTION

M/S (Hill / Roach) I move to approve the Foundation Gift and University Donor Recognition Agreement, and authorize the video board's installation in Albertsons Stadium in accordance with that Agreement and the Site License Agreement in substantial conformance with Attachments 1 and 2, and further authorize the President or her designee to execute all necessary documents or agreements, and take such actions as are reasonably necessary to permit the Foundation to install the video board. A roll call vote was taken and the motion carried 6-0. Mrs. Keough and Superintendent Ybarra were absent from voting.

There were no comments or questions from the Board.

11. Idaho State University – Professional Fee – Sign Language Interpreting Program

Rex Force, Vice-President Health Sciences, Idaho State University, said Idaho State University requests permission to change the fees for the Sign Language Interpreting model, discontinuing class fees and adding professional fees.

BOARD ACTION

M/S (Hill / Siddoway) I move to approve the request by Idaho State University to add a professional fee of \$120.00 per credit to the Sign Language Interpreting program, in conformance with the program budget submitted to the Board in Attachment 1. A roll call vote was taken and the motion carried 6-0. Ms. Keough and Superintendent Ybarra were absent from voting.

Mr. Freeman asked ISU to follow the staff comments and to formalize some articulation agreements for the 2+2 Program. Mr. Force agreed.

There were no further comments or questions from the Board.

INSTRUCTION, RESEARCH AND STUDENT AFFAIRS

5. Program Progress Reports

Patty Sanchez, Academic Affairs Program Manager, Idaho State Board of Education gave a program progress report to the Board.

Board Policy III.G.9 requires all institutions to provide an initial progress report on new graduate and baccalaureate programs approved by the Board. This provision was added in response to Board member inquiries regarding status of new programs and whether institutions met their projected enrollments from initial proposal submission. This report is provided to Board members to help evaluate whether programs are meeting expectations regarding continued student interest and sustainability.

Board staff, with input from the Council on Academic Affairs and Programs, developed a template and a timeline to determine when programs will be reviewed.

- Baccalaureate programs reviewed after six years of implementation.
- Master's programs reviewed after four years of implementation.
- Doctoral programs reviewed after six years of implementation.

Nine programs were reviewed.

Boise State University

The online Master of Science (MS) program projected 22 enrollments in the first year and projected an average of 64 graduates once the program was up and running. Based on actual numbers provided in the report, the program continued to maintain steady enrollment, reaching 53 enrollees and 24 graduates in year four; however, the program has not yet reached the initial enrollment and graduate projections as provided in the original proposal. BSU reports this was likely due to specific circumstances and gaps in education of students seeking admission into the program, ultimately leading to the need for students to take foundational courses before they could enroll and be successful in the MS in Accountancy program. To provide students with options, BSU's Department of Accountancy introduced an online MS Accountancy Foundations program in Fall 2020. This allows students to take a set of additional courses before moving onto the courses in the online MS Accountancy. Enrollment numbers in the MS Accountancy Foundations program have reached 62 in FY22. Combining this number with the 51 students enrolled in the MS Accountancy online totals 113 for the combined programs in FY 22, which surpasses the projected number of 106.

The Bachelor of Science in Business and Economic Analytics program projected a minimum of 50 enrollments in the first year and over the subsequent six years. The program also projected a minimum of 10 graduates per year. Based on actual numbers provided in the report, the program reached enrollment projections by year four and has maintained steady enrollment over the years, exceeding projections with 73 enrollments

STATE BOARD OF EDUCATION

in FY22. BSU also reports that the number of graduates has also remained steady and reached graduate projections in FY19 and FY20, although there was a dip in FY21. The program provided that this was likely due to the effects of the pandemic.

The Master of Science in Economics and Master of Economics program projected 16 enrollments in the first year and projected an average of eight graduates once the program was up and running. Based on actual numbers provided in the report, the program had slight increases in enrollment over the years, reaching 15 enrollments in FY22 and 4 graduates in year four; however, the program has not reached initial enrollment and graduate projections as provided in the original proposal. BSU states that this was partially due to somewhat unreasonable enrollment projections for a thesis-based and research focused master's program. BSU reports that the combined program was placed in the fifth quintile during program prioritization in 2020-2021. The program developed an action plan and identified strategies that will improve enrollment and graduation rates, and enhance curriculum and marketing of the program.

The Bachelor of Science in Games, Interactive Media, and Mobile (GIMM) program projected a minimum of 200 enrollments once the program was fully up and running. BSU determined that the program was considered up and running by year three. Based on actual numbers provided in the report, the program exceeded enrollment in year three with 223 enrollments and 254 enrollments in year four. For number of graduates, BSU initially projected a minimum number of 40 per year, once program is fully up and running. While initial numbers were not met by year three, the program reports that number of graduates has been increasing. Projections were met in year five of the program with 48 in FY21. The online Bachelor of Science in Imaging Sciences was approved by the Board in April 2015. The Imaging Sciences program projected a minimum of 200 INS enrollments and 180 graduates by year three. Based on actual numbers provided in the report, the program had 135 enrollments in FY21 with 41 graduates that same year. While the program has not reached initial enrollment and graduate projections as provided in their original proposal, BSU reports that the program has maintained solid increases. There has been a total of 412 student enrollments and 196 graduates, with 132 students currently enrolled.

Idaho State University

The initial program proposal submitted to the Board did not provide enrollment and graduate projections over three-year period because those were not collected as part of the proposal process at that time. While projections were not provided, the program proposal did provide a statement indicating the program anticipated 20 enrollments in the first year. Based on the actual numbers provided in the report, the program exceeded expectations enrolling 27-58 students over a three-year period with 60 students currently enrolled. The program had 25 graduates in year four.

The Master of Taxation program projected 24-34 enrollments over a six-year period and 22-32 graduates. Based on actual numbers provided in the report, the program did not meet enrollment and graduate projections. At the end of FY20, the program stopped enrolling students and at the end of this semester, ISU plans to discontinue the program.

University of Idaho

The expansion of the first year Law program to Boise was part of the dual-location model that the University developed with the Board's approval under a three-phased approach. Year two of the program was approved October 2012 and year three in August 2008. The dual-location model provides students with opportunities to take all coursework required to earn the Juris Doctorate degree at either the Moscow campus or the Boise campus, or a combination of both. For the purposes of this review cycle, this report is only providing progress on the initial expansion of the first-year program. It is important to note that the original program proposal submitted to the Board provided enrollment and graduate projections combined for both Moscow and Boise options. Based on the actual numbers provided for Boise only, the program had 143 enrollments at the time of implementation with increases each year reaching 251 by year five. The Boise location had 45-93 graduates over a four-year period.

The Bachelor of Science in Sustainable Food Systems program proposal submitted to the Board did not provide enrollment and graduate projections over three-year period because those were not collected as part of the proposal process at that time. While projections were not provided for that time period, the program proposal did include a statement indicating the program anticipated 12 initial enrollments with 10-12 graduates per year after year four. Based on the actual numbers provided in the report, the program did not meet enrollment or graduate projections. The program recently updated their curriculum to reduce the number of credits to 120 based on student feedback with hopes of broadening the audience for this interdisciplinary program. There are also efforts underway to alleviate confusion with an existing Urban Agriculture major that may have been a factor in the lower enrollment numbers.

ELECTION OF OFFICERS

BOARD ACTION

M/S (Roach / Siddoway): I move to nominate Kurt Liebich as Board President. A roll call vote was taken and the motion carried 6-0. Mrs. Keough and Superintendent Ybarra were absent from voting.

AND

M/S (Roach / Gilbert): I move to nominate Dr. Linda Clark as Board Vice President. A roll call vote was taken and the motion carried 6-0. Mrs. Keough and Superintendent Ybarra were absent from voting.

AND

M/S (Roach / Clark): I move to nominate Dr. David Hill as Board Secretary. A roll call vote was taken and the motion carried 6-0. Mrs. Keough and Superintendent Ybarra were absent from voting.

EXECUTIVE SESSION (Closed to the Public)

Action Item to go into Executive Session

M/S (Hill / Gilbert) I move the Board

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

AND

Boise State University

M/S (Hill / Gilbert) I move the Board

1. go into Executive Session pursuant to Section 74-206(1)(c), Idaho Code, "to acquire an interest in real property which is not owned by a public agency" and Section 74-206(1)(d), Idaho Code "to consider records that are exempt from disclosure as provided in chapter 1, title 74, Idaho Code".

The Board moved to Executive Session at 11:48 a.m. (PT).

BOARD ACTION

M/S (Hill / Clark): I move to go out of Executive Session. A roll call vote was taken and the motion carried 6-0. Mrs. Keough and Superintendent Ybarra were absent from voting.

The Board returned from Executive Session at 12:37 p.m. (PT).

Dr. Hill stated that the Board concluded its discussion and took no action on the matter discussed.

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

M/S (Hill / Clark) I move to adjourn the meeting at 12:40 p.m. (PT).

DRAFT Minutes April 28, 2022



STATE BOARD OF EDUCATION MEETING SPECIAL DRAFT BOARD MEETING April 28, 2022 Idaho State Board of Education OSBE Conference Room 650 West State Street, Suite 307 Boise, ID 83720

A special meeting of the Idaho State Board of Education was held via Zoom teleconference April 28, 2022, with the call originating from the Office of the State Board of Education in Boise. Board President Kurt Liebich called the meeting to order at 2:00 p.m. (MT).

Present

Kurt Liebich, President Dr. Linda Clark, Vice-President Dr. David Hill, Secretary William G. Gilbert, Jr. Cindy Siddoway
Cally J. Roach
Superintendent Ybarra

Absent

Shawn Keough

Thursday, April 28, 2022 – 2:00 p.m. (MT)

BUSINESS AFFAIRS AND HUMAN RESOURCES

1. Idaho State University Holt Arena – Action Item

Kevin Satterlee, President of Idaho State University reviewed the request with the Board members. He said in August 2021, Idaho State University received Board approval to move forward with bidding and construction for the Holt Arena renovation project.

In March 2022, based on engineering recommendations, the University initiated a seismic safety study of the Holt Arena to determine the facility's current seismic capacity. A team of consultants headed by HOK conducted a technical evaluation of the facility and identified a series of life-safety improvements necessary for the project to continue. The facility, in its current condition, does not meet current seismic life-safety requirements. The total additional cost of these life-safety improvements totals

State Board of Education 650 W. State Street • P. O. Box 83720 • Boise, ID 83720-0037 208/334-2270 • FAX: 208/334-2632

www.boardofed.idaho.gov

DRAFT Minutes April 28, 2022

\$7,000,000 over the approved project cost. This work will provide seismic bracing to bring the entire arena to modern seismic industry standards and also support the weight of the new seating.

In addition to the needed life-safety improvements, ISU requests Board approval to complete two needed facility renovations that were not included in the current project scope because donor funding did not cover the additional cost. However, now that unanticipated major structural work is needed on the facility and the contractor will be mobilized to address the structural life-safety issues, the University feels this is the time to address two other needed renovations. First, the installation of translucent panels on the north wall of the arena to bring in natural light. The design for this was part of the initial study completed in the Fall of 2020 outlining enhancements to the arena. Bringing natural light in over the top of the newly planned ADA seating on the North side of the arena is a significant improvement, especially for events in the daytime such as track and field meets and graduation ceremonies. Second, the ceiling of the dome is in need of repair as the original insulation has been damaged by years of roof leaks and facility use that, over time, degraded the insulation. Unfortunately, small portions of the insulation currently fall down into the arena on a regular basis. The University is repairing the roof leaks to prevent future degradation of the insulation. The most costeffective solution is to seal the current insulation in place by installing a ceiling covering stretched across the arena rafters, giving the dome a smooth, clean appearance, concealing interior insulation, and preventing any pieces from falling into the arena. The estimated cost for these improvements is \$960,000 for the translucent panels and \$1,825,000 for the ceiling. Both of these improvements would be completed in 2023 during the second phase of the project.

To finance the renovations, the University will temporarily use one-time savings and institutional reserves. While the University's unrestricted reserves are sufficient to accommodate this, and these reserves are not committed or restricted to a specific use or project, it is University staff's intention to use them for strategic projects and initiatives. The University is currently working with bond underwriters and bond counsel to explore the issuance of a revenue bond to fund a series of academic space, research space, and campus infrastructure upgrades. The University has a bond payment that expires in the current fiscal year (FY 2022) with a final payment of \$152,000 and another bond payment that expires in FY 2023 with the final payment of \$3,600,000. The University is pursuing a new bond issuance following the final payments on these existing bonds to fund other campus improvements and will add the Arena renovations to the bond issuance. Rough preliminary estimates of the bond payment allocated to this Arena project would be approximately \$600,000 to \$650,000 annually. The proceeds of the bond will be used to reimburse any institutional reserves used in this project.

DRAFT Minutes April 28, 2022

BOARD ACTION

M/S (Hill / Roach) I move to approve the request by Idaho State University to proceed with the seismic bracing and renovations to the Holt Arena for a total project cost not to exceed \$9,785,000. A roll call vote was taken and the motion carried 7-0. Shawn Keough was absent from voting.

Dr. Clark asked for clarification. Since this project would not be a strategic project which typically would use college reserves what types of projects would fall into that strategic category for which the reserves would be more appropriate. President Satterlee said the one-time reserves are being used to help with retention efforts, improving graduation rates, upgrading spaces for students and upgrading student labs.

Mrs. Roach asked how far along the Holt Arena project was and when is it expected to be completed. President Satterlee said this project is being done in two phases. Phase one will be completed by this fall and phase two will be completed next year.

Board President Liebich asked if the seismic work was being done on both halves of the arena and does the cost being brought forward cover the full scope of the work. President Satterlee said that was correct.

There were no further comments or questions from the Board.

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

M/S (Hill / Roach) I move to adjourn the meeting at 2:12 p.m. A roll call vote was taken and the motion carried 7-0. Shawn Keough was absent from voting.

DRAFT Minutes May 6, 2022



STATE BOARD OF EDUCATION SPECIAL DRAFT BOARD MEETING May 6, 2022 North Idaho College Edminster Student Union Building Driftwood Bay Room

A special meeting of the Idaho State Board of Education was held via Zoom teleconference May 6, 2022, with the call originating from North Idaho College Campus, Coeur d'Alene, ID. Board President Kurt Liebich called the meeting to order at 1:00 p.m. (PT).

Present

Kurt Liebich, President Dr. Linda Clark, Vice-President Dr. David Hill, Secretary Shawn Keough Cally J. Roach Cindy Siddoway Superintendent Sherri Ybarra

Absent

William G. Gilbert, Jr.

Friday, May 6, 2022 1:00 p.m. (Pacific Time) 2:00 p.m. (Mountain Time)

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS

1. North Idaho College - Board of Trustees - Action Item

Board President Liebich, Dr. Linda Clark and Dr. David Hill gave an overview of why the Idaho State Board of Education became part of this process.

On January 12, 2022, Michael Barnes (zone 5) announced his resignation from the North Idaho College Board of Trustees, effective immediately. On April 6, 2022, the Board of Trustees failed to select a new trustee to represent Zone 5. On April 8, 2022, Trustees Christie Wood (zone 1) and Ken Howard (zone 2) announced their intent to resign from the Board, effective May 3, 2022. These resignations occurred on May 3.

With the resignation of three trustees, a majority of the positions on the North Idaho College Board of Trustees were vacant. Pursuant to Idaho Code § 33-2106(2), "if by

STATE BOARD OF EDUCATION
650 W. State Street • P. O. Box 83720 • Boise, ID 83720-0037
208/334-2270 • FAX: 208/334-2632
www.boardofed.idaho.gov

DRAFT Minutes May 6, 2022

reason of vacancies there remain on the [community college] board less than a majority of the required number of members, appointment to fill such vacancies shall be made by the state board of education."

On April 12, 2022, the Board issued a public call for candidates to serve on North Idaho College Board of Trustees for Zones 1, 2 and 5. Cover letters and résumés of interested applicants were collected through April 25, 2022. Thirty-seven individuals applied.

The executive officers of the State Board, comprised of Board President Kurt Liebich, Vice President Dr. Linda Clark, and Secretary Dr. Dave Hill, formed a subcommittee of the Board to review applicants' resumes, select finalists from each zone to be interviewed, and bring forward a recommendation to the full Board. The subcommittee conducted interviews of finalists at North Idaho College on May 5, 2022. The interviews were streamed live for the public to observe.

The subcommittee then provided the full Board their recommendations for who should fill the three open positions which are being considered at today's Special Board meeting.

Appointment to fill the current vacancies on the Board of Trustees will allow North Idaho College to address several critical issues, including hiring a new president and responding to accreditation requirements of the Northwest Commission on Colleges and Universities.

By law, appointed trustees "shall serve until the next trustee election, at which time [their] successor shall be elected for the unexpired term." Thus, the three appointed trustees will serve until November 2022. The three appointed members may choose to run in the November election for the seats to which they are appointed.

BOARD ACTION

M/S (Clark / Hill) I move to appoint the following individuals to the North Idaho College Board of Trustees. Dr. David Wold Zone 1, John Goedde Zone 2, and Peter Broschet Zone 5. With all terms to be effective immediately. A roll call vote was taken, the motion carried 7-0. William G. Gilbert, Jr. was absent from voting.

There were no comments or questions from the Board.

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

M/S (Hill / Keough) I move to adjourn the meeting at 1:10 p.m. (PT). A roll call vote was taken, and the motion carried 7-0. William G. Gilbert, Jr. was absent from voting.



STATE BOARD OF EDUCATION MEETING

Annual Board Retreat May 11-12, 2022 Boise State University Alumni Center 1173 University Drive Boise, ID 83706

A regular meeting of the Idaho State Board of Education was held May 11-12, 2022 at Boise State University in Boise, Idaho. Board President Liebich presided and called the meeting to order at 12:30 p.m. (MT).

Present

Kurt Liebich, Board President Dr. Linda Clark, Vice President Dr. David Hill, Secretary William G. Gilbert, Jr. Shawn Keough
Cally J. Roach
Cindy Siddoway
Superintendent Ybarra

Absent

None

Wednesday, May 11, 2022, 12:30 p.m. (Mountain Time)

Work Session

- 1. Board Retreat Professional Development
 - A. America Succeeds Presentation

Tim Taylor, Co-Founder and President, America Succeeds, presented the following information concerning The High Demand for Durable Skills to the Board.

Mr. Taylor shared the following information with the Board. For the past 40 years, the primary purpose of our schools has been to maximize academic achievement. However, the world has changed. We believe the purpose of schools today is to ensure students can think critically and creatively, collaborate effectively with others, apply skills and knowledge to solving real problems, and find meaningful, fulfilling ways to contribute to the world and their community.

Our hypothesis is that every job in every sector requires Durable Skills.

Those skills are:

- **Leadership**: Directing efforts and delivering results
- Character: personal and professional conduct
- > Collaboration: teamwork and connection
- Communication: Information exchange and management
- > Creativity: New ideas and novel solutions
- Critical Thinking: Informed ideas and effective solutions
- ➤ **Metacognition**: Self-understanding and personal management
- ➤ Mindfulness: Interpersonal and self-awareness
- > Growth Mindset: Improvement and aspiration
- > Fortitude: Constitution and inspiration

America Succeeds studied 80 million U.S. job postings from the past two years; across 22 sectors and the data showed that 77% of the U.S. job postings requested at least one durable skill. It has become even more critical to ensure every individual is prepared, or upskilled, with the Durable Skills necessary for long-term success in the workforce.

Other data provided:

- ❖ There were 100 durable skills grouped into 10 competencies.
- ❖ Almost 45 million U.S. job postings requested Communication skills (or 56%).
- ❖ The top 5 durable skills were requested 4.7 times more than the top 5 hard skills.
- Seven out of the 10 most requested skills were durable skills.
- Seventy-seven percent of all U.S. job postings in the last 2 years requested at least 1 durable skill.
- Over 38 million U.S. job postings (48%) requested three durable skills.
- ❖ Of the 503,000 job postings studied in Idaho over 375,000 Idaho jobs demanded durable skills. This was across 22 occupations, 20 industries and over 11,000 companies.

Mrs. Roach asked if any states were awarding certificates for students who achieved mastery on these skills. Mr. Taylor said there is currently no certificate awarded. Organizations are beginning the discussion concerning how to determine when someone has durable skills. They are developing a rubric with this question; by what age should someone have durable skills.

Superintendent Ybarra said students have communicated with her that they want more internships and work life experiences to gain some of these durable skills. Mr. Taylor said children of privilege are getting these skills during camps and travel. If these skills were imbedded in the curriculum then all students would have a fairer chance at being exposed to these skill sets.

Dr. Clark asked about Project Based Learning or Project Lead the Way. Mr. Taylor said some of the programs are now being asked to identify which durable skill the students are learning with their programs / curriculums so it is clear which skills they are being exposed too.

Tracie Bent, Chief Planning, Policy and Governmental Affairs Officer, Idaho State Board of Education said the skills identified as durable skills align with the college and career competencies the Board approved and incorporated by reference into Administrative Code the same as the subject area content standards. By law all public schools are required to teach the college and career competencies for their applicable grade ranges. The Boards Accountability Oversight Committee recently made recommendations around using the workforce readiness assessment that CTE uses to measure if students are being taught the competencies.

Board President Liebich asked if there were best practices in assessing these skills in students. Mr. Taylor said there is no comprehensive test for testing for durable skills. Community Colleges are very interested in this approach seeing it as a way to educate students with the skills that employers want. Board President Liebich mentioned the ACT work keys and wondered if that assessment could be modified to measure these skills. Mr. Taylor said they have talked to ACT, College Board and Myers Briggs, among others, and they said this was a big market but not big enough. CompTIA sells assessment software and when they saw this data they came to America Succeeds and said they would be willing to create an assessment for the workforce that can be used.

Mrs. Roach asked Dr. Clay Long if he had any thoughts on this conversation. Dr. Long, Administrator, Idaho Division of Career Technical Education, said the workplace readiness assessment they use was developed by C-Techs. Forty-seven hundred students took the assessment last year and 80% of them passed it, and those are all measured standards.

Dr. Hill made a clarifying statement; employers do not write everything they need in their job descriptions. Basing findings on just job descriptions will lead to an imperfect picture. What is almost never in a job description is good character. Dr. Hill asked if any data exists to show how the cut in funding for extracurricular activities has contributed to the lack of durable skills in our students. Dr. Clark said she wouldn't be surprised if this data would also show that the students with greater means have higher assessments over those who do not have privilege.

To Dr. Hill's point America Succeeds asked the employers who did not ask for durable skills, what can educational institutions do to help prepare students for acquiring durable skills.

Matt Freeman, Executive Director, Idaho State Board of Education asked if durable skills are native to student organizations that are part of CTE program. Dr. Long said yes. Ms. Bent said there are 4-5 states that require at least one CTE course, or a number of credits, for high school graduation.

Dr. Clark asked for the number of CTE students who were taking just one CTE course. Dr. Long said he would get that data to her after the meeting. Board President Liebich

STATE BOARD OF EDUCATION

asked if any student who took at least one CTE course took the assessment. Dr. Long said no, workplace readiness assessment is based on completing a program of study or taking at least two courses and being a senior.

Dr. Hill asked what type of requirement is there to take the test. Dr. Long said it is a timed test and students have 60 minutes to take it.

Wendi Secrist, Executive Director, Idaho Workforce Development Council, said the partnership between the Board of Education and Workforce Development to launch Next Steps / Connections is going to be an opportunity in getting employers and school districts involved. She believes we need to give our employers something actionable to do, such as how do we get more students into the workforce and how do we get employers into the classrooms. Ms. Secrist mentioned the perceived barriers to having a high school student in the workplace. The U.S. Department of Labor waives liabilities for employers who hire youth apprenticeship members. This type of communication works best from employer to employer who can tell a company how to get around the liability issues in hiring student workers. She believes when employers talk to each other they can better explain how to bring in apprenticeship students.

Mr. Freeman asked Ms. Secrist about apprenticeships and wanted an overview of where we stand on them. Ms. Secrist said we have over \$10 million dollars in funding through the U.S. Department of Labor to expand apprenticeships in Idaho. They can help any student between the ages of 16-24, in any occupation. The Idaho Department of Labor is helping to streamline this process. What used to take 6-8 months to get an apprenticeship registered now takes 6-8 weeks.

Dr. Clark said we really need to take a look at K-12 educator training standards and make sure incorporating the college and career competencies across content areas is part of the instruction. It would be helpful in training teachers to teach differently and identify where it can be done and ensuring every student receives these real-world skills.

Board President Liebich asked Mr. Taylor to bring forward to the Board any innovative policies that could benefit Idaho from his conversations with educators around the country. He also Mr. Taylor to bring the data presented today to the annual meeting of school administrators that will happen this coming August.

Mr. Taylor made a closing statement. Data has shown that those between the ages of 18-24 who lose their jobs lose it because of a lack of durable skills. This job loss can lead to a spiral in them being un or under employed for their entire careers.

There were no further comments or questions from the Board.

At this time the Board took a 10-minute break, returning at 1:55 p.m. (MT).

B. Emsi Burning Glass Presentation

Dr. John Barnshaw, Vice President, Educational Services and Rachel Otto, Senior Account Manager, Education Success, Universities, EMSI Burning Glass shared the following data with the Board.

- EMSI Burning Glass is headquartered in Moscow, Idaho.
- ➤ They are a leading labor market analytics company with more than 900 million job postings.
- They partner with more than 1,000 institutions of higher education in North America.

Demographic Drought – Boomers Exiting the Labor Force

- ❖ In 1997 there were 66 million boomers in the workforce and that number is now down to 41 million (2017).
- Millennials, Gen Xers, Silent/Greatest and Post-Millennial generations are not making up the difference in the workforce.
- Currently there are 11 million job openings across the country; 4 million immigration visas stuck in processing; 6 million unengaged U.S. workers.
- Immigration fell during 2020; immigration centers have not restaffed consulates making backlogs even worse and birth and unemployment rates are falling in countries we always relied upon for new workers.
- Why are workers unengaged in working? Childcare costs are more than most people make in a year; Childcare facilities struggle to fully staff their centers with qualified employees. This staffing problem directly affects the number of children they can serve. Childcare expenses can undercut the economic benefits of returning to work, especially for lower-wage workers.
- ❖ In Idaho there are over 500,000 people, over the age of 16, who are not in the labor force.
- In Idaho data from 2021 shows that:
 - ➤ Idaho's population grew by 179,527 over the last 5 years and is projected to grow by 165,690 over the next 5 years.
 - ➤ Jobs grew by 100,129 over the last 5 years and are projected to grow by 87,851 over the next 5 years.
 - Median household income is \$7.1K below the national median household income of \$62.8K.
 - Some of the fastest growing populations in Idaho are the white Hispanic population which is expected to rise by 38% to almost a quarter million people.
 - ➤ The population of those who identify with two or more races, plus non-Hispanic, is slated to grow by 68%.
 - > Six percent of people with a college degree work from home and that number is increasing.

Retaining Talent in Idaho

- Approximately 15 percent of students attending Idaho public colleges and universities are from out-of-state.
- Many more would have left the state had it not been for Idaho public colleges and universities pricing.
- ❖ In 2021, the expenditures of relocated and retained students added \$170.7 million for the Idaho economy which supported 4,084 jobs.

This data is important for a Higher Education strategy. This data helps Idaho institutions set out of state tuition prices. They look at how much it costs for in-state tuition for those in other states and target those populations with more attractive tuition pricing.

Looking at the states where students come from to attend Idaho's Universities we see the majority of students are Idaho natives. However, students are also coming from Washington, California, Oregon and Utah.

Board President Liebich asked how these retention numbers compare with other state education systems. Ms. Otto said a review of the data shows Idaho universities maintain 60-70% retention of these alum.

CTE, Microcredentials, Skill Pathways

Fastest Growing Industries in Idaho 2018-2020

- > Health Care and Social Assistance
- Manufacturing
- > Professional, Scientific and Tech
- Project Management Specialists and Business Operations had a 47% increase in occupations with median hourly earnings of \$34.87 an hour.
- Software Developers increased 35% with an hourly wage of \$44.11.

Further review of the data shows that relying just on high school graduates to increase enrollment numbers for Idaho universities will not work because the population growth is not matching those projected student growth numbers. What will have to happen is to reach out to adults already in the workforce and to cycle them in and out of education over their lifetimes.

Microcredentials are short, focused credentials designed to provide in-demand skills, know-how and experience. Stackable microcredentials can also provide a pathway to a certificate or full degree, now or when you are ready.

Demonstrating Value to the Public

- Sixty-one percent of adults believe higher education is going in the wrong direction.
- Thirty-four percent of undergraduates strongly agree that they will graduate with the job market skills they need.

STATE BOARD OF EDUCATION
650 W. State Street • P. O. Box 83720 • Boise, ID 83720-0037
208/334-2270 • FAX: 208/334-2632
www.boardofed.idaho.gov

- Eleven percent of business leaders strongly agree that graduating students have the skills their businesses need.
- Eighty-three percent of first-year students attend college to be able to get a better job.
- ❖ Eighty-three percent of graduated students believe their higher education degree did lead to a meaningful career path.

Dr. Clark asked for more insight into the statement of the institutions redefining student success. Ms. Otto said students when they graduate do not feel that graduation is the end goal but they are thinking about career paths and lifelong career transitions. And perhaps what other types of learning will be in their future for them to advance in their careers.

Mrs. Keough said what does the current academic alignment verses industry needs mean. Dr. Barnshaw said it means a healthy program mix. He looks for the following three things: Is there internal demand for students to go through a program; is there an external demand component that aligns with the labor market; are we delivering quality instruction that aligns with the above.

Mrs. Roach said so much of Idaho is rural and how do we reach out to them. There are jobs in rural communities but how do we engage with those seeking jobs through education. Dr. Barnshaw said many states are grappling with the challenge of getting those in rural areas connected. Ms. Otto said many of the Hispanics in rural areas would be first-generation students to higher education. Exploring their needs directly could be beneficial.

Ms. Secrist mentioned the Idaho Launch program (https://idaholaunch.com/). Fifty million in funding was received from ARPA funding to invest in workforce training over the next 10 years. Workforce Development surveyed employers across industries to find out what skills they expect to hire for in the near future. And to find out which skills employers are looking to hire for in the region. Using some of the data that comes from EMSI Burning Glass and data from Idaho's labor market they looked at companies that have more than 150 job openings or more per year.

Dr. Hill asked will the Launch Program be offering certificate programs. Ms. Secrist said yes, that is what they will be reviewing. Dr. Hill mentioned the problem with financial aid and certificates. Ms. Secrist said that has always been the intention of Launch; to fill the gap where financial aid can't.

Dr. Clark asked how is Launch working with teachers. Ms. Secrist said Launch is hoping to pay tuition for teachers when they are doing their student teaching. Dr. Clark offered to meet with Ms. Secrist to discuss ways to help with teacher retention or incentives. The districts are reporting an onslaught of teacher retirements and Idaho is not going to be able to fill thousands of teacher's jobs.

Ms. Secrist said she would like to come to the Board over the summer when the survey data is complete showing what Idaho's business owners are looking for.

There were no further comments or questions from the Board.

At this time the Board took a 10-minute break returning at 3:15 p.m.

- C. Institution Business Models and
- D. Higher Education Strategic Conversation

Dr. Hill led the discussion. What concerns him is that every institution forecasts student enrollment being on the increase but he said that cannot be sustained, especially with the declining birth rate.

Dr. Cathleen McHugh, Chief Research Officer, Idaho State Board of Education did an analysis on the Idaho birth rate. Her data showed that:

- During the last recession the birth rate in Idaho dropped more than the national average.
- Idaho's population has gotten older which can explain some of this declining birth data.
- Of those who are of peak child bearing years data shows they are having less children.
- Enrollment data increases are coming from people moving into the state, not from a rise in the birth rate.
- ❖ The Idaho Department of Labor does population projections and for those aged 15-19 they are projecting a 7% increase in population from 2019-2029.
- ❖ For the states which send Idaho students (Washington, California, Oregon, Utah) only two of those states are projected to have a population growth; one state stays flat and one sees a population decrease.

Dr. Hill said BSU draws heavily from white students from Southern California and that is a declining population. Dr. Hill opined where is the Boards responsibility and the institutional responsibility on this issue.

Board President Liebich said at a Board level the Board needs to focus on getting the message out that obtaining a higher education degree is valuable; how do you retain the students we have; how do we think about education and make it less about the degree and more about skill set. Every institution, in trying to attract new students, will try to come up with new programs whether it be getting an associate's degree at a 4-year institution or a 2-year institution wanting to offer a Bachelor's degree.

Dr. Hill finds that what works well is managed competition which has yet to be defined. Mr. Gilbert agreed and wondered if treating all of the schools the same was part of the problem since they are not all the same. A review of what the institutions do well, and

what they are capable of, would need to be done in order to come up with managed competition. That discussion has never really taken place.

Board President Liebich asked for more of the history on this issue. Mr. Gilbert said 20 years ago all of the institutions were told not to compare programs so they responded to incentives that were put in front of them by the Board of Education. They were told to grow their enrollment and make it work. It would take a lot of discussion and several years to foster the changes that need to be made. He further said that the tone has changed. There is more collaboration between the institutions and the Board is different.

Dr. Clark said even a few years ago there would have been shock to hear that students can take courses from multiple institution's and get their degree.

Mrs. Roach brought up the nursing program that is offered by ISU + BSU. Mr. Gilbert said the question should be asked if Idaho has the most efficient mechanize for delivering nursing education in the state of Idaho.

Dr. Hill said each college has a different code for the exact same class. When the Board tried to get them to use a common numbering system they reacted like they were asked to overthrow the government. Dr. Clark said 10 years ago ISU could not deliver English to Renaissance High School students because they did not have the authority to deliver English in Meridian. Idaho has come a long way.

Dr. Hill said with the advent of On-Line Idaho across the state and with the delivery of GEM courses it should enable strategic specialization. He further said to pilot this discussion he believes we need a statewide approach to engineering. Not one of our institutions is a top ranked engineering school, but as a state, and if they worked together, they can deliver that degree. The same approach can be taken with nursing and teacher education.

Mrs. Roach asked the question about why does each institution have their own enrollment and retention software and is it necessary. She also asked for rural education outreach and if there is a best in class approach.

Mrs. Keough said enrollment and the go-on rates coupled with what the business community say they need should be the drivers for system change.

Dr. Hill and Mr. Gilbert brought up the issue of courses being brought forward by three different institutions building three different programs around cyber security. The Board has no idea if these programs are complimentary or competing. Dr. Hill thinks an outside entity should be brought in to review these programs to see if they are complimentary or competing. What is needed is a statewide leader to bring everything into focus.

Mr. Freeman mentioned the \$100,000 given to the Board of Education by the Legislature to develop a plan for building out engineering and that Scott Greco, Deputy Director, Idaho State Board of Education will be meeting with the Deans of the Colleges of Engineering and their industry advisory groups. Dr. Hill said he could help with that meeting.

Dr. Hill said how will the legislation be written to support the statewide program. Where is the expertise in doing that. Dr. Clark seconded the notion of bringing in an outside person to look at where each institution is now and how do we get back on track to the Board's original notion of a shared combined program. She does not believe that can be done internally. Mr. Freeman said with an aggressive timeline the Board can form the budget request for next legislative session.

Gideon Tolman, Chief Financial Officer, Idaho State Board of Education, asked for direction. Several of the institutions were writing up something now on cybersecurity and should they be told to place those plans on hold. Dr. Hill said to let them proceed and then see what they come up with.

Mrs. Keough said the Board will most likely have to narrow the institution's missions down as we progress in this effort so there is clear delineation between the institution's and what their missions are and aren't.

Dr. Hill said the Board also needs to understand what ERP convergence is and what it means. Does it mean everyone uses the same software, or are they interoperable, or do they use the same student information system. He further believes this topic should fall to the Business, Affairs and Human Resources Committee for further discussion. Mr. Gilbert asked if the Board office has the resources to begin even scoping out the definitions of ERP. Mr. Freeman said the Board office did get \$1 million dollars this year for ERP convergence but we would have to engage consultants to work on this program. But an answer to this question has to happen first; do you want to move to one platform or do the four separate University platforms talk to each other to get the data.

Dr. Clark asked what data do we need that we don't have. Mr. Gilbert said the questions should include;

- 1. What are the relative costs of each system.
- 2. How are the renewals done.
- 3. What are each of the systems.
- 4. On a per pupil basis what do the costs look like.
- 5. What technology programs are being utilized and how do they communicate.

Mr. Gilbert mentioned another topic for discussion concerning the two-year colleges which want to offer 4-year education. The Board has to have a proactive perspective on this issue.

Mrs. Roach said down in southern Idaho there is a need for more teacher education at a Bachelor's level and it has not been delivered. Dr. Clark said when the Board denied the request by CSI it was because there were assurances made by ISU that they would deliver the needed education. She thinks ISU should be asked to give us an update on their progress on making good on their commitment to providing those courses.

Mrs. Roach mentioned how short handed the high schools were in career advising and wondered if the colleges could help with this short fall. It was disclosed that College of Southern Idaho, Lewis-Clark State College and North Idaho College already offer this support.

Mrs. Keough mentioned SB 1374 regarding career pathways that did not pass the House. Ms. Bent said last year the Board did include as part of the negotiated rule making a requirement for middle schools to provide instruction to students on career pathways. This requirement took effect in March 2022.

There were no further comments or questions from the Board.

Superintendent Ybarra left the meeting at 4:40 p.m. (MT).

EXECUTIVE SESSION (Closed to the Public) – Action Item

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

BOARD ACTION

M/S (Hill / Roach): I move to go into Executive Session pursuant to Section 74-206(1)(b), Idaho Code, to consider the evaluation, dismissal or disciplining of...a public officer, employee, staff member or individual agent, or public-school student. A roll call vote was taken and motion carried 7-0. Superintendent Ybarra was absent from voting.

The Board entered into Executive Session at 4:42 p.m. (MT)

The Board recessed at 6:00 p.m. (MT)

Thursday, May 12, 2022 – 9:15 a.m. (Mountain Time)

EXECUTIVE SESSION (Closed to the Public - Continued) – Action Item

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

Board Members entered into Executive Session at 9:15 a.m. (MT). The Board convened in Executive Session to consider an exempt matter, which is permissible under Open

STATE BOARD OF EDUCATION

DRAFT Minutes May 11-12, 2022

Meeting Law, Idaho Code, Title 74, Section 206(1)(b). The Board concluded its discussion and took no action on the matter discussed. If action is necessary in these matters it will occur at a future meeting properly noticed under the Open Meeting Law.

BOARD ACTION M/S (Hill / Siddoway): I move to go out of Executive Session. The motion carried 7-0. Superintendent Ybarra was absent from voting.

Board Members exited Executive Session at 2:25 p.m. (MT), effectively adjourning the meeting.

TAB	DESCRIPTION	ACTION
1	BAHR – BOISE STATE UNIVERSITY - STUDENT HEALTH INSURANCE PROGRAM (SHIP) RELATION AGREEMENT	Action Item
2	BAHR – BOISE STATE UNIVERSITY – EVENT SECURITY SERVICES AGREEMENT	Action Item
3	BAHR – BOISE STATE UNIVERSITY – ALBERTSONS STADIUM VIDEO BOARD APPROVAL AGREEMENT	Action Item
4	BAHR -UNIVERSITY OF IDAHO - IDAHO WATER CENTER OPERATIING AGREEMENT - SECOND AMENDMENT	Action Item
5	BAHR –UNIVERSITY OF IDAHO – CLASSIFICATION AND APPOINTMENT OF UNIVERSITY POSITIONS POLICY AMENDMENTS	Action Item
6	BAHR – LEWIS-CLARK STATE COLLEGE – CLEARWATER HALL FIRST FLOOR BUILD OUT PROJECT	Action Item
7	BAHR – LEWIS-CLARK STATE COLLEGE – NEW POSITION - VICE PRESIDENT OF INSTITUTIONAL RESEARCH, EFFECTIVENESS AND PLANNING	Action Item
8	IRSA – UNIVERSITY OF IDAHO – ONLINE BACHELOR OF BUSINESS ADMINISTRATION	Action Item
9	PPGA – DATA MANAGEMENT COUNCIL APPOINTS	Action Item

CONSENT TOC Page i

TAB	DESCRIPTION	ACTION
10	PPGA – ACCOUNTABILITY OVERSIGHT COMMITTEE APPOINTMENTS	Action Item
11	PPGA – STATE REHABILITATION COUNCIL APPOINTMENTS	Action Item
12	SDE – TRANSPORTATION FUNDIN – 103% CAP WAIVER	Action Item
13	SDE – EMERGENCY PROVISIONAL CERTIFICATES	Action Item
14	SDE – PROFESSIONAL STANDARDS COMMISSION APPOINTMENTS	Action Item
15	SDE – PROFESSIONAL STANDARDS COMMISSION – LEWIS-CLARK STATE COLLEGE – EDUCATOR PREPARATION PROGRAM REVIEW	Action Item
16	SDE – PROFESSIONAL STANDARDS COMMISSION – ADOPTION OF PRAXIS II TESTS AND QUALIFYING SCORES FOR CONTENT ASSESSMENTS	Action Item

BOARD ACTION

I move to approve the consent agenda.

CONSENT TOC Page ii

BOISE STATE UNIVERSITY

SUBJECT

Student Health Insurance Contract between Boise State University and Relation Insurance Services-Education Inc.

REFERENCE

April 2010 The Idaho State Board of Education (Board) approved

a contract with Relation Insurance Services-Education Inc. (formerly known as Ascension) for student health

insurance.

June 2020 The Board approved an extension of a contract with

Relation Insurance Services to provide student health

insurance services.

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section V.I.3.a. and III.P.14

BACKGROUND/DISCUSSION

In July 2009, the Idaho State Division of Purchasing issued a Request for Proposals (RFP) for a contract for student health insurance available to all of the higher education institutions. After the Board approved the contract in April 2010, the company that is now Relation Insurance Services-Education Inc. was awarded the contract for three years plus seven one-year renewal options.

After the Board's policy change in response to the implementation of the Affordable Care Act, Boise State University (BSU) re-evaluated its student medical insurance needs and elected to continue to provide a voluntary student health insurance plan, graduate assistant insurance, international student insurance (for students studying in the U.S.) and secondary insurance for intercollegiate athletes. BSU requires that coverage per Board Policy III.P.14.b. The Board approved a contract extension for one year with an option for an additional year, which extended the agreement through July 2022.

BSU is preparing a formal RFP for these services scheduled to post Summer 2022. Following the RFP process, the prevailing vendor's contract will be submitted to the Board in late 2022. The anticipated new contract's term would then commence July 31, 2023.

BSU has been in consultation with the University of Idaho, Lewis-Clark State College, and Idaho State University regarding a future joint purchasing effort for student health insurance.

IMPACT

The program in place has been working well since 2009. Extending the existing program through July 31, 2023 provides continuity and care to students, while BSU pursues a formal bidding process for services that will continue to meet student needs.

The estimated annual expenses are provided below. BSU does not anticipate the total to exceed \$2.5 million.

Graduate assistant insurance	\$1,835,050
International student insurance	\$378,000
Self-funded insurance for athletics	<u>\$50,000</u>
Estimated total	\$2,263,050

ATTACHMENTS

Attachment 1 – Contract Extension

Attachment 2 – Letter of Acceptance for International Student Insurance Attachment 3 – Letter of Acceptance for Graduate Assistant Insurance

STAFF COMMENTS AND RECOMMENDATIONS

This action allows Boise State University to continue with its current student health insurance contract while examining other potential options through the Request for Proposals process. The other four-year institutions are not at a point of change in their student health insurance contracts, but the institutions will work together to determine if it is in their best interest to work on future student health insurance contract procurement processes together.

Staff recommends approval.

BOARD ACTION

I move to approve Boise State University's request to extend the student health insurance contract with Relation Insurance Services-Education Inc. for one year and to delegate authority to the president to execute any applicable agreements in accordance with the information provided herein.

Moved by	Seconded by	Carried Yes	No

PURCHASE AGREEMENT ADDENDUM - No. 2

This Purchase Agreement Addendum (the "Purchase Agreement) is dated effective as of the date of the last signature by a party hereto, and is by and between Relation Insurance Services – Education, Inc. ("Relation" or "Company") and Boise State University ("University" and together with Company, the "Parties") for the purchase of certain insurance services set forth on the attached proposals, letters of acceptance and/or quotes, as selected by the University (collectively, the "Quote").

WHEREAS, Company and the State of Idaho are parties to that certain State Contract No. CPO02267, effective April 26, 2010, as amended to date (the "State Contract"), which State Contract benefitted the University, among other public agencies; and

WHEREAS, the Parties wish to continue to utilize the already negotiated and agreed upon terms and conditions set forth in the State Contract to govern Parties' relationship and the provision of those services set forth in the Quote for one (1) additional contract year term.

NOW THEREFORE, the Parties agree as follows:

- 1. **Terms and Conditions.** The Parties elect to apply all terms and conditions of the State Contract to the Quote, and incorporate the same herein by this reference, except as modified herein and except to the extent any such terms and conditions conflict with the applicable Idaho law.
- 2. **Scope.** The scope of this Purchase Agreement covers only the services set forth in the Quote. This Purchase Agreement is exclusively for the benefit of the University, and not any other parties to, or parties benefitted by, the State Contract. The University shall place orders under this Purchase Agreement, as specified in the Quote or any future quote entered into hereunder between the Parties and referencing this Purchase Agreement, responsible independently from other public agencies of the State of Idaho for following the terms and conditions hereof.
- 3. **No Public Funds For Abortion.** Except to the extent this Agreement is a contract or commercial transaction that is subject to a federal law related to Medicaid or a contract with a hospital as defined in Idaho Code, Section 39-1301, Company represents it is not an abortion provider or an affiliate of an abortion provider, as those terms are used in Idaho Code Section 18-8703. In addition, except to the extent this Agreement is a contract or commercial transaction that is subject to a federal law related to Medicaid or a contract with a hospital as defined in Idaho Code, Section 39-1301, the Parties agree that no funds provided hereunder shall be used in any way to provide, perform or induce an abortion; to assist in the provision or performance of an abortion; to promote abortion; counsel in favor of abortion; refer for abortion; or provide facilities for abortion or training to provide or perform abortion, other than as permitted by Idaho Code Section 18-8705.
- 4. **Anti-Boycott Clause.** Company hereby certifies that it is not currently engaged in, and will not for the duration of the Agreement, as amended from time to time, engage in, a boycott of goods or services from Israel or territories under its control.
- 5. **Term.** The Term of this Purchase Agreement shall be from August 1, 2022 through July 31, 2023.
- 6. **Amendments.** Amendments to this Purchase Agreement, including the terms and conditions of the State Contract incorporated by reference herein, shall be made in writing, signed by each of the Parties.
- 7. **Governing Law.** This Purchase Agreement shall be governed by and construed in accordance with the laws of the State of Idaho, without regard for its conflict of laws principles. Any action to enforce the provisions of this Purchase Agreement shall be brought in state district court in Ada County, Idaho. In the event any terms of this Purchase Agreement are held to be invalid or unenforceable by a court, the remaining terms of this Purchase Agreement shall remain in full force and effect.
- 8. **Precedence.** In the event of any inconsistency, unless otherwise provided herein, such inconsistency shall be resolved by giving precedence in the following order: (i) this Purchase Agreement; (ii) the State Contract; (iii) the Quote.
- 9. **Entire Agreement.** This Purchase Agreement, including the Quote and the State Contract, which is comprised of the solicitation, the vendor's response, and the award documentation, sets forth the entire agreement between the Parties. These documents shall be read to be consistent and complimentary, and in accordance with the order of precedence set forth in Section 6 above.

ATTACHMENT 1

By signing below, each party represents and warrants they have authority to bind Company and University, respectively, to the Purchase Agreement.

Relation Insurance Services - Education Inc.	Boise State University
By:	By:
Name:	Name:
Title:	Title:
Date:	Date:



2022 - 2023 Letter of Acceptance

Boise State University - Grad Assistant

Boise, ID

GENERAL INFORMATION		
Carrier	Carrier Wellfleet Insurance Company	
School Boise State University - Grad Assistant		
Street	1910 University Drive	
City, State, Zip Boise, ID, 83725		
Claims Administrator Wellfleet Group, LLC		
Agent	Relation Insurance Services	

FECT		

Policy Start DateMonday, August 1, 2022Policy End DateMonday, July 31, 2023

ELIGIBILITY AND ENROLLMENT		
Enrollment Method	Credit Hour Requirement	
Mandatory	1+	
Not Eligible	N/A	
	<u>Enrollment Method</u> Mandatory	

ADMINISTRATIVE AND PLAN CHANGES

1. No Plan Changes.

Please Note: This quotation is contingent upon Department of Insurance approval of Wellfleet Insurance Company's updated filing. Coverage cannot be bound until the filing is approved. We reserve the right to update the quote based upon feedback from the appropriate regulatory agencies.

(800) 633-7867 | P.O. BOX 15369, SPRINGFIELD, MA 01115 | STUDENTINSURANCE.COM

WELLFLEET AND THE BROKER WILL BE RESPONSIBLE FOR:

- Member Advocacy
- Plan Reviews
- Student Orientations
- On-Site Consultations
- Enrollment/Waiver Administration
 Processing Claims

Customer Service

Brochure Development

Issuing ID Cards

Please note that our quote is based upon information that we know of today. We reserve the right to adjust or amend premiums if legislative, judicial and/or regulatory requirements materially impact or change the scope of our services or responsibilities. Recently, the federal government through Health and Human Services (HHS), the Department of Labor, and the I.R.S. have been providing additional guidance on a variety of issues related to the Affordable Care Act. Key pieces of guidance revolve around various taxes and assessments on health insurers. If additional taxes or assessments are levied, we may have to provide you with an updated quote that includes these taxes or assessments.

We agree to provide written notice of any adjustment or amendment to premium thirty (30) days prior to the change taking effect, unless otherwise mutually agreed upon in writing by the Parties. If the Parties are unable to agree upon the fees and/or performance guarantees, in good faith, within the thirty (30) day period, either Party may terminate this Agreement thirty (30) days from the day written notice of termination is received.

Note: Under the ACA States retain the ability to mandate benefits beyond those established by the federal mandate. For additional detail regarding Essential Health Benefit provisions for a Student Health Insurance Plan in any given state, please feel free to review that state specific information at: http://www.cms.gov/CCIIO/Resources/Data-Resources/ehb.html

CONFORMITY WITH STATE STATUTES

We reserve the right to update the proposal to comply with state or federal requirements, and/or to address feedback from regulatory agencies. Any provision of this policy which, on its Effective Date, is in conflict with the statutes of the state in which it is issued or in which the Insured resides, is hereby amended to conform to minimum requirements of such statutes.

This quotation is contingent upon Department of Insurance approval of Wellfleet Insurance Company's updated filing. Coverage cannot be bound until the filing is approved.

Broker Administration Agreement				
School:	Boise State University - Grad Ass	sistant		
Broker:	Relation Insurance Services			
	OPTION 1 - CUR	RRENT		
Broker Administration:				
Annual	\$187			
Continuation Plan	\$94			
Plan Premium:	\$3,558			
Total Rate:				
Annual	\$3,745			
Continuation Plan	\$1,873	\$1,873		
Signature of College / Uni	versity Rep.	Signature of Agent		
Print Name & Job Title		Print Name & Job Title		
Date		Date		
Please indicate any school administrative fees below:				
Annual				
Continuation Plan				

The signatories to this Broker Administration Agreement acknowledge that the Broker represents the School and is compensated by the School for services performed in relation to the Application, the underlying Student Health Policy (SHIP) and the administration of the SHIP. The signatories acknowledge this compensation may be subject to Technical Guidance 015-0001 (May 27, 2015) issued by the U.S. Center for Consumer Information & Insurance Oversight.

CONSENT - BAHR



2022 - 2023 Letter of Acceptance

Boise State University - Grad Assistant

OPTION 1 - CURRENT AV: 80.18%

	RATES (Net of Broker Admin Fe	ees)
Term	<u>Start Date</u>	<u>End Date</u>	<u>Premium</u>
Annual	8/1/2022	7/31/2023	\$3,745
Continuation Plan	3-mor	nth Maximum	\$1,873
		BENEFITS	
	<u>In-Network</u>	<u>Out-of-Network</u>	
Plan Maximum	Unlimited	Unlimited	
Deductible	\$1,250 Ind	\$2,500 Ind	
Out-of-Pocket Maximum	\$4,500 Ind	\$9,000 Ind	
Coinsurance	80% of NC*	60% of U&C**	*NC - Negotiated Charge
Office Visit Copay	80% of NC	60% of U&C	**U&C - Usual & Customary Charge
ER Copay	\$100 then 80%	\$100 then 80%	
Rx Copays	\$25/\$45/\$75/\$75	\$25/\$45/\$75/\$75	
Student Health Center	10	0% of NC	
Preventive / Wellness	100% of NC	60% of U&C	
AD&D	\$10,000		
Dental Benefit	Preventive Coverage (Only, 100% of U&C. 2 cleani	ngs every 12 months
Continuation Plan	3-month maximum		
Extension of Benefits	90 days or date of discharge		
Plan includes Pre-certification and Step Therapy.			
Dependent Coverage?	Not Available		
Claim Advocate Fee	1.50%		
PPO	Cigna PPO		
PBM	Wellfleet Rx/ESI		
Travel Assistance	TravelGuard		
Well Plus: Includes Care Co	nnect our 24/7 Student BH li	ne; 24/7 Nurse-line; \$0 copa	ay pre-natal vitamins; and Clinical Support
	early arrivals. If so, please de		
■ Does your plan claim a	Religious Exemption from an	y state or federal health be	enefit mandate?
_ , , , ,	<u> </u>		
LOA Release Date:	4/22/20	22 LOA Expiration Date:	5/7/2022
Please confirm your accepta	nce of this quotation by indi	cating the plan of choice ar	nd returning this signed and dated form to an
authorized Wellfleet represe		.	
•			
Signature of College /	University Representative		Signature of agent

Print Name & Job Title

Date

Print Name & Job Title

Date

[2022-2023] Letter of Acceptance (LOA)



School Name	Boise State University
Plan Type	International Only
Mailing Address	1910 University Drive, ,
City, State, Zip	Boise, ID 83725

POLICY INFORMATION		
Carrier / Underwriter Crum & Forster Segregated Portfolio Co.		
Policy Number	CC005146	
Policy Start Date	8/1/2022 0:01	
Policy End Date	7/31/2023 23:59	
Metal Level N/A		
Actuarial Value	N/A	

ELIGIBILITY AND ENROLLMENT			
Class	Enrollment Requirement	Credit Hour Requirement	
Children	Voluntary		
Domestic Partner	Voluntary		
International Graduate Student	Mandatory		
International Undergraduate Student	Mandatory		
Scholars	Voluntary		
Spouse	Voluntary		

PLAN INFORMATION		
PPO Network	First Health Network	
Pharmacy Benefit Manager (PBM)	Express Scripts (ACI)	
Pre-Cert Required	N/A	
Pre-Cert Company		
Is Continuation Coverage Offered?	No	
If yes, Term of Coverage		
Involuntary Loss of Coverage Provision?	Yes	
If yes, ILC Coverage proration term:	Yes	
Extension of Benefits	31 days	
Scope of Coverage	Coordination of Benefits	

BENEFIT INFORMATION

Benefit Description	Network Type	Benefit	Additional Details
Coinsurance	In-Network	90% (100% @ SHC)	PA: PPO/Preferred Allowance
Coinsurance	Out-of-Network	70%	URC: Usual, Reasonable & Customary
Deductible	Combined (INN/OON)	\$200 (\$0 @ SHC)	per policy year
ER Coinsurance	In-Network	90%	PA: PPO/Preferred Allowance
ER Coinsurance	Out-of-Network	70%	URC: Usual, Reasonable & Customary
ER Copay	In-Network	\$200	Waived if admitted to hospital
ER Copay	Out-of-Network	\$0	None (Coinsurance applies)
Hospital Copay	In-Network	\$100	per visit/occurence
Hospital Copay	Out-of-Network	\$0	None (Coinsurance applies)
Maximum Per Injury or Sickness Benefit	Combined (INN/OON)	\$250,000	per policy year

Office Visit Copay	In-Network	\$25 (Waived @ SHC)	per visit/occurence
Office Visit Copay	Out-of-Network	\$0	None (Coinsurance applies)
Out-of-Pocket Maximum (per person)	Combined (INN/OON)	\$5,000	per policy year
Rx Copay - generic	Combined (INN/OON)	\$15	per 30-day supply
Rx Copay - non-formulary/non- preferred brand	Combined (INN/OON)	\$50	per 30-day supply
Rx Copay - preferred brand	Combined (INN/OON)	\$50	per 30-day supply
Rx Copay - specialty	Combined (INN/OON)	50%	Actual Charges
Specialist Visit Copay	In-Network	\$25	per visit/occurence
Specialist Visit Copay	Out-of-Network	\$0	None (Coinsurance applies)
Urgent Care Copay	In-Network	\$25	per visit/occurence
Urgent Care Copay	Out-of-Network	\$0	None (Coinsurance applies)

Deductible and/or coinsurance may be required in addition to copayments. Please see the Plan Summary for details

Additional Benefit Name	Benefit	Additional Description
AD&D Primary Benefit	\$10,000	365 Days
Emergency Medical Reunion Benefit	\$1,500	100% of Actual Expense
Medical Evacuation Benefit Max	100% of Actual Expense	
Pre-Existing Conditions & Period	\$2,500 (6 Mos waiting)	Doesn't apply at SHC
Repatriation Benefit Max	100% of Actual Expense	
Trip Delay Benefit (Quarantine)	Up to \$1,500 maximum	\$100 maximum per day, 15 day maximum, 12 hour delav

Travel Assistance	SES - Fee for Service (Included in Police	cy)	
Telemedicine		Mental/Behavioral Health	

Nurseline	Student Assistance Program	
Dental	Vision	
Maternity Program	Fitness Help	

RATES AND TERM DATES						
Plan Term	Description	Class of	Start Date	End Date	Eligible Rate Group	Gross Total
Spring			1/1/2023	5/31/2023	Student	\$0.00
Spring			1/1/2023	5/31/2023	Spouse / Domestic	\$0.00
Spring			1/1/2023	5/31/2023	Each Child	\$0.00
Spring/Summer			1/1/2023	7/31/2023	Student	\$0.00
Spring/Summer			1/1/2023	7/31/2023	Spouse / Domestic	\$0.00
Spring/Summer			1/1/2023	7/31/2023	Each Child	\$0.00
Fall			8/1/2022	12/31/2022	Student	\$0.00
Fall			8/1/2022	12/31/2022	Spouse / Domestic	\$0.00
Fall			8/1/2022	12/31/2022	Each Child	\$0.00
Monthly			8/1/2022	7/31/2023	Student	\$157.50
Monthly			8/1/2022	7/31/2023	Each Child	\$333.00
Monthly			8/1/2022	7/31/2023	Spouse / Domestic	\$201.00

WAIVER SERVICES

Waiver Service Selected	Terms for Waiver Services	
School Need Reminder E-mails	Approval of Email Templates	
Agreement Updates Required	Other Instructions	
Important Admin Notes		

WAIVER REQUIREMENTS

Coverage in force for the entire school term	No
Coverage must be ACA Compliant	No
Claims must be Paid by a U.S. based Company	
Maximum benefit must be unlimited	
Intl Students cannot waive with home country coverage	
Deductible required per policy year	
Deductible Amount	
Med Evac/Repat	
Additional Waiver Requirement Rules	
BENEF	IT CHANGES
This is a brief summary of benefit changes which may include federal health care reform and state regulatory requirements for your student health insurance plan. This information is current at the time of publication, is not all encompassing, and may change in the future.	
ADMINISTR	RATIVE CHANGES

T his is a brief summary of administrative changes for this plan year.

Spring only rate is for Graduating Students only (do not show this on the plan materials)

No logo on the plan materials

ACCEPTANCE OF TERMS
Applicant's Acceptance of Terms
The applicant accepts the terms and conditions outlined herein. Any attachments/ modifications require both parties agreement in writing. It is agreed that the insurance applied for will not become effective unless this form is received by the Company.
nthorized Signature
int Name:
le
te
Agent Information (To be Completed by Primary Agent)
certify that all application questions were asked of applicant and the information contained herein accurately reflects the applicant's response.
thorized Signature
nt Name:
le
te
Other Agent Information (to be Completed by Secondary or Sub-Agent, if applicable)

ATTACHMENT 3

I certify that all application questions were asked of applicant and the information contained herein accurately reflects the applicant's response.

Authorized Signature	
Print Name:	
Title	
Date	

BOISE STATE UNIVERSITY

SUBJECT

Event Security Services Agreement between Boise State University and BEST Crowd Management

REFERENCE

February 2020 Idaho State Board of Education (Board) approved

contract with MAV Event Services, LLC (MAV) to

provide event security services.

APPLICABLE STATUTE, RULE, OR POLICY

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

BACKGROUND/DISCUSSION

Boise State University (BSU) seeks to award a contract for security services for athletic and other campus events. In accordance with its standard purchasing policies and procedures, BSU issued a Request for Proposals (RFP) for Event Security Services to solicit proposals. After evaluating all responses in accordance with the RFP and standard purchasing policies and procedures, Boise State selected the proposal of Whelan Event Staffing Services, doing business as BEST Crowd Management (BEST). Following approval, BSU will issue an intent to award the contract, consisting of the terms stated in the RFP and BEST proposal ("the Contract").

The term of the proposed contract is one year with three one-year renewal options requiring written consent of both University and BEST Crowd Management. Prior to BEST, BSU contracted with MAV Event Services.

IMPACT

The contract for event security services will be used to provide security services for events and supplemental security services on an as-needed basis. The cost structure is not fixed but is based on each event's staffing requirements. These services are primarily utilized by the following University departments: Athletics, Public Safety, and University Event Services.

In analyzing historical costs along with forecasting costs, BSU anticipates the contract to not exceed \$2,500,000, with annual estimates provided below:

Year 1 (Base Term)	\$550,000
Year 2 (Option Year 1)	\$580,000
Year 3 (Option Year 2)	\$610,000
Year 4 (Option Year 3)	\$640,00 <u>0</u>
Estimated total	\$2,380,000

ATTACHMENTS

Attachment 1 – Event Security Services RFP LB22-125

Attachment 2 – BEST's Responsive Proposal - Business Information

Attachment 3 – BEST's Responsive Proposal - Cost Proposal

STAFF COMMENTS AND RECOMMENDATIONS

This aligns with Board Policy V.I.3.. which requires Board approval of contracts over one million dollars as well as Policy I.R. regarding campus security. Staff recommends approval.

BOARD ACTION

I move to ap	prove the	request b	y Boise	State	University	to	award	а	contract	fo
event securit	ty services	to BEST	as outlin	ed her	ein.					

Moved by	Seconded by	Carried Yes	No
<u></u>			



REQUEST FOR PROPOSAL RFP #LB22-125

Event Security Services

Issue Date: 01/21/2022

TABLE OF CONTENTS

Section	Page
Administrative & Background Information	3
Scope Of Service	4
Required Proposal Deliverables	4
Process Requirements	14
Submission Requirements	15
Proposal Format	20
Contract	20
Business Information	22
Evaluation Criteria	23
APPENDIX B - Helpful Links	24
APPENDIX C - SUBMISSIONS CHECKLIST	26
ATTACHMENT 1 - Signature Page	27
ATTACHMENT 2 - Offeror Questions	28
ATTACHMENT 2 - Offeror Questions continued	29
ATTACHMENT 3 - Cost Proposal Plan	29
ATTACHMENT 4 - References	30

1. Administrative & Background Information

1.1 RFP Administrative Information

RFP Title:	RFP #LB22-125 - Event Security Services
RFP Lead/Address to deliver response:	Logan Brudenell 1910 University Dr, MS-1210 Boise, ID 83725-1210 loganbrudenell@boisestate.edu Phone: (208) 426-3702
Submit emailed Proposal: Attachment limitations are up to 25 MB. If you have more than one attachment, they can't add up to more than 25 MB. If your file is greater than 25 MB, Gmail automatically adds a Google Drive link in the email instead of including it as an attachment	solicitation@boisestate.edu Note: If you need to send multiple emails due to the size of attachments, please include numbering in the subject. i.e., 1 of 5, while also numbering each attachment.
University Purchasing Dept. website (all RFP information and updates will be posted here):	https://vpfa.boisestate.edu/process/review/purchasing_bidopportunities.php
Optional Pre-Proposal Conference:	Zoom Teleconference (Details will be provided upon RSVP)
Time and Location:	01/28/2022 Zoom Teleconference (Details will be provided upon RSVP to RFP lead as noted above)
Deadline To Receive Questions:	02/04/2022, 5pm Mountain Standard Time
Anticipated Release of Answers to Questions:	On our around 02/11/2022, at: https://www.boisestate.edu/vpfa-p2p/vendor-supplier-information-for-businesses/
RFP Closing Date:	02/18/2022, 5pm Mountain Time - Late responses will not be accepted.
RFP Physical Opening Date:	02/21/2022, 10:30 a.m. Mountainhttps://vpfa.boisestate.edu/process/review/purchasing bidopportunities.php Time in the Purchasing Department on the first workday following the Closing Date. Zoom Teleconference (Details will be provided upon RSVP to RFP lead as noted above)
Validity of Proposal:	Proposals are to remain valid for one hundred eighty (180) calendar days after the scheduled RFP Closing Date. Proposals submitted with a validity period of less than this will be found unresponsive and will not be considered.
Initial Term of Contract and Renewals:	The initial term of this Contract will be for one (1) year with three (3) optional one (1) year renewals as mutually agreed upon

1.2 Boise State University Overview

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

1.3 Executive Summary

Boise State University is looking for a detail-oriented and experienced partner to work in close collaboration with the University to provide Event Security and Supplemental Security Services for Boise State University.

The bid proposal should include portfolio examples of previous work from concept to delivery. Examples should display with detailed program management. Share with us how the work achieved results in a solid return on investment for Boise State University. We are seeking a trusted and experienced partner who values the power of education and innovation and can deliver best-in-class customer service. Experience within higher education is strongly preferred.

The initial term of this Contract will be for one (1) year with three (3) optional one (1) year renewals.

2. Scope Of Service

1.1.1 The purpose of this RFP is to solicit bids pertaining to the acquisition of Event Security and Supplemental Security Services for Boise State University.

3. Required Proposal Deliverables

- 3.1.1 Project Management Plan for implementation of security services. Project Management Plan to include but not limited to: Succession Planning, Incident Response Form, Escalation Communication Plan, Cost break down on overhead vs actual direct labor.
- 3.1.2 Hiring and headcount fulfillment plan in alignment with Boise State processes
- 3.1.3 Employee training alignment with Boise State processes
- 3.1.4 Operational plan in alignment with Boise State processes
- 3.1.5 Supplier branding of employees (uniforms)
- 3.1.6 Coverage for requested annual Boise State events (depending on scope of event and ticket sales):
 - 6-8 football games with 250-350 positions
 - Approximately 15 volleyball events with an average of 5 staff per event
 - 12-15 soccer events with 4-5 staff per event
 - 15-20 softball events with 4-5 staff per event
 - 20-25 high school football events with 6-8 staff per event

- 2-3 track events with 8-10 staff per event
- Other athletic, stadium, or campus events as needed
- Annual stadium concert with 300-400 staff
- Athletic facility rentals (small scale events on site that need security to monitor)
- Set-up assistance for campus events
- Campus event security (receptions, parties, weddings, small events, events with alcohol, etc.)
- Supplemental security services on an as-need basis(extra patrols, fire watch, etc.)

• TIMING FOR SOLICITATION PROCESS

01/21/2022 - RFP Posting

01/28/2022 - Optional pre-proposal conference (virtual)

02/04/2022 - Questions due

02/11/2022 - Pre-proposal answers posted

02/18/2022 - Proposals Due

02/21/2022 - RFP Opening Date

Supplier Interviews TBD (Boise State retains the option to conduct interviews with selected vendors)

Early March - Contract finalization

• GENERAL - ORDERING

- Contractor is to provide qualified and experienced Event Security Staffing Services. This contract will be used primarily by the Athletics Department and Department of Public Safety but may also be used by other departments on campus as needed. Personnel will be used to support Boise State University staff, for athletic events, concert events, special projects, supplemental campus security, or other event staffing needs as required.
- CONTRACTOR personnel may be assigned to specific posts and will be provided "post orders" by Boise State University 5 days prior to the start of the event, unless there are mitigating circumstances that do not allow for pre-planning (example include fire watch when a fire alarm goes down in a building).
 - Details relating to the number of personnel, dates, hours reporting/work locations, and general duties and responsibilities will be included with the post orders and communications between the Contractor and Boise State University.
 - Boise State University reserves the right to reassign any personnel to other functions and posts that Boise State University may deem necessary.
- o CONTRACTOR shall provide a "deployment sheet" to the Contract Administrator(s) (Section 8.1) no later than 48 hours prior to the start of the event.

- Contingent upon Boise State University providing CONTRACTOR post orders 5 days prior to the start of the event.
- Names of the personnel shall be provided.
- Deployment sheet shall have confirmation of all necessary training per this ITB.
- Any changes necessary to the deployment sheet may be made by CONTRACTOR as changes arise.

• CATEGORIES/POSITIONS

- Contractor to provide qualified Event Security Staffing Service personnel to work on an as needed basis in the following categories/positions:
- Director of Operations Responsible for assuring compliance with all requirements of this document. Assists with planning and directing the actions and deployments of all Contractor personnel in support of this contract. Directs Event Manager and Supervisors throughout events. Attends all pre-event planning meetings, post-event debriefs and any other meetings at the discretion of the University (at no cost to the University); attendance to such meetings may be delegated to Event Manager. Conducts the functions of Event Manager. Conducts the functions of a Supervisor. Knowledge of Boise State University policies and procedures. Had demonstrated evidence of ongoing training and/or experience in large event management/security. Only time working physically at events for which the Contractor is providing services to the University shall be billable.
- Event Manager Responsible for assuring that all standards are maintained for the duration of the resulting contract. Present for all major events for which the Contractor provides services or at the request of Boise State University. The Event Manager will be responsible for all staff and operations provided to the University on an event-by-event basis. The Event Manager shall serve as the "on-the-ground" manager. If delegated, attends all pre-event planning meetings, post event debriefs and any other meetings at the discretion of the University. The Event manager personnel must comply with all other requirements of this solicitation. The Event manager must be physically able to perform their duties that include all the same functions of a Supervisor personnel. Only time working directly on, at, or for events for which the Contractor is providing services to the University will be billable.
- Security Supervisor Supervisor personnel must comply with all other requirements of this document. Supervisor personnel must be physically able to perform duties included but not limited to:
 - Conduct all the same functions of Security personnel
 - Deploy all staff to proper positions
 - Monitoring the health, safety and welfare of personnel assigned to them
 - Conduct conflict resolution when it comes to guest challenges, concerns or security matters
 - Assist with the management of critical incidents
 - Have a working knowledge of relevant state, city, and university laws, codes and policies

CONSENT - BAHR

ATTACHMENT 1

- Prepare appropriate documentation including after action reports, incident reports, etc.
- Assist with planning and supervision of all crowd management
- Oversee load-in, load-out, bags search, and re-entry
- Oversee field and venue surface protection including VIP, coach and official security
- Coordinate with emergency medical staff & local law enforcement as needed.
- Successful completion of Clery Act Training (Section 1.4.9); a yearly requirement.
- TIPS/VIP Security TIPS/VIP Security personnel must comply with all other requirements of this document. TIPS/VIP Security personnel must be physically able to perform duties included but not limited to:
 - Alcohol Control & Alcohol Enforcement
 - Conduct all the same functions as Security Personnel.
 - Produce evidence of successful completion of Alcohol Awareness Training (TIPS).
- Security Security personnel must comply with all other requirements of this document. Security personnel must be physically able to perform duties included but not limited to:
 - Bag and Personnel Searches
 - I.D. Checking
 - Crowd Management
 - Property patrol
 - Assisting in emergency situations
 - Providing direction and answering guest questions
 - Event barricade security
 - Vehicle screening
 - Guest screening (may include bag checks, metal detector operation, and hand held wands as trained)
 - Fire watch/Overnight Security
 - Documenting and reporting suspicious activity, vehicles and persons
 - Preparing reports
 - Conflict resolution
 - Field/Playing surface security
 - Implement emergency crowd control/evacuation measures
 - Enforce University and Venue specific policies and procedures
- Ticketing/Usher Ticketing/Usher personnel must comply with all other requirements of this document. Searcher personnel must be physically able to perform duties included but not limited to:

- Ticket verification & Hand Stamping for Re-Entry
- Ushering
- Ticket scanning/taking
- Assisting in emergency situations
- Preparing reports
- Documenting and reporting suspicious activity
- Refer/Communicate patron disputes and incidents to Supervisor and/or Event Manager/Director of Operations
- Implement emergency crowd control/evacuation measures
- Providing directions and answering guest questions
- Assist Director of Operations, Event Manager, and supervisors as needed
- Enforce University and Venue specific policies and procedures

CONTRACT ADMINISTRATORS

- Contacts listed in this section shall serve as contract administrators for the University. The Contract Administrators are the only authorized representatives and points of contact for the University hereunder. The Contract Administrators may delegate their authority, but this must be given expressly, via email notification, by the applicable contact administrator. The Contract Administrator may be changed at any time by written notice to the Contractor.
 - Associate Director of Security & Event Management, Public Safety: DJ Giumento 208-426-3222 djgiumento@boisestate.edu
 - Associate Athletic Director of Operations, Athletics Facilities and Operations: Cody Smith 208-426-1222 codysmith839@boisestate.edu
 - Associate General Counsel: Texie Montoya 208-426-1231 texiemontoya@boisestate.edu
 - Assistant Director, Student Union: Rochelle Criswell 208-426-2550 rochellecriswell@boistestate.edu
 - **Director of Production, Morrison Center:** Shaun Sites 208-426-1499 shaunsites@boisestate.edu
 - Boise State University Contract Administrators must have the ability to reach the account manager or designated representative 24 hours a day in the event of an emergency or contract employee issue.

• ADDITIONAL REQUIREMENTS

All personnel assigned to Boise State University are a reflection of not only their company, but also the Boise State University brand. Therefore, CONTRACTOR agrees that the services provided under the resulting contract shall be of the highest professional standards. CONTRACTOR will agree to provide personnel that have been approved by Boise State University. Additionally, upon request from Boise State University, CONTRACTOR shall remove from service any

ATTACHMENT 1

personnel provided by CONTRACTOR who, in the sole opinion of Boise State University are not satisfactorily performing their duties. CONTRACTOR shall immediately provide an adequate and competent replacement at no additional cost to Boise State University.

- All personnel assigned to Boise State University shall meet the following minimum qualifications:
 - Physically able to perform all outlined tasks per the assigned position
 - Have effective verbal communications skills
 - Age of at least eighteen (18) years old
 - Possess superior guest services skills
 - Meets all training requirements prior to performing services under this RFP
- Boise State University shall have the right to refer qualified potential applicants with experience in identified categories to CONTRACTOR for screening and potential assignment to Boise State University.
- CONTRACTOR shall provide experienced individuals possessing the appropriate qualifications, knowledge and skills to support NCAA Division I large scale games and events, as well as all of the required services outlined in this agreement.
- All positions must have the ability to work non-traditional days and hours in support of special events which could include some evenings, weekends and holidays.
- CONTRACTOR personnel are subject to call-in for work with a two-hour notice during special events and emergency situations including evenings and weekends.
 For emergency situations, all efforts will be made by the University to notify CONTRACTOR as soon as possible.
- CONTRACTOR personnel shall adhere to all OSHA safety standards.
- CONTRACTOR assumes responsibility to ensure all employees/personnel are authorized to work in the United States.
- Prior to performing services hereunder, CONTRACTOR shall use an independent third-party vendor to perform criminal background checks for the past seven years on all employees/personnel who will be working pursuant to the Contractor's agreement with the University, as well as for any and all back-up employees/personnel requiring regular and full access to the site. The cost of the required criminal background checks shall be the responsibility of the Contractor and verification that all required criminal background checks have been completed shall be provided to the Contract Administrators (section 2.3) before the Contractor performs any work on University premises or at a University-sponsored event.
 - The criminal background checks shall check for:
 - Outstanding warrants, both local and national
 - Sex offender registration
- The Contractor may not allow an employee/personnel with the following background history to perform any service on University premises or at a University-sponsored event:
 - A criminal conviction, guilty plea or no contest plea to any crime against or involving a minor or vulnerable adult. These include, but are not limited to: convictions for child or vulnerable adult abuse, exploitation, abandonment, or sexual crimes of any nature.

ATTACHMENT 1

- A criminal conviction, guilty plea or no contest plea to any crime the Contractor reasonably believes could endanger a vulnerable person or minor. Such convictions include, but are not limited to: human trafficking, kidnapping, mayhem, manslaughter or murder in any degree, assault, felony domestic violence, robbery, or video voyeurism.
- Being listed on a child-abuse registry or in a state or federal sex-offender registry.
- A criminal conviction, guilty plea or no contest plea to any felony involving theft, drugs (possession, distribution, paraphernalia, etc.), burglary, pornography, physical assault, indecent exposure.
- CONTRACTOR shall provide documentation of employee training to Boise State University prior to personnel performing services under this agreement.
- CONTRACTOR and their employees may have access to and use of confidential data and information. CONTRACTOR and their employees shall sign a written form of confidentiality prohibiting discussing with unauthorized persons any information obtained in the performance of an assignment under this contract.
- CONTRACTOR shall conduct only such business as covered by this contract and work only the number of hours approved by the Boise State appointed Supervisor.
- When providing bulk groups (ten or more), CONTRACTOR shall provide one (1) Manager or supervisor to act as a management liaison for Boise State University unless Boise State requests that the supervisor or manager position not be utilized for a given event.
- Boise State University is a Drug Free and Smoke Free campus/workplace and the personnel provided by CONTRACTOR in performance of this contract shall adhere to these rules.
- CONTRACTOR is required to adhere to any public health requirements that the University may impose on employees, students, and visitors.
- CONTRACTOR's status while performing the requirements of this contract is that of an Independent Contractor, and as such, is solely and personally liable for all labor, taxes, insurance, required bonding and other expenses, except as otherwise stated herein. This includes, but is not limited to damages in connection with the operation of this contract. CONTRACTOR warrants and represents that it has complied and will comply with all federal, state and local laws applicable to it and will make the necessary payments appropriate to Independent Contractor laws.
- CONTRACTOR and their assigned staff performing the required services on the campus of Boise State University are not entitled to any benefits of employment provided by the University to its employees and are not an agent or employee of The University.
- CONTRACTOR shall indicate if they have a plan to utilize a sub-Contractor to provide any services as a result of the final contract as approved by Boise State prior to the sub-Contractor working the event. If such a plan is in place, the Contractor shall provide Boise State University with the following information related to the sub-contracting company that would be used:
 - Company name
 - Company profile
 - Contact information

- Circumstances in which the sub-Contractor would be used.
- Boise State University must be informed with sufficient time to review and approve any use of sub-Contractors and will not be responsible for any additional charges that may be incurred by the Contractor. Sub-Contractors must comply with all applicable specifications of this agreement.

TRAINING

- Training for security personnel shall include the following:
 - Customer Service Training (provided by CONTRACTOR at no additional cost to the University)
 - Screening Techniques (Bag and Personnel Searches, (provided by CONTRACTOR at no additional cost to the University)
 - Basic Security Officer Training (provided by CONTRACTOR at no additional cost to the University)
 - Law
 - Use of force
 - Verbal de-escalation techniques (example: verbal judo)
 - Alcohol Awareness Training (ie, TIPS or Team Coalition) (provided by CONTRACTOR at no additional cost to the University)
 - Boise State University familiarity training general review of University policies and procedures
 - Metal detector and hand wand training (administered by DPS during familiarity training).
 - For personnel that do not attend this training, the Event Manager shall provide training for them and document that training.
- Clery Act Training Yearly Requirement
 - All employees of CONTRACTOR that will be working under this contract and will have any interaction with students are designated as Campus Security Authorities (CSAs) pursuant to federal law. CSAs must be trained to promptly and properly report crimes.
 - Such training must include the following, as a minimum:
 - In person and written notification that in an emergency, the CSA should call the Department of Public Safety at 426-6911, activate a blue emergency phone on campus, or call 911.
 - In person and written notification that if a CSA witness activity that could be a crime or activity that could be a crime is reported to the CSA, the CSA must immediately notify the University via email at crimereporting@boisestate.edu.
 - The University has more in-depth and detailed crime reporting training that can and should be provided to any CONTRACTOR employees that will be working under this contract and will have any significant interaction with students and other patrons.
- CONTRACTOR shall certify that all employees assigned to events on campus where alcohol is served or available will be trained in responsible alcohol service

- techniques, ID checking and alcohol enforcement. (Example TIPS, Team Coalition, etc.)
- CONTRACTOR shall maintain an adequate pool of trained, qualified, and available individuals to assure adequate and timely staffing capability to Boise State University upon post-order notification.
- CONTRACTOR shall annually provide evidence of current & on-going training from nationally recognized large scale venue safety & crowd management organizations e.g., National Center for Spectator Sports Safety & Security (NCS4) International Association of Venue Managers (IAVM) Courses.

• UNIFORMS AND EQUIPMENT

- CONTRACTOR shall provide all personnel assigned to Boise State University with a proper uniform and any such equipment necessary to successfully complete their assigned task. Boise State University shall have the right to approve such uniforms and equipment prior to each event. In general, uniforms shall conform to the following specifications:
 - Uniforms will not contain any Boise State University logos, insignias, or other branded markings.
 - Uniforms shall be such that they will not deceive or confuse the public or be identical with that of any law enforcement officer.
 - All uniforms are to be kept clean and presentable at all times.
 - Uniform shall be:
 - Polo or T-Shirt with a company logo on the front
 - TIPS/VIP Security, only black Polo
 - All Black closed toe shoes
 - Black pants or shorts as weather dictates.
 - Jacket with company logo
- CONTRACTOR shall provide all personnel assigned to Boise State University with any such equipment necessary to successfully complete their assigned task. Specific to Security and Ticketing/Usher positions, equipment required may include, but is not limited to radios, headsets, earpieces, flashlights, report materials, and writing utensils. CONTRACTOR shall provide radios for their staff. Boise State University shall not provide radios.
 - Contractor radios shall be compatible with Icon F14/F24 series radios and Contractor shall contact Contract Administrators (Section 8) for frequency coordination with both the City of Boise Communications and Boise State University Athletics Director of IT Systems.
 - Contractor, upon award of the ITB, shall coordinate with the Contract Administrator to set up radios.

RECORDS AND PAYMENT

- CONTRACTOR shall provide Boise State University the following records no later than 24 hours following the end of an event:
 - Dispatch Log

- All Incident Report Forms
- After-Action Report (required for every event)
- Any Clery Reports

Records

- CONTRACTOR agrees that any reports, records, logs, or other documents produced by the contractor for Boise State University pursuant to the performance of its service under the agreement are the exclusive property of Boise State University and should not be used for any purposes, other than those required by law without the express permission of Boise State University.
- Boise State University has the exclusive right to copy and reproduce any documents in connection with the further planning or operations of Boise State University and the various University venues. Upon request the bidder shall furnish Boise State University with copies of all timesheets, and other records that form the basis of billing for services under this agreement. The records should contain detail sufficient to indicate the venue and event, the services that were provided, and the times during which services were performed by the bidder.
- CONTRACTOR agrees that Boise State University shall have rights to audit the bidder's records pertaining to performance of services at Boise State University. Records should include but are not limited to:
 - Documents or reports created during the performance of services at Boise State University (activity logs, incident reports, etc.).
 - Training records of personnel assigned to Boise State University.
- University may request changes to CONTRACTOR's Incident Report Form.

Invoices and Invoicing

- Account Manager, capable of invoice resolution and other related administrative functions related to the contract, shall be made available weekdays between the hours of 8AM and 5PM MDT.
- Payment terms shall be NET 30. Payment shall be made 30 days after receipt of a verified invoice following performance of services.
 - All invoices shall be verified by the University. Any invoices containing errors shall be returned for correction and resubmittal.
- Each Invoice shall be issued to the University no later than 10 business days following the last date of services performed under a post order.
- Invoices shall have the deployment sheet attached to it with the following included:
 - Name
 - Position
 - IN and OUT times
 - Hourly Billable Rate
 - Total Cost for the individual.

4. Process Requirements

- A non-mandatory pre-proposal conference will be held at the location and time as indicated in **Section 1.1** of this RFP. This will be your opportunity to ask questions of the University staff. All interested parties are invited to participate, at their own expense, by attending an established call-in number via Zoom. In order to receive meeting details, those choosing to participate must pre-register via email to the RFP Lead, with the name and contact information of all participants. This conference will be used to explain, clarify, or identify areas of concern in the RFP. Any oral answers given by the University during the pre-proposal conference are unofficial, and will not be binding on the University.
- 4.2 Questions: Those asking questions during the pre-proposal conference will be asked to submit those questions to the University in writing by the designated "Deadline to Receive Questions" period as indicated in Section 1.1 of this RFP. For simplicity's sake, Offerors are strongly encouraged to submit just one, final set of questions, after the pre-proposal conference but prior to the question deadline, rather than multiple sets of questions. Any oral answers given by the University during the pre-proposal conference are to be considered unofficial.
- 4.3 All questions must be submitted to the RFP Lead by the date and time noted in **Section 1.1**. Questions must be submitted using **Attachment 2**, "Offeror Questions," via email to the RFP Lead at the email address listed in **Section 1.1** for the RFP Lead. Official answers to all questions will be posted on the University Purchasing Dept's website (link found on **Appendix C**) as an amendment as indicated in **Section 1.1**, of this RFP.
- Questions regarding Boise State University Standard Contract Terms and Conditions, and Boise State University "Solicitation Instructions to Vendors" (link found on Appendix B) as may be amended from time to time, and incorporated in this RFP by reference (collectively, the Terms and Conditions") must be submitted by the deadline to receive questions from the Offeror as stated in Section 1.1. The University will not negotiate these requirements after the date and time set for receiving questions. Questions regarding these requirements must contain the following:
 - 4.4.1 The term or condition in question;
 - 4.4.2 The rationale for the specific requirement being unacceptable to the Offeror (define the deficiency);
 - 4.4.3 Recommended verbiage for the University's consideration that is consistent in content, context, and form with the University's requirement that is being questioned; and
 - 4.4.4 Explanation of how the University's acceptance of the recommended verbiage is fair and equitable to both the University and the Offeror.
- 4.5 From the date of release of this RFP until Intent to Award Letter is issued, all contact and requests for information shall be directed to the RFP Lead, only. Regarding this RFP, all contact with other personnel employed by or under contract with the University is restricted. During the same period, no prospective Offeror shall approach personnel employed by, or under contract to the University, on any other related matters. An exception to this restriction will be made for Offerors who, in the normal course of work

under a current and valid contract with the University, may need to discuss legitimate business matters concerning their work with the University. Violation of these conditions may be considered sufficient cause by the University to reject an Offeror's Proposal, irrespective of any other consideration.

- 4.6 Proposals should be submitted on the most favorable terms an Offeror can propose, from both a price and technical standpoint as well as with regard to legal terms and conditions. The University reserves the right to accept any part of a Proposal or reject all or any part of any Proposal received, without financial obligation, if the University determines it to be in the best interest of the University to do so.
- **4.7** Discussions with Individual Offerors (including the Utilization of one or more rounds of Best and Final Offers (BAFO) and/or Negotiations) may be conducted.
- 4.8 No verbal Proposals or verbal modifications will be considered. An Offeror may modify its Proposal in writing prior to the RFP closing time. A written modification must include the date and hand-written or University approved electronic signature of the Offeror or its authorized representative.
- 4.9 All data provided by the University in relation to this RFP represents the best and most accurate information available at the time of RFP preparation. Should any data later be discovered to be inaccurate, such inaccuracy will not constitute a basis for Contract rejection or Contract amendment by an Offeror.
- 4.10 All Proposal concepts and material submitted becomes the property of the University and will not be returned to Offeror unless the Solicitation is canceled by the University (State Code § 67-9215). Award or rejection of a Proposal does not affect this right.
- 4.11 An appeal by an Offeror of an RFP specification, a non-responsiveness determination, or the award is governed by the Boise State University Purchasing Appeals Process and must be filed in accordance with that process, which link can be found on **Appendix B**.
- **4.12** Proposal opening will be held at the location and time as indicated in **Section 1.1** of this RFP. All Offerors, authorized representatives, and the general public are invited, at their own expense, to be present at the opening of the Proposals. During the Proposal opening, only the names of the Offerors will be provided.

5. Submission Requirements

- **5.1** Sections of the format may be listed with an evaluated requirement.
- **5.2 Evaluation Code** The codes and their meanings are as follows:
 - **(M) Mandatory Specification or Requirement** failure to comply with any mandatory specification or requirement may, at the sole discretion of the University, render Offeror's Proposal non-responsive and no further evaluation will occur. The Offeror **is required** to respond to each mandatory specification with a statement outlining its understanding and how it will comply.

ATTACHMENT 1

- **(E) Evaluated Specification** a response is desired and will be evaluated and scored. If not available, respond with "Not Available" or other response that identifies Offeror's ability or inability to supply the item or service. Failure to respond will result in zero (no) points awarded for this item.
- **(ME) Mandatory and Evaluated Specification** failure to comply/respond may render Offeror's Proposal non-responsive and no further evaluation will occur. The Offeror is required to respond to this specification with a statement outlining its understanding and how it will comply.
- **5.3 (M)** In order to be considered for the award, the Proposal must be submitted via email to the address specified in **Section 1.1** of the RFP, no later than the date and time specified in **Section 1.1**. No late Proposals will be accepted.
- 5.4 The Proposals must be addressed to the RFP Lead and clearly marked "PROPOSAL -LB22-125 RFP Security Event Services."
- All costs incurred in the preparation and submission of a Proposal in response to this RFP, including, but not limited to, Offeror's travel expenses to attend the pre-proposal conference, Proposal opening, and presentation or negotiation sessions, shall be the sole responsibility of Offerors and will not be reimbursed by the University.
- Page in the form provided, without modification. The Signature Page (Signature Page must contain an electronically-signed, unaltered signature and be returned with the relevant RFP documents. DocuSign, AdobeSign, and SignNow are the ONLY APPROVED METHODS FOR ELECTRONIC SIGNATURES. Failure to include a signed, complete, unmodified, University Signature Page shall result in a finding that the Proposal is non-responsive, and no further consideration will be given to the Proposal.
- 5.7 Electronic Copy Offerors must submit one (1) electronic copy Offeror Response to solicitation@boisestate.edu. Word and/or Excel format is required. The only exception will be for financials or brochures. The electronic version must not be password protected or locked in any way. The electronic submission shall contain the redacted version as requested in Section 5.18. The electronic file name of the redacted version must contain the word "redacted."
- **5.8 (M)** The Proposal must be separated into two (2) distinct sections: 1) Business Information Proposal and 2) Cost Information.
 - 5.8.1 The Business Information Proposal must be identified, "Business Information Proposal LB22-125_ RFP_Security Event Services" and include a cover letter (see Appendix C) and all other documentation related to this response, except the Cost Evaluation.
 - 5.8.2 The Cost Information Proposal must be identified, "Cost Proposal RFP # LB22-125_ RFP_Security Event Services" The only document that should be included with this section is the Cost Proposal itself, **Attachment 3**.
- 5.9 Include an Executive Summary, which provides a condensed overview of the contents of

the Proposal submitted by the Offeror, which shows an understanding of the services to be performed. The Executive Summary is not evaluated and is for summary purposes only.

- **5.10** See Submission Checklist, Appendix C.
- **5.11 (M)** Cover Letter The Proposal must include a cover letter on the Offeror's official letterhead, the Offeror's name, mailing address, telephone number, facsimile number, and name of Offeror's authorized agent including an email address. The cover letter must identify the RFP Title, RFP number, and all materials and enclosures being forwarded collectively as the response to this RFP.

In addition, the cover letter must include:

- 5.11.1 Identification of the Offeror's corporate or other legal entity. Offerors must include their tax identification number. The Offeror must be a legal entity with the legal right to contract.
- 5.11.2 A statement indicating the Offeror's acceptance of and willingness to comply with the requirements of the RFP and attachments, as may be amended.
- 5.11.3 A statement of the Offeror's compliance with affirmative action and equal employment regulations.
- 5.11.4 A statement that the Proposal was arrived at independently by the Offeror without collusion, consultation, communication, or agreement with any other Offeror as to any matter concerning pricing.
- 5.11.5 A statement that Offeror has not employed any company or person other than a bona fide employee working solely for the Offeror or a company regularly employed as its marketing agent, to solicit or secure this Contract, and that it has not paid or agreed to pay any company or person, other than a bona fide employee working solely for the Contractor or a company regularly employed by the Contractor as its marketing agent, any fee, commission, percentage, brokerage fee, gifts or any other consideration contingent upon or resulting from the award of this Contract. The Offeror must affirm its understanding and agreement that for breach or violation of this term, the University has the right to annul the contract without liability or, in its discretion, to deduct from the Contract price the amount of any such fee, commission, percentage, brokerage fee, gifts or contingencies.
- 5.11.6 A statement naming the firms and/or staff responsible for writing the Proposal.
- 5.11.7 A statement that Offeror is not currently suspended, debarred, or otherwise excluded from federal or state procurement and non-procurement programs. See SAM Check link in **Appendix B**.
- 5.11.8 A statement affirming the Proposal will be firm and binding for the term of Validity of Proposal, as stated in **Section 1.1**.
- **5.12 (M) RFP Amendment** If the RFP is amended, including through the question-and-answer process, the Offeror must acknowledge each amendment with a signature on the acknowledgment form provided with each amendment. Failure to return a signed copy of each amendment acknowledgment form with the Proposal may result in the Proposal

being found unresponsive. See the Boise State University Purchasing website link found in Appendix B "Bidding Opportunities" for any amendments and the required amendment confirmation document.

- 5.13 Public Records The Idaho Public Records Law, Idaho Code Sections 74-101 through 74-126, allows the open inspection and copying of public records. Public records include any writing containing information relating to the conduct or administration of the public's business prepared, owned, used, or retained by a State Agency or a local agency (political subdivision of the state of Idaho) regardless of the physical form or character. All, or most, of the information contained in your response, will be a public record subject to disclosure under the Public Records Law. The Public Records Law contains certain exemptions. One exemption potentially applicable to part of your response may be for trade secrets.
- **5.14** Redacted Information If your Proposal contains information that you consider to be exempt, you must also submit an electronic redacted copy of the Proposal with all exempt information removed or blacked out. The University will provide this redacted Proposal to requestors under the Public Records Law if requested. Submitting Offerors must also:
 - 5.14.1 Identify with particularity the precise text, illustration, or other information contained within each page marked "exempt" (it is not sufficient to simply mark the entire page). The specific information you deem "exempt" within each noted page must be highlighted, italicized, identified by asterisks, contained within a text border, or otherwise be clearly distinguished from other text or other information and be specifically identified as "exempt."
 - 5.14.2 List of Redacted Exempt Information Provide a separate document with your Proposal entitled "List of Redacted Exempt Information," which provides a succinct list of all exempt material noted in your Proposal. The list must be in the order in which the material appears in your Proposal, identified by Page #, Section #/Paragraph #, Title of Section/Paragraph, specific portions of text or other information; or in a manner otherwise sufficient to allow the University to determine the precise material subject to the notation. Additionally, this list must identify with each notation the specific basis for your position that the material be treated as exempt from disclosure.
 - 5.14.3 The Offeror shall indemnify and defend the University against all liability, claims, damages, losses, expenses, actions, attorney fees, and suits whatsoever for honoring a designation of exempt or for the Offeror's failure to designate individual documents as exempt. The Offeror's failure to designate as exempt any document or portion of a document that is released by the University shall constitute a complete waiver of any and all claims for damages caused by any such release. If the University receives a request for materials claimed exempt by the Offeror, the Offeror shall provide the legal defense for such claims.
- **5.15 No Redacted Information** Alternately, if there is no redacted information in the Proposal, please note that with the Proposal.
- 5.16 (M) The Contractor and its subcontractors are required to carry the types and limits of insurance. The contractor is required to provide the University with a Certificate of Insurance prior to contract signing. Refer to Boise State's insurance requirements: http://rmi.boisestate.edu/wp-content/uploads/2014/11/CertificateInsRqmts_3rdParty.pdf.

- 5.16.1 Required Insurance Coverage. Contractor shall obtain insurance of the types and in the amounts described below.
 - 5.16.1.1 Commercial General and Umbrella Liability Insurance. Contractor shall maintain commercial general liability (CGL) and, if necessary, commercial umbrella insurance with a limit of not less than \$1,000,000 each occurrence and \$2,000,000 in the aggregate. If such CGL insurance contains a general aggregate limit, it shall apply separately by location and shall not be less than \$2,000,000. CGL insurance shall be written on standard ISO occurrence form (or a substitute form providing equivalent coverage) and shall cover premises, liability arising from operations, independent Contractors, products-completed operations, personal injury and advertising injury, and liability assumed under an insured contract including the tort liability of another assumed in a business contract. Waiver of subrogation language shall be included. If necessary to provide the required limits, the Commercial General Liability policy's limits may be layered with a Commercial Umbrella or Excess Liability policy. All insurers shall have a Best's rating of A- or better and be licensed and admitted in Idaho.
 - 5.16.1.2 Commercial Auto Insurance. Contractor shall maintain a Commercial Automobile Policy with a Combined Single Limit of not less than \$1,000,000; Underinsured and Uninsured Motorists limit of not less than \$1,000,000; Comprehensive; Collision; and a Medical Payments limit of not less than \$5,000. Coverage shall include Non-Owned and Hired Car coverage. Waiver of subrogation language shall be included. All insurers shall have a Best's rating of A- or better and be licensed and admitted in Idaho.
 - 5.16.1.3 Business Personal Property and/or Personal Property. Contractor shall purchase insurance to cover Insured's personal property. In no event shall Certificate Holder be liable for any damage to or loss of personal property sustained by Insured, whether or not insured, even if such loss is caused by the negligence of Certificate Holder, its employees, officers or agents.
 - 5.16.1.4 Workers' Compensation. Where required by law, Contractor shall maintain all statutorily required Workers Compensation coverages. Coverage shall include Employer's Liability, at minimum limits of \$100,000 / \$500,000 / \$100,000. All insurers shall have a Best's rating of A- or better and be licensed and admitted in Idaho.
 - Professional Liability. If professional services are supplied to the University, the Contractor shall maintain Professional Liability (Errors & Omissions) insurance on a claims made basis, covering claims made during the policy period and reported within three years of the date of occurrence. Limits of liability shall be not less than one million dollars (\$1,000,000). All insurers shall have a Best's rating of A- or better and be licensed and admitted in Idaho.
 - 5.16.1.6 Insurance is required to help protect the Offeror and University in the case of any claims of damages or defects related to collegiate branded apparel (even if the apparel is only for use internally). The following is required in addition to the coverages listed in the sections above:

Personal & Advertising Injury (\$1,000,000) d. \$1,000,000 of coverage for Each Occurrence (Claims made policies are not accepted).

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

6. Proposal Format

- 6.1 These instructions describe the format to be used when submitting a Proposal. The format is designed to ensure a complete submission of information necessary for an equitable analysis and evaluation of submitted Proposals. There is no intent to limit the content of Proposals. Evaluation points may be deducted from the Offeror's possible score if the following format is not followed.
 - 6.1.1 Proposals shall follow the numerical order of this RFP starting at the beginning and continuing through the end of the RFP. Proposal sections and Sections must be identified with the corresponding numbers and headings used in this RFP. In your response, restate the RFP section and/or Section, followed by your response.
- 6.2 Offerors must adhere to all requirements of this RFP to be considered responsive. The determination of whether a Proposal is responsive is a determination made solely by the University. The University reserves the right to waive any non-material variation that does not violate the overall purpose of the RFP, frustrate the competitive bidding process, or afford any Offeror an advantage not otherwise available to all Offerors.
- Any qualified Offeror may submit a Proposal. All Offerors are qualified unless disqualified. Those Offerors presently on the General Service Administration's (GSA) "list of parties excluded from federal procurement and non-procurement programs" may be disqualified. Link is found in **Appendix B** under "SAM Check."

7. Contract

- 7.1 BOISE STATE UNIVERSITY STANDARD CONTRACT TERMS AND CONDITIONS and BOISE STATE UNIVERSITY SOLICITATION INSTRUCTIONS TO VENDORS (located at https://www.boisestate.edu/vpfa-p2p/vendor-supplier-information-for-businesses/) are incorporated herein by reference as though set forth in full and will be the governing terms in the resulting contract.
- 7.2 If there are contract terms related to the service being requested through the RFP, the Offeror shall provide those terms in the RFP Proposal response. Should the apparent successful Offeror and the University fail to reach an agreement with those terms within a reasonable time frame, the University may elect to end the discussion with the top-scoring Offerer and begin a discussion with the Offeror whose response ranked second.

Upon successful completion of the discussions, the winning Offerer will be required to execute a contract with the University, subject only to University's required approval processes, and immediately begin preparations to undertake its requirements

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

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

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

The University will not accept terms that allow Offeror to make unilateral amendments to any resulting Contract or terms that require the University to indemnify another party.

- 7.4 The RFP, all attachments, appendices, and amendments, the successful Offeror's Proposal submitted in response to the RFP, and any negotiated changes to the same together comprise the Contract (hereinafter referred to as the "Contract") and will be formalized by the creation of a Purchase Order (PO that ties these documents together.
- 7.5 The Contract, in its incorporated composite form, represents the entire agreement between the Contractor and University and supersedes all prior negotiations, representations, understandings, or agreements, either written or oral. All terms should be reviewed carefully by each prospective Offeror as the successful Offeror is expected to comply with those terms and conditions.
- 7.6 The Contract is not effective until Purchasing has issued a Purchase Order specifying a commencement date (the "Effective Date"), and that date has arrived or passed. The Contractor will not provide or render services to the University under this Contract until the Effective Date. The University may determine, in its sole discretion, not to reimburse the Contractor for products provided or services rendered prior to the Effective Date.
- 7.7 End of Strategic Life/Termination of Contract Processes Termination shall be in accordance with Boise State University Standard Contract Terms and Conditions, link found in **Appendix B**. Upon expiration or termination of the Contract, the obligations of the parties to each other shall come to an end, except those provisions which are intended to survive and continue, which shall include, but shall not be limited to.

- provisions relating to confidentiality, indemnification, and insurance requirements contained in the Contract.
- 7.8 Notwithstanding termination, the restrictions on disclosure and use of Confidential Information arising under the Contract shall continue to be effective after the date of termination.

8. Business Information

8.1 Proposal Review and Evaluation

- 8.1.1 The objective of the University in soliciting and evaluating proposals is to ensure the selection of a firm or multiple firms that will produce the best possible results for the funds expended.
- 8.1.2 The proposal will be evaluated first as either "pass" or "fail," based on compliance with Mandatory (M) and Mandatory/Evaluated (ME) requirements. All Proposals that meet the Mandatory and Mandatory/Evaluated requirements will continue in the evaluation process. Proposals not meeting the Mandatory and Mandatory/Evaluated requirements may be found unresponsive.
- 8.1.3 The University will establish an evaluation team, that may consult with subject matter experts to review and advise on any portion of the response, to evaluate responses. Upon opening the responses, the Boise State University Purchasing Department will inspect the proposal for responsiveness. Under the facilitation of the Purchasing Department, the evaluation team will score the responsive proposals.
- 8.1.4 The University may request online or other electronic style demonstrations from the top several scoring Offerors. If demonstrations are requested, the University may submit demonstration scenarios to Offerors.
- 8.1.5 The criteria described in the Evaluation Criteria section will be used to evaluate and score the proposals for the purpose of ranking them in relative position based on how fully each proposal meets the requirements of this RFP. Particular emphasis will be placed on the Offeror's understanding of the RFP, quality of product/service, and the description of how the activities will be performed.
- 8.1.6 The Cost Evaluation will be based on total and part sum as described in Section 9.
- 8.1.7 Award will be made to the responsive, responsible Offeror whose proposal receives the highest number of points. This will be evaluated by total and by area as described in Section 9.
- 8.1.8 Offeror will be notified of the result of the solicitation process in writing. Written notification will be sent to the authorized signer designated on the signature page.

(ME) Experience and Qualifications

Describe in detail your knowledge and experience in providing services similar to those required in this RFP. Include business history, description of the current focus area, customer base, and tactics used to support a broad and diverse network of higher education campuses. Specifically, include experience in other higher education institutes that are similar in size and scope of Boise State.

8.2

Additionally, provide information about the number of engagements that your company has provided to higher education institutions, how long have you been focused on higher education, and what percentage of your business constitutes higher education.

(ME) Project Management

Provide a Project Management Plan that includes dates, resources, dependencies, and other pertinent information that align to the Scope of Service (Section 3) and each position as described in the Deliverables (Section 2).

(E) References

To validate evaluation responses, provide three (3) professional references, including contact information from universities or companies which are using or have used your services within the last 3 years.

9. Evaluation Criteria

The following outlines how the committee will be evaluating mandatory (M, ME) submission requirements and any pass/fail evaluation criteria.

Mandatory (M, ME) Submission Requirements Met - Pass/Fail

Experience & Qualifications (ME) - 400 points

Response to Business Information (Section 8)

Project Management Plan (ME) - 400 points

• Required Proposals Deliverables (Section 3)

Cost Evaluation (ME) 200 points

List as described in the Attachment 3

References (E) - validate proposal submittals based on Boise State's discretion

APPENDIX B - Helpful Links

1. Accessibility

https://policy.boisestate.edu/information-technology/policy-title-information-technology-accessibility/

2. Active Executive Orders

http://gov.idaho.gov/mediacenter/execorders/

3. Amendments

https://vpfa.boisestate.edu/process/review/purchasing bidopportunities.php

4. Americans with Disabilities Act of 1990

https://policy.boisestate.edu/governance-legal/policy-title-nondiscrimination-on-the-basis-of-disability/

https://policy.boisestate.edu/governance-legal/nondiscrimination-antiharassment/

https://policy.boisestate.edu/governance-legal/equal-opportunity-statement/

https://policy.boisestate.edu/information-technology/policy-title-information-technology-accessibility/

5. Appeals Process

https://d25vtythmttl3o.cloudfront.net/uploads/sites/726/2020/12/Procurement_Appeals_Process.pdf

6. Boise State News

https://www.boisestate.edu/about/facts/

7. Executive Order 2009-10

http://gov.idaho.gov/mediacenter/execorders/eo09/eo 2009 10.html

8. Financials NAICS/SIC Code

http://www.census.gov/cgi-bin/sssd/naics/naicsrch?chart=2007

9. General Data Protection Regulation (GDPR)

https://compliance.boisestate.edu/welcome/eu-gdpr/

10. HIPPA

https://healthservices.boisestate.edu/privacy/

11. FERPA & corresponding regulations

https://registrar.boisestate.edu/general-information-and-policies/ferpa/

https://policy.boisestate.edu/governance-legal/nondiscrimination-antiharassment/

https://policy.boisestate.edu/student-affairs/code-of-conduct/

https://policy.boisestate.edu/student-affairs/student-athletes-conduct/

https://policy.boisestate.edu/student-affairs/student-privacy-and-release-information/

https://policy.boisestate.edu/student-affairs/policy-title-student-e-mail-communications/

https://policy.boisestate.edu/information-technology/information-technology-resource-use/

12. Idaho Technology Standards

http://ita.idaho.gov/resources.html/

13. Insurance Requirements

http://rmi.boisestate.edu/wp-content/uploads/2014/11/CertificateInsRgmts 3rdParty.pdf

14. Purchasing Department

https://vpfa.boisestate.edu/process/review/purchasing_bidopportunities.php

15. Rehabilitation Act of 1973

https://www.dol.gov/oasam/regs/statutes/sec504.htm

https://policy.boisestate.edu/governance-legal/policy-title-nondiscrimination-on-the-basis-of-disability/

https://policy.boisestate.edu/student-affairs/equal-access-for-students-with-disabilities/ https://policy.boisestate.edu/information-technology/policy-title-information-technology-accessibility/

16. SAM Check (General Service Administration (GSA))

https://www.sam.gov/portal/SAM/##11

17. Solicitations

https://vpfa.boisestate.edu/process/review/purchasing bidopportunities.php

18. Solicitation Instructions to Vendors

https://vpfa.boisestate.edu/process/procurement/SolicitationInstructions.pdf

19. Special Banking Terms & Instructions

Intentionally left blank.

20. Special Terms & Conditions for Customized Software & Related Services http://purchasing.idaho.gov/terms and conditions.html

21. Standard Contract Terms and Conditions

https://vpfa.boisestate.edu/process/procurement/BoiseStateStandardTerms.pdf

22. State of Idaho Special Terms And Conditions For Customized Software And Related Services

https://purchasing.idaho.gov/pdf/terms/special terms and conditions for customized soft ware.pdf

23. System for Award Management (SAM) list of parties excluded from federal procurement and non-procurement programs

https://www.sam.gov/portal/SAM/##11

24. Verification of Lawful Presence in the United States to Receive a State Benefit (Contract)

https://purchasing.idaho.gov/pdf/terms/verificaton_process.pdf

APPENDIX C - SUBMISSIONS CHECKLIST

Response checklist reminder—this checklist is not intended as a complete list of requirements to respond to this RFP, but merely as a reminder of some of the required items. Failure to submit any of the following items or late submission of any of the following items may result in disqualification of your Proposal. Mail your hard copy response to the buyer to be received by the closing time and date as specified in Section 1.1.

Section 2:

✓ Proposal received by due date stated in Section 1 or any subsequent amendment

Section 3:

- √ Signature Page with original handwritten signature or University approved electronic signature (Attachment 1)
- √ One Electronic version of Proposal
- √ Redacted version / Trade Secrets (or note there are none)
- √ Business and Scope of Work Proposal and Revenue Generation Proposal submitted separately
- √ Cover Letter
- √ Proposed modifications to Terms and Conditions
- √ Supplemental document or agreements
- √ Amendment Confirmation(s)

Section 5:

- √ Experience and Qualifications (limited to one page)
- √ References (Attachment 4)

Section 7:

√ Scope of Service

Section 8:

√ Cost Proposal (Attachment 3)

Section 9:

✓ Incident Response Form (Attachment 5)

ATTACHMENT 1 - Signature Page

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

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

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

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

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

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

riease complete the following i	mormation.	
OFFEROR (Company Name)		
ADDRESS		
		ZIP CODE
TOLL-FREE #	PHONE #_	
EMAIL		
FEDERAL TAX ID / SSN #		
SIGNATURE PAGE MUST BE H	AND-SIGNED & RETURNE	D FOR PROPOSAL TO BE CONSIDERED
Signature		Date
Please type or print name:		Title:

Diagon complete the following information:

ATTACHMENT 2 - Offeror Questions

DO NOT IDENTIFY YOUR NAME OR YOUR COMPANY'S NAME OR PRODUCT NAMES OF INTELLECTUAL PROPERTY IN YOUR QUESTIONS.

ADD ROWS BY HITTING THE TAB KEY WHILE WITHIN THE TABLE AND WITHIN THE FINAL ROW.

The following instructions MUST be followed when submitting questions using the question format on the following page.

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

ATTACHMENT 2 - Offeror Questions continued

LB22-125_ RFP_Security Event Services

Offeror Questions are due by 5:00 PM MT, per the date listed in Section 1.1 RFP Administrative Information.

Question	RFP Section	RFP Page	Question	Response
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				
11				
12				
13				
14				
15				
16				
17				
18				
19				
20				
21				
22				
23				
24				
25				
26				
27				
28				
29				
30				

ATTACHMENT 3 - Cost Proposal Plan

Pricing

Vendor shall provide fill in pricing on this attachment and this attachment only. Only one bid per line.

Line #	Position	Hourly Rate
1	Director of Operations	\$
2	Event Manager	\$
3	Security Supervisor	\$
4	TIPS/VIP Security	\$
5	Security	\$
6	Ticketing/Usher	\$

All prices must be firm, fixed, fully-burdened and must include, **but are not limited to**, all direct and indirect operating and personnel expenses, such as: overhead, salaries, profit, supplies, travel, quality improvement, lodging, meals, out of pocket expenses and/or any other expenses related to the requirements of this RFP.

ATTACHMENT 4 - References

INSTRUCTIONS TO THE OFFEROR:

EXPERIENCE

Boise State University requires that offerors MUST have a minimum of 5 years of demonstrated experience in providing Security Services equal to, or similar to, the specifications listed in this ITB.

Failure to demonstrate a minimum of 5 years of experience in providing Security Services of similar scope and nature, as described in this ITB, will result in disqualification of your bid.

Offerors must **include in their bid response**, **a detailed statement** outlining the number of years of experience they have in providing Security Services similar in nature and scope, as described in this ITB.

REFERENCES

INSTRUCTIONS TO THE OFFEROR:

Offerors can be evaluated on three (3) completed reference questionnaires. If more than the minimum number are received, the first three (3) received will be evaluated. If multiple references are received from the same company only the first received will be accepted.

The reference questionnaires must be from individuals, companies or agencies for whom the Offeror provided products or services **that are similar in nature and scope** to those requested by this solicitation, and within the last two years from the posting date of this solicitation. References from other institutions of **higher education**, for whom the offeror provided products or services that are similar in nature and scope to those requested by this solicitation, **are preferred**. Only one (1) reference will be received/qualified per reference company. **Boise State University may not be utilized as a reference**.

REFERENCES MUST BE RECEIVED BY THE RFP LEAD (by email), DIRECTLY FROM THE REFERENCE, IN ORDER TO BE CONSIDERED.

- 1. Offerors <u>must</u> complete the following information on page 35 of the Reference sheet, References for RFP LB22-125, <u>before</u> sending it to the Reference for response.
 - a. Print the name of your reference (company/organization) on the "REFERENCE NAME" line.
- b. Print the name of your company/organization on the "OFFEROR NAME" line.
- c. Be certain that the RFP Closing Date and Time in Instruction 5, page 35, is correct.
- 2. Send the following Reference sheet to your references to complete.

NOTE: It is the Offerors responsibility to follow up with their references to ensure timely receipt of all questionnaires. Offerors may email the RFP Lead prior to the RFP closing date to verify receipt of references.

References for RFP RFP Title: Security Services

REFERENCE NAME (Company/Organization):
OFFEROR (Vendor) NAME (Company/Organization):
has submitted a proposal to Boise State University to provide the following services: Event

INSTRUCTIONS

- 1. Complete Section I. RATING using the Rating Scale provided.
- 2. Complete **Section II. GENERAL INFORMATION** (*This section will be used to determine the similarity of the reference's system to the proposed solution.*)
- 3. Complete **Section III. ACKNOWLEDGEMENT** by manually signing and dating the document. (Reference documents must include an actual signature.)
- 4. Email THIS PAGE and your completed reference document, Sections I through III to:

RFP Lead: Logan Brudenell, Buyer

Email: loganbrudenell@boisestate.edu

- 5. This completed document <u>MUST</u> be received by **02/18/2022 at 5 p.m**. (Mountain Time). Reference documents received after this time will not be considered. **References received without an actual signature will not be accepted**.
- 6. Do **NOT** return this document to the Offeror (Vendor).
- 7. In addition to this document, the University may contact references by phone or email for further clarification if necessary.

Using the Rating Scale provided below, rate the following numbered items by circling the appropriate number for each item:

Rating Scale

Category	Score
Poor or Inadequate Performance or Left Blank	0
Below Average	1 – 3
Average	4 – 6
Above Average	7 - 9
Excellent	10

Circle **ONE** number for each of the following numbered items:

1.	Rate t	he over	all qua	lity of t	he vend	dor's s	ervices	:			
	10	9	8	7	6	5	4	3	2	1	0
2.	Rate t	he resp	onse ti	me of t	his ven	dor:					
	10	9	8	7	6	5	4	3	2	1	0
											ently met and of the vendor):
	10	9	8	7	6	5	4	3	2	1	0
		he over issues				and tim	eliness	s in res	pondin	g to cu	stomer service
	10	9	8	7	6	5	4	3	2	1	0
		he knov contrac		of the	vendoi	r's assi	gned s	taff an	d their	ability	to accomplish
	10	9	8	7	6	5	4	3	2	1	0
6.	6. Rate the accuracy and reasonableness of the vendor's billing and/or invoices plan:										
	10	9	8	7	6	5	4	3	2	1	0

services provided:

7. Rate the vendor's ability to quickly and thoroughly resolve a problem related to the

		10	9	8	7	6	5	4	3	2		TTAC	HMENT 1
	8.	Rate	the ve	ndor's	flexibi	lity in m	eeting	busine	ess req	uireme	nts:		
		10	9	8	7	6	5	4	3	2	1	0	
		Rate hers in			d of y	our cor	mpany/	organi	zation	recomr	mendin	g this	vendor to
		10	9	8	7	6	5	4	3	2	1	0	
Se	ctic	n II. G	ENER	AL INF	ORMA	TION							
		Pleas s vendo		the ve	ndor na	ame and	l provid	e a brie	ef descri	iption o	f the ser	vices p	provided by
	2	Durin	n what	time n	eriod di	d the ve	ndor pr	ovide tl	nese se	rvices f	or vour	husine	ss?
				-			-				-		
	IVIC	ontn:		Yea	ar:		το	IVION	ıtn:		Year:		<u> </u>
Se	ctic	on III. A	CKNC	WLED	GEME	NT							
	ffirn tual		e best	of my	knowle	dge tha	t the in	formati	on I ha	ve prov	ided is	true, c	orrect, and
Sig	nat	ure of	Refere	nce				Date					
Pri	nt N	lame						Title					
	one	Numb	or					E m	ail Addr				

ATTACHMENT 5 - INCIDENT RESPONSE FORM

As specified within this RFP (Section 3.1.7), Offeror shall submit a copy of their incident response form and title it "Attachment Incident Response Form" with their bid submission. Bid Submission requirements are outlined in Attachment 7 "Submissions Checklist".



Business Information Proposal – LB22-125_RFP_ Security Event Services



Boise State University

Logan Brudenell
Buyer - Procurement & Vendor Services
1910 University Dr, MS-1210
Boise, ID 83725-1210

Submitted By:

Jessica Anderson
Director of Business Development
BEST Crowd Management
Jessica.Anderson@garda.com
651-502-8792

Table of Contents

Items	Page
Cover Letter	3
Executive Summary	5
Company Information	9
Section 1: Company History	10
Background of BEST	10
Hallmarks of BEST	11
Section 2: Project Management Plan	13
Corporate Management Structure	13
Operations Management Structure	16
Section 3: Experience & Qualifications	20
Section 4: Organizational Approach	27
A. Hiring Detail	27
B. Employee Benefit and Recognition Program	31
C. Employee Training	34
D. Equipment	39
Section 5: Additional Information	46
Your One Stop Security Shop	46
Attachment 1: Signature Page	
Attachment 2: Incident Form, Clery Act and Master Dispatch Log	
Attachment 3: Insurance Documents	
Attachment 4: Signed Amendments	
Attachment 5: Terms and Conditions Requested Changed	



Cover Letter

February 18, 2022

Mr. Logan Brudenell Buyer - Procurement & Vendor Services 1910 University Dr, MS-1210 Boise, ID 83725-1210

Dear Mr. Brudenell:

Whelan Event Staffing Services dba BEST Crowd Management wishes to submit the following proposal for LB22-125_RFP_ Security Event Services. Our tax identification number is 46-5054858 and has the legal right to contract for services listed in the RFP.

BEST Crowd Management accepts and will comply with all requirements, attachments and amendments listed in the RFP. We follow all affirmative action and equal opportunity employment regulations. This proposal was arrived at independently by BEST Crowd Management without collusion, consultation, communication, or agreement with any other offeror as to any matter concerning pricing.

BEST Crowd Management has not employed any company or person other than a bona fide employee working solely for BEST to solicit or secure this contract and it has not paid or agreed to pay any company or person other than the employee working solely for BEST, any fee, commission, percentage, brokerage fee, gift or any other consideration contingent upon or resulting from the award of this contract. We understand and agree that a breach or violation of this term, that the University has the right to annul the contract without liability or, in its discretion, to deduct from the contract price the amount of any such fee, commission, percentage, brokerage fee, gift or contingencies.

Jessica Anderson, Director of Business Development, is responsible for writing this proposal and is a full-time employee of BEST Crowd Management. BEST is not currently suspended, debarred or otherwise excluded from federal or state procurement and non-procurement programs. This proposal is firm and binding for the term of Validity of Proposal as stated in Section 1.1.

ATTACHMENT 2

Sincerely,

Jeff Spoerndle

Vice President

BEST Crowd Management



Executive Summary

February 18, 2022

Mr. Logan Brudenell Buyer - Procurement & Vendor Services 1910 University Dr, MS-1210 Boise, ID 83725-1210

Dear Mr. Brudenell:

First and foremost, thank you for giving us the opportunity to be considered to provide Event Security Services to the Boise State University. We trust that this proposal will demonstrate our ability to deliver a significant return on your investment.

In our proposal, you will find our comprehensive plan to meet the objectives set forth by Boise State University in the RFP. We have focused our plan with an emphasis on recruiting, hiring, training, staff placement, performance metrics and a high-level management team. The hallmarks of our company are providing excellent management responsiveness and professionalism, great event security, guest services and parking personnel, flexibility and standard customization, a performance-based business model and being an international company with a boutique business philosophy.

We believe the BEST approach is different from most of the traditional crowd management and event security companies that will be presenting proposals to your organization. The backbone of our company is providing a quality staffing solution for our clients. Focusing our efforts on recruiting, hiring, and training employees that are good fits for the positions contracted with BEST is top priority. Taking that employee base in operating your venue is the mission of our industry leading operations team led by Jason Huntsman, our Regional Director. Mr. Huntsman has over 10 years of experience in the crowd management and event security management. He would be leading our transition of your account if we are fortunate enough to be awarded your work.

BEST is focused on providing an industry leading local management team for Boise State. Upon award of your contract, we would open a local office that would be dedicated specifically to our operations at the university. Our team of full-time staff assigned to your account will include an Account Manager and an Assistant Account Manager who would report directly to Mr. Huntsman to ensure we have the resources necessary to meet the requirements in your RFP.

The following is a snapshot of key features outlined further in our proposal:

- Dedicated Account Management Team Our site management team is critical to our success to our operation at Boise State. BEST will provide an Account Manager and an Assistant Account Manager.
- Boise State Off Site Office BEST is fully committed to providing a best-in-class office space for our dedicated account specific management team to operate. Our team, assigned to your account, would recruit, hire, train, schedule and operate from this location if office space at the University is not provided.
- Talent Acquisition Utilizing state of the art technology, social media marketing strategies and four full-time talent acquisition employees we believe our hiring approach is second to none.
 During the third quarter of 2021 while the industry was struggling with staffing venues our recruiting methods generated 96,000+ applicants with 12,500+ hires.
- **Digital Radios** BEST will provide digital radios for the operation at Boise State. Our radios will be capable of being compatible with the radio system currently installed at your facility.
- **Uniforms** Our company is committed to providing our employees high quality uniforms that meet the design requirements outlined in your RFP. Enclosed in our proposal you will find photos outlining the design you requested in the RFP.
- Site Specific Training Program Our training program focuses on the following courses:
 - State of Idaho Security Licensing
 - BEST Experience Customer Service Training
 - Security Screening Procedures and Training
 - Site Specific Training
 - o TEAM Techniques for Effective Alcohol Management Training
 - Clery Act Training
 - o NCS4 Training
 - o Patrons with Disabilities
 - Conflict Resolution Training
- Monthly Criminal Background Checks In addition to the State of Idaho security licensing, we complete Criminal Background Checks on all our employees. Our background checks meet the requirements set forth by Boise State University. Most other event staffing firms will only run a background check at the time of hire and never again. In addition to pre-employment, we also run criminal background checks monthly after employment as a safeguard to ensure we are not employing someone with a criminal conviction in your facility.
- ABI Mastermind BEST utilizes ABI Mastermind as its operational platform for all our accounts.
 Each of our employees will badge in and out for work assuring accurate payroll records. All billing is taken directly from ABI Mastermind to ensure timely and accurate invoices.
- Weekly Pay All employees assigned to this contract would receive weekly pay. We believe by paying our employees faster it increases employee retention and satisfaction.

As outlined in our proposal, BEST has extensive experience in providing event staffing and security services throughout the nation. Our company is proud of our 25,000+ dedicated event staffing employees who work in our 35 branch offices. Our company has experienced working some of the largest national events. Those events include Super Bowl LII, LIII, LIV, LV, 2018 and 2019 NCAA Men's Basketball Final Four, 2021 College Football Championship Game, 2019 and 2021 NFL Draft, MLB Playoffs, Major League Soccer Playoffs, Miami Open, Formula 1 and the International Consumer Electronics Show.

In addition to our large event experience, we are honored to have the opportunity to be the exclusive crowd management and event security provider for over 135 sports and entertainment facilities nationwide. Below you will find a partial list of our clients:

Stadium	Team/University	Peak Staffing Call
NCAA		
Autzen Stadium	University of Oregon	125
Bobby Dodd Stadium	Georgia Tech	520
Doak Campbell Stadium	Florida State University	400
Hard Rock Stadium	University of Miami – Florida	450
Jack Trice Stadium	Iowa State University	600
Kyle Field	Texas A&M University	750
Memorial Stadium	University of Nebraska	125
Nippert Stadium	University of Cincinnati	125
Ohio Stadium	The Ohio State University	450
Reser Stadium	Oregon State University	450
Sun Bowl Stadium	University of Texas at El Paso	450
Huntington Bank Stadium	University of Minnesota	450
Yulman Stadium	Tulane University	300
Rice-Eccles Stadium	University of Utah	400
National Football League		
Bank of American Stadium	Carolina Panthers	800
Caesars Super Dome	New Orleans Saints	250
Hard Rock Stadium	Miami Dolphins	450
Nissan Stadium	Tennessee Titans	650
Paul Brown Stadium	Cincinnati Bengals	650
U.S. Bank Stadium	Minnesota Vikings	500
FedEx Field	Washington Commanders	600
Major League Baseball		
Busch Stadium	St. Louis Cardinals	80
Kauffman Stadium	Kansas City Royals	150
loanDepot park	Miami Marlins	225
Citi Field	New York Mets	80
Major League Soccer		
Allianz Field	Minnesota United FC	350
Bank of America Stadium	Charlotte FC	500
Children's Mercy Park	Sporting KC	150
Exploria Stadium	Orlando City SC	275
Nashville SC Stadium	Nashville SC	525
Saputo Stadium	Montreal Impact	175
TQL Stadium	FC Cincinnati	200
Other Key Clients		
Barclays Center	Brooklyn Nets	220

Caesars Palace	Caesars Entertainment	125
Capital One Arena	Washington Wizards	70
Bridgestone Arena	Nashville Predators	50
Michelob Ultra Arena	MGM Resorts	150
MGM Grand Garden Arena	MGM Resorts	150
Nationwide Arena	Columbus Blue Jackets	75
Target Center	Minnesota Timberwolves	100
T-Mobile Arena	Vegas Golden Knights	175
UBS Arena	New York Islanders	110

We believe that you will find our overall service package to be the best solution of the companies that you are reviewing. Thank you again for your evaluation of BEST. If you have any questions about our service capabilities, please do not hesitate to contact us at the contact information listed below.

Best regards,

Jessica Anderson

Director of Business Development

Jessica.anderson@garda.com

651-502-8792

Company Information

Legal Company Name: Whelan Event Staffing Services, Inc

DBA: BEST Crowd Management

Organization Type: Corporation – Sub C

Federal Tax ID Number: 46-5054858

Idaho Security License: 07033L

Expiration Date: March 31, 2022

CITY of BOISE

SECURITY COMPANY LICENSE



Main Contact for Proposal: Jessica Anderson

Title: Director of Business Development
Phone Number: (651) 502-8792 – Cell Phone
Email: Jessica.Anderson@garda.com
Corporate Office Address: 199 Coon Rapids Blvd, Suite 111

Coon Rapids, MN 55433

Members of Event Specific Organizations

BEST is proud members of the International Association of Venue Managers (IAVM), Stadium Managers Association (SMA), and the National Center for Sports Security and Safety (NCS4).

STADIUM







CONSENT - BAHR

Section 1: Company History Background of BEST

Whelan Security was founded in 1949 by Jim Whelan in St. Louis, Missouri under humble circumstances. Jim had returned from serving overseas during World War II in the mid-1940s. After several years driving taxis, he and his brother Dave got the entrepreneurial idea to leverage the vehicles for a different purpose. They applied for a private patrolman license to inspect and secure businesses along the St. Louis riverfront in the evening and overnight hours. The brothers each patrolled their areas of the city by night, after which Jim would arrive back home around 7 a.m., sleep for three or four hours and then head back downtown in his business suit to visit with his customers and seek new clientele.

In 1956, the Whelan brothers won their first "on-site" guarding contract with the St. Louis Public Housing Authority and formed Whelan Security and Plant Protection Incorporated. The business was managed out of Jim's house, with his sister-in-law Margaret Twardowski assisting with payroll and billing. Shortly afterwards, Dave exited the business leaving Jim to run the company. Jim died suddenly of a heart attack in 1969, having grown the business to 75 security officers and \$500,000 in annual sales.

Margaret's son Patrick, who worked in human resources for McDonnell Douglas (now Boeing), was approached by Jim's widow Geraldine to see if he would be interested in running the company. Patrick took a leap of faith and accepted her offer, and the company hasn't looked back since.

Over the next three decades, Patrick built a highly respected security firm in the St. Louis area. Eventually, Patrick's sons Greg and Dan joined the organization, and helped transform the company into a nationally recognized brand and one of the largest privately held security firms in the United States. In 2009 the organization made a significant investment to expand into the crown management and event security space. At the time they hired Jeff Spoerndle who brought decades of experience in the industry to the company. The objective of the expansion was to bring a quality provider to the space and to grow our market share in a slow and steady fashion. In the early years of our event business, we focused on developing service programs that would address the weakness of our competitors in the market space. As we grew our company turned into the preferred choice for many of the nation's most high-profile clients, venues and national events ending last year with \$40M in annual sales.

In April of 2019, Whelan proudly joined Canadian-based GardaWorld, the largest privately-owned security services company in the world. GardaWorld also began from humble beginnings when CEO Stephan Cretier started a security company off an investment of \$25,000 from a second mortgage, and today has grown to become one of the five largest security companies globally. This is a perfect fit for both organizations, as GardaWorld already possessed a major presence in the United States in the cash services business, but was seeking a high-touch, values-driven provider to lead their US expansion in both the traditional security services and event staffing spaces. Whelan fills that void, and with the integration of another strong US security services provider, United America Security, we now offer a domestic platform of 45,000 security professionals operating out of 60 branch offices across all 48 continental states. The entire leadership of team of Whelan remains in place with the autonomy to manage the business the Whelan way – one employee and one client at a time – but with the backing of a \$2.75B North American platform of 63,000 security professionals and a \$2.75B global platform operating on five continents.

Hallmarks of BEST

Over the years, event staffing and security companies have been challenged to do two things — differentiate themselves from one another and establish world-class service levels. At BEST, we believe there are five hallmarks of our company that differentiate us from our competitors and create an opportunity for us to provide unique, world-class service. These hallmarks are derived from third party surveys of our clients and represent the characteristics that our client promoters indicated they most appreciate about BEST. The relevance and importance of these five hallmarks have also been validated by the IOMA Security Guard Firm Ratings and Benchmarks Report and BEST Core Values.

Hallmark #1 - Management Responsiveness and Professionalism

The IOMA Benchmark Report rates responsiveness as the single most important issue in its Client Criticality Rating. Responsiveness and professionalism of our staff are also rated as the top two attributes our clients most appreciate about BEST according to our client surveys. We believe responsive service with a real sense of urgency can only be delivered through great leaders, which is why "leadership" is one of our 10 core values on the Mission and Values Card carried by all our employees. Averaging approximately 20 years of industry experience, our team of security management professionals creates great relationships with our clients and employees and responds proactively to their individual needs.

Hallmark #2 - Event Security, Guest Services and Parking Personnel

In an industry that often ignores front-line employees, BEST views our employees as our most important asset and sustainable competitive advantage. "Respect," "loyalty," and "empowerment" are 3 of our 10 core values because we proudly acknowledge that our product is people. We support and equip our people through a management culture of servant leadership and faith in the inverted organizational chart, through which front-line employees are at the top of the chart, and all supervisors, managers and executives support UP to the most important person – the event staff and security officer. We believe that true success and world-class customer service is achieved and delivered through highly engaged employees who represent BEST and our clients more professionally than event staff and security personnel in other companies. Research shows that engaged employees are 27% less likely to miss work, 51% less likely to turnover, 62% less likely to have a workplace accident and significantly more likely to deliver great customer service.

At BEST, our employee-centric culture makes the big difference, but we also recognize that our core service delivery programs of employee selection and development are key components to creating engaged employees. Our Screening Process is among the most rigorous and stringent in the industry. It is not easy to get a job with BEST for a reason. Our Training Program is among the most robust in the industry. From employee recognition programs to employee opinion surveys to internal advancement opportunities to our Learning Management System, all our programs are designed to create engaged employees. In support of this hallmark, industry-wide buyers in the IOMA Benchmark Report rated employee background checks and stability of personnel as the 2nd and 3rd most critical issues, while the surveys of our clients indicated that professionalism and quality of personnel is the 2nd most critical area to them.

Hallmark #3 – Flexibility and "Standardized Customization"

At BEST, we will always advise of the benefits of standardization in order to drive efficiency and consistency, but as a privately held company who answers only to our clients and our employees as

opposed to stockholders, money managers or parent companies, we have the ability to provide highly customized services that are unique among larger security firms. This has allowed us to coin the seemingly paradoxical phrase of "standardized customization," which simply means that we will suggest standardized service programs in areas that we believe are beneficial and cost-effective to our clients while at the same time offering specific solutions to meet unique needs on a client-by-client basis. The IOMA Benchmark Report rates the attributes of flexibility and customization as the 5th and 7th most important issues to buyers of contract event staffing and security services. BEST clients ranked our agility, flexibility, and willingness to customize our program to fit their constantly changing needs as the 3rd characteristic they most appreciate about BEST in the surveys. The largest national and global firms simply can't do this because of their bureaucracy. BEST clients never have to settle for a cookie-cutter, one-size-fits-all program. In fact, our core service deliverables often become differentiators because of the way we can customize recruiting, training, and technology programs. This is the reason "flexibility" is one of our 10 core values.

Hallmark #4 - Performance-Based Business Model

Two of the company values on our Mission and Values Card are "quality assurance" and "results." According to the IOMA Benchmarks Report, the attributes of performance, quality assurance and continuous improvement all rank within the 10 most critical issues to buyers of our services (4th and 9th). Security firms were rated lowest in the same report in their ability to "develop meaningful and concrete ways to measure contract performance," so this is an area that is not only important to clients but also needs improvement from an industry-wide perspective. We believe customers are seeking complete transparency in their partnership with their contract event staffing and security firm, and we are proud to say that BEST has always been an industry innovator and leader in this critical area.

Hallmark #5 – International Company with a Boutique Business Philosophy

Strong relationship with management and on-site staff rounds out the list of top BEST attributes from our clients. Operating in all 48 continental states and with a global reach across five continents, BEST Crowd Management is one of the largest security organizations in the United States and the world, but the only one that has maintained the personal touch and feel of a privately-owned boutique firm. Each client should feel like they are unique, made possible by our **Customer First Service Program**. Each employee should feel like they are a part of an extended BEST family. Based on our goal to be the BEST security company to work for and the BEST people to work with, we have always grown our business one client and one employee at a time.

Core Values

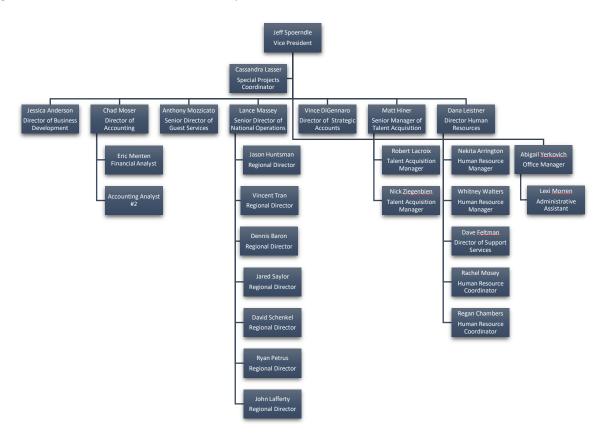
The BEST core values express the strength of our commitment to our clients and the bravery and decisiveness of our people. Each of our employees takes great pride in being part of the BEST community and playing an active role in our company's unique, inspirational success story.

- Our **integrity** is the moral force that drives everything we do, every day, and with everyone with whom we interact.
- We secure and strengthen the trust that our clients place in us to safeguard their people, assets, and business.
- We are **vigilant** in mitigating risk and enabling our clients to do business safely and securely throughout the country.
- We win our clients' respect with the quality of our services and the absolute commitment of our people.

Section 2: Project Management Plan Corporate Management Structure

In support of our employee-centric culture designed around the concept of creating "engaged" employees, BEST has always prescribed the theory of the inverted organizational chart where management supports "up the line" to our most important asset, the event staff and security officer.

Our Corporate Office is structured to support our local management team starting with the transition, leading into the first event and for the entirety of the contract.



Corporate Support Biographies

Jeff Spoerndle - Vice President

Jeff Spoerndle has over three decades of successful experience in the crowd management and event security market segment. In 2009 Mr. Spoerndle was hired to develop and structure the event services program for BEST. At the time he was charged with building the company's event program from the ground up. With his vision and strategic approach BEST grew over the years to be one of the largest providers of crowd management and event security services in the United States. Daily, Mr. Spoerndle is responsible for the overall operation of BEST and the future plans to expand internationally. He is charged with creating the culture, vision, and direction of the organization to ensure that we are always focused on revolutionizing our product to stay ahead of the challenges facing our industry.

Jeff Spoerndle has coordinated the guest services and security programs for some of the nation's largest events to include the Super Bowl, NFC and AFC Championship Games, World Series, American and National League Championship Series, NCAA Final Four, Republican and Democratic National Convention, NFL Draft, NBA All-Star Weekend, and US Golf Open. He has an extensive background in creating security and guest service programs for stadiums, arenas, convention centers, theaters, and other event venues. Since joining BEST, Mr. Spoerndle has grown the company to service over 35 large scale stadiums throughout the nations. In addition to countless arenas, convention centers, amphitheaters, and other special event venues. Mr. Spoerndle has been involved in the NFL Security BEST Practices Program for over 18 years. He is an active member of the Stadium Managers Association (SMA), National Center for Sports Security and Safety (NCS4) and the America Society of Industrial Security (ASIS).

<u>Cassandra Lasser – Special Project Coordinator</u>

Cassandra Lasser came to BEST with over 11 years of experience in the customer service industry. Prior to beginning her career, she graduated from the University of St. Thomas with a bachelor's degree of Communication and Journalism. During her time at the University, she was focused on building a long-term career in the event management industry. Upon joining BEST, Miss. Lasser demonstrated her capabilities quickly. With her innovative approach, attention to detail, drive to excellence and tactical approach she has brought an invaluable resource to the organization. She has extensive experience working in NFL, MLB, MLS and NCAA venues. In addition, she has been instrumental in our expansion into the Las Vegas market in servicing very high-profile casinos and conventions.

Miss. Lasser has been responsible for redeveloping and strengthening some of our core operational programs throughout our organization. With her vision she has focused on enhancing our employee centric culture through improvement in areas such as the employee check-in process at our venues, reimagining our employee experience, developing creative solutions to complex problems, and ensuring that the vision of the Vice President of the organization is carried out daily.

Jessica Anderson – Director of Business Development

Jessica joined us in 2019 as the Director of Business Development overseeing the future growth and the current client retention for BEST and will be the main point of contact for this RFP process. In addition to her role in account development, Jessica will bolster the company's presence at trade shows and industry conferences.

During her tenure in the sports and entertainment industry, Jessica has worked in several different capacities which include operations, guest experience, sales, and marketing. Prior to joining BEST, Jessica was employed by a smaller regional competitor as the Vice President of Business Development. In 4.5 years, she grew the event staffing and security client base to over 25 clients in 5 states which included notable clients in the NCAA, Big XII and SEC.

Jessica started her career in baseball in 2005 working with the Round Rock Express Baseball Club before being promoted to the majors to work alongside Jeff Cogen, as the executive assistant to the President. In 2008, Jessica took her talents to the Dallas Cowboys and managed the liquidation of memorabilia from Texas Stadium, handling all the sales and marketing prior to the stadium's implosion in 2009. When the Dallas Cowboys moved into the new stadium (AT&T Stadium), Jessica was instrumental in creating the

tour program as the Group Tour Coordinator and then the Tour Operations Manager which grew a \$60,000/year business model into a \$7 million/year revenue generator.

Her passion for event staffing and security began when she joined the team to open the first purpose-built Formula 1® racetrack in the United States, Circuit of The Americas, in 2012 as the Director of Guest Services. In that role, she had direct oversight over the event staff which consisted of over 1,000 staff, the volunteer program, all staff training, event information and brief sheets, venue policies and procedures as well as managing the Guest Services Department consisting of anywhere from 6 to 10 full time staff.

Dana Leistner - Director of Human Capital

Dana Leistner serves as the Director of Human Capital. She is a direct resource for Regional HR Managers, while handling employee relations, HR compliance and performance management. She specializes in full employee life-cycle support, training programs and materials for onboarding and development. She is a service driven individual with vast management experience that has allowed her to advance her career to multi-unit management. She has excellent communication skills that have allowed her to recruit, train, and promote leaders to further grow the company.

Mrs. Leistner brings more than fifteen years of Professional Service experience and is continuing her education in the HR Field Seeking a Human Resource Certificate and SHRM.

Mathew Hiner - Senior Manger Talent Acquisition

Matt brings 7 years of high-volume recruiting and HR experience and has maintained a role in the sport and events industry since 2010. Matt is a graduate of Ohio University in Athens, OH with a Bachelor's degree in Sports Administration/Sports Management.

Prior to joining BEST, Matt worked as a College Recruiter for DHL Supply Chain in Westerville, OH, before being promoted to an Operations & Military Talent Manager. He oversaw multiple regions, both domestic and international, and helped to grow the College Recruiting program and the summer internship program into a premier destination for new graduates and interns. As an Operations & Military Talent Manager, he traveled to military bases across the U.S., coordinating high-volume hiring events and creating a pipeline for recently discharged or retired veterans to continue their careers with DHL Supply Chain.

Throughout his career, Matt has always maintained a role in the sports industry, including marketing, ticket sales, and sponsorship activation roles with teams such as the Cleveland Guardians, San Diego Padres, Columbus Crew, and Learfield/IMG College at The Ohio State University. Matt is a passionate and dedicated leader in the hospitality and events field, focused on creating an exceptional event experience for both clients and fans alike.

Dave Feltman – Director of Support Services

Dave Feltman is our Director of Support Services will serve the as an administrative intermediary leadership and be the day-to-day support of the market working directly with the General Manager. Dave also serves as the market's compliance liaison supporting our mission to be wholly transparent with our

CONSENT - BAHR

payroll, accounting, licensing, and training. In addition to his, Dave will support the corporate office on daily operations needs and projects.

Dave comes with a wealth of knowledge in training security operations nationally both focused at commercial security services and event security/guest services. Dave has single handedly staffed events of 600+ staff per day event and has developed trainings successfully for events, retail/commercial security, and major airport security screening operations. Dave is well versed in ABI and, in his former role, served as the IT liaison for a multitude of technology solutions that made field operations seamless.

Chad Moser – Director of Accounting

Chad Moser currently serves as the Director of Accounting with BEST Crowd Management. In this role, Chad oversees Billing, Payroll, Accounts Payable, and Accounts Receivable. Before leading the accounting department with BEST, Chad served as an Area Director, leading security operations in multiple states. He has also served as General Manager for U.S. Bank Stadium, where he led security operations for the Minnesota Vikings home football games, concerts, and events to include Super Bowl LII and the 2019 NCAA Final Four.

Before joining BEST, Chad served as the Director of Security at Target Center in Minneapolis. He directly oversaw all security initiatives for the Minnesota Timberwolves, Minnesota Lynx, Target Center events (concerts, tournaments, etc.). Chad also served as the Manager of Safety and Security at Arrowhead Stadium and the Kansas City Chiefs. In this role Chad oversaw all security and safety initiatives for the Kansas City Chiefs home football games, concerts, and events.

Operations Management Structure

BEST Crowd Management looks to create a large base and add depth of resources in Boise to support Boise State University. This project team consists of a Account Manager and Assistant Account Manager

We believe the key to providing quality event security and crowd management is putting in place a strong front office management team and understanding the roles and responsibilities needed in the venue. Below is a brief oversight roles and responsibilities:

Regional Director:

This role reports directly to the Sr Director of National Operations and is the main support of the team at Boise State University. This person is an industry expert who has a wealth of knowledge and experience managing all types of events and provides best practices and industry knowledge to the Account Managers. The role is charged with ensuring the success of the Account Managers and client satisfaction. This role is the quality control of all back of office aspects of BEST specifically overseeing ABI, background checks and State of Idaho Training and Compliance standards.

Account Managers:

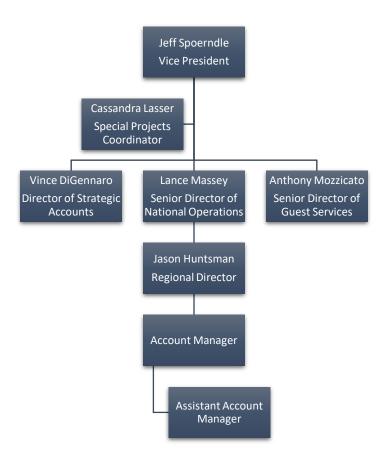
The Account Managers report directly to the Regional Director and is the main onsite contact for their assigned venue. They are charged with overseeing their assigned Assistant Account Mangers in day-to-day business practices ensuring that policies and procedures are being followed, client needs are being

met, operational meeting attendance, staffing and recruiting numbers are in line and assisting at events as needed. They handle all aspects of the day-to-day operations which includes but isn't limited to, hiring, recruiting, scheduling, payroll, orientations, site specific training, major event day logistics, operational meetings, and client satisfaction.

Upon award of your contract, BEST will present 2-3 candidates for Boise State to interview to insure they meet the standards set forth in the RFP.

Assistant Account Manager:

This role reports to the Account Manager and is the secondary contact for Boise State University. This role supports the Account Manager in all aspects of the operations. They will be a main point of contact for employees as well as the client POC for smaller athletic events and university special events.



<u>Lance Massey – Senior Director of National Operations</u>

Lance's experience has covered all aspects of organizational management, ranging from Event & Branch Management to Regional and VP Operations.

Beginning as an Intern, and paying his dues, over the past 20+ years, in his Event Management Career, Lance has had the opportunity to be a veteran of a wide variety of major events including, but not limited to: 7 Super Bowls, a BCS National Championship Game, a College Football Playoff Championship, 4 NCAA

Men's & Women's Basketball Final Fours, a Ryder Cup, The World Series, The NBA Finals, MLS Finals, concerts, large trade shows, major conventions and festivals.

In addition to event experience, Lance has developed and ran 24-hour security operations for Arenas, Convention Centers, & Stadiums. Lance has participated in multiple NFL Best Practices Trainings; IAVM Conferences; and multiple tabletop exercises for disaster preparedness. He has developed detailed recruiting and hiring schedules to meet even the most aggressive timelines, and operational plans accordingly.

A tireless worker, with a keen insight for the next challenge, Lance is excited to team with you to work towards a common solution and one goal: Perfection.

Anthony Mozzicato – Senior Director of Guest Services

Anthony Mozzicato enters his second year with BEST and oversees the guest services and venue operations division, providing leadership and oversight to the regional directors and account managers nationwide. In addition, Anthony actively engages with venue partners to ensure their venue and organization's guest service expectations are exceeded. Anthony and his team take pride in providing a first-class experience for event staff and guests by executing the organization's service program, training and recognizing staff, and delivering best practices within the sports and hospitality industry.

Prior to joining BEST, Anthony recently served 5 years as Director of Guest Experience with the Miami Dolphins and Hard Rock Stadium. He directly oversaw all guest experience initiatives and event staff for the Miami Dolphins, Miami Hurricanes Football, Hard Rock Stadium major events (concerts, soccer, etc.) and the Miami Open tennis tournament. Anthony proudly played a leading role working with the NFL and event agencies to execute Super Bowl LIV held at Hard Rock Stadium in 2020. In addition, Anthony served on the NFL Guest Services Committee during his time with the Dolphins and Hard Rock Stadium.

Prior to joining the Miami Dolphins and Hard Rock Stadium, Anthony served over three years leading the guest services and ballpark experience department for the Kansas City Royals. He led a top ranked guest experience team in MLB and was part of the 2015 World Series Championship team. Prior to the Royals, Anthony managed Sporting Park, a new 18,500 seat professional soccer venue for MLS Sporting Kansas City, as the Director of Fan Experience and Events Operations Manager directly overseeing all guest services staff and event operations for the stadium over a two-year term.

Prior to moving to Kansas City, Anthony served as the Stadium Manager for FIU Stadium (Miami, Florida) from 2008 to 2011 and as the Assistant Arena Manager for Florida Gulf Coast University (Fort Myers, Florida) from 2007 to 2008.

Anthony graduated in 2007 from the University of South Florida (Tampa, Florida) with a B.S. in Business Administration. While a student at USF, he assisted the athletics department and the Tampa Bay Sports Commission from 2004 to 2007 as an intern. Anthony also served as a Spring Training Bat Boy and Clubhouse Attendant for the Texas Rangers in 2002 when the team was located in Port Charlotte, Florida.

Vince DiGennaro – Director of Strategic Accounts

Vince DiGennaro serves as the Director of Strategic Accounts, and is responsible for the strategic planning, management, and oversight of national scale operations for strategic partners across the United States. DiGennaro is primarily responsible for BEST National Events Team, consisting of the planning and execution of some of the largest events in North America in coordination with national partners, including the Super Bowl and NFL Draft, along with major concerts, festivals, conventions, expos, tennis tournaments, and equestrian events. DiGennaro serves as a partner and advisor for clients from end to end through the event process, from initial concept all the way through after action and execution. Additionally, DiGennaro is responsible for guest services, crowd management, and security services in collaboration with various partners, including thirteen professional sports teams, nine NCAA DI athletics programs, five stadiums ranging in size from 40,000 to 108,000, three ballparks ranging in size from 10,000 to 42,000, fourteen arenas ranging in size from 9,000 to 22,000, seven convention centers totaling over 9.1 million square feet of space, a 364-acre theme park, and a 25-acre water park. DiGennaro serve as a member of the BEST senior leadership team, responsible for client relations and business development across the region and organization, working to organically grow the business in a responsible manner. DiGennaro collaborates with other leaders on various capital, policy, and process improvement projects, including enhancements to recruitment, hiring, onboarding, training, and retention, as well as programmatic changes to enhance safety and efficiency at sports and entertainment venues and points of critical infrastructure throughout the country.

Prior to joining BEST, DiGennaro acquired over ten years of experience in the sports and entertainment industry, specifically in security and event operations. He's served as the Event Security Manager for the Cleveland Guardians, Event Security Coordinator for the Greater Columbus Convention Center, and a part of the Event Services team at the Jerome Schottenstein Center. DiGennaro has also served as a subject matter expert in crowd management and venue operations for the National Center for Spectator Sports Safety and Security (NCS4), the European Stadium and Safety Management Association (ESSMA), the Security Coordinator for MLB's 2019 All Star Week, as well as an operations consultant for the Super Bowl, MLB's International Series, NHL's Stadium Series, and various other events and festivals throughout North America. DiGennaro is a graduate of The Ohio State University, holding a Bachelor of Arts degree in Security and Intelligence Studies.

<u>Jason Huntsman – Regional Director</u>

Jason Huntsman joins the BEST team as Regional Director. In this role, he is responsible for the management and implementation of all event operations for BEST in the West. He provides leadership and oversight for all security operations and guest services programs at partner venues as well as develops client relations and assists in business development. Jason is a leader that focuses on exceeding expectations and actively engages with account managers and staff to make sure that every event is executed successfully.

Prior to joining BEST, Jason gained over ten years of experience in the stadium and arena management industry, specifically in operations, security, and guest services. Most recently he spent the last 5 years at the University of Utah where he quickly advanced through increasingly challenging roles including Event Manager, Operations Manager, Security Coordinator, and Director of Events. He is a committed worker that holds himself accountable above all else and works to instill the same attitude in the account managers and staff he works with.

Section 3: Experience and Qualification

As listed in the Executive Summary, BEST has over 125 venues nationwide in over 35 markets. Our wealth of experience not only in higher education which totals roughly 43% of our business but providing services for large scale event venues, stadium concerts and high-profile events makes us your best choice of providers. Below is a sample of clients throughout our portfolio with details on the type of facility, service start dates, major events staffed, average staffing call and positions staffed.



Service Start Date: July 2016 - Current

Major Events: Texas A&M Football, concerts, commencement, international soccer and religious events

Average Staff Call: 750

Positions Staffed: Metal Detecting Staff, Bag Checkers, Bag Buffer Zone, Ushers, Ticket Takers, Security Response Teams, Access Control, Field Security, Premium Space Personnel and Television Security

Facility Background: Kyle Field is one of eight stadiums in the United States that exceeds 100,000 in seating capacity with an exact capacity of 102,733. It serves as home to the Texas A&M Aggies football team who is a premiere member of the SEC Conference. In addition to football the facility hosts major concerts, graduations, international soccer and religious events.



Service Start Date: June 2020 - Current

Major Events: The Ohio State University Football Games, concerts, commencements

Average Staffing Call: 350

Positions Staffed: Security for fan fest (skull session), media areas, broadcast compounds, access control positions, overnight security, all public and private gates, field intrusion team

Facility Background: Ohio Stadium is one of eight stadiums in the United States that exceeds 100,000 in seating capacity with an exact capacity of 104,944. It serves as home to The Ohio State Buckeye football team who is ranked national powerhouse on an annual basis. In addition to football the facility hosts major concerts and graduations.



Service Start Date: February 2017 - Current

Major Events: Sporting KC Soccer, International Soccer and Large-Scale Concerts

Average Staffing Call: 150

Positions Staffed: Metal Detecting Staff, Bag Checkers, Bag Buffer Zone, Security Response Teams, Access Control, Field Security, Premium Space Personnel and Television Security

Facility Background: Children's Mercy Park is one of the most known facilities in Major League Soccer. It is home to the Sporting KC, but has also hosted a variety of international soccer matches, concerts and football games. The facility seats 21,000.



Service Start Date: May 2016 - Current

Major Events: Miami Dolphins Football, NCAA College Football Playoff Semi Final, Miami Hurricanes Football, Capitol One Orange Bowl, Miami Tennis Open, International Soccer Matches and Large-Scale Concerts

Average Staffing Call: 500

Positions Staffed: Metal Detecting Staff, Bag Checkers, Bag Buffer Zone, Security Rovers, Access Control, Field Security, Premium Space Personnel, Television Security, Lock-Down Staff and Parking Security

Facility Background: Hard Rock Stadium is one of the premier facilities in the United States. In the last 15 months they are hosted Super Bowl LIV and the NCAA Football National Championship game. BEST plays a key role in ensuring all security procedures and protocols are followed at the facility for each event. On a typical year the facility hosts over 50+ sporting events, concerts and other special events of over 50,000+ in attendance.



Service Start Date: September 2017 - Current

Major Events: Minnesota Vikings Football, Super Bowl LII, 2019 NCAA Men's Final Four, ESPN X-Games, Large Scale Concerts, State High School League Championships, Motorsports, University of Minnesota Baseball, Trade Shows and Conferences

Average Staffing Call: 500

Positions Staffed: Metal Detecting Staff, Bag Checkers, Bag Buffer Zone, Security Response Teams, Access Control, Field Security, Premium Space Personnel, Television Security and Distribution Staff

Facility Background: U.S. Bank Stadium was ranked in the top 5 of stadiums in the National Football League in 2019, the last season played with fans in attendance prior to COVID. The stadium is a true multipurpose facility hosting events ranging from football, basketball, concerts and motorsports events. The facility had the honor of hosting Super Bowl LII along with the 2019 NCAA Men's Final Four which set an attendance record of over 70,000 guests.



Service Start Date: April 2020 - Current

Major Events: Carolina Panthers Football, Concerts, Charlotte FC, Trade Shows and Conferences

Average Staffing Call: 800

Positions Staffed: Metal Detecting Staff, Bag Checkers, Bag Buffer Zone, Security Response Teams, Ushers, Ticket Takers, Access Control, Field Security, Premium Space Personnel, Television Security and Distribution Staff

Facility Background: Bank of America Stadium is one of the largest NFL facilities hosting over 78,000 guests on a typical NFL game day. The stadium is multipurpose and hosts both professional and collegiate football and is the proud home of the ACC Championship game and the Belk Bowl. In 2022, the stadium will welcome a new tenant, Charlotte FC, as they begin play in the



Service Start Date: May 2012 - Current

Major Events: Cincinnati Bengals Football, College Football, Cincinnati Music Festival and Large-Scale Concerts

Average Staffing Call: 650

Positions Staffed: Ushers, Ticket Takers, Metal Detecting Staff, Bag Checkers, Bag Buffer Zone, Security Rovers, Access Control, Field Security, Premium Space Personnel, Television Security and Lock-Down Security

Facility Background: Paul Brown Stadium is the centerpiece of the entertainment district in the city of Cincinnati. It proudly hosts professional and collegiate football and concerts with a capacity of over 65,000.



Service Start Date: September 2012 - Current

Average Staffing Call: 50-100

Major Events: Conventions, Trade Shows, Graduations, Meetings, Public Events, Concerts, Weddings

Positions Staffed: Metal Detecting Staff, Bag Checkers, Bag Buffer Zone, Security Response Teams, Access Control, Logistics Staff, Access Control

Facility Background: The Minneapolis Convention Center is a 475,000 square foot large convention center located in downtown Minneapolis, Minnesota. It is located one block away from Nicollet Mall near Orchestra Hall. The Minneapolis Convention Center has a quadruple-domed roof and because of its volume can host multiple events on the same day



Service Start Date: March 2020 - Current

Major Events: Orlando City SC, International Soccer Matches and Large-Scale Concerts

Average Staffing Call: 275

Positions Staffed: Metal Detecting Staff, Bag Checkers, Bag Buffer Zone, Ushers, Ticket Takers, Security Response Teams, Access Control, Field Security, Premium Space Personnel and Television Security

Facility Background: Exploria Stadium is one of the busiest stadium in all of Major League Soccer. It is home to Orlando City SC, but also hosts international soccer tournaments. In 2021, the stadium will be hosting games for Toronto FC from the MLS due to COVID restrictions in Canada. The facility seats 22,000.



Service Start Date: March 2019 - Current

Major Events: Minnesota United FC, International Soccer and Large-Scale Concerts

Average Staffing Call: 180

Positions Staffed: Metal Detecting Staff, Bag Checkers, Bag Buffer Zone, Security Response Teams, Access Control, Field Security, Premium Space Personnel and Television Security

Facility Background: Allianz Field is one of the newest and most progressive facilities in Major League Soccer. It is home to the Minnesota United FC, but has also hosted a variety of international soccer matches, concerts and football games. The facility seats 19,000.



Service Start Date: March 2018 - Current

Major Events: Tennessee Titans Football, NFL Draft, College Football, Music City Bowl, International Soccer Matches, CMA Festival, Motorsports and Large-Scale Concerts

Average Staffing Call: 650

Positions Staffed: Ushers, Ticket Takers, Metal Detecting Staff, Bag Checkers, Bag Buffer Zone, Security Rovers, Access Control, Field Security, Premium Space Personnel, Television Security and Lock-Down Security

Facility Background: Nissan Stadium is one of the busiest, largescale stadiums in the United States. It is known as the home of the Tennessee Titans of the National Football League but also houses Nashville SC of the MLS, Tennessee State college football and the CMA Music Festival annually. In addition, Nashville is the county music capital of the world and Nissan Stadium has multiple concerts annually with the biggest and brightest stars in that industry.



Service Start Date: October 2018 - Current

Major Events: Brooklyn Nets Basketball, New York Islanders Hockey, Award Shows, Concerts, Boxing, Wrestling, Family Shows, Trade Shows and Religious Events

Average Staffing Call: 110

Positions Staffed: : Metal Detecting Staff, Bag Checkers, Bag Buffer Zone, Ushers, Ticket Takers, Security Response Teams and Access Control

Facility Background: Barcalys Center is one of the Top 10 arenas in the world. It holds the biggest and best events in the largest city in the United States. From NBA basketball, NHL hockey to the top performance artists this arena hosts a variety of events. It can seat up to 19,000 guests.



Service Start Date: July 2019 - Current

Major Events: Minnesota Timberwolves Basketball, Concerts, Boxing, Wrestling, Family Shows, Trade Shows and Religious Events

Average Staffing Call: 125

Positions Staffed: Metal Detecting Staff, Bag Checkers, Bag Buffer Zone, Ushers, Ticket Takers, Security Response Teams and Access Control

Facility Background: Target Center hosts over 150+ events per year and is located in downtown Minneapolis. The facility is the epitome of a multipurpose facility hosting a large variety of events. The arena was renovated in 2018 to be one of the most popular arenas in the Midwest. It holds 19,000 guests.



Service Start Date: February 2020 - Current

Major Events: Concerts, Sporting Events, Boxing, Wrestling, Trade Shows, International Conventions and Award Shows

Average Staffing Call: 150

Positions Staffed: Metal Detecting Staff, Bag Checkers, Bag Buffer Zone, Security Rovers, Access Control, Field Security, Premium Space Personnel, Television Security, Lock-Down Staff and Parking Security

Facility Background: MGM Resorts is the entertainment king in Las Vegas, Nevada. BEST provides services to MGM Grand Garden Arena, Mandalay Bay Event Center and the MGM Park Theater. These venues are some of the most famous event facilities in the United States. On an annual basis the three facilities combine host over 700+ events.



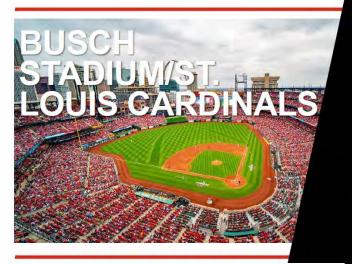
Service Start Date: March 2015 - Current

Major Events: Kansas City Royals Baseball and Large-Scale Concerts

Average Staffing Call: 150

Positions Staffed: Metal Detecting Staff, Bag Checkers, Bag Buffer Zone, Security Response Teams, Access Control, Field Security, Premium Space Personnel and Television Security

Facility Background: Kauffman Stadium is one of the most beautiful stadium to watch baseball in the United States. The facility has played host to the 2015 World Series. The stadium hosts a variety of community events to include major concerts. It hold up to 38,000 guests.



Service Start Date: March 2008 - Current

Major Events: St. Louis Cardinal Baseball, MLB National League Division and Championship Series, the World Series, All Star Game, NHL Winter Classic and Large-Scale Concerts

Average Staffing Call: 80

Positions Staffed: Metal Detecting Staff, Bag Checkers, Bag Buffer Zone, Security Response Teams, Access Control, Field Security, Premium Space Personnel and Television Security

Facility Background: Busch Stadium is in the Top 5 of Major League Baseball Stadium in the United States. Annually it proudly boasts attendance that is over 95% of stadium capacity for the 81 baseball games played in the stadium. The facility has hosted multiple world series, All Star games and major concerts. In January of 2017, the stadium transformed into a winter wonderland to host the NHL Winter Classic.



Service Start Date: June 2020 - Current

Major Events: The Ohio State University Football Games, concerts, commencements

Average Staffing Call: 350

Positions Staffed: Security for fan fest (skull session), media areas, broadcast compounds, access control positions, overnight security, all public and private gates, field intrusion team

Facility Background: Ohio Stadium is one of eight stadiums in the United States that exceeds 100,000 in seating capacity with an exact capacity of 104,944. It serves as home to The Ohio State Buckeye football team who is ranked national powerhouse on an annual basis. In addition to football the facility hosts major concerts and graduations.

TAB 2 Page 25

Geographical Markets Served

Internationally, GardaWorld is the world's largest privately-owned security services company offering cash services, physical and specialized security solutions. Based in Montreal Canada, GardaWorld employs more than 102,000 highly skilled, dedicated professionals who serve a diverse clientele in North and South America, Africa, Asia, and Europe.

Domestically, GardaWorld operates in 50+ security services offices along with 20+ event service offices though BEST across the United States. When combined with the Canadian Security Division and Cash Services Operation, GardaWorld operates 450+ offices in all 48 continental states and all 10 Canadian provinces.



BEST Locations – United States



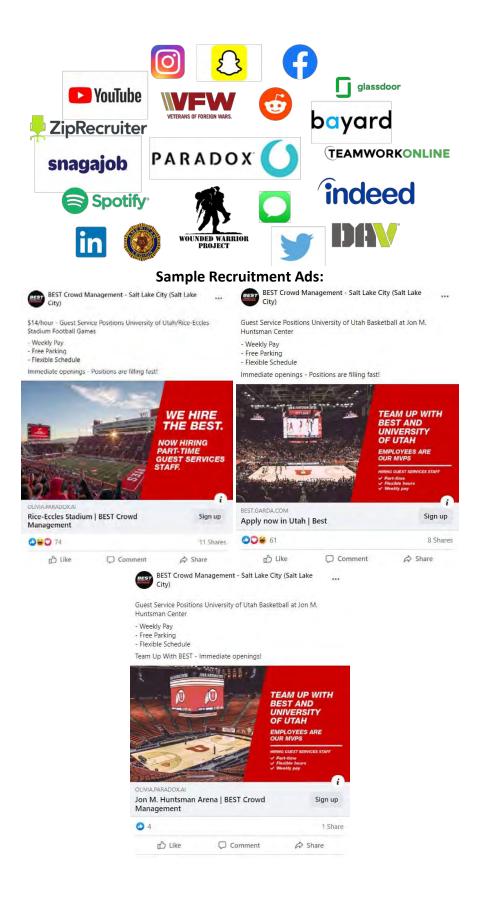
Section 4: Organizational Approach

A. Hiring Detail

BEST has developed a culture built around successful human capital management through the concept of "creating engaged employees." In the book called 12: The Elements of Great Managing, the author teaches that pay and benefits are certainly important factors, but there are 12 other management principles that a company and leader should adopt to create engaged employees. Research has shown that engaged employees are much less likely to turnover, much less likely to be late for work or call off from work, and much less likely to experience a workplace accident. A Harvard Business Review Survey has uncovered that only 29% of American employees are "engaged," meaning that 71% of all employees hurt their companies as opposed to helping their companies. At BEST, we teach our managers the principles of this book, which include concepts such as praise and recognition, listening and responding to employees' opinions, placing employees in a position where they can succeed and creating career growth and progression. Through this management approach, we have been very successful in recruiting, attracting, and retaining high quality personnel as evidenced by our high employee retention rates. Beginning with our recruiting efforts to attract quality employees all the way to the final background check, our selection process goes well beyond technical requirements. Every step of the way, our human resources processes are designed to ensure we employ only the BEST qualified individuals for your security program. Recognizing that successful personnel placement goes beyond maintaining a pool of talent, BEST accurately matches the skills, attributes, and traits of the officer with the skill requirements of the post to which they are being assigned. The goal of our personnel selection process is "matching the right people to the right environment."

Below you will find the recruiting methods to complete our extensive recruiting plan:

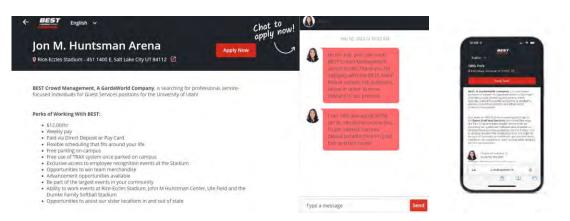
- Social Media Advertising
- Employee and Client Referrals
- Military and Veterans Groups
- Online Postings
- Colleges and Technical Schools
- Non-Profit Organizations
- Churches
- Job Fairs
- Government Agencies
- Direct Recruitment from Service Industries such as Restaurants, Retail and Hospitality



CONSENT - BAHR TAB 2 Page 28

Once an applicant clicks on one of our job ads or job positing through websites or social media such as Indeed, Facebook, and Instagram, they are instantly engaged through the following steps:

- Applicant is engaged in real-time with our AI assistant Ava Our AI assistant Ava was designed
 from the ground up to help companies of all sizes and complexities get hiring work done faster.
 She's not a chatbot. She's a second set of hands for every recruiter. She's a 24/7 concierge for
 your candidates. She's an always-on partner who's always ready for just about anything —
 whether it's screening resumes, answering candidate questions, scheduling interviews, or
 managing onboarding communications.
- 2. Ava engages, schedules, and monitors our applicant flow. 24 hours and 2 hours prior to a hiring event, Ava also sends a text message and email to our applicants reminding them of their scheduled upcoming hiring event. Additionally, we send applicants a "what to bring" document to ensure their hiring experience is seamless. After the hiring event, Ava re-engages with no-show applicants and provides them another invitation to an upcoming hiring event. Additionally, our Hiring & Recruiting Manager sends another individualized text message through Text-Em-All (web-based mass messaging system) reminding the no-show applicants to re-schedule. We utilize both Ava and Text-Em-All to ensure proper and constant communication is occurring.



- 3. Our applicants will have the opportunity to complete all of their new-hire and onboarding paperwork at their scheduled hiring event, and they will be ready to work their next shift within a few days of attending. Our team is committed to ensuring a smooth process from first application to their first shift with BEST.
- 4. Up-to-date spreadsheets are developed to compile data of our hiring events. Information such as applicant projections, show rate, usher hire, security hire and how they heard about BEST. This data is sent to our corporate office recruiting team who access and review how our marketing campaigns are correlating to real field data.
- 5. Including tracking our individual applicants, BEST is dedicated to working closely with Non-Profit Organizations (NPO) in the area, and each relationship is closely monitored and supported by our account management team. We track these in shared spreadsheets and have a minimum number

of contact points that our team is responsible for throughout the year to ensure our relationship stays as active as possible.

Employee Screening Process

At BEST, we have benchmarked our employee selection process against the BEST in the security industry and identified the screening criteria that we believe BEST allows us to provide superior security personnel to our clients.

Through the implementation of BEST practices and innovative solutions, BEST has built an unrivaled employee selection and background-screening platform that has the depth and breadth to satisfy the demanding needs of our customers. BEST offers the comprehensive **Employee Screening Process**, which includes the following:

Prior Employment

One of the most falsified pieces of information is an applicant's employment history. An investigation of previous employment is conducted on all candidates considered for employment. Subjects investigated include absenteeism, tardiness, conduct, job performance, and reason for separation from previous employers.

If an applicant has prior military experience, they are required to provide a copy of the DD214 indicating an honorable discharge.

Application, Hiring Assessment and Job Matching Assessment

All candidates for employment must complete a detailed application and participate in a formal hiring assessment. The hiring assessment provides an opportunity to verify that they fit basic requirements as specified online (age, education, government eligibility, local licensing requirements, proper I-9 credentials, DD214 with honorable discharge if in U.S. military, proximity to accounts and scheduling flexibility) and include evaluations of appearance, attitude, demeanor, mental alertness, general intelligence, integrity, interpersonal communication skills, specific job-related qualifications, and job knowledge.

We host hiring events each month at our BEST Training Offices in Boise, select hotels in strategic geographical locations, as well as future potential at Boise State University (if possible).

Applicants are interviewed by our Hiring & Training Manger. The interview takes approximately 10 to 15 minutes with a combination of situational, behavioral, and open-ended questions.

Examples include:

- Why do you want to work as a member of the Boise State Event Day Staff?
- Able to stand long periods of time (up to 7 hours)?
- Able to work in inclement weather (Hot, Cold, Rain etc)?
- Have access to reliable transportation?
- How would you describe Exceptional Guest Service or Give an example of a time where you received Exceptional Customer Service?
- Tell me the last time you dealt with an unhappy customer? What did you say and do? Did you improve their experience and if so, how?

• If hired, are you available to attend our training session this month? Yes or No

We also evaluate the applicant's appearance, body language, eye contact and communication.

Lastly, we want to ensure the hiring event is exciting for potential event staff. Photos of the applicant with a Broncos #22 "Rookie" Jersey and a backdrop with the BEST logo are taken. New hires are encouraged to post these photos on social media accounts and tag BEST. Posting and tagging enrolls new hires into a raffle for the opportunity to win gifts, swag, and prizes.

Criminal Background Investigation

One of BEST's key differentiators in the staffing industry is our adherence to our background check program. Every employee will not only be required to pass the background check for the State of Idaho Security license, but they must also pass our in-house background check as well as monthly monitoring. Detailed below is a description of this program.

Candidates with records of felony convictions or misdemeanors (or nolo contendere plea) of a job-related or moral turpitude nature for a minimum seven-year period immediately preceding application are not suitable for employment with BEST. Criminal background checks to the county level are completed on all candidates considered for employment with BEST. An industry-leading, employment screening company conducts all our criminal background investigations, and all county criminal background checks are investigated in person at the county courthouse by a representative of our 3rd party background check firm. After the applicant becomes an employee with BEST their criminal background is run monthly to ensure that a crime was not committed during the individual's employment with the company. If a felony conviction or misdemeanor (or nolo contendere plea) of a job-related or moral turpitude nature is found on the monthly check, the employee is terminated.

OFAC Prohibited Parties Search

BEST's criminal background investigation also includes an OFAC federal database search to identify "prohibited parties." A prohibited party is defined as "specially designated nationals, terrorists, narcotics traffickers, blocked persons, vessels, and parties subject to various economic sanctioned programs who are forbidden from conducting business in the United States, as well as entities subject to license requirements because of their proliferation of weapons of mass destruction." Government regulations may require that organizations not deal with prohibited parties, thereby making this search a necessity. One of the common uses of this check is for Patriot Act compliance.

B. Employee Benefits and Recognition Program

Employee Benefits

It is evident that recruiting and retention of employees is key to the success of BEST profitability and continued delivery of world-class services to our clients. In order to reward our employee's commitment to provide world class service to your facility we have developed the employee benefit program listed below.

Recognition Awards

The Awards are handed out by the Account Management Team for large events and seasonally to employees who showcase exceptional customer service, understanding of their post and overall facility knowledge. BEST will budget an amount for both BEST branded merch and team specific merchandise as well as other prizes such as electronics, concession cash, gift cards, etc. each season. These are the various awards given throughout the year: Employee of the Game, Employee of the Month and Employee of the Season.

Evaluation is based on the following areas:

- On time/early for post.
- Proper setup and break down of assigned areas
- Uniform appearance accurate uniform, neat appearance
- Understanding of assigned position and required duties.
- Able to explain duties and position to supervisor and/or athletics staff
- Correctly applying venue policies
- Customer service approach. Welcome to Boise State, Thank you, Have a nice day, etc.
- Proper return of items loaned to employee for the day. (Handled scanners returned in same condition, handhelds wands, etc

Selection Method

- Recommendation from peers
- Recommendation from BEST supervisors
- Recommendation from BEST management
- Recommendation from Venue Staff and Management
- Fan Feedback (In-person and through the system)

Our Team Member Recognition Program

- Dedicated recognition team
- Team Members of the Event, Month and Year Awards
- Visible recognition board highlighting team members of the event and success stories updated between events
- Randoms Acts of Kindness upon arrival/pre-shift
- Determined recognition program redemption and prizes such as gift cards and branded items
- 100% secret shopper scores recognition
- Attendance recognition
- Reward positive client and guest feedback, including feedback from guest surveys
- BEST Years of Service Recognition
- Celebrate Birthdays and Personal Achievements/Events
- Post-event appreciation and gratitude





Employee Suggestion and Feedback Program

An employee Suggestion and Feedback Box shall be installed in our deployment area. This will always remain stocked with comment cards and pens. This will give employees another option for reporting misconduct by supervisors, safety suggestions, and general employee feedback. It is critical to establish as many outlets as possible for employees to provide feedback and concerns to the Account Management Team. The employee suggestion and feedback box can only be accessed by the Management Team.

Anonymous Employee Hotline (ReportLine)

BEST has established an Employee Ethics and Compliance ReportLine. The ReportLine is available to accept reports or complaints 24 hours a day, 7 days a week. The employee may choose to make a call or webbased report anonymously; however, providing their name will allow a more direct and personal investigation and response. The sole purpose of the ReportLine is to provide a direct link for the employee to report any ethics, compliance, or policy concerns to the appropriate person so that the issue can be promptly escalated and resolved.

All reports through BEST's ReportLine are automatically logged in BEST's web-based Case Management system which allows us to document all activities in a single, centralized database. The Case Management System allows BEST officials to oversee investigations, manage workflow and track trends across the organization. It also provides us with a historical of all investigations – from initial notification through final resolution.

Employee Assistance Program (EAP)

To help employees balance work, life and family, BEST offers a no-cost, confidential employee assistance program for employees and their family members. The program provides support, guidance, and resources for issues related to childcare, relationships, legal problems, finances, life transitions, addictions, depression, anxiety and other personal concerns. The plan includes in- person consultation for short-term issues and phone consultation is available 24 hours a day via toll-free number. Employees receive a 25% discount on any follow-up services resulting from an attorney/counselor referral. Additional resources can be found on the interactive website.

C. Employee Training

Welcome to BEST Orientation

All candidates who have successfully completed and passed the Event Services Hiring Process will go through Welcome to BEST Orientation as the first step of the training process. This orientation includes an overview of BEST's history, business philosophies and culture, Mission and Values as well as explains our policies, procedures, operating systems, and employee benefits.

- Welcome to BEST Presentation
- Appearance Guidelines
- ABI Procedures
- Basic Principles of Crowd Management and Safety Services
- Maintenance of Uniform and Equipment
- Drug/Alcohol Awareness Program
- Violence in the Workplace
- Sexual Harassment
- Workplace Harassment

State of Idaho Security Licensing Training & Hiring Facility

After Completing the 'Welcome to BEST Orientation', Employees must begin the process of attaining their Security License. BEST Crowd Management plans to open its own Security License Training and Hiring Facility in Boise, Idaho upon award of this contract, if no office space is deemed available at the university. This training facility will be where all BEST employees will not only receive their security training but also their Job Training as well. Employees will have the Account Manager and Assistant Account Manager who will oversee their turnkey experience from start to finish. BEST will employ a Certified Trainer who will facilitate all security trainings. We believe we can manage the employee experience to the highest of standards when hiring, licensing, and training is done in-house and not outsourced.



Guest Services Employee Training

The BEST Experience

Guest Services has always been paramount at BEST Crowd Management, but we have taken it a step further and developed a program that is unmatched in the industry. **The BEST Experience** program is designed to include a 3-prong approach focused on our Employee Team Member Experience, our Client's Experience, and the Guest Experience.

Our Mantra

We create the BEST experiences by connecting people, sports, and entertainment through the power of human connection.

Our Credo

Connecting People. Creating Memories.

Our Mission

To provide a BEST-in-class, customizable guest services staffing program and experience for sports, corporate and entertainment venues.

Foundations

Safety, Respect, Positive Energy, Preparation and Guests.

BEST Actions

Be a Pro, Experience, Sincere Connection and Teamwork.

Our Team Member's Experience

Our philosophy is to treat our team members the BEST with the expectation of them doing the same for their fellow teammates, our clients, and guests. Our team member care program consists of the following:

- Tone at the Top (Starts with Full-Time Managers and Event Staff Leaders)
- Relationships on a first name basis with constant engagement from account management and leadership teams
- Leadership Team Support and Team Member Care with open door policy
- BEST-in-class recruiting, hiring and on-boarding experiences
- Well organized and interactive trainings
- Well-arranged and engaging check-in process
- Proper inventory of uniforms, equipment and supplies needed by staff

- Well informed and fun event day pre-shift meetings with substantial leadership support
- Constant team building exercises between team members
- Voice of the Staff Team Member Experience Surveys
- Opportunities to grow and be promoted internally
- New Staff Mentors Program
- Guest Services Internship and Career Development Program
- Measure our staff performance through a secret shopper program, internal team member reviews and guest surveys
- Monthly Newsletters recognizing staff, informing them of events, ABI usage and other important information to drive engagement and touch points in between events
- Annual reception or event to thank staff
- Impactful recognition program reflecting genuine appreciation with excitement

All employee team members are required to complete The BEST Experience Program as part of the Welcome to BEST Crowd Management pre-assignment training along with the following additional list of trainings:

- Virtually and/or On-Site Trainings
- New Hires, Returning Staff and Remedial Training
- Site Specific Training
- Industry BEST Practices with Guest Services
- Event Team Leadership Development and Trainings
- Alcohol Management Training
- Guests with Disabilities Training
- Positional Training Event Security, Team Leaders and Team Captains
- Weekly Training Pods and Handouts
- Conflict Resolution and Effective Communication
- COVID-19 Guidelines and Protocols
- Marlins Common Purpose Training

Venue Security Training

It is important that 100% of our staff working at the venue will be trained in Security Best Practices. Below you will find a description of the items covered in this training:

- Review of Current Terrorism News
- Gate Management
- Venue Security
- Code of Conduct
- Best Practices for Venue Screening:
 - Screening Equipment and how to use
 - Pacer
 - Magnetometer Screener
 - Bag Screener
 - X Ray Technicians
 - How to properly screen a guest with a Pacemaker
 - How to properly screen a guest in a Wheelchair

- How to properly screen a guest with a Medal Rod Implant
- How to properly screen a guest with who has a Reasonable Accommodation
- How to properly screen a guest with who is with a Service Animal
- Bag Check and Venue Bag Policy
- Position Training
- Role of Law Enforcement
- Prohibited items
- Perimeter patrol
- Emergency Evacuation
 - How to conduct yourself during an evacuation
 - Guest movement during an evacuation
- COVID 19 Media and Tier System (as needed)
- Anti-Terrorism
 - Being observant is the first step in combatting terrorist situations
 - Look for suspicious activity or suspicious persons
 - Communication is key, make sure that your chain of command is aware of anything that is out of place
 - Learn to identify a package or bag that has been left unattended and how to deal with it
 - Surviving an attack
- Radio Etiquette
- Equipment Specific Training: A minimum of 1 hour per equipment
 - Golf Carts
 - Magnetometer, wands
 - Ticket Scanner
 - X-Ray Machine

Certified Sports Venue Staff Certification (CSVS)

WESS is the first large event staffing and security provider to commit to having all of our staff complete the Certified Sports Venue Staff Certification through the National Center for Spectator Safety and Security (NCS4) at the University of Southern Mississippi. This certification was designed by industry leading experts. Our staff will be certified in key fundamentals and role specific competencies in the positions that they are assigned on event days.

TEAM – Techniques for Effective Alcohol Management Training

TEAM is the newest employee-focused, full-facility alcohol management program available to sport and entertainment facilities. It has combined the wisdom of industry operations professionals from MLB, MLS, NFL, NHL, NBA, NCAA, IAVM and SMA. TEAM training represents the most comprehensive thinking about alcohol management. The TEAM program encapsulates a highly effective approach to prepare event-day employees to manage alcohol at public gatherings.

Patrons with Disabilities

Our company feels strongly about educating our staff in accommodating Patrons with Disabilities. This training explains in simple language how our security officers and event staff can become service minded and use proper etiquette when providing service for patrons with disabilities, including mobility, hearing, vision, and speech impairments. The staff are trained on the latest ADA regulations.

Learning Management System - eLearning Advanced Continuing Education Learning Series

Learning Management System (LMS) developed in conjunction with a leading interactive training organization called Target Solutions. The LMS is an automated platform used for the administration, documentation, tracking and reporting of all of our training programs. The LMS manages training and educational records, distributes courses over the internet and automates record-keeping and employee registration. BEST proudly offers over 1,000 on-line training courses to our employees. BEST is able to utilized this system for event specific training programs that are developed between Boise State and BEST Crowd Management.

Supervisory Management Training

All BEST employees working as a supervisor or manager must complete our Supervisory Training courses. The training includes the following:

Management Training - Session 1

- Principles of Leadership I & II
- Effective Communications
- Employee Performance Evaluations
- Time Management
- Behavior and Motivation
- Counseling, Sexual Harassment, and Substance Abuse
- Discrimination and Affirmative Action
- Career Development Opportunities

Management Training – Session 2

- Customer Service as a Security Function
- Emergency Preparedness and Crisis Management
- Handling Multiple Priorities
- Leadership Principles and Professional Standards
- Security's Role in Reducing Business Risk
- Sexual Harassment
- Supervisor Communication

Training Delivery

BEST's training is a continuous blend of proven security training, industry best practices and implementation of venue-specific topics. This approach allows us to build the strongest and most educated event staff to work inside the venue. The training is developed, adapted, and delivered in stages:

- Initial New Hire Training: This training is required for all staff members to become familiarized
 with prior to working at the university. Topics included in this phase of the training included Best
 Practices in Venue Security, Venue Familiarization, Guest Service Training, Position Specific
 Training, Equipment Training.
- **2. Continuous Education-** This portion of the training is continuous from the time staff is hired and throughout their years of work with BEST and the university. This portion includes a refresher

courses, online/virtual training components, event and/or venue specific training as well as focusing on the real-world lessons and realities learned while learning the facility. Simply put, we take the time to learn every detail of how the buildings at the University operate to foster advanced learning opportunities to all staff members.

While training availability is often more frequent before the season starts, it is critical that staff hired during the season complete the same requirements as those hired before. At a minimum, all required training classes are held monthly, ensuring that the event staff members hired in October are as technically trained as the staff members hired in June.

D. Equipment

Equipment Provided for Operational Success

BEST understands the need to provide not only recruited and trained event staff but to also integrate the newest technologies. Below is a list of technologies included in our service offering:

Uniforms – At No Cost to Boise State

Uniforms will be distributed prior to the start of every shift. BEST Crowd Management will purchase Boise State University approved uniforms and will continue to provide them throughout the duration of the contract. Below you will find a sample uniform design for the university, subject to Boise State approval. Each staff category has a unique variation for all seasons and positions: Event Security, Event Staff, Supervisor and Manager.





ATTACHMENT 2







Radios – At No Cost to Boise State

BEST Crowd Management provides and will continue to provide Radios to all supervisory staff and designated positional staff at Boise State University which include earpieces and charging stations that are compatible the University's current system. Below are the details of the radios:



<u>ABI Mastermind – At No Cost to Boise State</u>

ABI Mastermind is a scheduling and timekeeping software. BEST utilizes carefully selected technology to support our operational processes and provides these technologies complimentary to Boise State University. It is our goal through these processes and tools to manage your security contract professionally and efficiently. The result is congruent with our mission statement – "To Deliver Maximum Value to Our Customers."

Scheduling and Positioning

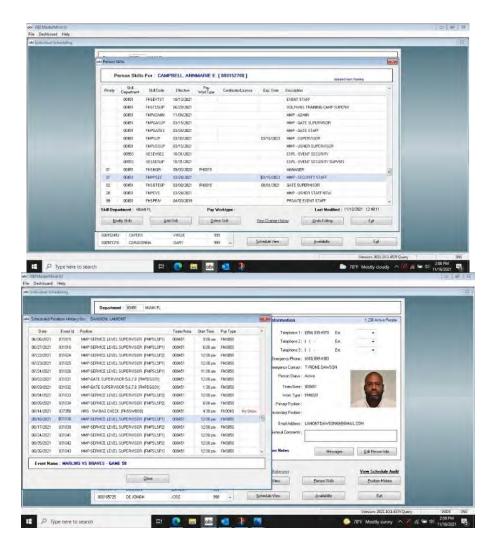
Scheduling in ABI Mastermind is flexible and fast. Each department can choose the optimal scheduling method for event and non-event personnel. Staffing levels and positions required for various types of events and shifts are established through easily configurable templates. Availabilities are entered online, training and licensing requirements checked, and schedules are created. The system will simultaneously schedule hundreds of employees for an event or shift by department, skill level, availability, pay rate, position and business work rules. Our managers can have the system automatically print the schedules for handout, mailing, or emailing. Employees can (optionally) visually check their schedules on a touch screen or via Internet Employee Self Service. Last minute staffing adjustments are easily managed and can be communicated to staff via built-in text messaging, email, or a simple phone call.

Time and Attendance

Check In the right people, when you want them, where you want them. Throw away the timecards! Employees Check In/Out quickly using the barcode on their credential. The visual touch screen terminal displays all typical time and attendance options as well as the credential holders' stored image, briefing area information, and an optional manager/management message. Our management team can visually verify all persons entering the facility and can run comprehensive live reports. The system enforces all required labor rules and standards such as time rounding, minimum required meal periods, minimum guaranteed shift hours, overtime requirements, restrictions on early or late Check In and more.

Reporting

ABI Mastermind has a fully integrated live system that provides hundreds of detail-oriented reports covering scheduling, time management, training and licensure, and labor costing. These reports allow us to speed up the labor budgeting process, spot trends quickly, maintain training compliance, mitigate risk management, enhance booking negotiations, and instantly and accurately report costs.



Employee Self Service (ESS)

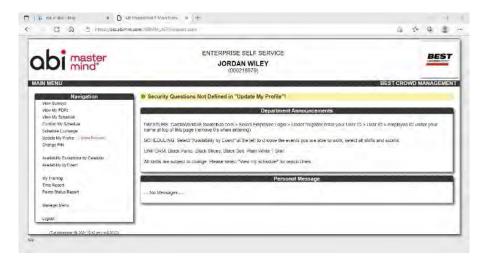
The Employee Self Service (ESS) module of ABI Mastermind saves our mangers time dealing with employee generated paper and to get information in the hands of our employees faster.

ESS uses a standard web page or smartphone/mobile browser for connectivity either inside or outside the venue. Our employees simply log onto the system and chooses from available options including:

- View and print their schedule
- Optionally view available shifts and self-schedule
- Update availability and availability exceptions
- Send a message to their scheduler
- Review their trainings and training requirements
- Enroll in available training classes
- Review detail of time worked for previous and/or current pay periods
- Review performance-based points and point detail notes
- View department specific messages
- View employee specific messages

- View and print corporate PDF documents e.g. employee handbook, time off request, training outlines, etc.
- View and print employee specific PDF documents e.g. pay stub detail, counseling/commendation letters, certifications, etc.

The system is designed to allow the ability to enable or disable any or all of the ESS options individually. ESS updates are "live", consequently employee information is kept up to date and accurate, saving venue managers and schedulers countless manual clerical hours.



Manager Mobility

Manager Mobility gives us the ability to view staff activity, notes, and contact information from any mobile device on the planet. Our team no longer has to be at a desk or in there your office to see who Checked In, who is late, and who is a no show.

- View an On-Premise report of department staff
- Remotely Check Out employees
- Contact employees
- Create notes about employees
- Approve employee times



Section 5: Additional Information

Your Security One-Stop Shop

Below is a list of other information that BEST considers vital to providing top level service to all clients that sets us apart from other vendors. We are a true **Security One-Stop Shop**. Our wide range of services allows us to offer complete, customized solutions backed by world-class customer service. Manned guarding is our primary service line, but we also offer security solutions in the following areas:

- Safety Act
- Cash Handling Services
- Security Consulting Services
- Physical Risk Assessment
- Workplace Violence Training
- Active Shooter Training
- ECAM Remote Monitoring Technology
- Crisis24 Global Threat Information Portal
- K9 Service Teams

Safety Act

BEST Crowd Management has submitted our Safety Act documentation in which we are awaiting confirmation from the Department of Homeland Security (DHS) on our designation. The SAFETY Act provides important legal liability protections for providers of Qualified Anti-Terrorism Technologies - whether they are products or services. The goal of the SAFETY Act is to encourage the development and deployment of effective anti-terrorism products and services by providing liability protections.

The SAFETY Act liability protections apply to a wide range of anti-terrorism products, systems, and services. A private sector entity must apply for protections for the Department of Homeland Security to determine if their offering is a Qualified Anti-Terrorism Technology.

Cash Handling Services

With its fleet of armored vehicles, BEST Crowd Management offers a strong currency supply chain, secure logistics and cash business solutions platform across North America, through which \$8B of currency is processed every day.

Security Consulting Services

BEST Crowd Management's Security Consulting Services Division can provide service in three key areas - Physical Risk Assessments, Workplace Violence Training and Active Shooter Training. Each Service is tailored to deliver the most effective solution and maximum return on investment. In each area, BEST will provide you with an unbiased, comprehensive and scalable solution.

Physical Risk Assessment

With knowledge and access to the industry's latest tools, BEST Crowd Management can pinpoint exactly what is needed to create a more safe and secure environment, whether it's structural or procedural. As part of their physical security assessment, our consultants will:

- Conduct an analysis of the crime statistics in your area
- Assess potential vulnerabilities and review current security systems
- Evaluate security policies as compared to industry standards
- Provide a detailed report documenting our findings and suggestions for improvement

Workplace Violence Training

BEST Crowd Management has developed a customizable training program that uses the latest information and tools to assess data that leads to the identification of potential threats and the development of a workplace safety strategy. The goal of this training is for you and your team to recognize workplace violence before it occurs. During the training, our consultants will:

- Train you to "Know the Warning Signs" Behavioral Awareness
- Develop workplace safety strategies and policies to reduce risk factors
- Review existing Emergency Action Plan as compared to BEST Practices
- Review and update Zero-Tolerance Policy toward workplace violence

Active Shooter Training

GardaWorld works closely with recognizable government jurisdictions to develop an Active Shooter Training that will prepare your employees and tenants of our properties to react properly to an Active Shooter situation.

ECAM Remote Monitoring Technology



ECAMSECURE is a powerful combination of Al-powered alerts, industry-leading detection hardware, state-of-the-art central station and a rigorous operator training program allowing us to deliver better service and lower rates to our customers.

ECAMSECURE's Virtual Guard is a fully-managed security solution that combines innovative surveillance hardware with a US-based Central Station. Our Central Station is UL-Listed and TMA 5-Diamond Certified, with multiple levels of redundancy which ensures your site is protected 24/7.

This fully-integrated security solution allows our customers to reduce overall physical security costs while improving security coverage. Our Virtual Guard solution is trusted by Fortune 500 companies, government agencies, and law enforcement.

Crisis24 Global Threat Monitoring Portal

Crisis24 is a global platform monitoring and notification platform that provides critical security information from all over the world. It allows travelers and organizations to get real-time, vetted alerts and country-specific security reports. Services include customizable dashboards by regions and topics, relevant alerts sent by text or email, access to vetted security news and access to over 200 detailed country reports which includes risk analysis by IHS Markit experts.

K-9 Services

GardaWorld business that is singularly focused on performing contracts in support of the U.S. Government and maintains a Top-Secret U.S. Government security clearance. GWFS is a U.S.- registered, U.S.-controlled, DSS-cleared company with deep ties to the Department of Defense (DoD) and the Department of State (DOS). GardaWorld is the leading global provider of contract working dog services, with more than 1,000 dog teams deployed in ten countries.

GardaWorld is a proven leader in advanced tactical canine training. Our program is modeled after the SOF Community Multi-Purpose Canine (MPC) Program. We possess a successful ability to provide Tactical Canines (TCs), housing, equipment (including apprehension safety equipment), supplies and training aids (collars, reward toys, detection aids) in support for Tactical Canine Programs. We have management and trainers who have helped prepare more than 400 Canines for previous vendors, with an additional 500 Canines deployed around the world. We provide advanced animal behavior modification services, allowing Tactical Canine Programs to continue the K-9 mission status and maintain their current capabilities. All practical applications and problem-solving exercises are tailored to the Patrol K-9 Program needs.

Additionally, GardaWorld is the leading training provider for the DOS WPS Program, which training methods are modeled after DOJ protocols. Our certification rates at the DOS Canine Validation Center are 20% higher than all other WPS vendors, and we maintain significant experience with DoD and MPC team explosive detection.

ATTACHMENT 1 - Signature Page

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

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

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

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

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

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

Please complete the following information: OFFEROR (Company Name) Whelan Event Staffing Services dba BEST Crowd Management ADDRESS 199 Coon Rapids Blvd, Suite 111 ____STATE__ MN_ CITY Coon Rapids ZIP CODE 55433 PHONE # 651-502-8792 TOLL-FREE # 8554560205 EMAIL Jessica.Anderson@garda.com FEDERAL TAX ID / SSN # 46-5054858 SIGNATURE PAGE MUST BE HAND-SIGNED & RETURNED FOR PROPOSAL TO BE CONSIDERED 2/18/2022 Signature Date Jeff Spoerndle Vice President Title: Please type or print name:

Attachment 2: Sample Incident Form, Clery Act Acknowledgement Form, Sample Master Dispatch Log



BEST Crowd Management

- Incident Report Form

* Required	
1. Today's Date *	
	:::
Format: M/d/yyyy	
2. Event *	
3. Venue *	
Option 1	
Option 2	
4. Your Name *	

CONSENT - BAHR TAB 2 Page 51

5. Time of Report *	ATTACHMENT 2

CONSENT - BAHR TAB 2 Page 52

6.	Name
7.	Phone Number
g	Address
0. /	Address
9.	City/State/ZIP
10.	Section
11.	Row

CONSENT - BAHR

12. Seat	ATTACHMENT 2
13. Incident *	
○ Medical	
○ Smoking	
○ Fight	
○ Ejection	
○ Employee	
Alcohol Related	
Other	
14. Warning	
First	
Second	

CONSENT - BAHR TAB 2 Page 54 1/13/2022

Final

ATTACHMENT 2 15. Disposition Warning Ejection Arrest Transported to First Aid Transported to Hospital No Action Taken Other 16. Involved Housekeeping/Custodial Security Police Medical Venue Management

CONSENT - BAHR TAB 2 Page 55

	ATTACHMENT 2
ummary *	
rinted Name (substitute for digital signature) *	



CAMPUS SAFETY AND SECURITY REPORTING (CLERY ACT)

Congress enacted the Crime Awareness and Campus Security Act of 1990 (Title II of Public Law 101-542), which amended the Higher Education Act of 1965 (HEA). This act required all postsecondary institutions participating in HEA's Title IV student financial assistance programs to disclose campus crime statistics and security information. The act was amended in 1992, 1998, 2000 and 2008. The 1998 amendments renamed the law the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act in memory of a student who was slain in her dorm room in 1986. It is generally referred to as the Clery Act and is in section 485(f) of the HEA.

On March 7, 2013, the Violence Against Women Reauthorization Act of 2013 (VAWA) (Public Law 113-14) was signed into law. VAWA includes amendments to the Clery Act. These changes require institutions to disclose the following:

- Stalking: ongoing conduct that could cause a reasonable person to fear for the safety of themselves or others, or suffer emotional distress (e.g., following, monitoring, threatening, communicating to or about the victim, or interfering with a victim's property)
- Intimidation: words or conduct that places the victim in reasonable fear of bodily harm (does not include use of a weapon, which is a different crime under Clery)
- Dating Violence: threats or actual sexual or physical abuse in a dating relationship
- Domestic Violence: crime of violence committed by former spouse, cohabiting partner, or someone with whom you share a child
- Hate Crimes: any crime motivated by perpetrator bias against the victim based on race, religion, gender, gender identity, sexual orientation, ethnicity, national origin, and disability (whether actual or perceived)

SEE SOMETHING, SAY SOMETHING

Print Name	
Signature	

CONSENT - BAHR TAB 2 Page 57

BEST CROWD MANAGEMENT

Dispatch Log

Event:

Date:

Dispatcher:

Time	Code	Ops	Tune	Respondent	Location	Details /Notes	Closed	FollowUp	Report Filed
rime	Code	ops	Type	Respondent	Location	Details /Notes	Ciosea	rollowup	Filed

		. 1	OTAL	S			Off The Floor:			
Superviso	1		0	Pager (P)	0	I		Restrooi	R	0
Security	2		0	Radio (R)	0	I		Spill	S	0
Medical	3		0	I				Enviro	E	0
Maint.	4		0	I				Trash	Т	0
Engineer	5		0	I			EMAIL LOG AT END OF EVENT!	Other	0	0

Attachment 3: Insurance Documents

THIS CERT	CERTIFICATE IS ISSUED AS A TIFICATE DOES NOT AFFIRMATIVE CERTIFICATE OF INSURANCE RESENTATIVE OR PRODUCER, AND THE	MAT LY O	TER R NE OE8	NOT CONSTITUTE	NLY AND	CONFERS ALTER TH	NO RIGHTS	UPON THE CE	ERTIFICATE		V.
SUBI	PRTANT: If the certificate holder is ROGATION IS WAIVED, subject to floate does not confer rights to the certi	the	ADDI	MONAL INSURED, the	the policy,						
90000	THE RESIDENCE AND THE PROPERTY OF THE PERSON AND TH	incus.	lioloc	THE HOLE OF GROOT CHOCKER.	CONTACT						\dashv
	isk Services South, Inc.				PHONE:	(866)	283-7122	FAX	(800)	363-0105	\dashv
tlan 550	ta GA Office Lenox Road NE				E-MAIL	Late	-	(A)C, No.			\dashv
ui te	1700 ta GA 30326 USA				ADDRES	\$:				-	-
TIAN	ta GA 30326 USA						NSUREIR(S) AFFO	RDING COVERAGE		NAC #	
SURED					MOURER	A- Gran	ite State	Insurance Comp	vanv	23809	\neg
anda	World Security Corporation				MOURER		ch Insuran	e Company Ltd	(Canada	a Br) AA156099	9
hela ha B	n Event Staffing Services, In EST Crowd Management	c			MOURER						
111	its present & future subsidi South Hanley Road, Suite 350	aries	5		MOURER	D:					\neg
aint	Louis MO 63144 USA				INSURER					-	\neg
					MURER						
OVER	RAGES CERT	TIFICA	TE M	UMBER: 570091647			RI	EVISION NUMBER	t:	-	_
CERT	IS TO CERTIFY THAT THE POLICES SATED, NOTWITHSTANDING ANY REC TRICATE MAY BE ISSUED OR MAY JUSIONS AND CONDITIONS OF SUCH PO	PERT	AENT, NN,	TERM OR CONDITION THE INSURANCE AFFOR	RDED BY	CONTRACT THE POLICIE	OR OTHER 8 DESCRIBED	DOCUMENT WITH	BUECT TO	T TO WHICH TH	18
ISR TR	TYPE OF INSURANCE	ADDL	SUBR	POLICY NUMBER		POLICY EFF	POLICY EXP		LIMITS		
A 8		- Indian	min	02LX02285289611		06/15/2021	06/15/2022	SACH OCCURRENCE		\$3,000,	000
	CLAMG-MADE X OCCUR			SIR applies per po	olicy ter	ss & condi	tions	DAWAGE TO RENTED PREMISES (FA course	-	\$1,000,	000
+							1	MED EXP (Any one per		\$5.	000
\vdash	/							PERSONAL & ADV INJ		\$3,000,	-
6	ENLAGGREGATE LIMIT APPLIES PER	1					11	GENERAL AGGREGAT		\$3,000,	
2	POLICY PRO-							PRODUCTS - COMPIC	PAGG	\$3,000,	_
-	OTHER:		-								
	UTOMORILE LIABILITY		- 2				3 11	COMMENSO SINGLE LE	MIT		7
			100					Ca exident			\dashv
L	ANYAUTO							DODIEY INJURY I PIET			-
	OWNED SCHEDULED AUTOS						1	PROPERTY DAMAGE	ccident)		_
	HREE ALTOS NON-OWNED ALTOS ONLY							(Per accident)			
	territoria.						1				
1	UMBRELLA LIAB X. DOCUR		-	See Addendum	WAR 236		06/15/2022	EACH DOCURRENCE		\$5,000,	000
-	EXCESS LIAB CLASHS-WACE			SIR applies per po	nincy ter	us & condi	tions	AGGREGATE		\$5,000,	000
-	DED X RETENTION	1	=.			7.5		4.1.4.1.00			
1	VORGERS COMPENSATION AND							PER STATUTE	OTH.		コ
1.7	THIPLOYERS LIABILITY WY PROPRIETOR FRANCE FIRELITY					1.7		E.L. EACH ACCIDENT			1
	SFCSRWEMER EXTLIDEDY Mandatory in NFO	MIA						CL DISCASE-CATIMPS	OYEE		
Пi	yes, describe under rescription of operations below		-					EL DISEASE-POLICY	LIMIT		
T		100	= 1								
1				140.00000000000000000000000000000000000	100	0.000					
Wai	mow or operations/Locations/Verticles(40 ver of Subrogation is granted lity and Umbrella Liability p	in f	fayor				with the p	olicy provisi	ons of t	the General	
ERTI	FICATE HOLDER			c	ANCELLAT	TON					1
					POLICY PRO	DATE THERE		REED POLICIES BE LL BE DELIVERED			
	State of Idaho and Boise State University Attn: Risk Management 1910 University Drive Boise ID 83725 USA		A	Aon Risk Services South Inc.							

©1988-2016 ACORD CORPORATION. All rights reserved.

ACORD 26 (2016/03)

The ACORD name and logo are registered marks of ACORD

AGENCY CUSTOMER ID: 570000088585

ACORD

LOC#:

	ADDITIONAL	REM	ARKS SCHEDULE	Page _ of
AGENCY			NAMED INSURED	
Aon Risk Services South	, Inc.		Garda World Security Corporation	
POLICYNUMER See Certificate Number:	570091647262			
CARRIER	0.0000000000000000000000000000000000000	NAIC CODE	+	
See Certificate Number:	570091647262		EFFECTIVE DATE:	
ADDITIONAL REMARKS				
THIS ADDITIONAL REMARKS FOR FORM NUMBER: ACORD 2		RD FORM, cate of Liability	Insurance	
			endum	
Policy #66458084 - Gene Effective: 06/15/2021 - Insurer: AIG Insurance \$3,000,000 Each Occurre \$3,000,000 Aggregate Per Occurrence Policy i Liability: Cross/Severa	06/15/2022 Company of Canada ence Includes: Professiona	al Liabili	ty; Products/Completed Operations Haz	ard; contractual
As respects to Policy N is generating and distr 700 De La Gauchetiere S policies.	lumbers 66458084, 861 libuting this certifi treet west, Suite 18	17499, 100 icate in a 800, Montro	0176087211, and E4RE007515, Aon Risk n administrative capacity. Aon Reed eal, QC H3B 0A4, Canada is the Broker	Solutions (U.S.) Stenhouse Inc., for the defined
Umbrella				
Zurich Insurance Compan Policy Number: 8617499 Policy Period: 06/15/20 Participation: 41.667%				
Starr Insurance and Rei Policy Number: 10001760 Policy Period: 06/15/20 Participation: 41.667%	87211			
Everest Insurance Compa Policy Number: E4RE0075 Policy Period: 06/15/20 Participation: 16.666%	615 021 - 06/15/2022			

ACORD 101 (2008/01)

© 2008 ACORD CORPORATION, All rights reserved.

•	_	ORD"		CERTIFICATE (St. Downer Prod.	350-F-52 VI			DATE (MM/DO 02/16/		
CE	RTH IS	CERTIFICATE	S NOT AFF	AS A MATTER OF INFORMATION RMATIVELY OR NEGATIVELY AMERI ANCE DOES NOT CONSTITUTE A CATE HOLDER.	ND, EXTEND OR ALTE	ER THE COVERA	GE	AFFORDED BY TH	E POLICIES		
20					DONTACT		_	7.55			
			South, Inc		PHONE IAC No Rety	(866) 283-7122		FAXE (80	0) 363-0105		
50	Le	GA Office nox Road N			F-MAIL ADDRESSE			240 1107			
i	e 1	700 GA 30326	USA		PRODUCER CARTOMER ID R	570000088585					
						INSURER(S)	AFFO	ORDING COVERAGE		NAIC#	
in	D				MUNRA	Zurich Americ	an	Ins Co		16535	
ro	2 W	orld Secur	ity Corpora	ition	NAMES OF						
i	an	Event Staf	fing Service	es, Inc	ABURSE O						
1	BES 1 1	T Crowd Ma ts present	& future s	subsidiaries	ANURSE D						
99	50	uth Hanley outs MO 63	Road, Suit	te 350	NAME OF						
		AGES	art war	CERTIFICATE NUMBER:	570091646923	R	EVIS	SION NUMBER:			
M	RTIF	ICATE MAY E	HISTANDING A	POLICIES OF INSURANCE LISTED IN MAY REQUIREMENT, TERM OR CON- R MAY PERTAIN, THE INSURANCE FUCH POLICIES, LIMITS SHOWN MAY HAVE	AFFORDED BY THE PO	ACT OR OTHER	DOG	CUMENT WITH RESP	ECT TO WH	ICH THIS	
R		TYPE OF	NSURANCE	POLICY NUMBER	POLICY EFFECTIVE DATE (MWDDYYYY)	POLICY EXPIRATION DATE (MMDD/YYYY)		COVERED PROPERTY	- 4	MITS	
1	×	PROPERTY		MCP100937906	06/15/2021	06/15/2022	+	BUILDING			
I		SES OF LOSS	DEDUCTIBLES			11 2 2 2 1	×	PERSONAL PROPERTY		\$1,000,000	
١		BADIC	BULDING	1				BUSINESS HOOME			
ŀ		BROAD		1				EXTRA EXPENSE		-	
١	x	SPECIAL	CONTENTS			N 1 7		RENTAL VALUE			
И		EARTHQUAKE		+				BLAHRET BUILDING			
H	-	WIND		+				BLAHNET PERSPROP			
		FLOCO		†				BLAHRET BLOG & PP			
				1							
		-					Г				
		INLAND HARRIN	E	TYPE OF POLICY							
	CA	USES OF LOSS		Factorian Control		/	Г	1	•		
		NAMED PERILS	8	POLICY MUNICIPE			\vdash	1			
							\vdash		-		
H		CRIME					-		1		
	TV	PE OF POLICY									
							-				
		Diam'r.					-				
		BOILER & MAC EQUIPMENT B				11 11 11 11 11	L				
-			Market Mark				-		-		
							L				
i	LCON	ADITIONS / OTHER	COVERAGES (ACC	RD 101, Additional Remarks Schedule, may be attached	If more space is required)		-		-		
E	RTIF	ICATE HOLD	ER		CANCELLATIO	N					
		State of	Idaho					POLICIES BE CANCELLED ELIVERED W ACCORDA			
State of Idaho and Boise State University 1910 University Drive Boise ID 83725 USA					ALIHONZKINGKAS	Aon Risk Services South Inc					

© 1886-2016 ACORD CORPORATION. All rights reserved.

ACORD 24 (2018/03)

The ACORD name and logo are registered marks of ACORD

ACORD
THIS CERTIFIC
CERTIFICATE I
BELOW. THIS
REPRESENTAT

CERTIFICATE OF LIABILITY INSURANCE

DATE (MM/DD/YYYY) 2/15/2022

IMPORTANT: If the certificate holder the terms and conditions of the policy certificate holder in lieu of such endor	, certain p	olicles may require an endor						
ODUCER		4144		ay, CISR, CI	RIS, MLIS			
W. Terrill, a Marsh & McLennan Age 25 Maryville Centre Drive	ncy LLC	Co PHO IAC E-M	No. Ext. 314-59	4-2758	FAX (A/C, No):	888-307-1561		
uite 200		E-M. ADD	AL RESS: Jennifer.	Way@Marsh	MMA.com			
hesterfield MO 63017			INS	URER(S) AFFOR	RDING COVERAGE	NAK		
		INS	RERA: Old Rep	ublic Insuran	ce Company	241		
SURED		INSI	RER 8:			6 .		
helan Event Staffing Services, Inc. oa BEST Crowd Management		INSI	MER C:					
899 South Hanley Road		INS	RER D :					
uite 350 t. Louis MO 63144		INS	IRER E:					
D TATE OF THE BOARD			RER F:					
OVERAGES CERTIFY THAT THE POLICIES		NUMBER: 1945671079			REVISION NUMBER:			
INDICATED. NOTWITHSTANDING ANY RE CERTIFICATE MAY BE ISSUED OR MAY EXCLUSIONS AND CONDITIONS OF SUCH	PERTAIN, POLICIES.	THE INSURANCE AFFORDED E LIMITS SHOWN MAY HAVE BEE	Y THE POLICIE N REDUCED BY	S DESCRIBE PAID CLAIMS	D HEREIN IS SUBJECT TO	O ALL THE TER		
R TYPE OF INSURANCE	INSD WVD	POLICY NUMBER	(MMDDYYYY)	(MM/DD/YYYY)	LIMIT	s		
COMMERCIAL GENERAL LIABILITY					EACH OCCURRENCE	8		
CLAIMS-MADE OCCUR					PREMISES (Ea occurrence)	8		
					MED EXP (Any one person)	8		
					PERSONAL & ADV INJURY	8		
GENT AGGREGATE LIMIT APPLIES PER					GENERAL AGGREGATE	\$		
POUCY JECT LOC					PRODUCTS - COMPVOP AGE	3		
OTHER: AUTOMOBILE LIABILITY	-	MWT831247621	3/1/2021	3/1/2022	COMBINED SINGLE LIMIT	\$ 1,000,000		
X ANY AUTO		MILLING INCOME.	2 11200	3111444	(Ea accident) BODILY (NJURY (Per person)			
ALLOWNED SCHEDULED					BODILY NURY (Per accident)	5		
X HIRED AUTOS X NON-OWNED AUTOS					PROPERTY DAMAGE (Per excident)	\$		
					U SI SICOSIO	\$		
UMBRELLA LIAB OCCUR.					EACH OCCURRENCE	8		
EXCESS LIAB CLAIMS-MADE					ACCRECATE	8		
DED RETENTION'S						\$		
WORKERS COMPENSATION AND EMPLOYERS' LIABILITY V 16		MWC31247721	91/2021	3/1/2022	X PER OTH-	-		
ANY PROPRIETOR/PARTNER/EXECUTIVE N	N/A				SIL EACH ACCIDENT	\$1,000,000		
(Mandatory in NH)	10.76				EL DISEASE - EA EMPLOYEE	\$ 1,000,000		
If yes, describe under DESCRIPTION OF OPERATIONS below					EL DISEASE - POLICY LIMIT	\$ 1,000,000		
screption of operations (Locations) vene ate of Idaho and Boise State University is juired by written contract, agreement or walver of subrogation is granted for Auto reement or permit and subject to the pro	s included a permit and mobile Lia	as Additional Insured(s) for Aut subject to the provisions and if bility and Worker's Compensati	omobile Liability mitations of the	with respect policy.	to work performed by the			
ERTIFICATE HOLDER			CANCELLATION SHOULD ANY OF THE ABOVE DESCRIBED POLICIES BE CANCELLED BEFORE THE EXPIRATION DATE THEREOF, NOTICE WILL BE DELIVERED ACCORDANCE WITH THE POLICY PROVISIONS. AUTHORIZED REPRESENTATIVE					
State of Idaho and Boise S 1910 University Drive	State Univ							

ACORD 25 (2014/01)

The ACORD name and logo are registered marks of ACORD

Attachment 4: Signed Amendments

RECEIPT CONFIRMATION

 $RFP\ LB22-125_Event_Security_Services Amendment$

01

Amendment 01 consists of the following:	
1. Addendum 1 – Questions and answers posted.	
End of Amendme	nt
NOTE: Return this signed and dated Amendment 01 F response, otherwise, your bid may be found non-reconsideration.	
I confirm that I received and reviewed Amendment 01 for R 125_Event_Security_Services	FPLB22-
	2/18/2022
Signature	Date
Ieff Spoerndle	_
Printed Name	

RECEIPT CONFIRMATION

$RFP\ LB22-125_Event_Security_Services Amendment$

02

Amendment 02	consists of	the foll	lowing:
--------------	-------------	----------	---------

1. Addendum 2 – Bid opening moved to 02-2	22-2022
End of <i>i</i>	Amendment
NOTE: Return this signed and dated Amendates response, otherwise, your bid may be four consideration.	
I confirm that I received and reviewed Amendment 125_Event_Security_Services	nt 02 for RFPLB22-
	2/18/2022
Signature	Date
Jeff Spoerndle	
Printed Name	

Attachment 5: Terms and Conditions Amendments

CONSENT - BAHR TAB 2 Page 65

BOISE STATE UNIVERSITY STANDARD CONTRACT TERMS AND CONDITIONS CHMENT 2

- 1. <u>Authority for Purchases</u>: Purchases by Boise State University are governed by Idaho Code Section 67-9225 "Procuring and Purchasing by State Institution of Higher Education" and by Boise State University Policy #6130 (Purchasing).
- 2. <u>Definitions:</u> Unless the context requires otherwise, all terms not defined below shall have the meanings defined in Idaho Code Section 67-9203 or Idaho Administrative Procedures Act Rules ("IDAPA") 38.05.01.011. For purposes of this Agreement, the following terms shall be defined as follows:

Agreement: Any University-written contract, lease, purchase order, including Solicitation or specification documents and the accepted portions of the Bid or Proposal or other submission for the acquisition of Property. An Agreement shall also include any amendments or subsequent agreement entered into and mutually agreed upon by both parties in writing.

<u>Bid</u>: A written offer that is binding on the Contractor to perform an Agreement to purchase or supply Property in response to a Solicitation. For purposes of this Agreement, the Bid shall include written questions and responses conducted as part of the solicitation process.

Contractor: A vendor or service provider lo which the University has awarded an Agreement.

Property: Goods, services, parts, supplies, and/or equipment, both tangible and intangible, including, but not exclusively, designs, plans, programs, systems, techniques and any rights and interest in such Property.

Proposal: A written response, including pricing information, to a Solicitation that describes the solution or means of providing the Property requested and which Proposal is considered an offer to perform in full response to the Solicitation. Price may be an evaluation criterion for Proposals, but will not necessarily be the predominant basis for the Agreement award. For purposes of this Agreement, the Proposal shall include written questions and responses conducted as part of the solicitation process.

Quote / Quotation: An offer to supply Property in response to a Request for Quotation and generally used for small or emergency purchases.

<u>Solicitation</u>: An Invitation to Bid, a Request for Proposals, or a Request for Quotation issued by the University for the purpose of soliciting Bids, Proposals, or Quotes to perform an Agreement.

<u>University</u>: Boise State University, an Idaho state institution of higher education.

- Relationship: The parties understand and agree that each is an independent contractor engaged in the operation of its own respective business, that neither party shall be considered to be the agent, master, or servant of the other party for any purpose whatsoever and that neither has any general authority to enter into any contract, assume any obligations, or to make any warranties or representations on behalf of the other. It is distinctly and particularly understood and agreed between the parties hereto that the University is in no way associated or otherwise connected with the performance of any service under this Agreement on the part of the Contractor or with the employment of labor or the incurring of expenses by the Contractor Said Contractor is an independent contractor in the performance of each and every part of this Agreement, and solely and personally liable for all labor, taxes, insurance, required bonding, and other expenses, except as specifically stated herein, and for any and all damages in connection with the operation of this Agreement, whether it may be for personal injuries or damages of any other kind . The Contractor shall exonerate, defend, indemnify and hold the University harmless from and against and assume full responsibility for payment of all federal, state and local taxes or contributions imposed or required under unemployment insurance, social security, workers' compensation and income tax laws with respect to the Contractor or Contractor's employees engaged in perform ance under this Agreement. The Contractor will maintain any applicable workers' compensation insurance as required by law and will provide certificate of same if requested. There will be no exceptions made to this requirement and failure to provide a certi fication of workers' compensation insurance may, at the University's option, result in cancellation of this Agreement or in a contract price adjustment to cover the University's cost of providing any necessary workers' compensation insurance. The Contractor must provide either a certificate of workers' compensation insurance issued by a surety licensed to write workers' compensation insurance in the State of Idaho, as evidence that the Contractor has in effect a current Idaho workers' compensation insurance policy, or an extraterritorial certificate approved by the Idaho Industrial Commission from a state that has a current reciprocity agreement with the Industrial Commiss ion. The University does not assume liability as an employer.
- 4. Notices: All notices and other communications are to be in writing, addressed to the other party at the address set forth herein (or to such other address that may be designated by the receiving party from time to time in accordance with this section). Such notices may be delivered (i) in person, with the date of notice being the date of personal delivery, (ii) by United States mail, postage prepaid for certified or registered mail, with return receipt requested, with the date of notice being the date of the postmark on the return receipt, (iii) by fax, with oral confirmation and the date of notice being the date of the fax, (iv) by nationally recognized delivery service such as Federal Express, with the date of notice being the date of delivery as shown on the confirmation provided by delivery service.

For notice to the University, the address and facsimile number are:

Boise State University Purchasing Department

1910 University Drive Boise, Idaho 83725-1210 FAX: 208-426-1152 Phone: 208-426-1283

For notice to the Contractor, the address or facsimile number shall be that which is included in the Contractor's Quote, Bid or Proposal.

5. Prices: Prices shall not fluctuate for the period of the Agreement and any renewal or extension, unless otherwise specified by the University in the bidding documents or other terms of the Agreement. Prices include all costs associated with shipping and delivery F.O.B. Destination, if domestic shipment; or DDP Destination (Incoterms 2010), if international shipment. If installation and/or training is required by the University or specified in the University's solicitation documents, pricing shall include all charges associated with a complete installation and/or training at the location specified.

- 6. Shipping and Delivery: All orders will be shipped directly to the University at the location specified by the Agreement of School B2

 Destination freight prepaid and allowed basis with all transportation, unloading, uncrating, drayage, or other associated delivery and handling charges paid by the Contractor. "F.O.B. Destination." unless otherwise specified in the Agreement or solicitation documents, shall mean delivered to the University Receiving Dock or Store Door Delivery Point. The Contractor shall deliver all orders and complete installation and/or training, if required, within the time specified in the Agreement. Time for delivery commences at the time the order is received by the Contractor. Unless otherwise agreed, international orders will be shipped DDP Destination Incoterms 2010.
- 7. Installation and Acceptance: When the purchase price does not include installation and/or training, unless otherwise stated in the Solicitation or Agreement, acceptance shall occur fourteen (14) calendar days after delivery; unless the University has notified the Contractor in writing that the order does not meet the University's specification requirements or otherwise fails to pass the Contractor's established test procedures or programs. When installation and/or training is included, acceptance shall occur fourteen (14) calendar days after completion of installation and/or training; unless the University has notified the Contractor in writing that the order does not meet the University's specification requirements or otherwise fails to pass the Contractor's established test procedures or programs. If an order is for support or other services, acceptance shall occur fourteen (14) calendar days after completion, unless the University has notified the Contractor in writing that the order does not meet the University's requirements or otherwise fails to pass the Contractor's established test procedures or programs.
- 8. <u>Risk of Loss:</u> Risk of loss and responsibility and liability for loss or damage will remain with Contractor until delivered to the University Receiving Dock or Store Door Delivery Point when responsibility will pass to the University except as to latent defects, fraud, and Contractor's warranty obligations. Such loss, injury or destruction shall not release the Contractor from any obligation under this Agreement.
- 9. Taxes: The University is generally exempt from payment of state sales and use taxes and from personal proper ty tax for property purchased for its use. The University is generally exempt from payment of federal excise tax under a permanent authority from the District Director of the Internal Revenue Service (Chapter 32 Internal Revenue Code [No. 82-73-0019K]). Exemption certificates will be furnished as required upon written request by the Contractor. If the Contractor is required to pay any taxes incurred as a result of doing business with the University, Contractor shall be solely and absolutely responsible for the payment of those taxes.
- 10. <u>Method of Payment:</u> The University payment terms are NET 30. Payment for work under this Agreement will be initiated upon submission of a request for payment directly to:

Boise State University Accounts Payable 1910 University Dr. Boise, Idaho 83725-1248

The purchase order number must be noted on all requests for payment. By signing this Agreement, and by submitting a request f or payment to Boise State University, the Contractor certifies that (i) the amount for which payment is requested is correct, just, and proper; (ii) the amount claimed is legally due to the Contractor; (iii) no part of the amount for which payment is requested has been paid; (iv) the request for payment is only for performance in accordance with the terms and conditions of the parties' agreement; (v) the request for payment is made in good faith, and (vi) the documentation supporting this request for payment is accurate and complete to the best of the Contractor's knowledge and belief.

- 11. <u>Purchase Order Numbers:</u> The Contractor shall clearly show the University's purchase order numbers on all acknowledgments, shipping labels, packing slips, invoices, and on all correspondence.
- 12. <u>Contractor Responsibility:</u> The Contractor is responsible for furnishing and delivery of all Property included in this Agreement, whether or not the Contractor is the manufacturer or producer of such Property. Further, the Contractor will be the sole point of contact on contractual matters, including payment of charges resulting from the use or purchase of Property.
- 13. <u>Conforming Property:</u> The Property shall conform in all respects with the specifications or the University's Solicitation. In the event of non-conformity, and without limiting any other remedy available to the University, the University shall have no financial obligation in regard to the non-conforming goods or services.
- 14. <u>Insurance Requirements:</u> Contractor shall, at its sole cost and expense, procure and maintain throughout the term of this Agreement insurance of the types and with the limitations indicated on the attached document entitled Certificate of Insurance Requirements, unless this requirement is waived in writing by the University prior to execution of this Agreement. Prior to the commencement of the term of this contract, the Contractor shall deliver or fax to the University the completed certificate(s) of insurance.
- 15. Indemnification/Save Harmless: Contractor shall defend, indemnify and hold harmless the University, the Idaho State Board of Education, the State of Idaho, and all of their employees, agents, and representatives from and against any and all liability, claims, damages, costs, expenses, and actions, including reasonable attorney fees, caused by or that arise from the negligent or wrongful acts or omissions of Contractor, its employees, agents, or subcontractors (the "Contractor Parties") under this Agreement that cause death or injury or damage to property or arising out of a failure to comply with any state or federal statute, law, regulation or act. Contractor Parties shall have no indemnification liability under this section for death, injury, or damage arising solely out of the negligence or misconduct of the University. Any purported cap or other limitations or exclusions of liability on the part of Contractor Parties shall not apply to damages or liabilities arising from (i) personal injury, death or damage to real or tangible personal property caused by Contractor's or Contractor Parties' negligent acts or omissions or willful misconduct in performing its obligations under the Agreement.
- 16. <u>Limit of University's Liability:</u> Notwithstanding anything to the contrary contained in this Agreement or in any other Agreement or writing between the Parties related hereto, nothing shall be deemed to constitute a waiver by University of any privilege, protection, or immunity otherwise afforded it under the Idaho Constitution, Idaho Tort Claims Act, or any other applicable law or a waiver of its sovereign immunity, which is hereby expressly retained. Specifically, the University's liability is at all times subject to the limits of liability contained in the Idaho Tort Claims Act, Idaho Code Sections 6-901 through 6-929, inclusive (the "Idaho Tort Claims Act").

Any obligation on behalf of the University to provide indemnification or hold harmless any other party is at all times subject to the maximum extent permitted by Idaho law, including Idaho Code Section 59-1016, and the limitations of liant Act. Furthermore, the University shall at no time be liable for more than the pro rata share of the total damages awarded in favor of a claimant that is directly attributable to the negligent or otherwise wrongful acts or omissions of the University or its employees.

- 17. Work for Hire: Contractor hereby assigns to University or University's designee, for no additional consideration, all of Contractor's rights, including copyrights, in all deliverables and other works prepared by Contractor under this Agreement. Contractor shall, and shall cause its employees and agents to, promptly sign and deliver any documents and take any actions that University reasonably requests to establish and perfect the rights assigned to University or its designee under this provision. University hereby g rants to Contractor a nonexclusive royalty-free license to use the same rights solely for academic purposes. Such license shall not be assignable or sub licensable.
- 18. Commodity Status: It is understood and agreed that any item offered or shipped shall be new and in first-class condition and that all containers shall be new and suitable for storage or shipment, unless otherwise indicated by the University in the specifications. Demonstrators, previously rented, refurbished, or reconditioned items are not considered "new" except as specifically provided in this section. "New" means items that have not been used previously and that are being actively marketed by the manufacturer or Contractor. The items may contain new or minimal amounts of recycled or recovered parts that have been reprocessed to meet the manufacturer's new product standards. The items must have the University as their first customer and the items must not have been previously sold, installed, demonstrated, or used in any manner (such as rentals, demonstrators, trial units, etc.). The new items offered must be provided with a full, unadulterated, and undiminished new -item warranty against defects in workmanship and materials. The warranty is to include replacement, repair, and any labor for the period of time required by other specifications or for the standard manufacturer or vendor warranty, whichever is longer.
- 19. <u>Termination for Convenience:</u> Unless otherwise specified in the Solicitation or Agreement between the parties, the University may cancel this Agreement upon thirty (30) days' advance written notice. <u>[Please ask for a termination for convenience for BEST with 90 days' prior notice.]</u>
- 20. <u>Termination for Default:</u> The University may terminate the Agreement (and/or any order issued pursuant to the Agreement) when the Contractor has been provided written notice of default or non-compliance and has failed to cure the default or non-compliance within a reasonable time, not to exceed thirty (30) calendar days. If the Agreement is terminated for default or non-compliance, Contractor will be responsible for any costs resulting from the University's placement of a new contract and any damages incurred by the University. The University, upon termination for default or non-compliance, reserves the right to take any legal action it may deem necessary including, without limitation, offset of damages against payment due. Failure by the University to take such action shall not be deemed a waiver of any right or remedy the University otherwise has under this Agreement or applicable law.
- 21. <u>Force Majeure:</u> Neither party shall be liable or deemed to be in default for any Force Majeure delay in shipment or performance occasioned by unforeseeable causes beyond the control and without the fault or negligence of the parties, including, but not restricted to, acts of God or the public enemy, fires, floods, epidemics, quarantine, restrictions, strikes, freight embargoes, or unusually severe weather, provided that in all cases the Contractor shall notify the University promptly in writing of any cause for delay and the University concurs that the delay was beyond the control and without the fault or negligence of the Contractor. The period for the performance shall be extended for a period equivalent to the period of the Force Majeure delay. Matters of the Contractor's finances shall not be a Force Majeure.
- 22. <u>Compliance with Law. Licensing and Certifications:</u> Contractor shall comply with all requirements of federal, state and local laws and regulations applicable to Contractor or to the Property provided by the Contractor pursuant to this Agreement. For the du ration of the Agreement, the Contractor shall maintain in effect and have in its possession all licenses and certifications required by federal, state and local laws and rules.
- 23. Confidential Information: Pursuant to this Agreement, Contractor may collect, or the University may disclose to Contractor, financial, personnel or other information that the University regards as proprietary or confidential ("Confidential Information"). Confidential Information shall belong solely to the University. Contractor shall use such Confidential Information only in the performance of its services under this Agreement and shall not disclose Confidential Information or any advice given by Contractor to the University to any third party, except with the University's prior written consent or under a valid order of a court or government al agency of competent jurisdiction and then only upon timely notice to the University. The University may require that Contractor's officers, employees, agents or subcontractors agree in writing to the obligations contained in this section. Confidential Information shall be returned to the University upon termination of this Agreement. The confidentiality obligation contained in this section shall survive termination of this Agreement. Confidential Information shall not include data or information that:
 - Is or was in the possession of Contractor before being furnished by the University, provided that such information or other data is not known by Contractor to be subject to another confidentiality agreement with, or other obligation of secrecy to, the University;
 - Becomes generally available to the public other than as a result of action or omission by Contractor; or
 - Becomes available to Contractor on a non-confidential basis from a source other than the University, provided that such source
 is not known by Contractor to be subject to a confidentiality agreement with, or other obligation of secrecy to, the University.

24. Patents and Copyright Indemnity:

• Contractor shall indemnify and hold harmless the University, the Idaho State Board of Education, the State of Idaho, and all of their employees, agents, and representatives (the "University Parties") and shall defend at its own expense any action brough t against the University Parties based upon a claim of infringement of a United States' patent, copyright, trade secret, or trademark for Property purchased under this Agreement. Contractor will pay all damages and costs finally awarded and attributable to such claim, but such defense and payments are conditioned on the following: (i) that Contractor shall be notified promptly in writing by the University of any notice of such claim; (ii) that Contractor shall have the sole control of the defense of any action on such claim and all negotiations for its settlement or compromise and the University may select a t its own expense advisory counsel; and (iii) that the University shall cooperate with Contractor in a reasonable way to facilitate settlement or defense of any claim or suit.

- Contractor shall have no liability to the University under any provision of this clause with respect to any claim of infringement that is based upon: (i) the combination or utilization of the Property with machines or devices not provide ACHAENACIA other than in accordance with Contractor's previously established specifications unless such combination or utilization was disclosed in the specifications; (ii) the modification of the Property unless such modification was disclosed in the specifications; or (iii) the use of the Property not in accordance with Contractor's previously established specifications unless such use was disclosed in the specifications.
- Should the Property become, or in Contractor's opinion be likely to become, the subject of a claim of infringement of a United States' patent, the Contractor shall, at its option and expense, either procure for the University the right to continue using the Property, replace or modify the Property so that it becomes non-infringing, or grant the University a full refund for the purchase price of the Property and accept its return.
- 25. Public Records: Pursuant to Idaho's Public Records Act, Title 74, Chapter 1, Idaho Code, as may be amended from time to time (the "Public Records Law") information or documents received from the Contractor may be open to public inspection and copying unless exempt from disclosure. If the Contractor believes information provided to the University is exempt from disclosure under the Public Records Law, the Contractor shall clearly designate individual documents or portions there of as "exempt" and shall indicate the proposed basis for such exemption. The University will not accept the marking of an entire document as exempt. In addition, the University will not accept a legend or statement on one (1) page that all, or substantially all, of the document is exempt from disclosure. The University does not warrant or otherwise promise that information marked as such will in fact be exempt under the Public Records Law. The Contractor shall indemnify and defend the University Parties against all liability, claims, damages, losses, expenses, actions, attorney fees and suits whatsoever for honoring such a designation or for the Contractor's failure to designate individual documents as exempt. The Contractor's failure to designate as exempt any document or portion of a document that is released by the University shall constitute a complete waiver of any and all claims for damages caused by any such release. If the University receives a request for materials claimed exempt by the Contractor, the Contractor shall provide the legal defense for such claim.
- 26. Anti-Discrimination Clause: The Contractor hereby agrees to be bound by the terms and conditions of Section 504 of the Rehabilitation Act of 1974 and to the applicable provisions and requirements of the Americans with Disabilities Act of 1990, as may be amended or modified from time to time, and as such provisions are applicable to the University. The Contractor shall comply with pertinent amendments to such laws made during the term of the Agreement and with all federal and state rules and regulations implementing such laws. If applicable, the Contractor must include this provision in every subcontract relating to this Agreement. Specifically, Contractor hereby agrees to use good faith efforts to ensure that the Property is fully accessible for individuals with disabilities and enables the University to fully comply with all applicable requirements of the aforementioned laws, regulations, and requirements. In the event the Property fails to meet the requirements of this section, the University shall provide written notice to Contractor detailing requirements to bring the Property into compliance. If Contractor fails to correct the deficiency and enable the University to fully comply with the laws, regulations and requirements set forth herein as detailed in such notice, within thirty (30) days of receiving such notice, the University may elect to terminate this contract without further notice and without penalty. In the event the University terminates the Agreement under this Section, Contractor agrees to compensate the University for any and all costs associated with securing replacement Property that fully complies with the requirements set forth herein, payable upon receipt of an invoice from the University detailing such costs.
- 27. Equal Employment Opportunity Clause: Acceptance of this Agreement binds the Contractor to the terms and conditions of Section 601, Title VI, Civil Rights Act of 1964, in that "No person in the United States shall, on the grounds of race, color, national origin, or sex, be excluded from participation in, be denied the benefits of, or be subject to discrimination under any program or activity receiving Federal financial assistance." In addition, "No otherwise qualified handicapped individual in the United States shall, solely by reason of his handicap, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance" (Section 504 of the Rehabilitation Act of 1973). Furthermore, for contracts involving federal funds, the applicable provisions and requirements of Executive Order 11246 as amended, Section 402 of the Vietnam Era Veterans Readjustment Assistance Act of 1974, Section 701 of Title VII of the Civil Rights Act of 1964, the Age Discrimination in Employment Act of 1967 (ADEA), 29 USC Sections 621, et seq., the Age Discrimination Act of 1975, Title IX of the Education Amendments of 1972, U.S. Department of Interior regulations at 43 CFR Part 17, and the Americans with Disabilities Action of 1990, are also incorporated into this Agreement. Specifically, the Contractor and any Subcontractor shall abide by the requirements of 41 CFR 60-1.4(a), 60-300.5(a), and 60-741.5(a) where applicable. These regulations require that covered prime contractors and subcontractors take affirmative action to employ and advance in employment individuals without regard to race, color, religio n, sex, sexual orientation, gender identity, national origin, disability, or veteran status. The Contractor shall comply with pertinent amendments to such laws made during the term of the Agreement and with all federal and state rules and regulations implementi ng such laws. The Contractor must include this provision in every subcontrac
- 28. Restrictions and Warranties Illegal Aliens: The Contractor acknowledges that this Agreement is subject to Executive Order 2006-40 [http://gov.idaho.gov/mediacenter/execorders/eo09/eo_2009-10 .html]; it does not knowingly hire or engage any illegal aliens or persons not authorized to work in the United States within the United States; it takes steps to verify that it does not hire or engage any illegal aliens or persons not authorized to work in the United States within the United States; and that any misrepresentation in this regard or any employment of persons not authorized to work in the United States within the United States constitutes a material breach and shall be cause for the imposition of monetary penalties up to five percent (5%) of the contract price, per violation, and/or termination of this Agreement.
- 29. Nonresident Aliens: If the contractor is a nonresident alien individual, partnership or corporation, the contractor or his/her representative expressly covenants and agrees to cooperate fully with University's staff to provide necessary document ation to determine proper withholding, if any, of U.S. taxes from payment to contractor, including without limitation for maintenance or warranty work, in accordance with Internal Revenue Code and the Federal Regulations promulgated there under. Nonresident alien contractors are subject to 30% tax withholding.
- 30. <u>Subcontracting:</u> Unless otherwise allowed by the University in this Agreement, the Contractor shall not, without written approval from the University, enter into any subcontract relating to the performance of this Agreement or any part thereof. Approval by the

University of Contractor's request to subcontract or acceptance of or payment for subcontracted work by the University shall not in any way relieve the Contractor of any responsibility under this Agreement. The Contractor shall be and temain liable for an damages to the University caused by negligent performance or non-performance of work under the Agreement by Contractor's subcontractor or its subcontractor.

- 31. <u>Assignment:</u> Contractor shall not assign any of its obligations under this Agreement without the advance written consent of the University. Any unauthorized assignment shall be void. The University shall have the right, but not the obligation, to terminate this Agreement without waiver of any other right or remedy, upon notice of Contractor's assignment or subcontract in violation of this Agreement.
- 32. <u>Use of the University's Name:</u> Contractor shall not, prior to, in the course of, or after performance under this Agreement, use University's name in any advertising or promotional media, including press releases, as a customer or client of Contractor without the prior written consent of the University.
- 33. Appropriation by Legislature Required: The University is a government entity and this Agreement shall in no way or manner be construed so as to bind or obligate the State of Idaho or the University beyond the term of any particular appropriation of f unds by the State's Legislature as may exist from time to time. The University reserves the right to terminate this Agreement in whole or in part (or any order placed under it) if, in its sole judgment, the Legislature of the State of Idaho fails, neglects, or refuses to appropriate sufficient funds as may be required for the University to continue such payments, or requires any return or "give -back" of funds required for the University to continue payments, or if the Executive Branch mandates any cuts or holdbacks in spending. All affected future rights and liabilities of the parties hereto shall thereupon cease within ten (10) calendar days after notice to the Contractor.
- 34. Official, Agent and Employees of University Not Personally Liable: In no event shall any official, officer, employee or agent of the University be in any way personally liable or responsible for any covenant or agreement herein contained whether expressed or implied, nor for any statement, representation or warranty made herein or in any connection with this Agreement.
- 35. **Governing Law:** This Agreement shall be construed in accordance with and governed by the laws of the State of Idaho. Any action to enforce the provisions of this Agreement shall be brought in State district court in Ada County, Boise, Idaho. Federal grants and contracts shall also comply with the provisions of 0MB Circular A-210) 32.
- 36. Entire Agreement: Severability: This Agreement shall be binding upon the parties hereto and their respective successors and assigns. This Agreement constitutes the full, complete, and entire Agreement between the parties, and supersedes all prior understandings, agreements, or arrangements between the parties with respect to the subject matter hereof. In the event any term of this Agreement is held to be invalid or unenforceable by a court, the remaining terms of this Agreement will remain in force.
- 37. No Other Terms: Where terms and conditions specified in the Contractor's response or other writing differ from those specifically stated in this Agreement, the terms and conditions of this Agreement shall apply. The University hereby specifically objects to and rejects any terms and conditions that are in conflict with these terms and conditions. In the event University honors one or more terms in Contractor's purchase order or other writing that conflict with this Agreement, such action does not constitute University's acceptance of any other terms in such writing or purchase order. In the event of any conflict between these standard terms and conditions and any special terms and conditions, these standard terms and conditions will govern. Any reference to terms and conditions other than these Boise State University Standard Contract Terms and Conditions in any subsequent invoice, purchase order, or other writing, shall be void
- 38. Interpretation and Priority of Documents: The Agreement consists of and precedence is established by the order of the following

documents:

- (1) The Purchase Order;
- (2) The Boise State University Standard Contract Terms and Conditions;
- (3) The Solicitation; and
- (4) The Contractor's Quote, Bid or Proposal, as accepted by the University.

The Solicitation and the Contractor's Quote, Bid or Proposal as accepted by the University are incorporated into the Agreement and made part hereof by this reference. The parties intend to include all items necessary for proper completion of the Agreement's requirements. The documents set forth above are complementary and what is required by one shall be binding as if required by all. However, in the case of any conflict or inconsistency arising under the documents, a lower numbered document shall supersede a higher numbered document to the extent necessary to resolve any such conflict or inconsistency (for example, the Purchase Ord er shall supersede the Boise State University Standard Contract Terms and Conditions). Provided, however, that in the event an issue is addressed in one of the above mentioned documents but is not addressed in another of such documents, no conflict or inconsist ency shall be deemed to occur.

Where terms and conditions specified in the Contractor's Quote, Bid or Proposal differ from the terms in the Solicitation, the terms and conditions in the Solicitation shall apply. Where terms and conditions specified in the Contractor's Quote, Bid or Proposal supplement the terms and conditions in the Solicitation, the supplemental terms and conditions shall apply only if specifically accepted by the University in writing.

- 39. Non-Waiver: The failure of any party, at any time, to enforce a provision of this Agreement shall in no way constitute a waiver of that provision, nor in any way affect the validity of this Agreement, any part hereof, or the right of such party thereafter to enforce each and every provision hereof.
- 40. Attorney Fees: In the event that any action, suit, or other legal administrative proceeding is instituted or commenced by either party hereto against the other party arising out of or related to this Agreement, the prevailing party shall be entitled to recover its reasonable attorneys' fees and court costs from the non-prevailing party in addition to other available remedies, provided, however, the University's liability is limited to the extent permitted by law and that which is identified in the Idaho Tort Claims Act.
- 41. **Modification/Amendment:** No modification or amendment to this Agreement shall be valid unless it is made in writing signed by the authorized representatives of the parties.
- 42. Counterparts: The Agreement may be executed in two or more counterparts, each of which shall be deemed an original, but all of which together shall constitute one and the same instrument.



BOISE STATE UNIVERSITY

CERTIFICATE OF INSURANCE REQUIREMENTS FROM OUTSIDE CONTRACTORS/VENDORS/PERFORMERS

Contractor/Vendor/Performer: Give this form to your insurance agent/broker. * Incomplete Certificates will not be accepted *

The 3" Party Contractor/Vendor/Performer ("Insured") performing duties/services/events or seeking to use facilities at Boise State University ("Certificate Holder") is required to carry the types and limits of insurance shown in this request, and to immediately provide Certificate Holder with a Certificate of Insurance. Certificate shall be executed by a duly authorized representative of each insurer, showing compliance with the insurance requirements set forth below.

All insurers shall have an "AM Best" rating (or equivalent) of A- or better and be licensed and admitted in Idaho. All policies required shall be written as primary policies and not contributing to nor in excess of any coverage Certificate Holder may choose to maintain.

Required Insurance Coverage - Insured shall obtain insurance of the types and in the amounts described below. (**)

-)" Commercial General Liability Insurance. Insured shall maintain commercial general liability (CGL) with a limit of not less than \$1,000,000 each occurrence and \$2,000,000 aggregate.
- ".. **Professional Liability.** If applicable, Insured shall maintain Professional Liability (Errors & Omissions) insurance of not less than \$1,000,000 on a "claims made" basis, covering claims made during the policy period and reported within three years of the date of occurrence.
-)" **Liquor Liability.** If applicable, Insured shall maintain Liquor Liability in the amount of \$1,000,000 each occurrence and \$2,000,000 aggregate.
-)" Automobile Liability. If applicable, Insured shall maintain Automobile Liability in the amount of \$1,000,000 Combined Single Limit. Coverage shall include Non-owned and Hired auto coverage.
-)" Workers' Compensation. Insured shall maintain all statutorily required Workers' Compensation coverages to include Employer's Liability at minimum limits of \$100,000/\$100,000/\$500,000.
- ... Certificate Holder and Additionall11st1red shall read:

State of Idaho and Boise State University

Attn: Risk Management 1910 University Drive Boise, ID 83725

- ".. All policies, except Workers' Compensation, shall name Certificate Holder as an additional insured. A copy of the AdditionalbullredEnrhrsemml must be attached to the Certificate verifying that the Insured's policy(s) has been endorsed as required. (otherwise the certificate will be considered incomplete)
-)" All certificates shall provide for thirty (30) days' written notice to Certificate Holder prior to cancellation or material change of any insurance referred to in the certificate.
 - (** Boise State University Risk Management reserves the right to modify coverage and/or limits.)

Failure of Certificate Holder to demand a certificate or other evidence of full compliance with these insurance requirements or failure of Certificate Holder to identify a deficiency from evidence that is provided shall not be construed as a waiver of Insured's obligation to maintain such insurance. Failure to maintain the required insurance may result in termination of the 3rd party contract/event at the Certificate Holder's option.

By requiring this insurance, Certificate Holder does not represent that coverage and limits will necessarily be adequate to protect Insured, and such coverage and limits shall not be deemed as a limitation on Insured's liability.

Personal Property: Certificate Holder shall not be liable for any damage to or loss of Insured' personal property.

Pleate diret'I 11111 additional questions to: Boise State In. iversity Risk. Management & Insurance lmp://rmi.boisc.statc.cdu

11/2017



Cost Proposal – RFP # LB22-125_RFP_ Security Event Services



Boise State University

Logan Brudenell
Buyer - Procurement & Vendor Services
1910 University Dr, MS-1210
Boise, ID 83725-1210

Submitted By:

Jessica Anderson
Director of Business Development
BEST Crowd Management
Jessica.Anderson@garda.com
651-502-8792

CONSENT - BAHR TAB 2 Page 1

ATTACHMENT 3 - Cost Proposal Plan

Pricing

Vendor shall provide fill in pricing on this attachment and this attachment only. Only one bid per line.

Line #	Position	Hourly Rate
1	Director of Operations	\$ 36.78
2	Event Manager	\$ 29.98
3	Security Supervisor	\$ 24.54
4	TIPS/VIP Security	\$ 21.82
5	Security	\$ 20.46
6	Ticketing/Usher	\$ 20.46

All prices must be firm, fixed, fully-burdened and must include, **but are not limited to**, all direct and indirect operating and personnel expenses, such as: overhead, salaries, profit, supplies, travel, quality improvement, lodging, meals, out of pocket expenses and/or any other expenses related to the requirements of this RFP.

CONSENT - BAHR TAB 2 Page 2

Below are items that are included in our bill rate at no additional charge to the University:

- 1. **Employee Uniforms** Position Specific Uniforms with customize color scheme
- 2. <u>All Necessary Equipment</u> Radios, Earpieces, Repeaters, flashlights, bull horns and other supplies.
- 3. <u>Monthly Employee Background Screening</u> Background check completed on each employee at time of hire and every month after hire.
- 4. BEST Employee Incentive & Retention Plan.
- 5. **Training Program** All fees and payroll associated with our BEST training program
- 6. <u>Automated Time Tracking Software</u> Utilizing ABI Mastermind
- 7. All Payroll taxes, worker's compensation and general liability insurance for employees
- 8. <u>All Costs associated</u> in the event of a call off, vacation request, sick day, etc. by employees
- 9. **Security License** in accordance to the State of Idaho law.

BOISE STATE UNIVERSITY

SUBJECT

Albertsons Stadium South End Video Board (Melaleuca) Approval

REFERENCE

April 2022 Idaho State Board of Education (Board) approved

Foundation Gift Agreement and Donor Recognition Agreement for the construction of an Albertsons

Stadium South End Video Board

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section V.K.2.

BACKGROUND/DISCUSSION

In April 2022, Boise State University received Board approval to contract with the Boise State University Foundation and Idaho-based Melaleuca to proceed with installation of a South End video board in Albertsons Stadium. On May 3, 2022, the Permanent Building Fund Advisory Council approved the plans and specifications for the project to be built as a non-state entity project pursuant to Idaho Code § 67-5710A. It was anticipated that the project would be completed with 100% donor/sponsor funding.

Due to the rapidly inflating construction market, the lowest project costs came in higher than anticipated, exceeding the project contingency of \$400,000, bringing the total project cost to \$6 million which is \$1.5 million more than approved by the Board in April 2022. Boise State University seeks approval from the Board to increase the maximum total cost for Albertsons Stadium South End Video Board (Melaleuca) to \$6 million.

IMPACT

Additional funding for this project will be entirely philanthropic funds. Proceeding with this project is essential to leverage the significant donor/sponsor funding, but to also ensure that the relationship with the donor/sponsor is maintained.

Previous Project Cost	\$4,500,000
Projected Escalation	<u>\$1,500,000</u>
Total Project Cost	\$6,000,000

ATTACHMENTS

Attachment 1 – Video Board Rendering

STAFF COMMENTS AND RECOMMENDATIONS

The Board approved the agreement to partner with the Boise State Foundation to purchase and install the video board at the April meeting. This action allows the

CONSENT - BAHR TAB 3 Page 1

project to proceed. Additional inflation and market project costs will be covered by philanthropic funding. Staff recommends approval.

D		\neg	\sim T	10	
BU	AK	D A	L L	IU	אי

I move to approve the request by Boise State University to increase the Project Cost from \$4,500,000 and to proceed with the construction of the Albertsons Stadium South End Video Board for a total cost not to exceed \$6,000,000.

invoved by Seconded by Carried Yes No	Moved by	_Seconded by	Carried	Yes	No
---------------------------------------	----------	--------------	---------	-----	----

CONSENT - BAHR TAB 3 Page 2



UNIVERSITY OF IDAHO

SUBJECT

Idaho Water Center Operating Agreement with the Idaho Department of Water Resources (IDWR) – Proposed Second Amendment

REFERENCE

December 2002 Approved Operating Agreement

June 2006 Approved First Amendment

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section V.I.5.b.1.

BACKGROUND/DISCUSSION

The 2002 Operating Agreement (as amended in 2006) between the Regents and IDWR defined the terms for IDWR to occupy 54,355 square feet of the Idaho Water Center. The agreement provided a payment schedule with IDWR covering all costs of financing, construction, and operations of the space IDWR occupied. In 2012 and 2019 the Idaho State Building Authority (ISBA) refinanced the debt on the building which significantly reduced the financing costs of construction and resulted in lower total payments from the University of Idaho (UI)/IDWR to ISBA. Consequently, UI and IDWR financial staff recalculated the payment for IDWR to reflect those savings in the payment schedule of the Operating Agreement. UI administration additionally proposes to clarify the existing agreement by the attached amendment to ensure any future financing savings attributable to the space occupied by IDWR can be apportioned to IDWR without further amendment to the Operating Agreement.

IMPACT

The savings from ISBA bond refinancing will result in lower overall payments from UI to ISBA under the terms of the State's Facilities lease with ISBA. The proposed amendment simply allocates the share of those savings attributable to the space occupied by IDWR to IDWR by shortening the duration of payments due by about three and a half years. This amendment does not result in any net impact to UI's finances beyond the previously established savings UI realized from ISBA's refinancing of bond debt. The result of this amendment will be that UI simply collects less from IDWR because UI will need to pay less to ISBA.

ATTACHMENTS

Attachment 1 – Operating Agreement

Attachment 2 – First Amendment to Operating Agreement

Attachment 3 – Proposed Second Amendment to Operating Agreement

CONSENT - BAHR TAB 4 Page 1

STAFF COMMENTS AND RECOMMENDATIONS

This action aligns the University of Idaho and Idaho Division of Water Resources operating agreement with updated rates and payment timelines for the Idaho Water Center building in downtown Boise due to bond refinancing. Staff recommends approval.

BOARD ACTION

I move to approve the proposed Second Amendment to Operating Agreement and to authorize the University of Idaho's Vice President for Finance and Administration, or designee, to execute the attached Second Amendment to Operating Agreement with the Idaho Department of Water Resources and any related documents if in substantial conformity with the draft submitted.

Moved by	Seconded by	y Carried Ye	es No

CONSENT - BAHR TAB 4 Page 2

OPERATING AGREEMENT

(Idaho Water Center)

THIS OPERATING AGREEMENT is dated and is effective as of the 17th day of December, 2002, by and between the IDAHO DEPARTMENT OF WATER RESOURCES ("IDWR"), the IDAHO WATER RESOURCE BOARD ("Board") and the REGENTS OF THE UNIVERSITY OF IDAHO ("University").

RECITALS

- The Idaho Department of Administration, Division of Public Works issued a request for proposals dated September 24, 2001 (the "RFP"), requesting proposals to provide office space for IDWR.
- Civic Partners West, LLC, as agent for the University of Idaho Foundation, submitted a proposal in response to the RFP dated November 2, 2001 (the "Proposal"). The Proposal offered to provide office space to IDWR located in a building to be constructed and known as the Idaho Water Center, as more particularly described in the Proposal.
- Following the Proposal, the University and IDWR entered into discussions with Civic Partners West, LLC and the University of Idaho Foundation regarding the development of the proposed building.
- The Second Regular Session of the Fifty-Sixth Legislature of the State of Idaho D. enacted House Concurrent Resolution No. 60, 2002 Idaho Session Laws 1085, wherein the Legislature authorized and approved IDWR and the University, separately or together, to enter into an agreement with the Idaho State Building Authority (the "Authority") for the financing and development of the proposed building.
- E. Pursuant to Idaho Code section 42-1734, the Board has the power and duty to enter into contracts to effect the purposes of Idaho Code, title 42, chapter 17.
- F. IDWR, the Board and the University have entered into, or will enter into simultaneously with the execution of this Operating Agreement, an Agreement for Financing and Development of the Idaho Water Center (the "Development Agreement") and a Facilities Lease (the "Facilities Lease"), both with the Authority and both involving and for the building to be known as the Idaho Water Center, and constructed on real property more particularly described on Exhibit A attached hereto and incorporated herein by this reference (the "Water Center").
- The University has entered into, or will enter into, a Parking Access Agreement (the "Parking Access Agreement") with the Urban Renewal Agency of Boise City, Idaho, aka Capitol City Development Corporation, ensuring access to parking for tenants of the Water Center within the Corridor Property, as defined in those certain Parking Covenants Encumbering the West Corridor Property and Avenue A Site dated as of October 1, 2002 (the "Corridor Property").

OPERATING AGREEMENT - 1 1400

121002

H. IDWR, the Board and the University desire to address between themselves certain issues related to the Development Agreement, the Facilities Lease and the Parking Access Agreement, upon the terms and conditions set forth below.

AGREEMENT

NOW THEREFORE, in consideration of the above recitals, which are incorporated herein as if set forth in full, and the mutual promises and agreements hereinafter set forth, the sufficiency of which is hereby acknowledged, the parties agree as follows:

- 1. Other Documents. The documents listed below are intended to co-exist with this Operating Agreement; provided however, in the case of any conflict between the terms of this Operating Agreement, as may be amended from time to time, and the documents listed below, as may be amended from time to time, the terms of this Operating Agreement shall control as between IDWR, the Board and the University.
 - The Development Agreement.
 - The Facilities Lease.
 - c. The Parking Access Agreement.
- d. Declaration of Covenants and Restrictions for the Civic Plaza Condominiums, recorded October 10, 2002, in the official records of Ada County ("Civic Plaza Condominium Declaration").
- e. Declaration of Covenants, Conditions and Restrictions for the Idaho Water Center Condominium in substantially the form proposed by the Authority to the parties ("Idaho Water Center Condominium Declaration").
- Term. The term of this Operating Agreement shall begin on its effective date and
 continue until the expiration or termination of the Facilities Lease; provided however, that the
 provisions of section 6.3 shall continue until the expiration or termination of the Parking Access
 Agreement.

IDWR Space Allocation.

- 3.1 <u>Space Allocation</u>. IDWR shall have the exclusive right to occupy and use office space and associated limited common area as set forth in the Design Documents to be approved by IDWR and the University. Such Design Documents shall be the Design Documents more particularly defined in the Development Agreement.
- 3.2 <u>Completion of IDWR Space</u>. The University shall take all reasonable steps within its control to ensure the IDWR space described in section 3.1 is substantially complete and available for occupancy on or before October 31, 2004. In the event the IDWR space is not substantially complete and available for occupancy before such date, the University

OPERATING AGREEMENT - 2 121002 1400 shall give the IDWR space priority for completion in all actions of the University affecting the completion of such space.

- 3.3 Expansion Space. The University recognizes that IDWR may have additional space needs in the Water Center. The parties intend to provide for such needs through the following provisions and, to the extent required, additional documents.
- 3.3.1 Right of First Opportunity and Refusal. With regard to any space in the Water Center controlled by the University, if the University elects to sublease such space and the University has received notice that IDWR seeks additional space, the University shall offer such space to IDWR on terms and conditions no less favorable than those offered to third parties. If, within thirty (30) days after receipt of such an offer, IDWR does not notify the University that IDWR elects to lease such space, then the University shall be relieved of any obligations to IDWR with regard to such offering. A failure by IDWR to lease any specific space when so offered by the University shall not relieve the University of its obligation to first offer IDWR any other space in the Water Center if the University elects to offer such other space to third parties or its obligation to first offer IDWR space previously offered to IDWR upon the expiration of any sublease of such space.
- 3.3.2 <u>Notification of Sublease of Space Adjacent to IDWR</u>. To allow for expansion by IDWR into other space in the Water Center, the University shall notify IDWR prior to leasing any space adjacent to IDWR space for a term of more than three (3) years (including term renewals or options to renew) and IDWR shall have the right of first opportunity and refusal set forth in section 3.3.1.
- 3.3.3 <u>United States Forest Service Space</u>. The University's obligations under this section 3 shall not apply to any space identified on the Design Documents to be occupied by the United States Forest Service.

IDWR Costs.

- 4.1 <u>Lease Rate Allocation</u>. IDWR shall pay a lease rate allocation as set forth on Exhibit B attached hereto and incorporated herein by this reference (the "Schedule") as full payment for IDWR's use, occupancy, and enjoyment of the initial space allocation identified in section 3.1. The Schedule and any adjustments pursuant to section 4.2 shall be based upon the net rentable square feet occupied or allocated to IDWR up to a maximum of fifty thousand (50,000) net rentable square feet. If IDWR elects to lease additional space pursuant to section 3.3, IDWR and the University shall adjust the Schedule or make other provision for payment of the costs of such additional space.
- 4.2 <u>Lease Rate Adjustment</u>. IDWR and the University shall review the Schedule on July 1, 2009 and every five years thereafter (each a "Review Date"). One year prior to each Review Date, the University shall submit proposed Schedule adjustments to IDWR. The proposed adjustments shall be transmitted with, and cost projections based upon, documented increases or decreases in specific operating expenses. Operating expenses included in the Schedule that are subject to adjustment shall include the costs more particularly identified in

OPERATING AGREEMENT - 3 121002 1400 sections 4.4 and 6.1. The inclusion of any costs in addition to those specified in sections 4.4 and 6.1 in the Schedule shall require the prior written agreement of IDWR and the University. The costs for janitorial, security, insurance, utilities, snow removal, landscape maintenance, property management, facilities maintenance and repair, and parking (the "Fixed Items") shall be documented by the University and such documentation supplied to IDWR. The lease rate allocation for the Fixed Items shall be adjusted and included in the adjusted Schedule based upon the proportion of all costs for such Fixed Items that is attributable to IDWR's share of the Fixed Items.

- 4.3 <u>Effective Date of Schedule Adjustments</u>. The adjustment for Fixed Items shall be included in the Schedule and IDWR shall make its lease payments in accordance with such adjustments beginning on the applicable Review Date. With the written approval of IDWR, which shall not be unreasonably withheld, adjustments to the Schedule based on costs other than the Fixed Items shall also become effective on the applicable Review Date and IDWR shall pay lease payments in accordance with such adjusted Schedule.
- 4.4 <u>Services Provided by the University to IDWR</u>. The lease rate allocation set forth in section 4.1 is intended to cover all services associated with a full service lease, including janitorial, security, insurance, utilities, snow removal, landscape maintenance, property management, facilities maintenance and repair, parking and condominium assessments and fees under the Civic Plaza Condominium Declaration and the Idaho Water Center Condominium Declaration.
- 4.5 Lease Rate Allocation Subsequent to 2035. The parties intend that IDWR not pay rent pursuant to the Facilities Lease in excess of that portion of rent required to finance the IDWR space and the associated Additional Rent, as defined in the Facilities Lease. The Schedule, as amended from time to time, shall not include Basic Rent, as defined in the Facilities Lease, upon the earlier of IDWR's payment of the lease rate allocation pursuant to the Schedule for each year of this Operating Agreement from the effective date of the Facilities Lease up to and including 2035 or the termination of financing for the IDWR space. Upon the removal of Basic Rent from the Schedule, the University shall indemnify, defend, and hold harmless IDWR from and against any obligation, duty, or covenant to pay Basic Rent and to pay any Additional Rent in excess of the Fixed Items and the costs approved by IDWR pursuant to section 4.3.
- 5. <u>IDWR Tenant Improvement Allowance</u>. The University shall ensure IDWR receives a tenant improvement allowance of up to the IDWR tenant improvement allowance specified on the Project Budget attached to and a part of the Development Agreement. If IDWR desires to include in its initial space tenant improvements that exceed the amount provided in the Project Budget, such tenant improvements will be the sole financial responsibility of IDWR. The parties acknowledge that the Development Agreement limits the application of the tenant improvement allowance.

IDWR Parking.

- 6.1 <u>Minimum Parking Access</u>. Subject to the terms of the Parking Access Agreement, the University shall provide IDWR with up to one hundred fifty (150) parking passes providing access to parking spaces within the Corridor Property. The cost of such parking passes shall be included within the lease rate allocation set forth in section 4.1 until the termination of the Facilities Lease.
- 6.2 Additional Parking Access. If desired by IDWR and available under the Parking Access Agreement, the University shall provide IDWR access to additional parking passes at the then current rate paid by the University pursuant to the Parking Access Agreement.
- 6.3 Parking Access Following Termination of the Facilities Lease. If IDWR continues to occupy the Water Center following termination of the Facilities Lease or beyond 2034, whichever date is later, the University shall provide access to parking under the Parking Access Agreement for IDWR. Such access shall be for at least the number of parking spaces for which IDWR had access during the final term of the Facilities Lease.
- 6.4 <u>Parking Agreement Enforcement</u>. The University shall take all reasonable steps to enforce the provisions of the Parking Access Agreement to ensure that the number of parking spaces to which IDWR has access are available for use by IDWR.
- 6.5 <u>Assignment of Parking Access Agreement</u>. The University shall assign the Parking Access Agreement to IDWR if the University ceases to occupy the Water Center.
- 7. Notice of Facility Lease Non-Renewal; Other Notices. In the event that either party fails to receive an appropriation for payment of rent under the Facilities Lease and lacks other funds sufficient to satisfy its obligations pursuant to the Facilities Lease, such party shall immediately notify the other party of its intent to terminate the Facilities Lease. In the event that either party receives any notice related to the Development Agreement, the Facilities Lease, the Civic Plaza Condominium Declaration or the Idaho Water Center Condominium Declaration that could impact the other, the receiving party shall immediately notify the other party of the receipt and substance of such notice.
- 8. <u>Decision-making Authority</u>. Except as otherwise specifically agreed herein or otherwise specifically agreed between the Authority and the parties, the University shall make all decisions regarding building management for the Water Center. The University and IDWR shall use their best efforts to comply with all federal, state and municipal laws, ordinances, regulations and orders and any contractual obligations relative to the leasing, use, operation, repair and maintenance of the Water Center. The University shall consult with IDWR on all issues concerning the construction, operations and maintenance of the Water Center and voting pursuant to the Civic Plaza Condominium Declaration or the Idaho Water Center Condominium Declaration. Prior to occupancy of the Water Center, the parties shall establish procedures for consultation concerning and resolution of disputes regarding such issues.

9. IDWR Payments.

- 9.1 Lease rate allocations shall be paid as one payment each year as provided by Exhibit B of this Operating Agreement and shall include any adjustments as provided in Section 4.1 of this Operating Agreement.
- 9.2 For the term of this Operating Agreement commencing July 1, 2004 and for each annual renewal term thereafter, IDWR shall, within 30 calendar days following the commencement of such renewal terms, pay in advance the appropriate annual lease rate allocation.
- 9.3 The University of Idaho shall, at least 30 days prior to each annual payment due date, mail an invoice for the appropriate payment to:

Idaho Department of Water Resources ATTN: Financial Manager PO Box 83720 Boise ID 83720-0098

or such different address or person as IDWR shall provide to the University by written notice.

9.4 Lease rate allocations shall be made payable to "Bursar, University of Idaho" and mailed to:

General Accounting University of Idaho Moscow, ID 83844-3166

or such different address or person as the University shall provide to IDWR by written notice.

- 9.5 Annual lease rate allocations for any renewable term shall not be deferred or abated because of delays in completion of the construction of the facilities or delays in completion of any repair or replacement of damage to the facilities.
- 9.6 Any annual lease rate allocation which is not paid by IDWR on or before the due date thereof shall, from and after said due date, bear interest until paid at the highest rate per annum borne by any of the Bonds then outstanding; time being of the absolute essence of this obligation.
- 9.7 Annual lease rate allocations shall be payable in lawful money of the United States of America, which shall be legal tender for public and private debts under the laws of the United States at the time of payments, provided that, upon prior written approval of the University of Idaho, IDWR may transfer funds through electronic funds transfer.

- 10. <u>Indemnification</u>. The University shall indemnify, defend and save harmless IDWR, its officers, agents and employees from and against any liability, claim, damages, losses, costs, expenses or actions (collectively, "liability") to which IDWR is or could be subject arising from or related to the Facilities Lease, the Civic Plaza Condominium Declaration, the Parking Access Agreement, the Idaho Water Center Condominium Declaration, or any sublease entered by the University for space in the Water Center where the nature or the amount of such liability is not contemplated by or exceeds that amount regularly owing by IDWR pursuant to the lease rate allocation set forth in Exhibit B, as amended.
- 11. <u>Cooperation Between the Parties</u>. Should any claims, demands, suits or other legal proceedings be made or instituted by any person against either party which arise out of any matters relating to the Water Center, the other party shall give all pertinent information and reasonable assistance in the defense or other disposition thereof.
- 12. <u>Division of Condominium Units</u>. As soon as practical, the parties shall endeavor to separate the space within the Water Center leased to the parties pursuant to the Facilities Lease into separate condominium units. Such units shall represent the space occupied by IDWR and the Space occupied or subleased by the University.
- 13. <u>Notices</u>. All notices, demands, consents and reports provided for in this Operating Agreement shall be in writing and shall be given to the University or IDWR at the address set forth below or at such other address as they individually may specify thereafter in writing:

University: University of Idaho

Attention: Vice President for Finance and Administration

Administration Building, Suite 211 Moscow, Idaho 83844-3168.

IDWR and the Board: Idaho Department of Water Resources

Attention: Director P.O. Box 83720

Boise, Idaho 83720-0098

With a Copy to: Department of Administration

Attention: Deputy Attorney General

650 West State Street P.O. Box 83720

Boise, Idaho 83720-0003

Such notices or other communications may be mailed by United States registered or certified mail, return receipt requested postage prepaid or delivered by a recognized courier delivery service (e.g. Federal Express, Airborne etc.). Such notices, demands, consents and reports may also be delivered by hand. For purposes of this Operating Agreement, notices will be deemed to have been "given" upon personal delivery thereof or 72 hours after having been deposited in the United States mail at a United States Post Office or a depository for the receipt

OPERATING AGREEMENT - 7 121002 1400 of mail regularly maintained by the post office or deposited with a recognized courier delivery service.

- 14. <u>Survival</u>. Any termination, cancellation or expiration of this Operating Agreement notwithstanding, provisions which are intended to survive and continue shall so survive and continue, including, but not limited to, the provisions of sections 7, 10, 15 and 17.
- 15. No Third Party Rights. Nothing in this Operating Agreement shall be construed as creating or giving rise to any rights in any third parties or any persons other than the parties hereto.
- 16. Governing Law. The Contract shall be governed by and construed under the laws of the State of Idaho and the parties hereto consent to the jurisdiction of the state courts of Ada County in the State of Idaho in the event of any dispute with respect to the Operating Agreement.
- 17. Officials Not Personally Liable. In no event shall any official, officer, employee or agent of the State of Idaho or of the University or IDWR be liable or responsible for any representation, statement, covenant, warranty or obligation contained in, or made in connection with, this Operating Agreement, express or implied.
- 18. <u>Complete Statement of Terms</u>. This Operating Agreement constitutes the entire agreement between the parties hereto and shall supersede all previous proposals, oral or written, negotiations, representations commitments, and all other communications between the parties.
- 19. <u>Written Modification</u>. This Operating Agreement may be modified or amended only by an agreement in writing signed by a duly authorized representative of the University and IDWR.
- 20. <u>Counterparts</u>. This Operating Agreement may be executed in two or more counterparts, each of which shall be deemed an original but all of which together shall constitute one and the same instrument.

[Signature Page Follows]

IN WITNESS WHEREOF, the parties have entered this Operating Agreement as of the date first set forth herein.

REGENTS OF THE UNIVERSITY OF IDAHO

Dated:	December 17_, 2002	By: Besident
		IDAHO DEPARTMENT OF WATER RESOURCES
Dated: _	, 2002	By: Karl J. Dreher, Director
		IDAHO WATER RESOURCE BOARD
Dated: _	, 2002	By: Joseph L. Jordan, Chairman

IN WITNESS WHEREOF, the parties have entered this Operating Agreement as of the date first set forth herein.

REGENTS OF THE UNIVERSITY OF IDAHO

Dated:		, 2002	By: Its
Dated: _	12/17/02	, 2002	By: Karl J. (Treher, Director
151			IDAHO WATER RESOURCE BOARD
Dated: _	12/13/02	, 2002	By: Joseph L. Jordan Chrisman

EXHIBIT A

Description of the Water Center

Unit 101:

Unit 101, as shown on the Plat for Civic Plaza Condominiums appearing in the Records of Ada County, Idaho, in Book 85 of Plats, Pages 9420 to 9432 as Instrument No. 102116493 and defined and described in the Declaration of Covenants and Restrictions Establishing a Plan of Condominium Ownership for Civic Plaza Condominiums ("Declaration"), recorded in the Records of Ada County, Idaho as Instrument No. 102116495.

TOGETHER WITH the percentage of the common areas appurtenant to each such Unit as set forth in the Declaration, as supplemented from time to time, which percentage shall automatically change in accordance with supplemental declarations as the same are filed of record pursuant to the Declaration, and together with additional common areas in the percentages set forth in such supplemental declarations, which percentages shall automatically be deemed to be conveyed effective as of the date of each such supplemental declaration as though conveyed hereby.

Unit 302A:

Unit 302A, as shown on the Plat for Civic Plaza Condominiums appearing in the Records of Ada County, Idaho, in Book 85 of Plats, Pages 9420 to 9432 as Instrument No. 102116493 and defined and described in the Declaration of Covenants and Restrictions Establishing a Plan of Condominium Ownership for Civic Plaza Condominiums ("Declaration"), recorded in the Records of Ada County, Idaho as Instrument No. 102116495.

TOGETHER WITH the percentage of the common areas appurtenant to each such Unit as set forth in the Declaration, as supplemented from time to time, which percentage shall automatically change in accordance with supplemental declarations as the same are filed of record pursuant to the Declaration, and together with additional common areas in the percentages set forth in such supplemental declarations, which percentages shall automatically be deemed to be conveyed effective as of the date of each such supplemental declaration as though conveyed hereby.

Unit 302B:

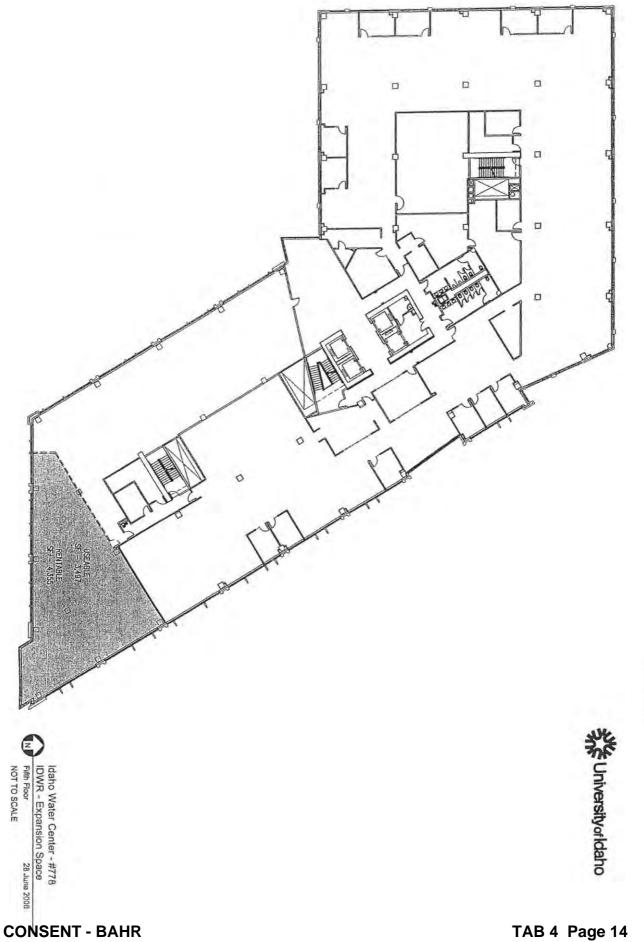
Unit 302B, as shown on the Plat for Civic Plaza Condominiums appearing in the Records of Ada County, Idaho, in Book 85 of Plats, Pages 9420 to 9432 as Instrument No. 102116493 and defined and described in the Declaration of Covenants and Restrictions Establishing a Plan of Condominium Ownership for Civic Plaza Condominiums ("Declaration"), recorded in the Records of Ada County, Idaho as Instrument No. 102116495.

TOGETHER WITH the percentage of the common areas appurtenant to each such Unit as set forth in the Declaration, as supplemented from time to time, which percentage shall automatically change in accordance with supplemental declarations as the same are filed of record pursuant to the Declaration, and together with additional common areas in the percentages set forth in such supplemental declarations, which percentages shall automatically be deemed to be conveyed effective as of the date of each such supplemental declaration as though conveyed hereby.

Exhibit B
Operating Agreement

Based approx. NRSF 50,000 Rent Increase \$.50 per year O & M increased 3% each year

	A	nnual incr.				
1		\$0.50		103.00%		15 444
	Yr.	Rent	CCDC	0 & M	O&M	Total
	2005	\$12.22	1.86	\$3.92	\$5.78	\$18.00
	2006	\$12.72	1.86	\$4.04	\$5.90	\$18.62
	2007	\$13.22	1.86	\$4.16	\$6.02	\$19.24
	2008	\$13.72	1.86	\$4.28	\$6.14	\$19.86
	2009	\$14.22	1.86	\$4.41	\$6.27	\$20.49
-	2010	\$14.72	1.86			
	2011	\$15.22	1.86			
	2012	\$15.72	1.86			
	2013	\$16.22	1.86			
	2014	\$16.72	1.86			
	2015	\$17.22	1.86			
	2016	\$17.72	1.86			
	2017	\$18.22	1.86			
	2018	\$18.72	1.86			
	2019	\$19.22	1.86			
	2020	\$19.72	1.86			
	2021	\$20.22	1.86			
	2022	\$20.72	1.86			
	2023	\$21.22	1.86			
	2024	\$21.72	1.86			
	2025	\$22.22	1.86			
	2026	\$22.72	1.86			
	2027	\$23.22	1.86			
	2028	\$23.72	1.86			
	2029	\$24.22	1.86			
	2030	\$24.72	1.86			
	2031	\$25.22	1.86			
	2032	\$25.72	1.86			
	2033	\$26.22	1.86			
	2034	\$26.72	1.86			
	2035	\$27.22	1.86			



TAB 4 Page 14

FIRST AMENDMENT TO OPERATING AGREEMENT (Idaho Water Center)

This First Amendment to Operating Agreement ("Amendment") is made by and between the Idaho Department of Water Resources ("IDWR"), the Idaho Water Resource Board ("Board") and the Board of Regents of the University of Idaho ("University").

WHEREAS, IDWR, Board and University entered into an Operating Agreement on December 17, 2002, which is attached hereto as Exhibit 1 and incorporated herein by this reference (the "Operating Agreement").

WHEREAS, each party hereby acknowledges that, with this Amendment, the other parties have fully complied with the terms and provisions of the Operating Agreement.

WHEREAS, Section 19 of the Operating Agreement states that "This Operating Agreement may be modified or amended only by an agreement in writing signed by a duly authorized representative of the University and IDWR."

WHEREAS, Section 3.3 of the Operating Agreement anticipated that IDWR may have space needs within the Idaho Water Center beyond the space provided in the Operating Agreement.

WHEREAS, Section 8 of the Operating Agreement provides that the parties shall establish procedures for consultation on issues of construction, operations and maintenance and the resolution of disputes.

WHEREAS, IDWR desires to occupy additional space under the terms of the Operating Agreement and University is willing to provide additional space under the terms of the Operating Agreement.

WHEREAS, the parties desire to establish procedures for consultation and the resolution of disputes.

Now, THEREFORE, in consideration of the mutual promises contained herein, University and IDWR agree as follows:

- A. The University has offered and IDWR hereby elects to lease additional space under the terms of Section 3.1 "Space Allocation" of the Operating Agreement. The additional space is the area generally depicted in the attached Exhibit 2, which is incorporated herein by this reference, and consists of four thousand three hundred fifty-five (4,355) net rentable square feet. This additional space shall hereafter be referred to as the "2006 Expansion Space". The terms and conditions of the Operating Agreement, as modified by this Amendment, shall apply to the lease of the 2006 Expansion Space.
- B. Section 3.2 "Completion of IDWR Space" of the Operating Agreement is hereby amended to include the following as an additional sentence at the end of the section:

The University shall take reasonable steps within its control to ensure 2006 Expansion Space is substantially complete and available for occupancy by December 29, 2006.

- C. Section 4.1 "Lease Rate Allocation of the Operating Agreement is hereby modified by deleting the existing section 4.1 and inserting the following:
 - 4.1 <u>Lease Rate Allocation</u>. IDWR shall pay a lease rate allocation as set forth on Exhibit B attached hereto and incorporated herein by this reference (the "Schedule") as full payment for IDWR's use, occupancy, and enjoyment of the initial space allocation

identified in section 3.1 and the 2006 Expansion Space. The Schedule and any adjustments pursuant to section 4.2 shall be based upon the fifty four thousand three hundred fifty-five (54,355) net rentable square feet occupied or allocated to IDWR. If IDWR elects to lease additional space pursuant to section 3.3, IDWR and the University shall adjust the Schedule or make other provision for payment of the costs of such additional space.

D. Section 5 "IDWR Tenant Improvement Allowance" of the Operating Agreement is hereby amended to include as an additional sentence at the end of the section:

The tenant improvement allowance for the 2006 Expansion Space shall be \$40 per net rentable square foot, which is one hundred seventy four thousand two hundred dollars (\$174,200). Any costs exceeding such amount shall be at the separate and sole expense of IDWR.

- E. In accordance with the provisions of Section 8 "Decision-making Authority" of the Operating Agreement the parties hereby establish the following procedures for consultation concerning the resolution of disputes. The Hydrology Center Board of Managers shall be the board of managers elected pursuant to the Declaration of Covenants, Conditions and Restrictions for the Hydrology Center Condominiums. The Hydrology Center Condominiums shall mean the condominiums in the building defined as the Water Center in the Operating Agreement
 - I. Consultation. The service of IDWR and University representatives on the Hydrology Center Board of Mangers shall provide the consultation between IDWR and the University required by the Operating Agreement for all matters before the Board. IDWR shall notify the University of a contact person for all building maintenance, construction, and operations matters not within the responsibilities of the Board of Managers. University shall provide notice to the IDWR contact person of all such matters as they relate to IDWR's allocated space and common area. Except in the case of an emergency, the notice shall be in advance of any action by University and shall provide sufficient time for IDWR to comment on the matter.
 - Dispute Resolution. In the event of a dispute between IDWR and University concerning the Facilities Lease, the Operating Agreement, or building maintenance, construction or operations, either party may submit a request for dispute resolution to the other party. Within thirty (30) days of a request for dispute resolution, representatives of IDWR and University shall be designated by their chief executive officers and shall meet to resolve the dispute. Should an impasse occur between the representatives, the chief executive officers of IDWR and the University shall each delegate one representative to a dispute resolution panel (the "Dispute Panel") by written notice to the other party. The IDWR and University representatives shall jointly delegate a third person to serve on the Dispute Panel. If the IDWR and University representatives are unable to reach agreement on the third member, the Office of the Governor shall appoint the third member of the Dispute Panel. Unless the time period is shortened by the Dispute Panel, the parties shall submit written summaries of the disputed issue and the proposed resolution of the disputed issue to the Dispute Panel within fifteen (15) days of the request for dispute resolution. The Dispute Panel shall issue a written resolution of the disputed issue within fifteen (15) days of the submission of the last written summary. .The resolution of the disputed issue determined by the Dispute Panel shall be final and binding upon all parties unless a judicial action is initiated by IDWR or the University within twenty-eight (28) days following the final decision of the Dispute Panel.

- F. If there is any conflict between the terms and provisions of this Amendment and the terms and provisions of the Operating Agreement, the terms and provisions of this Amendment shall govern. Except as specifically set forth herein, all other provisions of the Operating Agreement shall remain in full force and effect and be binding upon the parties in accordance with the terms therein. The Operating Agreement, as amended by this Amendment, constitutes the entire agreement between the parties and supersedes all prior agreements or understandings between the parties. The Agreement may not be further amended in any manner except in a writing signed by the parties.
 - G. This Amendment shall be in full force and effect at 12:01 a.m. on January 1, 2007.

IN WITNESS WHEREOF, the parties hereto have executed this Amendment on the date(s) set forth below.

Idaho Department of Water Resources

Karl J. Dreher, Director

July 31, 2006

Date

Board of Regents of the University of Idaho

Lloyd E. Mues, Vice-President Finance & Administration

Date

Idaho Water Resources Board

Jerry R. Rigby, Chairman

aug. 1,200,

SECOND AMENDMENT TO OPERATING AGREEMENT

(Idaho Water Center)

This Second Amendment to Operating Agreement ("Second Amendment") is between the Idaho Department of Water Resources ("IDWR"), the Idaho Water Resource Board ("Board"), and the Regents of the University of Idaho ("University").

- A. The Idaho State Building Authority ("Authority") issued bonds in 2003 for the construction of the Idaho Water Center.
- B. The parties executed an Operating Agreement on December 17, 2002, which outlines the relationship of the parties regarding the Idaho Water Center. The Operating Agreement includes a Schedule identifying IDWR's payment obligation to the University to cover its share of the bond payments, parking access fees, and operations and maintenance costs.
- C. The parties amended the Operating Agreement on August 1, 2006 (the "First Amendment"). The First Amendment established the Net Rentable Square Feet at 54,355.
- D. The Operating Agreement, as previously amended, included "Exhibit B" to the Operating Agreement and that Exhibit B served as a schedule for payments for the bonds issued by the Authority (labeled as "Rent" on Exhibit B), the allocated share of the Parking Access Agreement fees paid to Capitol City Development Corporation, and the allocated operations and maintenance cost for the space occupied by IDWR. Operations and maintenance cost payments are determined every five years as set forth in the Operating Agreement. The current period covered is 2020-2024.
- E. The Authority refunded a portion of the bonds in 2012 and again in 2019. The two bond refundings result in a savings of approximately \$18.2 million.
- F. The bond payment structure in the Operating Agreement does not document a mechanism for IDWR and the Board to benefit from the savings achieved through the two refundings. Therefore, the parties want to amend the Operating Agreement.

The foregoing Recitals are incorporated into this Second Amendment as if set forth in full. The parties agree to amend the Operating Agreement as follows:

- 1. Exhibit B as previously amended and as it has been previously revised in accordance with Section 4.2 of the Operating Agreement is deleted and a new Exhibit B is added. The new Exhibit B is attached and incorporated to this Amendment.
- 2. Section 4.1 <u>Lease Rate Allocation, as previously amended,</u> is deleted and a new Section 4.1 is added as follows:
 - 4.1 <u>Lease Rate Allocation</u>. IDWR shall pay a lease rate allocation as set forth on Exhibit B, attached and incorporated by this reference (the "Schedule"), as full payment for IDWR's use, occupancy, and enjoyment of the initial space allocation identified in section 3.1 and the 2006 Expansion Space. The Schedule and any

adjustments pursuant to section 4.2 shall be based upon the net rentable square feet occupied or allocated to IDWR up to a maximum of fifty-four thousand three hundred fifty-five (54,355) net rentable square feet. If IDWR elects to lease additional space pursuant to section 3.3, IDWR and the University shall adjust the Schedule or make other provision for payment of the costs of such additional space. If the Authority refunds the bonds pursuant to the Facilities Lease, the parties will adjust the Schedule to equitably apportion any change in the Basic Rent payable to the Authority.

- 3. All other provisions of the Operating Agreement shall remain in full force and in effect.
- 4. The Operating Agreement, as amended by the First and Second Amendment, constitutes the final and complete agreement between the parties and supersedes all prior agreements or understandings between the parties, whether written or oral.
- 5. This Second Amendment shall take effect when both parties have signed it.
- 6. This Second Amendment may be executed with electronic signatures and in multiple counterparts, each of which shall be deemed an original, but all of which together shall constitute one and the same document.

The parties have signed this Second Amendment on the date following their respective signatures.

State of Idaho IDAHO DEPARTMENT OF WATER RESOURCES	State of Idaho IDAHO WATER RESOURCE BOARD
Gary Spackman Director	Jeff Raybould Chairman
Date	Date
Approved by the Board of Regents on BOARD OF REGENTS OF THE UNIVERSITY OF IDAHO	, 2022.
Operations Officer, Finance & Administration Date	_

Exhibit B to Operating Agreement

Net Rentable Square Feet (NRSF) is 54,355*

O & M increases 3% each year, after each five-year adjustment is agreed upon**

Year	Rent	CCDC	O & M**	Total/nrsf
2005	\$12.22	\$1.86	\$3.92	\$18.00
2006	\$12.72	\$1.86	\$4.04	\$18.62
2007	\$13.22	\$1.86	\$4.16	\$19.24
2008	\$13.72	\$1.86	\$4.28	\$19.86
2009	\$14.22	\$1.86	\$4.41	\$20.49
2010	\$14.72	\$1.86	\$4.34	\$20.92
2011	\$15.22	\$1.86	\$4.47	\$21.55
2012	\$15.72	\$1.86	\$4.60	\$22.18
2013	\$16.22	\$1.86	\$4.74	\$22.82
2014	\$16.72	\$1.86	\$4.88	\$23.46
2015	\$17.22	\$1.86	\$5.13	\$24.21
2016	\$17.72	\$1.86	\$5.28	\$24.86
2017	\$18.22	\$1.86	\$5.44	\$25.52
2018	\$18.72	\$1.86	\$5.60	\$26.18
2019	\$19.22	\$1.86	\$5.77	\$26.85
2020	\$19.72	\$1.86	\$5.86	\$27.44
2021	\$20.22	\$1.86	\$6.03	\$28.11
2022	\$20.72	\$1.86	\$6.21	\$28.79
2023	\$21.22	\$1.86	\$6.40	\$29.48
2024	\$21.72	\$1.86	\$6.59	\$30.17
2025	\$22.22	\$1.86		
2026	\$22.72	\$1.86		
2027	\$23.22	\$1.86		
2028	\$23.72	\$1.86		
2029	\$24.22	\$1.86		
2030	\$24.72	\$1.86		
2031	\$25.22	\$1.86		
2032	\$16.82	\$1.86		
2033	\$0.00	\$1.86		
2034	\$0.00	\$1.86		
2035***	\$0.00	\$1.86		
2036	\$0.00			
2037	\$0.00			
2038	\$0.00			

^{*}In 2006, the "First Amendment to Operating Agreement (Idaho Water Center)" established the NRSF at 54,355.

^{**}Section 4.2 of the "Operating Agreement (Idaho Water Center)" provides for a lease rate adjustment every five years for specified "Fixed Items." This column currently reports the adjustment for 2020-2024 and will be supplemented with future incremental adjustments.

^{***}After 2035, the CCDC payment will cease and parking expenses will be included in Fixed Items, until the termination of the Facilities Lease.

CONSENT JUNE 15, 2022

UNIVERSITY OF IDAHO

SUBJECT

Classification and Appointment of University Positions, Faculty-Staff Handbook, Section 3080

REFERENCE

Various

An original part of the 1979 Handbook, this section underwent revisions in 1983, 1988, and again in 1996. In 2002 a comprehensive review and substantial revisions occurred to bring them in line with SBOE/Regents policy.

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section II.E., F.

BACKGROUND/DISCUSSION

The University of Idaho has been reviewing policies and making appropriate updates to align with updated procedures, Idaho State Board of Education governing procedures, and Department of Labor guidance. Revisions of Faculty-Staff Handbook (FSH), Section 3080 removes the need to create an offer letter and salary agreement for staff at the time of appointment.

IMPACT

The changes to this policy remove process redundancies and streamline new employee paperwork. Under the new policy, staff will receive an offer letter with salary information included. Previously, the process required an offer letter and a separate salary agreement. Regular annual salary agreements will remain as part of the process. This revised process mirrors what already happens for faculty appointments.

ATTACHMENTS

Attachment 1 – 2022 FSH3080 Clean (Faculty-Staff Handbook 3080 Classification and Appointment of University Positions)

Attachment 2 – 2022 FSH3080 Redline (Faculty Staff Handbook 3080 Classification and Appointment of University Positions)

BOARD STAFF COMMENTS AND RECOMMENDATIONS

This action allows the University of Idaho staff to move forward in updating the Faculty-Staff Handbook. This requires Board approval because of the classified staff component as outlined in Board Policy II.E. and II.F. Staff recommends approval.

CONSENT JUNE 15, 2022

DC	\ A D		AC'		N.
ъι	JAR	U	AL	HU	IN

I move to app	prove the re	quest k	by University of	[:] Idah	o to execute tl	he r	evisions to
Faculty-Staff	Handbook	3080	Classification	and	Appointment	of	University
Positions as r	noted in Atta	chmen	ts 1 and 2.				

Moved by _____ Seconded by ____ Carried Yes ____ No ____

UI FACULTY-STAFF HANDBOOK

CHAPTER THREE:

EMPLOYMENT INFORMATION CONCERNING FACULTY AND STAFF

January 2008

3080

CLASSIFICATION AND APPOINTMENT OF UNIVERSITY POSITIONS

PREAMBLE: This section defines the types of employment positions at UI, how they are created, and the terms and instruments of appointment. It was revised in 1983, 1988, and again in 1996. In 2002 many sections of the handbook, including this one, underwent comprehensive review and substantial revision to bring them in line with revised SBOE/Regents policy. Further information may be obtained from Human Resources (208-885-3609) [ed. 7-97, 7-00, 7-02, 9-06].

CONTENTS:

- A. Positions Classified on the Basis of Duration
- B. Employee Classifications
- C. Appointing Authority and Legal Compliance
- D. Terms of Appointment
- E. Instruments of Appointment

A. POSITIONS CLASSIFIED ON THE BASIS OF DURATION.

- **A-1. Permanent Positions.** A permanent position is one that is established with the intention that it will continue indefinitely. Once established, it continues to exist, whether filled or vacant, until abolished. In summary, a position is designated as "permanent" solely on the basis of intent as to its duration, irrespective of the duties, the appointment, the funding source, or any other consideration. [ed. 1-08]
 - **a.** A permanent position may be a faculty (teaching, research, extension, or service) position or a staff (exempt or classified) position. [ed. 1-02, rev. 1-08]
 - **b.** A permanent position may be part time (50% or greater) or full time and it may be filled by an appointment that is temporary, probationary, fixed-term, continuing, or at the pleasure of the president or the regents. It is the position, not the appointment, that is permanent. [rev. 1-08]
 - **c.** A permanent position may be supported by appropriated or nonappropriated funds.
- **A-2. Authorization of Permanent Positions**. Any permanent new position, regardless of funding source, requires Board approval prior to any form or manner of recruitment of applicants. [RGPII.B.3.a(1)] *[rev. 7-02, ed. 1-08]*
- **A-3. Temporary Positions.** A temporary position is one that is established for a definite period: typically, the duration corresponds to the period of a grant, contract, or duration of work or project. Temporary hourly positions are governed by FSH 3090. [rev. 7-02, 1-08]
- **A-4. Authorization of Temporary Positions.** Temporary positions may be established by the president or designee. There can be no commitment to continue a temporary position beyond the length of time specified when it is established; in particular, there can be no commitment to continue on appropriated funds a position initially established with nonappropriated funding. *[ed. 7-02, rev. 1-08]*
- **B. EMPLOYEE CLASSIFICATIONS.** Every UI employee, belongs to one of two categories--classified or exempt--that are defined as follows: [rev. 1-08]
 - **B-1. Classified Employees.** "Classified employees at the University of Idaho are subject to the policies and procedures of the University of Idaho for its classified employees. Such policies and procedures require approval by the Board, and should be, in so much as practical, parallel to the provisions provided for state of Idaho classified employees in Chapter 53, Title 67, Idaho Code." [RPG II.D1.b] [rev. 7-02]

- **B-2. Exempt Employees.** Exempt means any person appointed to or holding a position at an institution, agency, or school designated by the Board as non-classified and thus is not subject to the provisions of Chapter 53, Title 67, Idaho Code or the policies and procedures of the University of Idaho for its classified employees. The Board's designation of a position or employee as non-classified constitutes any designation necessary under Idaho law to designate such position or employee as an officer. [RGP II.D.2, see also FSH 3460 A-3.] Faculty employees comprise a large and unique subset of the Board's exempt employees. Thus, faculty employees are addressed specifically throughout these policies and procedures. [RGP II.D.2.c.] [ed. 7-02, rev. 1-08]
- **C. APPOINTING AUTHORITY AND LEGAL COMPLIANCE.** In the case of all appointments, compliance with UI's affirmative action and equal employment opportunity policy (see FSH 3065) and with the requirements of all applicable immigration and naturalization laws (see FSH 3070) is required. These procedures must be followed to ensure legal compliance. [red. 7-02, 1-08]
 - **C-1.** Regents policy provides: "The Board [Regents] delegates all authority for personnel management not specifically retained to the executive director [of the State Board of Education] and the chief executive officers consistent with the personnel policies and procedures adopted by the Board. In fulfilling this responsibility, the executive director and chief executive officers, or their designees, may exercise their authority consistent with these policies and procedures provided, however, that the Board retains the authority for taking final action on any matter so identified anywhere in these policies and procedures." [RGP II.B.2.] [rev. 7-02, ed. 1-08]
 - **C-2.** The Regents specifically retain the authority to make the initial appointment of all employees to any type of position at a salary that is equal to or higher than 75% of president's annual salary. In addition the Regents specifically retain the authority to approve, for longer than one year, the employment agreement of any head coach or athletic director and all amendments thereto. [RGP II.B.3.b and c.] [rev. 7-02, 1-08]

D. TERMS OF APPOINTMENT.

- **D-1.** Classified Employees. UI classified employees are appointed subject to the policies of the University and the Regents. Initial appointment procedures are included in FSH 3065. [rev. 7-02, ed. 1-08]
- **D-2. Exempt Employees.** All salaried employees of UI, except faculty members with tenure [see FSH 3520], and the category described in b below, have fixed terms of employment. A contract for a fixed term of employment may not exceed one year without prior approval by the Regents. Employment beyond the contract period cannot legally be presumed. Reappointment to an additional fixed-term contract is at the discretion of the president and where applicable of the Regents. Policies and procedures covering reappointment or nonreappointment of these employees are included in FSH 3900. [rev. 7-02, 1-08]
 - **a.** A category of exempt employees, referred to as "temporary or special project nonclassified employees," is recognized by the Regents. This category includes (1) employees who are appointed to positions that are either temporary or for special projects [see A-3 above], and who generally meet specific position requirements for (a) grants or contracts of specified duration, or (b) part-time teaching or other responsibilities, and (2) employees who are appointed to fulfill the responsibilities of continuing positions on an emergency or temporary basis. [RGP II.D.2.d(1)] These employees have no expectation of continuing employment beyond an existing contract period, and their service in no way qualifies them for consideration for tenure in that position. In no case are such employees legally entitled to advance notice of or reasons for a decision not to enter into another contract of employment for another period and such decision is not grievable or appealable in any way. [rev. 7-02, 1-08]
 - **b.** The UI president serves as such at the pleasure of the Board of Regents and may be dismissed from that position at any time with or without cause or written notice. [See also FSH 1420 A-1.] [ed. 7-02]

E. INSTRUMENTS OF APPOINTMENT.

- **E-1. Classified Employees.** Each classified employee receives on appointment a letter from the department that defines his or her appointment and specifies the terms of employment (offer letter). Approved offer letter templates are available on the HR webpage. [ed. 7-02]
- **E-2. Exempt Employees.** Each salaried exempt employee serves pursuant to a letter of appointment (offer letter) that includes (1) the specific annual salary, (2) anticipated date of entry on duty, and (3) any special conditions of employment applying to the position. Approved offer letter templates are available on the HR webpage The employee acknowledges receipt and acceptance of the terms of the letter by signing and returning a copy to the administrator who initiated the offer of appointment. Failure or refusal of the employee to sign and return a copy of the letter within the specified time is deemed rejection of the offer of employment unless the parties have mutually agreed to extend the time. If the employee does not sign and return the initial offer within the specified time UI may, at its discretion, extend another offer to the employee. Any alteration by the employee of the offer is deemed a counteroffer requiring an affirmative act of acceptance by the president or the president's designee. [ed. 7-02]
- **E-3. Faculty Members.** Offers of academic employment are made by academic colleges. Every faculty hire is approved by the dean to ensure consistent and diligent hiring practices have been followed. The letter offering the position should indicate: (1) that the offer is made on recommendation of the appropriate department faculty and with the approval of the president and Regents, (2) the specific salary, (3) the term of service and date of entry on duty, and (4) any special conditions of employment applying to this appointment. In addition, in the case of joint academic appointments, the letter of appointment will specify a single tenure-granting department. The letter may also specify such other matters as are desirable in order to define the primary elements of the contract of employment. In the case of joint academic appointments, the letter of appointment will specify a single tenure-granting department for the faculty member to advance in rank. The department administrator of the tenure-granting department will be responsible for coordinating the annual performance evaluation and other performance reviews with the other department(s) participating in the joint appointment. [rev. 7-97, 7-02, 1-08]

UI FACULTY-STAFF HANDBOOK

CHAPTER THREE:

EMPLOYMENT INFORMATION CONCERNING FACULTY AND STAFF

January 2008

3080

CLASSIFICATION AND APPOINTMENT OF UNIVERSITY POSITIONS

PREAMBLE: This section defines the types of employment positions at UI, how they are created, and the terms and instruments of appointment. It was revised in 1983, 1988, and again in 1996. In 2002 many sections of the handbook, including this one, underwent comprehensive review and substantial revision to bring them in line with revised SBOE/Regents policy. Further information may be obtained from Human Resources (208-885-3609) [ed. 7-97, 7-00, 7-02, 9-06].

CONTENTS:

- A. Positions Classified on the Basis of Duration
- B. Employee Classifications
- C. Appointing Authority and Legal Compliance
- D. Terms of Appointment
- E. Instruments of Appointment

A. POSITIONS CLASSIFIED ON THE BASIS OF DURATION.

- **A-1. Permanent Positions.** A permanent position is one that is established with the intention that it will continue indefinitely. Once established, it continues to exist, whether filled or vacant, until abolished. In summary, a position is designated as "permanent" solely on the basis of intent as to its duration, irrespective of the duties, the appointment, the funding source, or any other consideration. [ed. 1-08]
 - **a.** A permanent position may be a faculty (teaching, research, extension, or service) position or a staff (exempt or classified) position. [ed. 1-02, rev. 1-08]
 - **b.** A permanent position may be part time (50% or greater) or full time and it may be filled by an appointment that is temporary, probationary, fixed-term, continuing, or at the pleasure of the president or the regents. It is the position, not the appointment, that is permanent. [rev. 1-08]
 - **c.** A permanent position may be supported by appropriated or nonappropriated funds.
- **A-2. Authorization of Permanent Positions**. Any permanent new position, regardless of funding source, requires Board approval prior to any form or manner of recruitment of applicants. [RGPII.B.3.a(1)] *[rev. 7-02, ed. 1-08]*
- **A-3. Temporary Positions.** A temporary position is one that is established for a definite period: typically, the duration corresponds to the period of a grant, contract, or duration of work or project. Temporary hourly positions are governed by FSH 3090. [rev. 7-02, 1-08]
- **A-4. Authorization of Temporary Positions.** Temporary positions may be established by the president or designee. There can be no commitment to continue a temporary position beyond the length of time specified when it is established; in particular, there can be no commitment to continue on appropriated funds a position initially established with nonappropriated funding. *[ed. 7-02, rev. 1-08]*
- **B. EMPLOYEE CLASSIFICATIONS.** Every UI employee, belongs to one of two categories--classified or exempt--that are defined as follows: [rev. 1-08]
 - **B-1. Classified Employees.** "Classified employees at the University of Idaho are subject to the policies and procedures of the University of Idaho for its classified employees. Such policies and procedures require approval by the Board, and should be, in so much as practical, parallel to the provisions provided for state of Idaho classified employees in Chapter 53, Title 67, Idaho Code." [RPG II.D1.b] [rev. 7-02]

- **B-2. Exempt Employees.** Exempt means any person appointed to or holding a position at an institution, agency, or school designated by the Board as non-classified and thus is not subject to the provisions of Chapter 53, Title 67, Idaho Code or the policies and procedures of the University of Idaho for its classified employees. The Board's designation of a position or employee as non-classified constitutes any designation necessary under Idaho law to designate such position or employee as an officer. [RGP II.D.2, see also FSH 3460 A-3.] Faculty employees comprise a large and unique subset of the Board's exempt employees. Thus, faculty employees are addressed specifically throughout these policies and procedures. [RGP II.D.2.c.] [ed. 7-02, rev. 1-08]
- **C. APPOINTING AUTHORITY AND LEGAL COMPLIANCE.** In the case of all appointments, compliance with UI's affirmative action and equal employment opportunity policy (see FSH 3065) and with the requirements of all applicable immigration and naturalization laws (see FSH 3070) is required. These procedures must be followed to ensure legal compliance. [red. 7-02, 1-08]
 - **C-1.** Regents policy provides: "The Board [Regents] delegates all authority for personnel management not specifically retained to the executive director [of the State Board of Education] and the chief executive officers consistent with the personnel policies and procedures adopted by the Board. In fulfilling this responsibility, the executive director and chief executive officers, or their designees, may exercise their authority consistent with these policies and procedures provided, however, that the Board retains the authority for taking final action on any matter so identified anywhere in these policies and procedures." [RGP II.B.2.] [rev. 7-02, ed. 1-08]
 - C-2. The Regents specifically retain the authority to make the initial appointment of all employees to any type of position at a salary that is equal to or higher than 75% of president's annual salary. In addition the Regents specifically retain the authority to approve, for longer than one year, the employment agreement of any head coach or athletic director and all amendments thereto. [RGP II.B.3.b and c.] [rev. 7-02, 1-08]

D. TERMS OF APPOINTMENT.

- **D-1.** Classified Employees. UI classified employees are appointed subject to the policies of the University and the Regents. Initial appointment procedures are included in FSH 3065. [rev. 7-02, ed. 1-08]
- **D-2. Exempt Employees.** All salaried employees of UI, except faculty members with tenure [see FSH 3520], and the category described in b below, have fixed terms of employment. A contract for a fixed term of employment may not exceed one year without prior approval by the Regents. Employment beyond the contract period cannot legally be presumed. Reappointment to an additional fixed-term contract is at the discretion of the president and where applicable of the Regents. Policies and procedures covering reappointment or nonreappointment of these employees are included in FSH 3900. [rev. 7-02, 1-08]
 - **a.** A category of exempt employees, referred to as "temporary or special project nonclassified employees," is recognized by the Regents. This category includes (1) employees who are appointed to positions that are either temporary or for special projects [see A-3 above], and who generally meet specific position requirements for (a) grants or contracts of specified duration, or (b) part-time teaching or other responsibilities, and (2) employees who are appointed to fulfill the responsibilities of continuing positions on an emergency or temporary basis. [RGP II.D.2.d(1)] These employees have no expectation of continuing employment beyond an existing contract period, and their service in no way qualifies them for consideration for tenure in that position. In no case are such employees legally entitled to advance notice of or reasons for a decision not to enter into another contract of employment for another period and such decision is not grievable or appealable in any way. [rev. 7-02, 1-08]
 - **b.** The UI president serves as such at the pleasure of the Board of Regents and may be dismissed from that position at any time with or without cause or written notice. [See also FSH 1420 A-1.] [ed. 7-02]

E. INSTRUMENTS OF APPOINTMENT.

- **E-1. Classified Employees.** Each classified employee receives on appointment a letter from the department that defines his or her appointment and specifies the terms of employment <u>(offer letter)</u>. Approved offer letter templates are available on the HR webpage. [ed. 7-02]
- **E-2. Exempt Employees.** Each salaried exempt employee serves pursuant to a letter of appointment (offer letter) and a salary agreement that includes (1) the specific annual salary, (2) anticipated date of entry on duty, and (3) any special conditions of employment applying to the position. Approved offer letter templates are available on the HR webpage. The employee acknowledges receipt and acceptance of the terms of the letter and salary agreement by signing and returning a copy of each to the administrator who initiated the offer of appointment. Failure or refusal of the employee to sign and return a copy of the letter and salary agreement within the specified time is deemed rejection of the offer of employment unless the parties have mutually agreed to extend the time. If the employee does not sign and return the initial offer within the specified time UI may, at its discretion, extend another offer to the employee. Any alteration by the employee of the offer is deemed a counteroffer requiring an affirmative act of acceptance by the president or the president's designee. [ed. 7-02]
- **E-3. Faculty Members.** Offers of academic employment are made by academic colleges. Every faculty hire is approved by the dean to ensure consistent and diligent hiring practices have been followed. The letter offering the position should indicate: (1) that the offer is made on recommendation of the appropriate department faculty and with the approval of the president and Regents, (2) the specific salary, (3) the term of service and date of entry on duty, and (4) any special conditions of employment applying to this appointment. In addition, in the case of joint academic appointments, the letter of appointment will specify a single tenure-granting department. The letter may also specify such other matters as are desirable in order to define the primary elements of the contract of employment. In the case of joint academic appointments, the letter of appointment will specify a single tenure-granting department for the faculty member to advance in rank. The department administrator of the tenure-granting department will be responsible for coordinating the annual performance evaluation and other performance reviews with the other department(s) participating in the joint appointment. [rev. 7-97, 7-02, 1-08]

(Form on next page.)

UNIVERSITY OF IDAHO SALARY AGREEMENT FOR FACULTY AND EXEMPT PERSONNEL

(
——————————————————————————————————————
\longleftrightarrow
— (Name, Department, Title, and Rank)
TERM OF APPOINTMENT*: Base Salary:
*Enter dates if for period shorter than fiscal or academic year:
FROM: TO:
This agreement confirms the concurrence of the University and the employee regarding the compensation to be
provided to the employee for services rendered during the period indicated. The employee is subject to, and
responsible for compliance with, the Idaho State Board of Education and Regents of the University of Idaho
Governing Policies and Procedures Manual and Rule Manual, as well as the University of Idaho Faculty Staff
Handbook, as all may be amended from time to time without notice. The employee specifically recognizes and
agrees to abide by the terms set forth in Faculty Staff Handbook Section 5400, Employment Agreement concerning
Patents and Copyrights, as all may be amended from time to time without notice.
Academic year appointees are committed to fulfill duties and assignments for 1,560 hours (19.5 bi weeks or 39 weeks—nine month appointments). The majority of the faculty will fulfill this assignment during the fall and spring semesters, beginning on August and ending on May Payroll dates for academic year
employees are June through June
It is further agreed that any academic year appointee who ceases to work for the University during the term of employment provided herein and has received more than a pro-rata portion of the salary to which that person is entitled must repay the University the excess payment within 30 days after the termination of his or her service. This provision is applicable to persons who resign, are discharged for cause, or are granted leave of absence without pay.
All fiscal year employees are subject to regular assignment throughout the year. Appointment and payroll dates for fiscal year employees are June through June
fiscal year employees are June through June Salary will be paid in bi-weekly installments on the usual paydays of the University. This agreement constitutes the entire agreement of the parties, and there are no oral or other written agreements
Salary will be paid in bi weekly installments on the usual paydays of the University. This agreement constitutes the entire agreement of the parties, and there are no oral or other written agreements existing relative to the employment relationship of the parties unless specifically incorporated under "Other
Salary will be paid in bi-weekly installments on the usual paydays of the University. This agreement constitutes the entire agreement of the parties, and there are no oral or other written agreements existing relative to the employment relationship of the parties unless specifically incorporated under "Other Conditions" below. This agreement may be modified only in writing when signed by all parties and approved by the
Salary will be paid in bi weekly installments on the usual paydays of the University. This agreement constitutes the entire agreement of the parties, and there are no oral or other written agreements existing relative to the employment relationship of the parties unless specifically incorporated under "Other

CONSENT - BAHR TAB 5 Page 4

This agreement is subject to final approval by The Regents of the University of Idaho and must be signed by the employee and returned to your college/unit administrator by _______, to make the appointment effective.

OTHER CONDITIONS:	
ACCEPTED:	
Employee Date For the University	Date

CONSENT JUNE 14, 2022

LEWIS-CLARK STATE COLLEGE

SUBJECT

Clearwater Hall Construction Project

REFERENCE

August 2021 Board approved Lewis-Clark State College's FY

2023 Alteration and repairs projects and an update

to their six year capital projects plan.

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section V.K.1

BACKGROUND/DISCUSSION

Lewis-Clark State College (LCSC) seeks to begin the renovation and build-out of the first floor of Clearwater Hall, which is a site located on Main Street in Lewiston and a short distance from the campus. This build-out has been on LCSC's state Division of Public Works alteration and repairs project list since at least 2019. LCSC seeks to build out the first floor for the Workforce Training Center's (WFT) use and relocate the operation from a leased site. The relocation will create synergies with two other centers located at Clearwater Hall: the Adult Learning Center (ALC) and the Idaho Small Business Development Center (ISBDC) as well as an additional center adjacent to this location, the Center for Arts and History (CAH).

As students achieve their educational goals such as a General Education Diploma (GED) through the Adult Learning Center, the co-location of Workforce Training creates an easy transition into certificate programs offered by WFT. Additionally, ISBDC assists existing and new businesses to be successful, including providing workforce training. As ISBDC identifies training needs for new businesses, the path to connect with these needs will be more seamless for the customer. Having each of these centers co-located will create ease of access for customers and businesses. Additionally, being located downtown puts WFT closer to businesses that have training requests. The build out of the WFT/Clearwater Hall area will also allow the other centers and businesses to host events within this space.

WFT will also be doing personal development classes, formerly offered by CAH and will partner with CAH to develop these classes. Each of these synergies will help to create a one-stop shop for adult learners and small businesses (GED to certificate; business development to business success; and personal development for the needs in between).

The cost to build out this facility, including HVAC, restrooms, nine offices, and four classrooms totaling 6,400 square feet along with associated furniture and equipment, is estimated at \$1.5 million.

CONSENT JUNE 14, 2022

The project will be funded by institutional and WFT reserves and an internal loan. LCSC plans to provide a \$1 million internal loan to WFT to partially fund the construction and build out. WFT will repay this internal loan through savings achieved by terminating an existing lease, programmatic revenue, fundraising, and anticipated growth with additional facility space.

IMPACT

The build out of Clearwater Hall will increase available programmatic space for Lewis-Clark State College and allow synergies between three existing downtown programs and Workforce Training. The fiscal impact to the college is an estimated \$1.5 million of which an internal \$1 million will be repaid by the Workforce Training operation. The net impact is lowered by the termination of an existing lease estimated at \$35,000 per year.

ATTACHMENTS

Attachment 1 – Conceptual Map Attachment 2 - Six-year Capital Plan

STAFF COMMENTS AND RECOMMENDATIONS

LCSC has reviewed the space for feasibility and has a rough cost estimate as well as a preliminary sketch as shown in Attachment 1. This approval will allow LCSC to move forward with design and planning, which is the first step in what will be a design-bid-build process.

This project has been on the Division of Public Works list for at least three years and has not risen to a high priority level. LCSC now has the ability to move forward with the project using other funding sources.

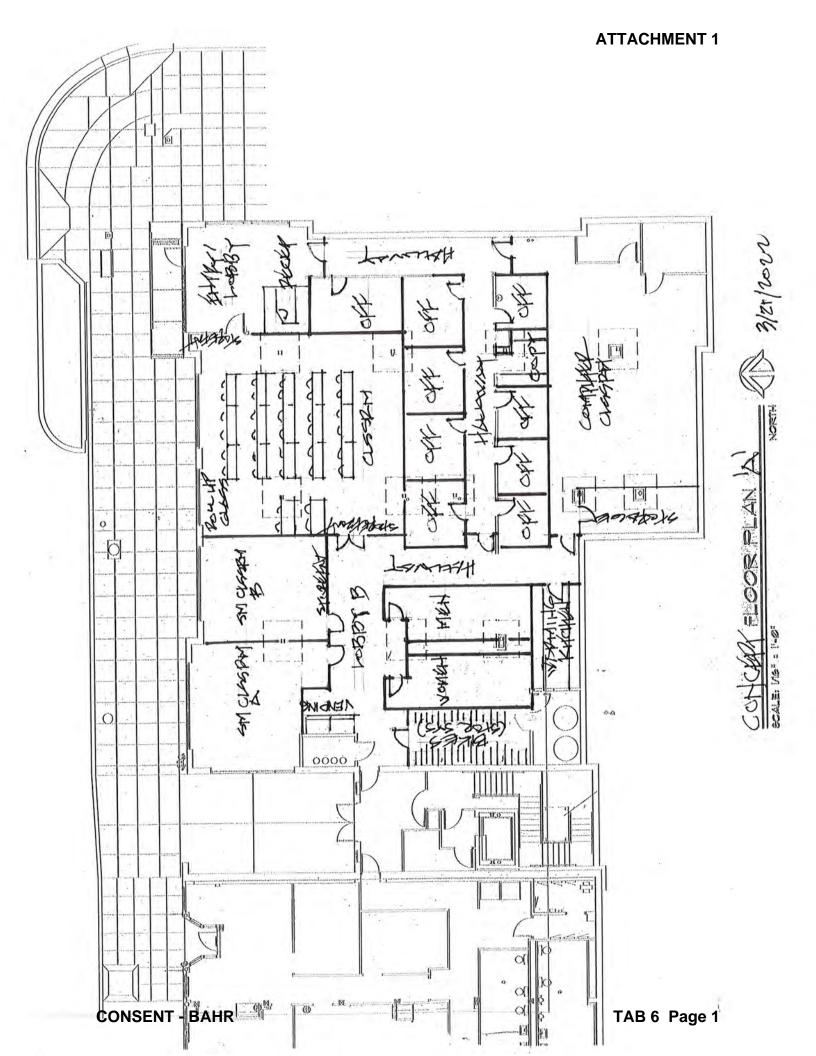
Since this is now a capital project, Board action is required to add it to LCSC's six-year capital construction plan. Policy V.K. requires projects estimated to exceed \$1 million to be on the approved six-year capital construction plan prior to an institution soliciting or committing funds.

Staff recommends approval.

BOARD ACTION

I move to approve the revision to LCSC's six-year plan as submitted in Attachment 2 and to authorize the construction of the first floor of Clearwater Hall by Lewis-Clark State College for a cost not to exceed \$1.5 million, and to further authorize the President or designee to execute such documents and agreements relating thereto.

Moved by	Seconded by	Carried Yes	No	
----------	-------------	-------------	----	--



CAPITAL BUDGET REQUEST SIX-YEAR PLAN FY 2023 THROUGH FY 2028 CAPITAL IMPROVEMENTS

AGENCY: Lewis-Clark State College

PROJECT DESCRIPTION/LOCATION	FY 2023 \$	FY 2024 \$	FY 2025 \$	FY 2026 \$	FY 2027 \$	FY 2028 \$
Clearwater Hall – First Floor Buildout	\$1,500,000					
Wittman Complex/MTB System Updates	3,763,200					
Sam Glenn Complex Remodel	2,352,000					
Meriwether Lewis Hall Remodel	17,640,000					
Talkington Hall Remodel		\$14,112,000				
Administration Building Updates		4,468,800				
Reid Centennial Hall Remodel		14,112,000				
Central Heat Plant			\$35,280,000			
Living/Learning Center & General-Purpose Facility				\$29,400,000		
CTE/WFT					\$29,400,000	
Music Building Repurposing						\$17,640,000
TOTAL	\$25,255,200	\$32,692,800	\$35,280,000	\$29,400,000	\$29,400,000	\$17,640,000

CONSENT JUNE 14, 2022

LEWIS-CLARK STATE COLLEGE

SUBJECT

Authorization to establish new vice president-level position: Vice President of Institutional Research, Planning and Effectiveness

APPLICABLE STATUTES, RULE OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section II.B.3.a.

BACKGROUND / DISCUSSION

Lewis-Clark State College (LCSC) seeks State Board of Education (Board) approval to establish a new position: Vice President for Research, Planning and Effectiveness (VP IRPE). This position replaces the Director of Institutional Research and Effectiveness position and will serve as a member of the College Executive Cabinet as well as the chief research, grants, and contracts oversight officer for the college. Due to a recent statute change allowing LCSC to offer graduate programs, interest and efforts to expand revenue stream sources via grants and contracts, and increasing interest in and ability to partner with sister institutions through SBOE initiatives such as HERC, this position will provide the leadership and oversight needed to move the college forward. The rounding-out of the Executive Cabinet will support the President's efforts to create time and bandwidth to focus on the college's mission and strategic goals and presidential priorities.

Details of the proposed new vice president position are provided below, in accordance with Board Policy II.B.3.a.

- i. Position title: Vice President of Institutional Research, Planning and Effectiveness
- ii. Type of position: Administrative, Non-Classified
- iii. FTE: 1.0
- iv. Term of appointment: 12 months
- v. Effective date: January 1, 2022
- vi. Salary: \$111,000
- vii. Funding source: Appropriated Funds
- viii. A description of the duties and responsibilities of the position is provided in Attachment 1.

IMPACT

The VP IRPE position will provide leadership oversight and functional/operational expertise furthering LCSC's ability to partner with and participate in state research initiatives (e.g., HERC). The VP IRPE will also provide the leadership and expertise needed to advance the college's agenda pertaining to institutional data documentation and use, which will facilitate increased streamlining and use of centralized data sources and automation, creating time/resources savings.

CONSENT JUNE 14, 2022

Ultimately, this leadership addition will distribute workload currently managed by the Provost/Vice President of Academic Affairs and President, creating bandwidth for their efforts and energies to better serve the institution's mission, goals, and presidential priorities.

ATTACHMENTS

Attachment 1 – Duties and Responsibilities

Attachment 2 – Revised Organization Chart

Attachment 3 - Dr. Grace Anderson Curriculum Vitae

STAFF COMMENTS AND RECOMMENDATIONS

Pursuant to Board Policy II.B.3., the creation of any position at a level of vice-president (or equivalent) and above, regardless of funding source, requires Board approval. This includes the creation of a position through the promotion or elevation of an existing position.

The new VP IRPE position was implemented in January 2022, and Grace Anderson moved from the Director of Institutional Research and Effectiveness to the VP IRPE, so this action is retroactive to that date. President Pemberton did notify the Board President and Executive Director in advance of implementation. It was just an inadvertent oversight that the position wasn't brought to Board for approval until now.

Staff recommends approval.

BOARD ACTION

I move to authorize Lewis-Clark State College to replace the Director of Institutional Research and Effectiveness position with a new Vice President of Institutional Research, Planning and Effectiveness position, retroactive to January 1, 2022, with terms and duties as described in Attachment 1.

Moved by	Seconded by	Carried Yes	No



Job Title Vice President for Institutional Research, Planning & Effectiveness

Classification: Exempt

Salary Grade/CUPA Comparison

Chief Institutional Research & Planning Officer (133000 & 131000) Chief Research Officer (143000)

Reports To: President Pemberton

Date January 2022

JOB DESCRIPTION

Summary/Objective of Position: The Vice President for Institutional Research, Planning and Effectiveness (VP IRPE) serves as a member of the College Executive Cabinet and is the chief research, and grants and contracts oversight officer of Lewis-Clark State College. The roles and responsibilities of the VP IRPE include, but may not be limited to:

- Providing leadership in the development and implementation of college-wide and unit research/effectiveness planning and reporting activities, including (but not limited to):
 - o Research policy, compliance and planning
 - Institutional Strategic Planning
 - Institutional Assessment Plan
 - Research-informed and supported Unit Assessment Report (UAR) and Resource Request - budgeting processes
 - Research communications
 - Coordination with State Board of Education re: research policy, planning and reporting
 - o Grants and Contracts oversight and inter-office communication coordination
 - Sponsored research administration & strategy (Office of Grants & Contracts)
 - o Course evaluation processes, cross-campus coordination and IT integration
- Provide executive support, as required, to the Office of the President

- o Research-derived and supported Legislative preparation, data compilation and use
- o Research-derived and supported State, SBOE, OSBE, preparation, data compilation and use
- Collect and disseminate data, statistics, facts, and studies/analyses on the college and its programs via multiple media for use by internal and external stakeholders and customers
- Serves as the central clearing house for compiling and disseminating recurring and onetime reports to federal, state, and other external agencies
- Provide support to the President, the Sr. Vice President, Accreditation Liaison Officer (Provost/VPAA), and other college units on matters related to regional (institutional) and specialized accreditation.
- Support enrollment planning and assessment and coordinate data extraction/reporting with the Vice President for Student Affairs
- Utilize innovative strategies to monitor effectiveness of the general education core, learning outcomes, campus climate, supervisor effectiveness, etc.

Essential Functions: Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions. The VP IRPE provides leadership oversight and functional/operational expertise and work productivity regarding the following essential functions:

- Provides leadership representation on behalf of LC State on Idaho SBOE's Higher Education Research Council (HERC). Under the direction of the SBOE and OSBE, HERC serves the research support and development interests of the state of Idaho across Idaho's 4-year institutions
- 2. Reporting to federal and state government agencies on behalf of the institution
- 3. Provides oversight and coordination of sponsored research administration (Grants & Contracts)
- 4. Maintains compliance with regulations pertaining to research
- 5. Oversees and implements, in coordination and consultation with appropriate College offices and units (IT, Business & Finance, Student and Academic Affairs, etc.) Collegelevel data documentation and use
- 6. Data collection using survey methods
- 7. Querying, processing, analyzing, and reporting on large datasets
- 8. Statistical significance testing
- 9. Translating technical statistical results to non-technical audiences using data visualization software (e.g., Tableau).

Competencies

- 1. Excellent communication skills interpersonally, in written form, and in public speaking
 - Ability to make and maintain positive, effective, and inclusive working relationships even among those with competing professional priorities
 - Competence in crafting and delivering public presentations that translate technical statistical results to non-technical audiences

No

- Decorum when communicating with leadership, state government officials, and other constituents
- Respond positively to constructive feedback
- Respectful of diversity
- 2. Strong problem-solving skills
 - Especially when problems (or research questions) are not yet clearly defined
 - Ability to find the solution 'of best fit' when all possible solutions are imperfect
- 3. Manage concurrent projects with competing priorities while maintaining an attention to detail
 - Record of meeting deadlines
 - Ability to prioritize concurrent projects

This position has supervisory responsibilities. X Yes

statistical software and electronic data structures required.

- Ability to endure demanding project schedules (periodically) while maintaining composure
- 4. Comfortable in contexts in which decisions are made under contrary pressures
 - Including the ability to maintain objectivity when involved in decisions that have material or financial implications to co-workers or oneself
- 5. Comfortable cross-training with colleagues and transparently documenting one's own work

Supervi	sory	Respon	nsibility

Work Environment: This job operates in a professional office environment. T	his role routinely
uses standard office equipment, most specifically computer and relevant softwa	re. Knowledge of

Physical Demands: The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. While performing the duties of this job, the employee is regularly required to talk and hear. The employee frequently is required to use hands to handle electronic devices.

Position Type/Expected Hours of Work: This is a full-time position. Days and hours of work are typically Monday through Friday, 8 a.m. to 5 p.m. Working outside of typical working hours and perhaps remotely are occasionally required to meet deadlines.

Travel: Travel is expected of the person in this position.

Required Education and Experience

- 1. Doctorate in field or related field.
- 2. Experience working in an institutional research office of higher education.

- 3. Experience with:
 - Microsoft Office (Word, Excel and PowerPoint)
 - Grants administration and sponsored research
 - Statistical software packages (SPSS, SAS, R, etc.)
 - Structural query language (sql)
 - Data analysis and interpretation
 - Enterprise research planning (ERP) software or student information systems software in higher educational settings (e.g., Banner or Colleague)
 - Instructional program assessment
 - Strategic and operational planning (preferably in higher education)
 - Data dashboards and use of data for program improvement

Preferred Education and Experience: Strong preference for a graduate degree that was awarded based upon a successful defense of a thesis/dissertation with statistical analysis (rather than an exit exam, comprehensive exam, portfolio or capstone project)

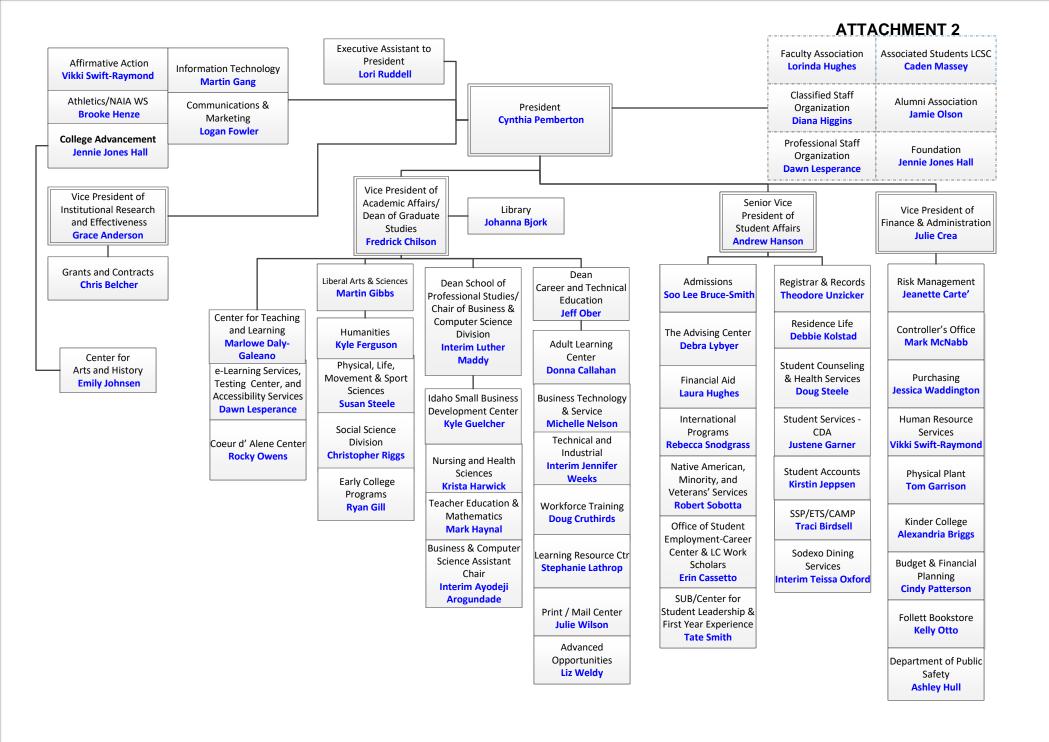
Additional Eligibility Qualifications: None required for this position.

AA/EEO Statement: Lewis-Clark State College does not discriminate on the basis of race, color, religion, age, sex, national origin, disability, gender identity, protected veteran status, or sexual orientation. This policy applies to all programs, services, and facilities, including applications, programs, admissions, and employment.

Other Duties: Please note this job description is not designed to cover or contain a comprehensive listing of activities, duties or responsibilities that are required of the employee for this job. Duties, responsibilities and activities may change at any time with or without notice.

Signatures: This job description has been approved by all levels of management (*please sign and send back to HR electronically*):

Supervisor		
HR		
Employee signature below constitute functions and duties of the position.	s employee's understanding of the requirements, e	essential
Employee	Date	



As of May 2022

TAB 7 Page 1

Grace L. Anderson, Ph.D.

Admin. Bldg., Rm. 201-A 500 8th Ave. Lewiston, ID 83501 glanderson@lcsc.edu

Education: University of California, Santa Barbara

Ph.D. in Communication. 2011. M.A. in Communication. 2008. B.A. in Communication. 2005.

Dean's List of Scholastic Excellence

Research Leadership Experience:

<u>Vice President of Institutional Research, Planning & Effectiveness</u>

Chief research, grants and contracts oversight officer

Lewis-Clark State College

Director of Institutional Research & Effectiveness Fall 2017-Fall 2021 Lewis-Clark State College

Strategic Planning and Implementation

College accreditation reports & site visit

Strategic enrollment management: Researching student outcomes, retention, and curriculum changes

Program Review & Prioritization

Survey Research

<u>Institutional Researcher</u> Summer 2014-Fall 2017 Great Falls College Montana State University

Strategic Planning and Implementation

The Montana University System performance funding model

College accreditation reports & site visit

Strategic enrollment management: Researching student outcomes, retention, and curriculum changes

Program review & prioritization

Federal reporting of student outcomes and grant outcomes

Social Science Researcher Fall 2003-Spring 2014 Samford University & Univ. of California Santa Barbara Design and implement experimental and survey studies.

Conduct statistical analyses (using SPSS), write, and publish empirical papers, in collaboration with colleagues as well as independently.

Present findings internationally and nationally at professional conferences.

Other Professional Experience:

<u>Instructor</u> Fall 2015-Spring 2017 Great Falls College Montana State University

Course title: Interpersonal Communication

Guest lecturer of research design for Dental Hygiene and Respiratory Care programs

Assistant Professor Fall 2011-Spring 2014 Samford University, Birmingham, AL

Course titles include: Research Methods, Research Writing, Public Speaking, Interpersonal

Communication, & Intercultural Communication

Peer Reviewer Fall 2009-Spring 2013

Review and recommend works to admission to professional conferences (International Communication Assoc. & National Communication Assoc.) and academic journals (*Social Psychology & Journal of Personality and Social Psychology*).

Graduate Teaching Assistant Fall 2005-Spring 2011 University of California, Santa Barbara

Course titles include: Statistical Analysis of Communication, Communication Research Methods, Introduction to Communication, Theories of Communication, Gender and Communication, Language and Social Identity, Media Policy, & Media Entertainment

<u>Campus Tour Guide</u> 2003-2011 Visitors' Center, University of California, Santa Barbara.

Conduct weekly tours of campus and answer questions concerning freshman and transfer admission.

<u>Reporter</u> 2004 Talk Radio News Service, Washington D.C.

Booked guests and interviews during the Republican National Convention of 2004 in New York City and

- composed and aired stories on the U.S. Congressional Hearings, 9-11 Commission Hearings, and events at the National Press Club.
- Public Relations Assistant 2004 Chlopak, Leonard, Schechter and Associates, Washington D.C. Assisted with correspondence with the U.S. Congress, the Tobacco Free Kids Campaign to ensure the passage of responsible tobacco legislation, account and client assistance.
- <u>Production Assistant</u> 2003 KEYT channel 3, Santa Barbara.

Operated teleprompter, studio cameras, and audio board, received director and editor training.

<u>Business Accountant</u> 2001-2003 High Technology Solutions, Inc., San Diego, CA.

Performed voucher close-outs, prepared business license & tax documents for merger, assisted with weekly payroll check runs. Employment occurred during academic holidays.

Research Publications:

- Reid, S. A., Zhang, J., Anderson, G. L. & Keblusek, J. (2020). Costly signaling in human communication. In K. Floyd, & R. Weber (Eds.), *The Handbook of Communication Science and Biology* (pp. 50-62). Routledge.
- Anderson, G. L. (2017). Competitive communication among women: The pretty prevail by means of indirect aggression. In M. L. Fisher (Ed.), *The Oxford Handbook of Women and Competition*. Oxford University Press.
- Weber, R., Westcott-Baker, A. L., & Anderson, G. L. (2013) The effectiveness of anti-marijuana public service announcements: A multipurpose replication study. *Communication Monographs*, 80(3), 302-330.
- Reid, S. A., Zhang, J., Anderson, G. L., Gasiorek, J., Bonilla, D., & Peinado, S. (2012). Parasite primes make foreign accented English sound more distant to people who are disgusted by pathogens (but not by sex or morality). *Evolution and Human Behavior*, 33(5), 471-478.
- Reid, S. A., & Anderson, G. L. (2010). Language, social identity, and stereotyping. In H. Giles, S. Reid, & J Harwood (Eds.), *The Dynamics of Intergroup Communication* (pp. 91-104). NY: Peter Lang.
- Anderson, G. L., & Giles, H. (2009). Communicating empathies in interpersonal relationships. In E. Cuyler, & M. Ackhart (Eds.), *Psychology of Relationships* (pp. 1-34). Nova Science Publishers.
- Reid, S. A., Palomares, N., Anderson, G. L., & Bondad-Brown, B. (2009). Gender, language, and social influence: A competitive test of expectation states theory, role congruity theory, and self-categorization theory. *Human Communication Research*, 35(4), 465-490.

Encyclopedia Entries:

Reid, S. A., & Anderson, G. L. (2010). Language and intergroup relations. In J. M. Levine, & M. A. Hogg (Eds.), *Encyclopedia of Group Processes and Intergroup Relations*.

Popular Press:

Weber, R., Westcott-Baker, A., & Anderson, G. (October, 2013). Individual and message level characteristics of effective public service announcements. *Communication Currents*, 8(5). Retrieve from http://www.natcom.org/CommCurrentsArticle.aspx?id=4339.

Conference Papers & Presentations:

- Anderson, G. L. (2016). *An IR Eye towards Program Prioritization*. Rocky Mountain Association for Institutional Research. Bozeman, MT.
- Anderson, G. L. (2013). Ovulatory Cycle Changes Women's Clothing Choices and How They Dress to Impress Same-Sex Rivals. International Communication Association (ICA) Convention, Interpersonal Communication Division, London, Great Britain.
- Anderson, G. L., Reid, S. A., Gaulin, S. (2012). *Is Aggression among Women Influenced by Machiavellianism and Ovulatory Fertility? An Experimental Test of the Recalibration Theory of Anger*. National Communication Association Convention, Interpersonal Communication Division. Orlando, United States of America.
- Reid, S. A., Jinguang, Z., Anderson, G. L., Gasiorek, J., & Bonilla, D. (2012). Language and Social Influence among Women: A comparison of expectation states, self-categorization, and intrasexual competition theories. International Assoc. of Language and Social Psychology, Brisbane, Queensland, Australia.
- Anderson, G. L., Reid, S. A., Gaulin, S. (2012). How Aggression among Women is Calibrated by Physical Attractiveness: An Experimental Test of the Recalibration Theory of Anger. ICA Convention,

CONSENT - BAHR

- Interpersonal Communication Division. Pheonix, United States of America.
- Weber, R., Westcott-Baker, A. L., Funk, C., Anderson, G. L. (May, 2010) *The effectiveness of anti-marijuana public service announcements: A multipurpose replication study*. Presented at the International Communication Association (ICA) Convention, Health Communication Division. Singapore.
- Anderson, G. L., & Reid, S. A. (May, 2009). *Indirect aggression among women explained by competitive mating strategies and digit ratio asymmetry*. Presented at the ICA Convention, Interpersonal Communication Division. Chicago, IL.
- Anderson, G. L., Kang, P., & Lieberman, D. (May, 2008). *Playing a health videogame: Impacts of social interaction and gender on health outcomes*. Presented at the ICA Convention, Game Studies Division. Montreal, Canada.
- Reid, S. A., Palomares, N., Anderson, G. L., Bondad-Brown, B. (May, 2008). *Gender, language, and social influence: A test of expectation states, role congruity, and self-categorization theories.* Presented at the ICA Convention, Intergroup Communication Interest Group. Montreal, Canada.

Grants:

Consortium for Healthcare Education Online (CHEO) 2014-2016 Great Falls College Montana State Univ. Reported on the outcomes of a grant funded laboratory delivering technologically driven science to remote populations.

<u>Brython Davis Endowment</u> 2010 University of California, Santa Barbara.

Funded dissertation research.

Hope Lab 2005 Institute for Social, Behavioral, & Economic Research, University of California, Santa Barbara. Health videogame research. Awarded to Dr. Debra Lieberman (principle investigator).

Instructional Grant 2005-2006 University of California, Santa Barbara.

To improve classroom materials, lectures, and assignments to include ethnically diverse perspectives.

Service:

Faculty Advisor to Delta Xi Phi 2012-2014 Samford University

Advised the creation and maintenance of an intercultural sorority.

<u>Peer Reviewer</u> (June, 2013). International Communication Assoc. Convention, Interpersonal Div., London, England.

Peer Reviewer (2009). Social Psychology.

Peer Reviewer (2009). Journal of Personality and Social Psychology.

<u>Panel Chair/Respondent</u> (May, 2009). ICA Convention, Interpersonal Communication Division, Chicago, IL. session title: *Experiences in developing relationships: Satisfaction, trust, skepticism, and lies*.

Ombuds Advisory Committee 2007-2009 University of California, Santa Barbara, CA.

Receiving and responding to comments or complaints about the Office of the Ombuds, to ensure that the Ombuds is held accountable and that persons who feel unfairly treated have opportunity for recourse.

Gaucho Tour Association 2003-2005 University of California, Santa Barbara, CA. Served as Vice President (2004-2005) & Secretary (2003-2004). Conduct quarterly recruitment orientations for new campus tour guides.

Awards and Recognition:

2nd Top Paper Award, International Communication Assoc., Intergroup Communication Div., 2009 Sigma Beta Honor Society

Visitors' Center Wall of Fame, completed 300th campus tour, University of California, Santa Barbara, 2010.

CONSENT - BAHR TAB 7 Page 3

UNIVERSITY OF IDAHO

SUBJECT

Online Bachelor of Business Administration

APPLICABLE STATUTE, RULE, OR POLICY

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

BACKGROUND/DISCUSSION

University of Idaho's proposed online Bachelor of Business Administration (BBA) is developed by the College of Business and Economics and is intended to meet state workforce and economic need. The online degree is designed to enhance access through affordable tuition and fees, which are set at \$365 per credit hour. The program is priced lower than the current Bachelor of Science in Business. All courses will be offered 100% online and asynchronous, allowing students to complete the degree reducing conflicts, and relieving time restraints that are typical of working adults. Program demand is supported by analysis of demand trends, job postings, and the educational offerings of comparator colleges and universities provided by EMSI Burning Glass. Among the more cited skills advertised by employers were expense reporting, procurement, onboarding, Productivity Suite, event planning, purchasing, budgeting, accounting, business support systems and Microsoft OneNote. The top common skills and dispositions communication, included management, detail orientation, coordination. prioritization, leadership, and problem solving. The median earnings for Management and Business Management jobs in 2018 was \$88,300 and the salary is expected to increase by 23.8% by 2029, further propping demand. The program is purposely designed with stackable certificates, each providing focus on key clusters of in-demand skills included in the analysis. The program is intended to provide Idahoans with the skillset needed for employment in desirable business and management positions, supporting the economy of Idaho and creating conditions attractive to companies to relocate and found their enterprises in the state.

Only 27.5% of Idaho residents age 25+ have completed a bachelor's degree. By eliminating the need for a student to have to move to Moscow or a regional center to pursue a traditional degree, working adults and nontraditional students will be able to complete a bachelor's degree and increase their business and management skills. The BBA program is built around four, stackable certificates that require few prerequisites. By removing the prerequisite obstacle, students will realize an immediate impact on their professional qualifications, employability, competency, and productivity. The equivalent of one certificate per semester is achievable to the motivated full-time student, and they can continue completing additional certificates to earn the full BA degree. This pathway model differentiates this program from other offerings in the state.

CONSENT - IRSA TAB 8 Page 1

IMPACT

Students completing a Business Administration education will have higher earning power and improved quality of life. The individuals moving to positions providing health care benefits will reduce state-funded benefit expenditures. Companies in Idaho will be able to develop their own managers. Non-traditional students with children will be able to model the importance of post-secondary education and improve the Idaho high school go-on rate. Students will complete the state board core, leading to citizens with a better understanding of the arts, culture, history and science.

The College of Business and Economics anticipates hiring three full-time faculty to cover 18 sections of new and existing courses for the proposed online program. This includes costs associated with existing administrator, full-time instructors, adjuncts, and overload instruction. The program will require new computers and monitors for newly hired faculty. Fiscal impact is between \$427,551 - \$761,723 of ongoing funding and \$5,000 - \$43,210 in one-time funding. The cost per credit hour is \$365. This includes an online course fee of \$35 per credit.

ATTACHMENTS

Attachment 1 – Bachelor of Business Administration Program Proposal

BOARD STAFF COMMENTS AND RECOMMENDATIONS

As provided in the program proposal, this pathway model will provide students with opportunities to complete the Bachelor of Business Administration degree through stackable certificates while also enabling students to develop specific skills that will benefit them in their current employment or business. Those certificates include Applied Finance, Business Leadership, Enterprise Systems Integration, Sales Management, and Technical Program Management.

The program anticipates enrolling 53 students initially reaching 218 once the program is up and running. As provided in their proposal, projected costs total \$503,251 and \$792,923 respectively during the second and fourth years of operation. With a price per student credit hour of \$365 delivery of 1,398 Student Credit Hours (SCH) in FY24 and 2,203 SCH in FY26, the program will produce revenue sufficient to cover projected costs. With students enrolling in an average of 19.5 SCH, headcount enrollment of 72 students will result in revenue sufficient to cover projected costs. In FY26, headcount enrollment of 113 students will produce revenue sufficient to cover projected costs, assuming hiring and other expenses are incurred as planned. Any tuition discounts offered to students impacting the revenue per SCH will impact the number of SCHs and students necessary for the program to break even. The university provides if the program does not enroll students sufficient to produce revenue equal to or greater than the realized costs of maintaining and delivering the program, there would be justification to discontinue the program.

University of Idaho's proposed online Bachelor of Business Administration is consistent with their Service Region Program Responsibilities and their current

CONSENT - IRSA TAB 8 Page 2

institution plan for Delivery of Academic Programs in Region II. As provided in Board Policy III.Z, no institution has the statewide program responsibility business programs at the baccalaureate level. Additionally, Board Policy III.Z does not apply to programs for which 90% or more of all activity is required or completed online. Currently, Boise State University offers an online BBA, Idaho State University offers an online Bachelor of Science in General Business, and Lewis-Clark State College offers a Bachelor of Applied Science in Business.

The proposal completed the program review process and was recommended for approval by the Council on Academic Affairs and Programs on May 5, 2022, and was presented to the Instruction, Research, and Student Affairs Committee on June 2, 2022. Board staff recommends approval.

BOARD ACTION

DACION			
I move to approv	e the request by University	of Idaho to offer an onl	ine Bachelor o
Business Admin	istration as provided in Atta	chment 1.	
Moved by	Seconded by	Carried Ves	No

CONSENT - IRSA TAB 8 Page 3

CONSENT

JUNE 14, 2022 ATTACHMENT 1 Institutional Tracking No.

Idaho State Board of Education

Proposal for Academic Degree and Certificate Program

Date of Proposal Submission:										
Institution Submitting Proposal:	U	University of Idaho								
Name of College, School, or Division:	С	ollege of E	Busi	ness and E	Econo	omics	S			
Name of Department(s) or Area(s):				Business a formation			tment of Acc	coun	ting and	l .
			_							
Official Name of the Program:	Ba	achelor of	Bus	siness Adm	ninist	ratio	n 			
Implementation Date:	Fa	all 2022								
Degree Information:	De	egree Lev	el: L	Indergradu	uate		Degree Typ	e: B	.B.A.	
CIP code (consult IR /Registrar):										
Method of Delivery: Indicate percentage of face-to-face, hybrid, distance delivery, etc.	100% distance delivery									
Geographical Delivery:	Lo	cation(s)	Mc	scow			Region(s)			
Indicate (X) if the program is/has: (Consistent with Board Policy V.R.)		Self-Suppo	ort fe	ee		Pro	fessional Fee		Online	Program Fee
Indicate (X) if the program is: (Consistent with Board Policy III.Z.)		Regional F	Resp	ponsibility Statewide Responsibility						
				Vice Pres applicable	New Othe	Off-C	campus Instru , Contract Pro	ogran	al Progra	
Graduate Dean or other official (Institution; as applicable)	Date			Academic Affairs Program Manager			r, OSBE			
EVP/Chief Fiscal Officer (Institution)	Da	(5,312)		Chief Ein	LAZ ancia		icer, OSBE	10		4/18/22 Date
Joven - Trus en		2-15-2	2 .	OHIEL FILL	aricia	ıı OII	4			Date
Provost/VP fòr-Instruction (Institution)	Da			Chief Acc	dem	BE	ficer, OSBE			4/25/22 Date
1707000 wi Tol-mondonom (mondon)	Do			Office Acc	449111	10 01	noor, OODE			Date

Page 1 Revised July 1, 2020

ATTACHMENT 1

President

Date

SBOE/Executive Director Approval

Date

ATTACHMENT 1

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

Rationale for Creation or Modification of the Program

- 1. Describe the request and give an overview of the changes that will result. What type of substantive change are you requesting? Will this program be related or tied to other programs on campus? Identify any existing program that this program will replace. If this is an Associate degree, please describe transferability.
 - The College of Business and Economics is requesting approval of an online degree, a Bachelor of Business Administration. While including some of the same courses as our existing programs, it will not replace any programs. We do not anticipate that the new online degree program will use any teaching staff resources of our existing programs.
- 2. **Need for the Program**. Describe evidence of the student, regional, and statewide needs that will be addressed by this proposal to include student clientele to be served and address the ways in which the proposed program will meet those needs.
 - a. Workforce and economic need: Provide verification of state workforce needs that will be met by this program. Include job titles and cite the data source. Describe how the proposed program will stimulate the state economy by advancing the field, providing research results, etc.

Employers are increasingly hiring those with online degrees, with the preference for traditional seated degrees fading rapidly. Job posting analytics provided by EMSI indicate that within Idaho, Montana, Oregon, Utah, Washington, and Wyoming there were 1,051 unique job postings between September 2016 and May 2020 in Management and Business Management. The average advertised salary was \$58,800 dollars. The top hard skills advertised were Expense Reporting, Procurement, Onboarding, Microsoft SharePoint, Event Planning, Purchasing, Budgeting, Accounting, Business Support Systems, and Microsoft OneNote. The top common skills were Management, Communications, Detail Oriented, Microsoft Outlook, Coordinating, Microsoft Excel, Prioritizing, Leadership, Operations, and problem solving. Analysis of this data had guided the creation of our proposal. Nationally within Management and Business Management there were 135,301 jobs in 2018 with a median earnings of \$88,300. This rate is expected to increase by 23.8% by 2029. By providing the skills to allow more Idahoans to succeed in these high paying jobs we will help to support the Idaho economy and tax base while providing assurance for companies considering locating within the Gem state that the human resources they require are locally available.

Further, we will seek to coordinate with industry in Idaho, encouraging them to provide feedback on curriculum, provide adjunct and guest speakers, virtual executives in residence, and direct and indirect financial support for the program. As many Idaho companies have a footprint that exceeds the state this would allow tapping a larger target market of potential students.

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

Page 3 Revised July 1, 2020

ATTACHMENT 1

Data provided by EMSI indicates that the demand for online business education is high and growing. Within the Pacific NW in 2019 there was a 161% increase in distance learning programs while non-distance offerings decreased by 33.4%. A review of 50 programs in the Pacific NW and inland west (Washington, Oregon, Idaho, Montana, Utah, and Wyoming) showed that in 2019 a total of 4,926 online degrees were completed versus 2,624 non-distance degrees, a stunning turnaround from 2012, when completion of traditional degrees was still higher than online degrees.

The primary target are those individuals interested in a business degree from the University of Idaho who have significant barriers in moving to Moscow to pursue a traditional seated degree. Within this broad target we see three specific groups of students the program will serve: 1. Nontraditional learners of all ages that want to pursue a business education that cannot move to Moscow because of work, family or cost considerations; 2. Graduates of Idaho two-year programs that are unable to move to Moscow to pursue a four year degree; 3. Students that started a seated degree at the University of Idaho but who had to leave Moscow and would like to complete their education. All targets will be a mix of full and part time.

We believe most nontraditional learners will be interested in developing specific skills to help them in their current position or business immediately. Therefore, we are building the program around certificates that require few prerequisites. Students that are interested in pursuing business education are often discouraged to learn that first they must complete two to three semesters of general course work and prereqs before learning the skills they seek. By removing this obstacle students will see an immediate impact on their professional qualifications, employability, competency, and productivity. Motivated students can complete at least a certificate each semester. With successful completion of a certificate we believe students will enroll in additional certificates, eventually adding up to the full B.A. degree. This nontraditional pathway to success will be we believe very popular among pragmatic, skill focused individuals. Further this pathway model differentiates this program from other offerings in the state, limiting duplication.

Because most working adults in Idaho lack a post-secondary degree yet are employed in business in some form, the target market is large Most of these individuals are gainfully employed and we believe will respond to the opportunity to increase their business and management skills. According to the U.S. Census Bureau, 90.8% of Idaho residents aged 25+ have a high-school degree (with many of those having completed some college), but only 27.6% have completed a bachelor's degree. This target market of adults 25 and older with a high-school degree and some college significantly exceeds the number of high-school graduates each year (approximately 20,000). By eliminating the distance barrier, we believe we can significantly increase the delivery of business degrees in Idaho.

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

Education in Business Administration improves the productivity and efficiency of businesses of all types. This will result in growth in the economy of Idaho and the tax base, and the individuals completing the program will find their earning power significantly increased. This in turn will allow them to improve their quality of life and standard of living. Some will move from low paying jobs to ones that provide benefits such as health care reducing the pressure on the state to provide this benefit. By supporting the program, companies in Idaho will be able to develop their own managers within our borders rather than needing to induce employees to move in from outside the state. Some will develop the skills and confidence to start their own businesses. Further, non-traditional students with children, by modeling to their children the importance of post-secondary education, could help

Page 4 Revised July 1, 2020

¹ https://www.census.gov/quickfacts/ID

² https://edtrendsreport.idahoednews.org/student-achievement

ATTACHMENT 1

improve the Idaho high school go-on rate. Indeed, non-traditional learners report few lessons are more powerful to their children than seeing them doing homework. Finally, to complete the degree students will complete the state board core, leading to citizens with a better understanding of the arts, culture, history, and science.

3.	Program Prioritization Is the proposed new program a result of program prioritization?
	YesNoX
	If yes, how does the proposed program fit within the recommended actions of the most recent program prioritization findings.
4.	Credit for Prior Learning Indicate from the various cross walks where credit for prior learning will be available. If no PLA has been identified for this program, enter 'Not Applicable'. Not Applicable
5.	Affordability Opportunities Describe any program-specific steps taken to maximize affordability, such as: textbook options

(e.g., Open Educational Resources), online delivery methods, reduced fees, compressed course scheduling, etc. This question applies to certificates, undergraduate, graduate

The online Bachelor of Business Administration is designed with affordability in mind. Credit hours will be priced lower than the current Bachelor of Science in Business, at \$360.00 per credit hour initially, assuring its competitiveness with other online programs. All courses will be offered in a 100% online, asynchronous, format to maximize flexibility in their completion and minimize conflicts with work and other time constraints. Instructors will be encouraged to use Open Educational Resources whenever possible and appropriate.

programs alike.

Enrollments and Graduates

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

Instit.	Program Name	Fall	Number of Graduates From Program (Summer, Fall, Spring)						
		FY_18_	FY_19_	FY_20_	FY_21_ (most recent)	FY18	FY_19_	FY_20_	FY_21_ (most recent)
Boise State University	Online Bachelor of Business Administration (BBA)	46	150	195	246	0	33	72	103
Idaho State University	Online Bachelor of Science (BS) in General Business	73	100	97	88	10	4	9	5
Lewis and Clark State College	BAS in Business Program	0	0	0	4	0	0	0	0

^{*}Data Supplied by Wes McClintick of the UI office of Institutional Research

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

Competition between programs and universities results in higher-quality programs, creating a net benefit to the state and its citizens. It is the mission of the University of Idaho, the state's land-grant institution, to make education as accessible as possible to the residents of Idaho. Our program will be similar to the existing programs at BSU, ISU, and LCSC, but will be differentiated in a number of ways.

The primary feature that will distinguish our program is that students will complete four certificates as part of the curriculum. This design benefits non-traditional students in that they can complete the program in parts, benefiting from skill and credential upgrades along the way. This should be very attractive to students who are not sure, at first, whether they will complete the entire program.

A second feature is the applied focus of the program's curriculum. We are creating eight new courses specific to this online program. The courses are tailored to be applied, that is, focused on business practice, cases and experiences. This curriculum should be more accessible to nontraditional students who have been out of school for a long time but have work experience.

The third factor that differentiates our program is that it is offered by the University of Idaho College of

Page 6 Revised July 1, 2020

ATTACHMENT 1

Business and Economics. Many of the CBE's existing courses will be part of the online program, although tailored for the online format. Students in our program will have the option to take electives from other units at the University of Idaho, and so benefit from the wide range of courses offered at UI.

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

Propos	Proposed Program: Projected Enrollments and Graduates First Five Years								
Progra	m Name	: Bachelo	r of Applie	ed Science in Busi	ness Adm	inistration			
Projected Fall Term Headcount Enrollment in Program				Projected Annual Number of Graduates From Program					
FY_23 (first year)	FY_24	FY_25	FY_26	FY_27	FY_23 (first year)	FY_24	FY_25	FY_26	FY_27
53	109	163	218	218	0	35	71	106	142

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

We are budgeting for hiring enough non-tenure-track faculty to cover 18 course sections per year, as well as four course sections taught by adjunct faculty. This will provide coverage of all courses in the program at least once per year. Based on the projected enrollments, and that 50% of students would take each course each semester, average class sizes would be 26.5 in the first year, 54.5 in the second year and 81.5 in the third. We are budgeting for additional faculty members to be hired by the fourth and fifth year to offer multiple sections of many of the courses at that point. The capacity for the program is only limited by how large each course section can reasonably be expected to be. Our usual standard for upper-division courses is to limit them to about 80 students per course section, so we will have the capacity to accommodate the projected enrollment.

The CBE will work closely with the office of University Communications and Marketing to design and execute a marketing plan. That plan will include direct outreach to our community college partners to ensure that all candidates for an associate's degree in business are aware of the opportunity to join the CBE's online bachelor's program. Our marketing efforts will include social media platforms such as Twitter, Instagram and Facebook, leveraging our existing presence on those platforms. Other candidate pools we will focus upon are former business and accounting students at the University of Idaho who left without completing their degree, large employers in Idaho such as WinCo, Albertsons, Idaho Forest Group, Great Floors, the hospitality industry, and similar businesses likely to have a significant number of place bound employees whose employment and career prospects would benefit from completing a four-year degree in businesse. In those marketing and outreach efforts the CBE will

Page 7 Revised July 1, 2020

ATTACHMENT 1

highlight the flexible, certificate-based nature of the degree program and the opportunity for prospective students to quickly acquire skills and knowledge that will benefit them in their current position.

Data provided by EMSI shows that beginning in 2018 there were more business credentials conferred by distance-based than in-person programs. EMSI reports that in 2019 there were 7,550 business credentials conferred by institutions in the Northwest, including Idaho, Montana, Oregon, Utah, Washington, and Wyoming. Of those 65% were conferred by 21 institutions offering distance programs, while 35% were conferred by 498 institutions offering in-person programs. Currently the CBE enrolls approximately 950 students. To conservatively estimate enrollment, we forecast that in its fifth year of operation the new program will attract between 20%-25% of the number of students enrolled in our in-person programs. Those projections are consistent with Boise State University's experience with its online business degree program and represent somewhat less than the average number of credentials conferred by institutions offering distance business education.

10. Minimum Enrollments and Graduates.

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

During the second and fourth years of operation (expected to by FY24 and FY26) projected costs total \$503,251 and \$792,923, respectively. With a price per student credit hour of \$360 delivery of 1,398 SCH in FY24 and 2,203 SCH in FY26 will produce revenue sufficient to cover projected costs. In making budget projections we assume that 30% of students will enroll full time (30 SCH/Yr) and 70% will enroll part-time (15 SCH/Yr). With that mix of students on average a student enrolled would be expected to enroll in 19.5 SCH/Yr. With students enrolling in an average of 19.5 SCH, headcount enrollment of 72 students will result in revenue sufficient to cover projected costs. In FY26 headcount enrollment of 113 students will produce revenue sufficient to cover projected costs, assuming hiring and other expenses are incurred as planned. Any tuition discounts offered to students impacting the revenue per SCH will impact the number of SCHs and students necessary for the program to break even.

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

Failure to enroll students sufficient to produce revenue equal to or greater than the realized costs of maintaining and delivering the program would be justification for discontinuing the program. Unanticipated changes in delivery modes, student interest and enrollment patterns, labor costs, and possibly other changes in the higher education environment may impact the university's ability to support the proposed online business program.

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

The degree will receive three types of quality review. First, the program and component certificates, will be assessed by the College of Business and Economics. Some learning objectives will be assessed

Page 8 Revised July 1, 2020

ATTACHMENT 1

each semester. Each learning objective will be assessed at least once every two years. Second, the program quality will be reported to the University of Idaho through the university's required Annual Program Review. Third, the program will be included in the AACSB accreditation of the College of Business and Economics. An external accreditation team will review the program quality and quality control processes once every five years.

- 12. In accordance with Board Policy III.G., an external peer review is required for any new doctoral program. Attach the peer review report as Appendix A.
- 13. Teacher Education/Certification Programs All Educator Preparation programs that lead to certification require review and recommendation from the Professional Standards Commission (PSC) prior to consideration and approval of the program by the State Board of Education.

	(1 00) <u>prior</u> to consideration and approval of the program by the State Board of Education.
	Will this program lead to certification?
	Yes No_X
	If yes, on what date was the Program Approval for Certification Request submitted to the Professional Standards Commission?
14.	Three-Year Plan: If this is a new proposed program, is it on your institution's approved

3-year plan?

Yes	X	No	
	_		 _

If yes, proceed to question 15. If no:

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

Indicate (X) by each applicable statement:

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

b. Provide an explanation for all statements you selected.

As noted above, the program fulfills UI's mission of making education accessible to the residents of Idaho. Online business degrees are becoming more popular, and there are many residents of Idaho and elsewhere who will benefit from our program being available.

Page 9 Revised July 1, 2020 As noted above, business administration knowledge is in high demand across the state and region.

<u>Educational Offerings: Curriculum, Intended Learning Outcomes, and Assessment Plan</u>

- 15. Curriculum. Provide descriptive information of the educational offering.
 - **a. Summary of requirements.** Provide a summary of program requirements using the following table.

Credit hours in required courses offered by the department (s) offering the program.	66
Credit hours in required courses offered by other departments:	9
Credit hours in institutional general education curriculum	36
Credit hours in free electives	9
Total credit hours required for degree program:	120

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

	Summary
General Education Core	36 cr
Business and Econ requirements	24 cr
(or A.A. degree)	
Lower-division sub-total	60 cr
Four certificates	48 cr
Free electives	9 cr
Capstone course	3 cr
Total	120 cr

General Education Core

Written Communication	6 cr
Oral Communication	2 cr
Math	3 cr
Science	8 cr

Page 10 Revised July 1, 2020

6 cr

ATTACHMENT 1

3 cr 3 cr 3 cr 6 cr 6 cr 3 cr

Tiumanities	O CI	
Social Sciences	6 cr	
Institutionally designated	6 cr	
Business	and Economics Requirem	ents
Writing Elective (ENGL 207, ENGL 20	08, ENGL 313, ENGL 317, or	PHIL 201)
Math Elective (MATH 143, or higher)		44.0
Statistics Elective (STAT 251 or STAT	Г 301)	
Economics (ECON 201 and ECON 20	02)	
Accounting (ACCT 201 and ACCT 202	2)	
Introduction to Business (BUS 190)		
Certificates: Stude	ents Required to Complete	Four of Five
Applied Finance		
FIN 301 - Financial Resources Manag	gement	3 cr
ECON 340 - Managerial Economics		3 cr
FIN 322 - Insurance (new)		2 cr
FIN 323 - Commercial Finance (new)		1 cr
FIN 324 - Real Estate (new)		2 cr
FIN 325 – Financial Planning (new)		1 cr
Business Leadership		
MHR 310 - Leading Organizations and	d People	3 cr
MHR 312 - Applied Leadership (new)		3 cr
MIS 440 - Data Visualization for Mana	gerial Decision Making	3 cr
ACCT 482 – Enterprise Accounting		3 cr
Enterprise Systems Integration		
MHR 310 - Leading Organizations and	d People	3 cr
MIS 353 - Application Development		
or MIS 355 - Systems Analysis and Ad	dministration	3 cr
ACCT 385 - Cost and Management Ad	ccounting	
or MIS 440 - Data Visualization for Ma	nagerial Decision Making	3 cr
ACCT 421 - Accounting Data Analytics	S	3 cr

Page 11 Revised July 1, 2020

Humanities

CONSENT						
JUNE	14,	2022				

ATTACHMENT 1

Sales Management	
MKTG 321 - Marketing	3 cr
BUS 303 - Business Negotiations (new)	3 cr
MKTG 422 - Sales Management	3 cr
MKTG 432 – Advanced Sales Management (new)	3 cr
Technical Program Management	
OM 370 - Process Management	3 cr
OM 378 - Project Management	3 cr
MIS 350 - Managing Information	
or MIS 355 – Systems Analysis and Administration	3 cr
MIS 250 - Introductory Systems Development	
or MIS 440 - Data Visualization for Managerial Decision Making	3 cr

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

As per general UI requirements for graduation, students are required to complete a Senior Experience course from the list in the UI catalog, J-3-g. We will offer BUS 490 as the standard option.

BUS 490 - Strategic Management

3 cr

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

- a. Intended Learning Outcomes. List the Intended Learning Outcomes for the proposed program, using learner-centered statements that indicate what students will know, understand, and be able to do, and value or appreciate as a result of completing the program.
 - a. Graduating students will recall knowledge of Accounting Principles
 - b. Graduating students will recall knowledge of Economics Principles
 - c. Graduating students will demonstrate competency in the learning objectives in each of the four certificates they choose to complete this degree. (Specific certificate learning objectives are included with the certificates).

17. Assessment plans.

Page 12 Revised July 1, 2020

ATTACHMENT 1

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

Students graduating in the program will satisfy the requirements of each of their four selected certificates. For each certificate, each course is evaluated every term they are taught. Accounting and economic principles will be assessed in the capstone course. The results will be summarized and provided to the online program director, online program faculty, the college curriculum committee, and college administration. The online department head and curriculum committee will meet to consider the results and determine whether changes are needed to the program.

Resources Required for Implementation - fiscal impact and budget.

Organizational arrangements required within the institution to accommodate the change including administrative, staff, and faculty hires, facilities, student services, library; etc.

- Physical Facilities and Equipment: Describe the provision for physical facilities and equipment.
 - a. Existing resources. Describe equipment, space, laboratory instruments, computer(s), or other physical equipment presently available to support the successful implementation of the program.

Existing office space will be used by faculty hired to support the online program.

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

No impact on existing programs, as there is adequate office space capacity.

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

New computers and monitors will need to be issued to newly hired faculty.

- 19. Library and Information Resources: Describe adequacy and availability of library and information resources.
 - a. Existing resources and impact of new program. Evaluate library resources, including personnel and space. Are they adequate for the operation of the present program? Will there be an impact on existing programs of increased library usage caused by the proposed program? For off-campus programs, clearly indicate how the library resources are to be provided.

No additional demand will be placed on library resources. Students will access any library resources needed remotely.

Page 13 Revised July 1, 2020

ATTACHMENT 1

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

None

20. Faculty/Personnel resources

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

We anticipate the need to hire three full-time faculty members to cover 18 sections of new and existing courses in the online program.

Director of Digital Education: teach four sections/year, plus administrative and service responsibility in the management of the online program.

Two full-time instructors: teaching specialists, teaching seven sections per year.

Adjunct instructors: experienced professionals hired to teach applied courses, and academics hired to round out the subject expertise of those teaching in the program. Twelve credits per year, so equivalent of four course sections.

Overload instruction: current faculty may elect to teach in the online program beyond their current teaching load for additional compensation.

- b. Existing resources. Describe the existing instructional, support, and administrative resources that can be brought to bear to support the successful implementation of the program.
 - Our instructional capacity for existing programs is maxed out, and no existing resources will be dedicated to the online program.
- c. Impact on existing programs. What will be the impact on existing programs of increased use of existing personnel resources by the proposed program? How will quality and productivity of existing programs be maintained?

No current resources will be used to support the proposed program.

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

> Page 14 Revised July 1, 2020

ATTACHMENT 1

Director of Digital Education – starting salary plus fringe: \$131,988
Two clinical faculty members - \$202,899
Twelve credits of adjunct instruction - \$24,000

21. Revenue Sources

- a) Reallocation of funds: If funding is to come from the reallocation of existing state appropriated funds, please indicate the sources of the reallocation. What impact will the reallocation of funds in support of the program have on other programs?
- b) New appropriation. If an above Maintenance of Current Operations (MCO) appropriation is required to fund the program, indicate when the institution plans to include the program in the legislative budget request.

c) Non-ongoing sources:

- i. If the funding is to come from one-time sources such as a donation, indicate the sources of other funding. What are the institution's plans for sustaining the program when that funding ends?
- ii. Describe the federal grant, other grant(s), special fee arrangements, or contract(s) that will be valid to fund the program. What does the institution propose to do with the program upon termination of those funds?

d) Student Fees:

- If the proposed program is intended to levy any institutional local fees, explain how doing so meets the requirements of Board Policy V.R., 3.b.
- Provide estimated cost to students and total revenue for self-support programs and for professional fees and other fees anticipated to be requested under Board Policy V.R., if applicable.
- 22. Using the excel <u>budget template</u> provided by the Office of the State Board of Education, provide the following information:
 - Indicate all resources needed including the planned FTE enrollment, projected revenues, and estimated expenditures for the first four fiscal years of the program.
 - Include reallocation of existing personnel and resources and anticipated or requested new resources.
 - · Second and third year estimates should be in constant dollars.
 - Amounts should reconcile subsequent pages where budget explanations are provided.
 - If the program is contract related, explain the fiscal sources and the year-to-year commitment from the contracting agency(ies) or party(ies).
 - Provide an explanation of the fiscal impact of any proposed discontinuance to include impacts to faculty (i.e., salary savings, re-assignments).

Page 15 Revised July 1, 2020

ATTACHMENT 1

SUBJECT

Data Management Council Appointments

REFERENCE

June 2018 The Board reappointed Chris Campbell, Don Coberly,

Matthew Rauch, and Georgia Smith to the Data Management Council. The Board appointed Cathleen

McHugh to the Data Management Council.

August 2018 The Board appointed Dale Pietrzak and Dianna J.

Renz to the Data Management Council.

April 2019 The Board appointed Scott Thomson and Grace L.

Anderson to the Data Management Council.

February 2020 The Board appointed Marcia Grabow to the Data

Management Council.

April 2020 The Board reappointed Matthew Rauch, Georgia

Smith, and Dianna Renz to the Data Management Council. The Board appointed Chris Bragg to the Data

Management Council.

August 2020 The Board appointed Leslie Odom and Kevin Whitman

to the Data Management Council.

The Board approved the first reading of Board Policy I.O., shifting one position from the Department of Education to the Office of the State Board of Education to align with the move of the ISEE data system and

adding one at-large member.

October 2020 The Board approved the second reading of Board

Policy I.O., shifting one position from the Department of Education to the Office of the State Board of Education to align with the move of the ISEE data

system and adding one at-large member.

February 2021 The Board reappointed Chris Campbell and Todd King

to the Data Management Council.

April 2021 The Board reappointed Cathleen McHugh, Grace

Anderson, Tami Haft, Scott Thomson, and Heather Luchte to the Data Management Council. The Board appointed Spencer Barzee to the Data Management

Council.

October 2021 The Board appointed Thomas Sharpe to the Data

Management Council.

December 2021 The Board appointed Kevin Chandler to the Data

Management Council.

APPLICABLE STATUTE, RULE, OR POLICY

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

BACKGROUND/DISCUSSION

The Data Management Council (Council) was established by the Board pursuant to Board policy I.O. to make recommendations to the Board on the oversight and development of Idaho's Statewide Longitudinal Data System (SLDS) and to oversee the creation, maintenance and usage of said system. Section 33-133, Idaho Code, defines the state "data system" to include the state's elementary, secondary, and postsecondary longitudinal data. The SLDS consists of three areas of data and is referred to as EASI (the Education Analytics System of Idaho). EASI is a P-20W system consisting of P-12, postsecondary, and workforce data. The P-12 data is commonly referred to as the Idaho System for Educational Excellence (ISEE), the postsecondary data is referred to as the Postsecondary Measures of Academic Progress (PMAP), and the labor data (managed by the Department of Labor) is referred to as the Idaho Labor Market Information (ILMI).

There are 13 seats on the Council representing the following constituencies:

- a. Two representatives from the Office of the State Board of Education;
- b. Three representatives from public postsecondary institutions, of whom at least one shall be from a community college and no more than one member from any one institution:
- c. One representative who serves as the registrar at an Idaho public postsecondary institution, which may be from the same institution represented above:
- d. One representative from the State Department of Education;
- e. Three representatives from a school district, with at least one from an urban district and one from a rural district, and no more than one member from any one district;
- f. One representative from the Division of Career Technical Education;
- g. One representative from the Department of Labor;
- h. One at-large member.

Appointments are made for two year terms and commence on July 1st. Incumbent candidates can be reappointed as long as they are eligible to serve based on the Council's current membership structure. The candidates being recommended for reappointment are:

- Thomas Sharpe (public postsecondary institution community college) Original appointment 2021
- Matthew Rauch (urban school district) Original appointment 2015
- Georgia Smith (Department of Labor) Original appointment 2014

One public postsecondary institution seat will become vacant starting July 1 as the current member declined to be reappointed. Applications for this vacancy are being sought.

The State Department of Education recently split the role of Director of Assessment and Accountability into two roles: the Director of Assessment and the

Director of Accountability. The State Department of Education nominated its new Director of Accountability, Ayaka Nukui, to fill its seat which had been filled by the Director of Assessment, Kevin Chandler at the December 2021 Regular Board meeting.

IMPACT

Appointment of these individuals will result in all seats on the Data Management Council being filled except for one public postsecondary institution seat.

ATTACHMENTS

Attachment 1 – Current Data Management Council Membership

Attachment 2 – Reappointments – Statements of Interest

Attachment 2 – Statement of interest from Ayaka Nukui

BOARD STAFF COMMENTS AND RECOMMENDATIONS

All individuals being considered for reappointment have been active members of the Council and have expressed an interest in continuing to serve.

The Data Management Council considered the State Department of Education's new nomination during a meeting in May and voted to recommend Ayaka Nukui to the Board for appointment.

Staff recommends approval.

BOARD ACTION

I move to approve the reappointment of Thomas Sharpe to the Data Management Council as the representative from a community college for a term commencing July 1, 2022 and ending June 30, 2024.

Moved by	_ Seconded by	_ Carried Yes	_ No			
• •	e reappointment of Matthew entative of an urban schoo ng June 30, 2024.		-			
Moved by	_ Seconded by	_ Carried Yes	_ No			
I move to approve the reappointment of Georgia Smith to the Data Management Council as the representative of the Department of Labor for a term commencing July 1, 2022 and ending June 30, 2024.						
Moved by	_ Seconded by	_ Carried Yes	_ No			

Council as the re	ve the appointment of Ay presentative of the State E ending June 30, 2024.		0	
Moved by	Seconded by	Carried Yes	No	



Data Management Council Membership

May 2022

Office of the Idaho State Board of Education

Dr. Cathleen McHugh

Chief Research Officer Idaho State Board of Education Member since 2018

Term: July 1, 2021 - June 30, 2023

Chris Campbell

Chief Technology Officer Idaho State Board of Education Member since 2015

Term: February 17, 2021 - June 30, 2023

Public Postsecondary Institutions

Four Year Institution

Dr. Grace Anderson

Director of Institutional Research Lewis-Clark State College Member since 2019 Term: July 1, 2021 - June 30, 2023

Community College

Thomas Sharpe

Senior Research Analyst College of Southern Idaho Member since 2021 Term: October 21, 2021 – June 30, 2022

Dr. Leslie Odom

Associate Director for Reporting and Data Quality Boise State University Member since 2020 Term: August 26, 2020 - June 30, 2022

Public Postsecondary Institution Registrar

Tami Haft

Registrar/Director of Admissions – Enrollment Services North Idaho College Member since 2011

Term: July 1, 2021 - June 30, 2023

State Department of Education

Vacant

Council membership continued on second page

K-12 School Districts

At-Large School District

Dr. Spencer Barzee

Superintendent West Side School District Member since 2021

Term: April 21, 2021 - June 30, 2023

Rural District

Scott Thomson

Executive Director North Idaho STEM Charter Academy Member since 2019

Term: July 1, 2021 - June 30, 2023

Urban District

Matthew Rauch

Database Manager Kuna School District Member since 2015 Term: July 1, 2020 – June 30, 2022

Division of Career Technical Education

Heather Luchte

Director, Performance Management Division of Career Technical Education Member since 2014 Term: July 1, 2021 – June 30, 2023

Department of Labor

Georgia Smith

Deputy Director of Communications, Research and Determination Services Idaho Department of Labor Member since 2014
Term: July 1, 2020 – June 30, 2022

At-Large Representative

Todd King

Education Data Systems Reporting Manager Idaho State Board of Education Member since 2013 Term: February 17, 2021 – June 30, 2023

ATTACHMENT 2

From:	Thomas Sharpe	
To:	Cathleen McHugh	
Subject:	Re: DMC reappointments?	
Date:	Monday, May 2, 2022 4:05:54 PM	
Attachments:	image001.png	
I would be int	nterested in being reappointed.	
Best,		

ATTACHMENT 2

From: Matthew Rauch
To: Cathleen McHugh
Subject: Re: DMC reappointments?
Date: Monday, May 2, 2022 3:58:48 PM

Attachments: <u>image001.png</u>

This is to confirm my interest in being reappointed to the Data Management Council.

ATTACHMENT 2

From: <u>Georgia Smith</u>
To: <u>Cathleen McHugh</u>

Subject: RE: [EXTERNAL] DMC reappointments?
Date: Thursday, May 5, 2022 12:29:09 PM

Attachments:

This is to confirm my interest in being reappointed to the Data Management Council.

The information contained in this e-mail from the Idaho Department of Labor may be privileged, confidential or otherwise protected from disclosure. People who share such information with unauthorized individuals may face penalties under state and federal law. If you receive this e-mail in error, please reply to the sender that the e-mail has been received in error and delete this message.

Georgia Smith | Bureau Chief Communications & Research Idaho Department of Labor 317 West Main Street | Boise, ID 83735 208-332-3570 ext. 2102 Cell: 208-841-5509

Fax: 208-334-6455

Georgia.Smith@labor.idaho.gov





ATTACHMENT 3

From: Ayaka Nukui
To: Cathleen McHugh

Subject: Data Management Council appointment
Date: Monday, May 9, 2022 3:26:12 PM

Attachments:

Interest and Qualifications for Nomination

I have been recently named the new Director for Accountability for the State Department of Education (SDE). I have been with the SDE since 2011, overseeing federal reports, data analyses/requests, and accountability indicators across the SDE. I have both technical and programmatic knowledge of the ISEE and have been working very closely with the State Board of Education staff, SDE program offices, and local education agency/school staff. I would like to become a member of the Data Management Council to increase collaborations and to maintain a full understanding of existing standards/requirements/priorities, while representing the Superintendent's and our program offices perspectives.

Thanks! Ayaka

SUBJECT

Accountability Oversight Committee Appointments

REFERENCE

April 2010 Board approved second reading of Board Policy

III.AA, creating the Accountability Oversight

Committee

April 2016 Board approved second reading of amendment to

Board Policy I.Q. to revise the Accountability Oversight Committee membership by adding a fifth at-large member who has a background in special

education.

October 2018 Board approved second reading of proposed

amendments to Board Policy I.Q. adding two (2) members to the committee and designating

representation.

August 2020 Board approved the reappointment of Julian

Duffey, Anne Ritter, Rob Sauer, and Roger

Stewart.

April 2021 Board approved reappointment of Laurie

Copmann and Jodie Mills.

June 2021 Board approved appointment of Iris Chimburas for

a two-year term as an at-large member.

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section I.Q. Accountability Oversight Committee

BACKGROUND/DISCUSSION

The Board's Accountability Oversight Committee (committee) was established in April 2010 as an ad-hoc committee of the Idaho State Board of Education. The committee is charged with providing "recommendations to the Board on the effectiveness of the statewide student achievement system and make recommendations on improvements and/or changes as needed." Board Policy I.Q., Accountability Oversight Committee, outlines the membership and responsibilities of the committee. The committee consists of:

- Two Board members
- The Superintendent of Public Instruction (or designee)
- One member with special education experience
- One member with experience serving in a school district with a focus on assessment and accountability
- One member with experience as a district superintendent
- One member with experience as a school principal or charter school administrator

- One person with experience working with student achievement assessments and data
- Two members at-large.

Julian Duffey and Roger Stewart were initially appointed in May 2016 and Anne Ritter was appointed in October 2018. All three were reappointed in August 2020. As shown in the current membership list (Attachment 1), the current terms for these members end on June 30, 2022. The members' statements of interest for reappointment are provided as Attachment 2. The Accountability Oversight Committee has unanimously recommended Julian Duffey, Anne Ritter, and Roger Stewart for reappointment.

Julian Duffey is designated as the member with special education experience. He is the Director of Balance Point Consulting which provides consulting, training and professional services related to special education. Julian was the Special Education Director for Bonneville Joint School District for eight years and has a Master of Education in Educational Administration. Julian also has experience as an adjunct professor at Idaho State University, having taught courses in the Department of Special Education and Department of Educational Leadership and Instructional Design. Julian is Past President of the Idaho Council for Exceptional Children. He previously spent four years as a Vice Principal and three years as a special education teacher in Eastern Idaho school districts. Julian was a member of the United States Navy for seven years.

Anne Ritter is designated as an at-large member of the committee. Anne brings law, juvenile justice, counseling, and school board experience to the committee. She is a graduate of the University of Redlands (1973 BA in History), the University of Southern California (1974 MSEd in counseling) and Western State University College of Law (1982 JD). She has worked as a juvenile diversion counselor for the LA County Superintendent of Schools, a teacher at Tracy Education Center for the ABC Unified School District, a teacher for second-time drunk drivers in a court diversion program, a private attorney, numerous Bar Review courses, and as an adjunct professor of law for both Ventura and Santa Barbara Colleges of Law. Anne was a member of the West Ada School Board of Trustees for 13 years, the president of the Idaho Schools Board Association in 2013, and a member of the National School Boards Board of Directors from 2013-2015. She currently serves on the Meridian Medical Arts Charter High School Board of Directors.

Roger Stewart is the current Chair of the Accountability Oversight Committee and is designated as the member with experience working with student achievement assessments and data. Roger has a Ph.D. in Curriculum and Instruction and is a retired professor of the Literacy, Language, and Culture Department at Boise State University, where he was a faculty member since 1995. His research and publications include a variety of education topics, including large-scale assessments and their influence on instruction and school change. Roger

previously taught at University of Wyoming and Purdue University. Roger was a classroom teacher in Indiana for six years.

The current term for committee member Rob Sauer ends on June 30, 2022. Due to other regional and statewide leadership commitments, Rob has determined he is unable to continue as a member of the Accountability Oversight Committee. He will complete his term, but is not seeking reappointment. Rob is designated as the member with experience as a district superintendent and was previously recommended for consideration by the Idaho Association of School Administrators (IASA). To fill the upcoming vacancy, the committee sought nominations from the IASA. The IASA reached out to its regional leadership and recommended four individuals for consideration. Of these, three confirmed their interest and provided resumes. At their May 10, 2022 meeting, the committee reviewed candidate resumes, which are provided as Attachment 3 (Wendy Johnson) and Attachment 4 (other considered candidates).

Upon review of all candidates' resumes, the Accountability Oversight Committee voted to recommend Wendy Johnson to fill the designated position on the committee for a member with experience as a district superintendent, beginning July 1, 2022. Wendy has over twenty-five years of experience as an educator. She is currently the Superintendent of Kuna School District in Kuna, Idaho. Wendy has been Superintendent for nine years and held previous roles in Kuna as the Assistant Superintendent (6 years) and Curriculum Coordinator and Administrator of Student Services (2 years). She also has experience as a teaching and technology coach and adjunct professor for Northwest Nazarene University. Wendy began her career as an English Language Arts and Journalism Instructor at Kuna High School. She has a Bachelor of Arts in English from Northwest Nazarene University and three degrees (Masters in Adult Education and Organizational Leadership, Educational Specialist's Degree, and Superintendent's certification) from the University of Idaho.

IMPACT

Approval of reappointment of Julian Duffey, Anne Ritter, and Roger Stewart and appointment of Wendy Johnson will maintain a full committee through June 30, 2023.

ATTACHMENTS

Attachment 1 – Current AOC Membership List

Attachment 2 – Current Members' Statements of Interest in Reappointment

Attachment 3 – Wendy Johnson Resume

Attachment 4 – Resumes of Other Considered Candidates

BOARD STAFF COMMENTS AND RECOMMENDATIONS

Pursuant to Board Policy I.Q., terms run from July 1 through June 30 of the applicable year. In making appointments to the Accountability Oversight Committee, consideration should be given to the appointees' background,

representative district / school size, and regional distribution. Staff recommends approval of the appointment of Wendy Johnson and reappointment of Julian Duffey, Anne Ritter, and Roger Stewart.

Staff recommends approval.

В		٨			Α	\sim		$\hat{}$	N I
o	u	А	ĸ	U	А	u	ı	u	IN

I move to approve the appointment of Wendy Johnson to the Accountability Oversight Committee for a term of 2 years commencing July 1, 2022 and ending on June 30, 2024.

Moved by	Seconded by	Carried Yes	No				
I move to approve the reappointment of Julian Duffey to the Accountability Oversight Committee for a term of 2 years commencing July 1, 2022 and ending on June 30, 2024.							
Moved by	Moved by Seconded by Carried Yes						
	eappointment of Anne Ritte f 2 years commencing July						
Moved by	Seconded by	Carried Yes	. No				
	e reappointment of Roger or a term of 2 years comm						
Moved by	Seconded by	Carried Yes	No				

ACCOUNTABILITY OVERSIGHT COMMITTEE OCTOBER 2021

State Board of Education Member

Ex-Officio

State Board of Education Member

Ex-Officio

Linda Clark Secretary

State Board of Education

Cindy Siddoway

Member

State Board of Education

Superintendent of Public Instruction or Designee

Ex-Officio

Committee Chair, Student Achievement Assessment

and Data Representative

Term: July 1, 2020 - June 30, 2022

Peter McPherson

Chief Deputy Superintendent State Department of Education

Roger Stewart

Retired Professor, College of Education

Boise State University

School District Assessment and Accountability

Representative

Term: July 1, 2021 - June 30, 2023

School District Superintendent Representative

Term: July 1, 2020 - June 30, 2022

Jodie Mills

Administrator of Teaching and Learning

Boise School District #1

Rob Sauer Superintendent

Homedale School District #370

School Level Administrator Representative

Term: July 1, 2021 - June 30, 2023

Special Education Representative Term: July 1, 2020 - June 30, 2022

Laurie Copmann

Assistant Principal

Minico High School

Julian Duffey

Owner, Balance Point, LLC.

Former Special Education Director, Bonneville #93

Member At Large

Term: July 1, 2021 - June 30, 2023

Member At Large

Term: July 1, 2020 - June 30, 2022

Iris Chimburas

Dean of Students

Lapwai School District #341

Anne Ritter Board Member

Meridian Medical Arts Charter School

Board Staff Support

Alison Henken

K-12 Accountability and Projects Program Manager

Office of the State Board of Education

alison.henken@osbe.idaho.gov

208-332-1579

April 28, 2022

To: Idaho State Board of Education

From: Julian Duffey

Hello, this is a letter to express my interest in continuing to serve on the Accountability Oversight Committee (AOC). I would appreciate the board consider my reappointment for another term to represent students with disabilities on the committee.

I am seeking reappointment to ensure that students that sometimes have trouble advocating for themselves continue to have a voice in the process. I have also continued to strengthen my advocacy work and training for school districts and parents during 2020-22. For the 2022 school year I have accepted the position of special education director for Jefferson School District 251 and want to continue being able to bring this specialized perspective to the AOC.

Thank you for your consideration,

Julian Duffey
Student Services Director SD251
Co-Founder, Balance Point LLC

ATTACHMENT 2

To: Idaho State Board of Education

From: Anne Ritter

Date: April 26, 2022

RE: Reappointment to the Accountability Oversight Committee

I would like to continue my appointment to the Accountability Oversight Committee. Please consider my application for an additional 2 year term.

I have enjoyed the data analysis, the identification of gaps in achievement levels among identifiable groups of students, the impacts of various interventions on Idaho's student academic growth and the continued emphasis on improving Idaho's educational system. The continued and sustained focus on student achievement and the policy implications from the school board level have particular interest for me.

May 3, 2022

Dear Members of the Idaho State Board of Education:

I would like to continue to work on the Accountability Oversight Committee and thus request the Board to consider my re-appointment for another term. I have enjoyed my work on the committee and look forward to remaining involved since the committee has ongoing work to complete and I would appreciate the opportunity to be a part of that process.

Respectfully,

Roger Stewart

ATTACHMENT 3

WENDY JOHNSON

509 9TH AVE. S.• NAMPA, IDAHO 83651 • PHONE (208) 573-1312 wndyvw@gmail.com

EDUCATION

2010 University of Idaho

Completed Superintendent certification

2007 University of Idaho

Educational Specialist's Degree in Educational Leadership, Principal certification

2003 University of Idaho

Master's Degree in Adult Education and Organizational Learning

1999 Boise State University

Certified Technology Integration Specialist

1993 Northwest Nazarene College

- B.A., English in 1993, earned teaching credential in 1994
- Graduated Summa Cum Laude

PROFESSIONAL EXPERIENCE

2013 - current Superintendent, Kuna School District, Kuna, Idaho

As the Superintendent, I collaborated with my team to accomplish the following for our children:

Early Childhood

- All Day Every Day Kindergarten
 - results showed 90% of students ready for first grade
- Addition of Head Start program
- Creation of community collaborative: Get Ready to Learn, Kuna
 - results showed children being 80% more likely to be ready for kindergarten than their peers

Expanded Educational Opportunities for Students

- moved from 22 students participating in advanced coursework to 815 students participating in 2020
- improved from 4 credits total taken year one to 6073 credits earned in 2020
- improved from 15 students earning industryrecognized certificates to 388
- average growth from fall to spring on IRI of almost 21%
- established community school model at all elementary schools and alternative school
- deployment of one-to-one devices to enhance student learning in PK-12

Stakeholder Partners & Advocacy

- Expansion of Boys & Girls Club
- Creation of Kuna Education Foundation
- Creation of numerous collaborative stakeholder teams:
- Superintendent's Advisory Council
- Accountability and Transparency Committee
- Strategic Planning Committee
- COVID educational and operational planning committee
- Successful teacher negotiations using interest-based bargaining for the last twelve years
- Creation of KSD News a weekly broadcast informing stakeholders of KSD events and successes
- Regular meetings and school tours with legislators

Fiscal Stewardship

- Creation and implementation of ten-year capital and fiscal plan which resulted in a bond rating improvement from A1 (very good) to Aa3 (excellent)
- Fund balance improved from 4% to 8.83% (projected)
- 2017 successful bond campaign that resulted in phase one of Kuna's second high school, a second middle school, expansion of two elementary schools and numerous major projects within the district
- five successful two year supplemental levy campaigns

2007-2013 Assistant Superintendent, Kuna School District, Kuna, Idaho

Worked collaboratively with principals and key teacher leaders in all areas of the district academic improvement process. Core responsibilities included: overseeing all instructional programs in the Kuna School District which encompasses curriculum, assessment and federal programs, coordinating professional development for certified and classified staff, and managing communications/public relations for the school district. Additional responsibilities include filling in for the Superintendent as needed.

2005-2007 District Curriculum Coordinator & Administrator of Student Services, Kuna School District

Coordinated the alignment of district curriculum to ensure a viable and sustainable curriculum. Major projects included working with teacher leaders and administration to revise the district reading and math curriculum and develop quarterly benchmark assessments.

2001-2005 ISIMS State Teacher Coordinator and Teaching with Technology Peer Coach, J.A. & Kathryn Albertson Foundation, Boise, Idaho

- Responsible for assisting Idaho teachers in business processes of the Idaho Student Information Management System (ISIMS) and planning professional development to assist in the implementation.
- Team member responsible for developing and refining curriculum taught to over 1000 Idaho teachers, summer 2001 and 2002
- Mentor of best practices and technology integration for 60 area teachers in the Nampa area
- Peer coach for 17 Technology Fellows throughout the state of Idaho. Directed all of their training and in charge of the Teaching With Technology program for the 2002-2003 school year

2001-2005 Adjunct Professor of English Education, Northwest Nazarene University, Nampa, Idaho

Wrote curriculum and taught the following courses for pre-service teachers:

- Teaching Literature for the Secondary School
- English Methods and the Writing Process

1994-2001 Language Arts/Journalism Instructor, Kuna High School, Kuna, Idaho

HONORS AND AWARDS

- L.E. Wesche Outstanding Educator Award, 2012
- Honorary Chapter FFA Degree, 2011
- Kuna High School Teacher of the Year, 1999
- Secondary Student Teacher of the Year, Northwest Nazarene College, 1993

ASSOCIATION MEMBERSHIPS & LEADERSHIP

- Idaho CTE Advisory Council
- RISE: Treasure Valley's Educational Partnership
 - o currently serve as President
- Idaho Association of School Administrators
 - o Region III Past President
 - o Region III President, 2018-2020
- Southern Idaho Conference Superintendents
 - currently serve as Past President
 - o President 2019-2021
 - o Vice-President, 2017-2019
- Association for Supervision and Curriculum Development
- Educational Research and Development Institute (ERDI) member
- Kuna Boys and Girls Club Advisory Committee

SHERRY ANN ADAMS

8098 Stillman St. Nampa, Idaho 83686 sadams@melbaschools.org · 208-599-0825

Educational Leadership is not a job it is a responsibility. Providing a safe and collaborative learning environment is the key to success for students and staff.

EXPERIENCE

JULY 2019 - CURRENT

SUPERINTENDENT, MELBA JOINT SCHOOL DISTRICT #136

Lead a PK – 12 grade district with an enrollment of 850 students and a budget of \$6.5 million. Lead the district during the COVID-19 pandemic, creating plans to keep students and staff safely in school. Lead the district in achieving academic success as measured by scoring in the top 10 schools according to the Idaho Reading Indicator. Lead the district in achieving above average growth in reading and math for at-risk students during the pandemic.

AUGUST 2002 - JUNE 2019

PRINCIPAL, MELBA ELEMENTARY SCHOOL

Lead a PK -6 grade elementary school. Hire, supervise, and evaluate teachers and support staff. Lead the adoption and implementation of curriculum. Lead the implementation of technology throughout the school. Maintain a high level of academic performance within all demographic groups within the school

AUGUST 1993 - JULY 2002

TEACHER, HEAD-TEACHER, BRUNEAU ELEMENTARY SCHOOL

Taught single level as well as mixed grade classrooms.

1997 – 2002, Served as full-time classroom teacher and school leader

EDUCATION

MAY 2017

DOCTOR OF PHILOSOPHY, NORTHWEST NAZARENE UNIVERSITY

Doctor of Philosophy in Educational Leadership

"Leadership and Trust: A Mixed Methods Study of the Rural Elementary Principal"

MAY 2015

EDUCATION SPECIALIST, NORTHWEST NAZARENE UNIVERSITY

MAY 2001

MASTER OF EDUCATION, UNIVERSITY OF IDAHO

Educational Administration

MAY 1993

BACHELOR OF SCIENCE, IDAHO STATE UNIVERSITY

Elementary Education

CONSENT JUNE 14, 2022 Michael L. Jacobson

ATTACHMENT 4

P.O. Box 68 Swan Valley, ID 83449, 707-474-2395, michael.l.jacobson@gmail.com

EXPERIENCE

Swan Valley School District #92

Superintendent, Principal, Federal Programs Director, Special Education Director, Transportation

2017-Current

Swan Valley, ID

Director

South Lemhi School District #292

Superintendent, Principal, Title I Director

Leadore, ID 2014-2017

Kyle, SD

Alameda, CA

Idaho Falls School District #91

Facilitator at Compass Academy High School

Idaho Falls, ID 2012-2014 School Year

2012-2013 School Year Superintendent Internship

Little Wound High School in conjunction with Teach For America

2011-2012 School Year Principal Internship

High School Math Coach, Chair & Teacher 2009-2011 School Year

The Oakland Raiders/The Raider Image, LLC

Revenue Accountant, Ticket Operations & Analyst March 2007-February 2009

Fan Club Manager May 2005-March 2007

Public Relations Intern Fall 2004

Silicon Valley Sports & Entertainment/Sharks Oakland Ice Center

Oakland, CA

Adult Hockey Operations

February 2006-April 2009

Brigham Young University-Idaho

Student Athletic Director

Rexburg, ID Winter 2005

Winter 2003 and 2004 Ice Hockey Director

EDUCATION

Idaho State University Pocatello, ID

Ed.D. in Educational Administration Candidate, Superintendent

University of South Dakota

M.A. and Ed.S. in Educational Administration, PK-12 Principal & Superintendent

• GPA: 4.00 cumulative.

Brigham Young University-Idaho

Rexburg, ID

Vermillion, SD

B.S. in Business Administration with emphasis in Finance

- GPA: 3.62 cumulative, 3.92 final two years, Honors: Dean's List, Languages: Spanish.
- Student Board of Directors Winter 2005
- Man of the Year Finalist 2004 & Semi Finalist 2005

CONSENT - PPGA

TAB 10 Page 2

STATE REHABILITATION COUNCIL

SUBJECT

Idaho State Rehabilitation Council (Council) Appointments

REFERENCE

April 2018	Board appointed two current members to the Council and one new member.
June 2018	Board appointed two members to the Council.
August 2018	Board appointed one new member and re-appointed a former member to the Council.
June 2019	Board appointed three new members to the Council.
August 2019	Board appointed one new member to the Council.
October 2019	Board appointed one new member to the Council.
April 2020	Board appointed one new member and re-appointed two members to the Council.
June 2020	Board appointed four new members and re-appointed one member to the Council.
October 2020	Board appointed two new members to the Council.
June 2021	Board appointed one new member and re-appointed four members to the Council
August 2021 October 2021	Board appointed two new members to the Council. Board appointed one new member to the Council.

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies and Procedures, Section IV.G.

Idaho Code § 33-2202 Idaho Code § 33-2303

34 Code of Federal Regulations § 361

BACKGROUND/DISCUSSION

Code of Federal Regulations (34 CFR § 361.17) sets out the requirements for the State Rehabilitation Council, including the appointment and composition of State Rehabilitation Councils. The regulations require members of state councils to be appointed by the Governor or, in the case of a state that under State law vests authority for the administration to an entity other than the Governor, the chief officer of that entity. Idaho Code § 33-2303 designates the State Board for Career Technical Education as that entity. Idaho Code § 33-2202 designates the State Board of Education as the State Board for Career Technical Education "for the purpose of carrying into effect any acts by Congress "affecting vocational rehabilitation."

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

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

Additionally, Federal Regulations specify that a majority of the council members must be individuals with disabilities who meet the requirements of 34 CFR § 361.5(b)(28) and are not employed by the designated State unit. Members are appointed for a term of no more than three (3) years, and each member of the Council may serve for not more than two consecutive full terms. A member appointed to fill a vacancy occurring prior to the end of the term must be appointed for the remainder of the predecessor's term. A vacancy in membership of the Council must be filled in the same manner as the original appointment, except the appointing authority may delegate the authority to fill that vacancy to the remaining members of the Council after making the original appointment.

The Council currently has one (1) appointment for Board consideration. The Council is recommending for reappointment David Maxwell as a representative of the Disability Groups.

IMPACT

The one (1) reappointment will keep the Council membership at 16.

ATTACHMENTS

Attachment 1 – Current Council Membership

Attachment 2 - David Maxwell Reappointment Letter

STAFF COMMENTS AND RECOMMENDATIONS

The requested reappointment meets the provisions of Board policy IV.G. State Rehabilitation Council, and the applicable Federal regulations.

Staff recommends approval

BOARD ACTION

I move to appoint David Maxwell as a representative of the Disability Groups for a three-year term, effective immediately through June 14, 2025.

Moved by	Seconded by	,	Carried '	Yes	No
<i>,</i>	,				

ATTACHMENT 1

					7111710	HINEN I	
Members Shall Represent	Representation Required	Name	Region	Term	Term Ends	Voting Member	#
Former Applicant	Minimum 1	Danielle Reff	Treasure Valley	1st	08/31/2023	Yes	1
or Recipient of VR services	Willimum	Stephanie Taylor-Silva	Idaho Falls	1st	08/25/2024	Yes	2
Parent Training & Information Center	Minimum 1	Sarah Tueller	Treasure Valley	2nd	06/30/2024	Yes	3
Client Assistant Program	Minimum 1	Christine Meeuwsen	Treasure Valley	1st	Effective 7/12/2019 No term limit	Yes	4
Vocational Rehabilitation Counselor	Minimum 1	David White	Treasure Valley	1st	06/30/2024	No	5
Community Rehabilitation Program	Minimum 1	Pam Harris	Couer d'Alene	1st	06/30/2024	Yes	6
		Vacant					
Business,		Darin Lindig	Treasure Valley	2nd	05/31/2024	Yes	7
Industry and Labor	Minimum 4	Ron Oberleitner	Treasure Valley	2nd	08/31/2023	Yes	8
		Paul Tierney	Treasure Valley	1st	08/31/2023	Yes	9
		Janice Carson	Moscow	2nd	05/31/2023	No	10
Disability Groups	No minimum	Tim Blonsky	Treasure Valley	1st	08/25/2024	Yes	11
Disability Groups	or maximum	Dave Maxwell	Treasure Valley	1st	06/30/2022	Yes	12
		Nathan Ogden	Treasure Valley	1st	08/31/2023	Yes	13
State Independent Living Council	Minimum 1	Jami David		1st	10/20/20		
Department of Education	Minimum 1	Randi Cole	Treasure Valley	1st	08/31/2023	No	14
Director of Vocational Rehabilitation	Minimum 1	Jane Donnellan	Treasure Valley	No e	end date	No	15
Idaho's Native American Tribes	Minimum 1	Ramona Medicine Horse	Blackfoot	No e	end date	Yes	16
Workforce Development Council	Minimum 1	James Pegram	Treasure Valley	1st	06/30/2024	Yes	17

UPDATED: 6/14/2022

ATTACHMENT 2

State Board of Education

Re: State Rehabilitation Council Reappointment

As of June 30th, 2022, my term will come to an end on the State Rehabilitation Council. I would like to be considered for another three-year term. During the time on the board, I have gained knowledge about WIOA, funding, and changes related to VR, which has only enhanced my interest in advocating for people with disabilities. Below is my biography:

Mr. David Maxwell is a skilled Vocational Rehabilitation Counselor with certifications in Rehabilitation Counseling and Vocational Evaluator; he is also a Licensed Professional Counselor within the state of Idaho. He spent a year and a half with the Idaho Division of Vocational Rehabilitation as a Rehabilitation Counselor, serving a general caseload. There, he assisted individuals with disabilities to explore, obtain and retain competitive and meaningful employment.

While attending the University of Idaho to obtain his Master's Degree in Rehabilitation Counseling and Human Services, Mr. Maxwell served as an intern for the Department of Veterans Affairs in the Veteran Readiness and Employment division. Upon completion of his graduate degree, Mr. Maxwell obtained employment with the Veteran Readiness and Employment division as a Vocational Rehabilitation Counselor. Presently, he supports veterans to find meaning and purpose through employment. Having personally participated in the Veteran Readiness and Employment program, he understands the dedication and commitment necessary to be successful. Through this experience, he is able to provide guidance and assistance to other veterans.

In addition to his responsibilities as a Vocational Rehabilitation Counselor with the Department of Veterans Affairs, Mr. Maxwell also maintains current certifications through continuing education and provides forensic rehabilitation services through his independent business. Mr. Maxwell is an Iraqi War U.S. Marine Corps Combat Veteran (2002-2007). He served honorably in the United States Marine Corps within the infantry division, where he received several awards, including the Purple Heart for injuries he sustained during his deployment in Iraq on June

ATTACHMENT 2

20, 2005. He is passionate about his service for the United States and continues to uphold the values and principles as a United States Marine. From 2015-2018 he participated in the Veteran's Charity Ride to Sturgis, serving two years as a mentor to other veterans.

Mr. Maxwell and his wife, Amber, have been married 10 years and have two children, Michael and Liam.

Thank you,

David "Max" Maxwell Vocational Rehabilitation Counselor Department of Veteran Affairs/Veteran Readiness and Employment Program

STATE DEPARTMENT OF EDUCATION

SUBJECT

Request for Waiver of 103% Student Transportation Funding Cap

REFERENCE

June 2018	Board approved the request for eight (8) districts to
	receive a funding cap waiver
June 2019	Board approved the request for nine (9) school districts
	to receive a funding cap waiver
June 2020	Board approved the request for nine (9) school districts
	to receive a funding cap waiver
June 2021	Board approved the request for eight (8) school
	districts to receive a funding cap waiver

APPLICABLE STATUTE, RULE, OR POLICY

Section 33-1006, Idaho Code

BACKGROUND/DISCUSSION

During its 2001 session, the Idaho Legislature amended Section 33-1006, Idaho Code. The amendment created a student transportation funding cap, affecting school districts that exceed by 103% the statewide average cost per mile and cost per rider. The 2007 and 2009 Legislatures further amended this language to provide clear, objective criteria that defines when a district may qualify to be reimbursed for expenses above the cap, and by how much. These new criteria designate certain bus runs as "hardship" runs, and allow the district to receive a higher cap based on the percentage of the district's bus runs that are so categorized.

As of April 12, 2022, 30 school districts and/or charter schools were negatively affected by the pupil transportation funding cap:

1	BOISE INDEPENDENT DISTRICT	\$ 621,523
11	MEADOWS VALLEY DISTRICT	\$ 22,479
61	BLAINE COUNTY DISTRICT	\$ 244,947
71	GARDEN VALLEY DISTRICT	\$ 39,839
131	NAMPA SCHOOL DISTRICT	\$ 149,216
134	MIDDLETON DISTRICT	\$ 173,903
137	PARMA DISTRICT	\$ 34,525
171	OROFINO JOINT DISTRICT	\$ 15,286
192	GLENNS FERRY JOINT DISTRICT	\$ 6,022
244	MOUNTAIN VIEW SCHOOL DISTRICT	\$ 11,438
281	MOSCOW DISTRICT	\$ 138,607

305	HIGHLAND JOINT DISTRICT	\$ 36,945
341	LAPWAI DISTRICT	\$ 33,828
393	WALLACE DISTRICT	\$ 1,452
401	TETON COUNTY DISTRICT	\$ 31,006
411	TWIN FALLS DISTRICT	\$ 66,987
414	KIMBERLY DISTRICT	\$ 8,011
421	MCCALL-DONNELLY JOINT SCHOOL DISTRICT	\$ 84,333
454	ROLLING HILLS PUBLIC CHARTER SCHOOL, INC.	\$ 18,753
456	FALCON RIDGE PUBLIC CHARTER SCHOOL, INC.	\$ 21,779
474	MONTICELLO MONTESSORI CHARTER SCHOOL, INC.	\$ 2,803
475	THE SAGE INTERNATIONAL SCHOOL OF BOISE, A PUBLIC CHARTER SCHOOL, INC.	\$ 6,459
478	LEGACY PUBLIC CHARTER SCHOOL, INC.	\$ 6,270
482	AMERICAN HERITAGE CHARTER SCHOOL, INC.	\$ 4,635
498	GEM PREP: MERIDIAN, LLC	\$ 21,583
499	FUTURE PUBLIC SCHOOL, INC.	\$ 17,298
511	PEACE VALLEY CHARTER SCHOOL, INC.	\$ 9,266
513	PROJECT IMPACT STEM ACADEMY, INC.	\$ 16,164
544	MOSAICS PUBLIC SCHOOL, INC.	\$ 30,793
796	GEM PREP: NAMPA, LLC	\$ 2,545
	•	

The State Department of Education received requests from various school districts and charter schools for a waiver of the 103% funding cap as provided in Section 33-1006, Idaho Code. Student Transportation staff reviewed these requests to ensure they meet the eligibility criteria. Of the 30 districts and charter schools negatively affected by the pupil transportation funding cap, only six (6) districts have routes meeting the statutory requirements of a hardship bus run, which would allow the Board to grant a waiver. All six of these districts, listed below, have applied for a waiver from the student transportation funding cap.

#171 Orofino Joint District submitted school bus routes that met the required criteria. This represents 6.25% of the bus runs operated by the district. When added to the 103% funding cap, as provided by law, this would allow the Board to increase their funding cap to a maximum of 109.25%.

#244 Mountain View School District submitted school bus routes that met the required criteria. This represents 60% of the bus runs operated by the district.

When added to the 103% funding cap, as provided by law, this would allow the Board to increase their funding cap to a maximum of 163%.

#281 Moscow District submitted school bus routes that met the required criteria. This represents 15% of the bus runs operated by the district. When added to the 103% funding cap, as provided by law, this would allow the Board to increase their funding cap to a maximum of 118%.

#305 Highland Joint District submitted school bus routes that met the required criteria. This represents 80% of the bus runs operated by the district. When added to the 103% funding cap, as provided by law, this would allow the Board to increase their funding cap to a maximum of 183%.

#341 Lapwai District submitted school bus routes that met the required criteria. This represents 52.94% of the bus runs operated by the district. When added to the 103% funding cap, as provided by law, this would allow the Board to increase their funding cap to a maximum of 155.94%.

#414 Kimberly submitted school bus routes that met the required criteria. This represents 3.45% of the bus runs operated by the district. When added to the 103% funding cap, as provided by law, this would allow the Board to increase their funding cap to a maximum of 106.45%.

IMPACT

The approval of the cap waivers listed below allows districts to be reimbursed for routes that meet the hardship criteria. Board inaction or denial of the funding cap waivers would result in a loss of funding for the school districts in question.

ATTACHMENTS

Attachment 1 – Funding Cap Waiver Spreadsheet

Page 7

BOARD STAFF COMMENTS AND RECOMMENDATIONS

At the June 2021 Regular Board meeting the Board approved waivers for 14 school districts: Plummer-Worley, Garden Valley, Orofino County, Kootenai, Moscow, Highland Joint, Lapwai, Buhl Joint, Genesee Joint, Lake Pend Oreille, Blaine County, Mountain View, Lewiston Independent, and Teton County School Districts. All six of the school districts the Board is considering had waivers of the funding cap approved in 2021.

Pursuant to Section 33-1006, Idaho Code:

"A school district may appeal the application of the one hundred three percent (103%) limit on reimbursable costs to the state board of education, which may establish for that district a new percentile limit for reimbursable costs compared to the statewide average, which is higher than one hundred three percent (103%). In doing so, the state board of education may set a new limit that is greater than one hundred three percent (103%), but is less

than the percentile limit requested by the school district. However, the percentage increase in the one hundred three percent (103%) cap shall not exceed the percentage of the district's bus runs that qualify as a hardship bus run, pursuant to this subsection. Any costs above the new level established by the state board of education shall not be reimbursed. Such a change shall only be granted by the state board of education for hardship bus runs. To qualify as a hardship bus run, such bus run shall meet at least two (2) of the following criteria:

- (a) The number of student riders per mile is less than fifty percent (50%) of the statewide average number of student riders per mile;
- (b) Less than a majority of the miles on the bus run are by paved surface, concrete or asphalt road;
- (c) Over ten percent (10%) of the miles driven on the bus run are a five percent (5%) slope or greater.

The Department of Education transportation staff review each of the applications prior to submittal for Board consideration. Only those school districts that have met the statutory requirements may be considered for approval.

BOARD ACTION

I move to approve the request by #171 Orofino Joint School District for a waiver of the 103% transportation funding cap, at a new cap percentage rate for the fiscal year 2021 of 109.25%, for a total of \$15,286 in additional funds from the public school appropriation.

Moved by	Seconded by	Carried Yes	No
waiver of the 103% tra	request by #244 Mountain \nsportation funding cap, at 163%, for a total of \$11,438 ation.	a new cap percenta	ge rate for
Moved by	Seconded by	_ Carried Yes	. No
103% transportation fu	request by #281 Moscow S nding cap, at a new cap pe al of \$41,565 in additional t	rcentage rate for the	e fiscal year
Moved by	Seconded by	Carried Ves	No

I move to approve the request by #305 Highland Joint School District for a waiver of the 103% transportation funding cap, at a new cap percentage rate for the fiscal year 2021 of 183%, for a total of \$36,945 in additional funds from the public school appropriation.

Moved by	Seconded by	Carried Yes	No
103% transportation	e request by #341 Lapwai S funding cap, at a new cap p a total of \$33,828 in additi	percentage rate for	the fiscal year
Moved by	Seconded by	Carried Yes	No
the 103% transportat	e request by #414 Kimberly ion funding cap, at a new c 6, for a total of \$8,011 in ac	ap percentage rate	for the fiscal
Moved by	Seconded by	Carried Yes	No

	Pupil Transportation Funding Formula Capped at Legislatively Mandated Percent of State Average Cost Po Mile and Cost Per Rider						
	Fiscal Year 2020-2021 Data - Approved Costs Reimbursed in Fiscal Year 2022-2022 (Eighteenth Capped Year) Set percentage cap to apply to statewide average 103% Riders per Mile 1.5						
Revised:	04/27/22 - Second Draft						
		Cost Per Mile	Cost Per Rider				
Statewide	e Averages before cap	\$4.95	\$1,233				
Statewide	e Averages after cap	\$5.10	\$1,270				
Dist #	District Name	District	Percent of	Total 100%	Funding	%	Final Payment
		Funding	Reimbursement	Reimbursable	Сар	Hardship	Amount
		Capped -	Loss	Costs Eligible	Penalty	Bus Run	
		Reimbursemen		at 50%	Waived	Waived	
		t Reduced By:	Cap Impact (See Columns X				
			(See Columns X				
			α 1)				
171	OROFINO JOINT DISTRICT	\$15,286	3.7%	\$411,009	TRUE	0.063	\$582,821
244	MOUNTAIN VIEW SCHOOL DISTRICT	\$11,438	1.9%	\$528,476	TRUE	0.600	\$826,356
281	MOSCOW DISTRICT	\$138,607	32.5%	\$359,116	TRUE	0.150	\$457,797
305	HIGHLAND JOINT DISTRICT	\$36,945	21.3%	\$0	TRUE	0.800	\$238,317
341	LAPWAI DISTRICT	\$33,828	20.6%	\$163,140	TRUE	0.529	\$209,092
414	KIMBERLY DISTRICT	\$8,011	2.8%	\$295,128	TRUE	0.035	\$395,812

STATE DEPARTMENT OF EDUCATION

SUBJECT

Emergency Provisional Certificates Recommendations

REFERENCE

August 2021 Board approved two (2) provisional certificates for the

2021-22 school year.

Board approved Emergency Provisional Certificate

Application Process.

October 2021 Board approved nineteen (19) provisional certificates

for the 2021-2022 school year.

December 2021 Board approved forty-nine (49) provisional certificates

for the 2021-2022 school year.

February 2022 Board approved twenty-six (26) provisional certificates

for the 2021-2022 school year.

April 2022 Board approved nineteen (19) provisional certificates

for the 2021-2022 school year.

APPLICABLE STATUTE, RULE, OR POLICY

Idaho Code § 33-1201 and 33-1203

BACKGROUND/DISCUSSION

Six (6) complete emergency provisional certificate applications were received by the State Department of Education by April 8, 2022, including six (6) instructional certificate applications (Attachments 1-6) from the school districts listed below. These applications for the 2021-22 school year were reviewed by the Certification Department of the State Department of Education using the state board approved Emergency Provisional Certificate Application Process. The Emergency Provisional Certificate allows a school district or charter school to requrest one-year certification/endorserment in an emergency situation for a candidate who does not hold the required Idaho certificate/endorsement to fill a position. While the candidate is under emergency provisional certification, no financial penalties will be assessed to the hiring district.

Instructional Staff Applications

Middleton School District #134

Applicant Name: Cynthia Peterson **Endorsement(s):** All Subjects (K-8)

College Training: BS

Declared Emergency Date: 11/16/2021

Hire/Assignment Date: 1/3/2022

CONSENT June 14, 2022

Summary of Recruitment Efforts: The teacher released from her contract on the board personnel report dated 12/13/2021. School posted position on our school district website and School Spring on 12/1/2021 and received four applications.

Richfield School District #316

Applicant Name: Wesley Naylor

Endorsement(s): Physical Education (K-12), Health K-12

College Training: 86 credits

Declared Emergency Date: 12/13/2021 Hire/Assignment Date: 12/13/2021

Summary of Recruitment Efforts: After the November local board of trustees meeting but before the December 2021 meeting, the contracted Health/PE teacher wanted released from their contract. A letter of resignation was recevied November 15, 2021. The position was posted on the district website and State's online site. Two candidates were interviewed. The candidate hired accepted the position and shadowed outgoing teacher until he resumed certified role in the second semester.

Fruitland School District #373

Applicant Name: Sandra Valdez

Endorsement(s): English as a Second Language ESL (K-12)

College Training: BS

Declared Emergency Date: 4/13/2022 Hire/Assignment Date: 1/6/2022

Summary of Recruitment Efforts: Search began for a certified ESL instructor on November 29, 2021. The position was advertised on the district website, school's website, and Idaho Education Jobs website. One application was received. It was offered but was declined due to salary. Advertising was continued. Current

candidate agreed to the position.

Twin Falls School District #411

Applicant Name: Lucinda Padilla Endorsement(s): All Subjects (K-8) College Training: 104 credits

Declared Emergency Date: 3/7/2022

Hire/Assignment Date: 1/3/22

Summary of Recruitment Efforts: The position was advertised on the district website. This was a new position for the school based on student numbers. The school was unable to fill until the candidate applied. The candidate is currently in the school as a guest teacher.

Forge International School #528

Applicant Name: Nakaeta Divis Endorsement(s): All Subjects (K-8)

College Training: BS

Declared Emergency Date: 1/24/2022 Hire/Assignment Date: 1/24/2022

CONSENT June 14, 2022

Summary of Recruitment Efforts: The role was changed from RTI/EL to Grade 1 after a staff member resigned mid-year. The position was advertised in the Spring and no applicants were received.

IMPACT

Approval of these emergency provisional certificates is retroactive for the 2021-2022 school. This late in the school year, approval will not impact who the teacher of record that served in the classroom or the quality of education the students received, but it will allow the school to be funded for these positions as certified rather than classified positions.

BOARD STAFF COMMENTS AND RECOMMENDATIONS

Pursuant to Section 33-1201, Idaho Code, "every person who is employed to serve in any public elementary or secondary school in the capacity of teacher, supervisor, administrator, education specialist, school nurse or school librarian shall be required to have and to hold a certificate issued under the authority of the State Board of Education...." Section 33-1203, Idaho Code, prohibits the Board from authorizing standard certificates to individuals who have less than four (4) years accredited college training, except in "the limited fields of trades and industries, and specialists certificates of school librarians and school nurses." In the case of emergencies, which must be declared, "the State Board may authorize the issuance of provisional certificates based on not less than two (2) years of college training."

Section 33-512(15), Idaho Code, defines substitute teachers as "as any individual who temporarily replaces a certificated classroom educator...." Neither Idaho Code, nor administrative rule, limits the amount of time a substitute teacher may be employed to cover a classroom. In some cases, school districts use a long-term substitute prior to requesting emergency provisional certification for the individual. The individual that the school district is requesting emergency certification for may have been in the classroom as a long-term substitute for the entire school term. Salary based apportionment is calculated based on school district employee certification. A school district or charter school receives a lesser apportionment for noncertificated/classified staff than it receives for certificated staff. Substitute teachers are calculated at the lesser-classified staff rate.

A process for approving provisional certificates was approved by the Board at the April 2019 Regular Board meeting to limit the timeline for emergency provisional certificates to come to the Board to incentivize school districts and charter schools to request emergency provisional certification earlier in the school year rather than waiting until the end of the school year. The approved process required requests for the current school year to come to the Board at no later than the April Regular Board meeting. The process was amended at the August 2019 Regular Board meeting to provide an extension of this timeframe "subject to extenuating circumstances" such as when a local education agency loses a staff member after the January Professional Standards Commission (Commission) meeting deadline.

CONSENT June 14, 2022

In order to meet the April Board meeting agenda material deadline in March of each year, the certification request is required to be submitted no later than January of each year to make it through the Commission/Department process. Due to the length of time it was taking to process the requests when Commission recommendations were included in the process, the Board amended the process again at the August 2021 Regular Board meeting limiting the recommendation process to recommendations from Department certification staff or Division of Career Technical Education staff as applicable to the type of certification. The Department staff have forwarded those applications they recommend for approval for Board consideration. Emergency Provisional Certificates and Endorsements may be issued to an uncertified person with the minimum amount of training or may be issued to individuals with an existing certificate and endorsement outside of the area they have been hired to teach in. In the case of someone hired outside of the subject area they are endorsed to teach in, the Emergency Provision Certificate/Endorsement is for the endorsement area.

These requests were not received by the April Regular Board meeting as required through Board action at the April 2019 Regular Board meeting.

BOARD ACTIONS

I move to approve the request by State Department of Education for approval oneyear emergency provisional certificates in the endorsement area(s) at the specified school districts as provided herein for the 2021-2022 school year for the following individuals: Cynthia Peterson, Wesley Naylor, Sandra Valdez, Lucinda Padilla, and Nakaeta Divis.

Moved by Seconded by Carried Yes No	/
-------------------------------------	---

PROFESSIONAL STANDARDS COMMISSON

SUBJECT

Professional Standards Commission Appointments

REFERENCE

April 2022 Board approved 20 appointments to the Professional

Standards Commission.

APPLICABLE STATUTE, RULE, OR POLICY

Section 33-1252, Idaho Code

BACKGROUND/DISCUSSION

Section 33-1252, Idaho Code, sets forth criteria for membership on the Professional Standards Commission (PSC). The Commission consists of eighteen (18) members including one (1) from the State Department of Education and one (1) from the Division of Career Technical Education. The remaining members shall be representative of the teaching profession of the state of Idaho, and not less than seven (7) members shall be certificated classroom teachers in the public school system and shall include at least one (1) teacher of exceptional children and at least one (1) in pupil personnel services. The Idaho School Superintendents' Association, the Idaho Association of Secondary School Principals, the Idaho Association of Special Education Administrators, the education departments of private colleges, and the colleges of letters and sciences of the institutions of higher education may submit nominees for (1) position each. The community colleges and the education departments of the public institutions of higher education may submit nominees for two (2) positions.

Two (2) positions on the PSC are open for three (3)-year appointments, effective July 1, 2022: one (1) position representing pupil personnel services, and one (1) position representing certificated classroom teachers. Nominations were sought from the Idaho Association of Colleges of Teacher Education, Idaho Association of Secondary School Principals, Idaho Education Association (IEA), Idaho Indian Education Committee, and Northwest Professional Educators (NWPE) in early 2022.

No nominees for the pupil personnel services position were submitted in early 2022, and additional nominations were sought from the Idaho School Counselor Association, School Social Work Association of Idaho, Idaho School Psychologist Association, and School Nurse Organization of Idaho (SNOI) in March 2022. One (1) nomination was received from a member of SNOI. A second SNOI member expressed interest in the position but did not feel comfortable with the time away from their district due to a staffing shortage. While Section 33-1252, Idaho Code, asks for the submission of three (3) nominations for each position, the PSC respectfully requests appointment of the interested nominee to the pupil personnel

services position. Appointment of the interested nominee ensures all regions of the state are represented on the PSC.

Donald Eberlin, Jr., an appointee to the PSC effective July 1, 2022, representing certificated classroom teachers, has been promoted to a vice-principal position for the 22-23 school year. Mr. Eberlin has declined the appointment, as he is no longer representative of certificated classroom teachers. Nominations from the IEA and NWPE for 2022-2025 open positions were reconsidered for the appointment.

IMPACT

Board action allows for appointment/ of members to the PSC, ensuring all seats are filled for the 2022-2023 meeting year, and all regions of the state are represented.

ATTACHMENTS

Attachment 1 – Current Professional Standards Commission Members

Attachment 2 – MeLissa Rose Resume

Attachment 3 – Stephan Lynch Resume

Attachment 4 - Mary Lynn Spiker Resume

Attachment 5 - Cassandra Horner Resume

Attachment 6 – Jennifer Jacobsen Resume

Attachment 7 – John Crawford Resume

Attachment 8 – Eric McDowell Resume

Attachment 9 – Lindsey McKinney Resume

BOARD STAFF COMMENTS AND RECOMMENDATIONS

Pursuant to Section 33-1252(2), Idaho Code, "Except for the member from the staff of the State Department of Education, and the member from the staff of the Division of Career Technical Education, three (3) nominees for each position on the commission shall be submitted to the State Superintendent of Public Instruction. for the consideration of the State Board of Education. Any state organization of teachers whose membership is open to all certificated teachers in the state may submit nominees for positions to be held by classroom teachers; the Idaho Association of School Superintendents may submit nominees for one (1) position, the Idaho Association of Secondary School Principals may submit nominees for one (1) position; the Idaho association of elementary school principals may submit nominees for one (1) position; the Idaho School Boards Association may submit nominees for one (1) position; the Idaho Association of Special Education Administrators may submit nominees for one (1) position; the education departments of the private colleges of the state may submit nominees for one (1) position, the community colleges and the education departments of the public institutions of higher education may submit nominees for two (2) positions, and the colleges of letters and sciences of the institutions of higher education may submit nominees for one (1) position."

Additionally, Section 33-1252, Idaho Code, requires not less than seven (7) members be certificated classroom teachers in the public schools system and shall include at least one (1) teacher of exceptional children and at least one (1) teacher in pupil personnel services. While not required, historical practice has been to identify whether a teacher serving on the commission is an elementary or secondary school teacher to assure a balance in the representation on the Commission.

At the June 2016 Regular Board meeting, the Board requested the SDE amend its practices when requesting nominations to the PSC. The new practice would be for SDE to reach out not only to the statutorily identified stakeholder groups, but to also reach out to other education community groups to allow individuals who are not connected to the standard communications process an opportunity to apply or submit nominations for open positions. Specifically, it was discussed that there was a need for educators who work with underserved populations to have an opportunity to serve on the PSC. The Board's Indian Education Committee expressed an interest in nominating individual educators to the Commission if notified in advance of openings.

Original appointments are made for a term of three years. Appointments to fill vacant positions are made for the remainder of the term they are filling. This process helps to limit the number of new appointments that have to be made in a single year and helps to assure some continuity of membership on the PSC.

BOARD ACTION

I move to appoint MeLissa Rose of Lakeland School District to the Professional Standards Commission for a three-year term beginning July 1, 2022, and ending June 30, 2025, representing pupil personnel services.

Moved by	Seconded by	Carried Yes	No
Standards Com	int Stephan Lynch of Notu mission for a three-year terr representing certificated clas	m beginning July 1, 20	
Moved by	Seconded by	Carried Yes	No

2021-2022 Member Roster

Chair, Kathy Davis

Classroom Teacher
St. Maries Joint School District #041
Term 7/1/19 – 6/30/22

Tate Castleton, Elementary Principal Homedale Joint School District #370 Term 7/1/21 – 6/30/24

Kristi Enger, Educator Certification Director Idaho Career Technical Education
Term 7/1/21 – 6/30/24

Angela Gillman, Classroom Teacher Idaho Falls School District #091 Term 7/1/21 – 6/30/24

Mark Gorton, Classroom Teacher Lakeland Joint School District #272 Term 7/1/19 – 6/30/22

Mark Haynal, Public Teacher Education Lewis-Clark State College Term 7/1/19 – 6/30/22

Katie Horner, Classroom Teacher Murtaugh School District #418 Term 7/1/21 – 6/30/24

Paula Kellerer, School Superintendent Nampa School District #131 Term 7/1/20 – 6/30/23

Ramona Lee, Special Education Administrator West Ada School District #002 Term 7/1/20 – 6/30/23 Vice Chair, Steve Copmann

Secondary Principal Cassia County School District #151 Term 7/1/19 – 6/30/22

Peter McPherson, Chief Deputy Superintendent State Department of Education Term 7/1/21 – 6/30/24

Jamee Nixon, College of Letters and Sciences Northwest Nazarene University Term (Partial) 7/1/20 – 6/30/22

Karen Pyron, School Board Member Butte County School District #111 Term 7/1/21 – 6/30/24

Lori Sanchez, Private Teacher Education Northwest Nazarene University Term 7/1/21 – 6/30/24

Marianne Sletteland, Exceptional Child Teacher Moscow School District #281 Term 7/1/19 – 6/30/22

Mike Wilkinson, Pupil Service Staff Twin Falls School District #411 Term 7/1/19 – 6/30/22

Emma Wood, Public Teacher Education Idaho State University
Term 7/1/20 – 6/30/23

Chanel Harming, Classroom Teacher Classroom Teacher Term (Partial) 10/20/21-6/30/23

MeLissa Rose, MSN, RNC

PROFESSIONAL SUMMARY

Committed Nurse Leader with 12 years of experience delivering evidenced-based and compassionate care to patients while also serving in roles such as Charge RN, Case Manager, and Preceptor. Excellent problem solver with proficiency in interpersonal communication, critical thinking and organization. Other areas of expertise include:

- School Nursing
- Obstetrics/Surgical Obstetrics
- Training and Development
- Interdisciplinary Collaboration
- Patient Advocacy
- Conflict Resolution
- Data Management
- Change Management
- Team Building
- Process Improvements
- Protocol Development
- Policy & Procedure Management

RELEVANT WORK EXPERIENCE

School Nurse 2021-Present

Lakeland Joint School District #272, Rathdrum, ID

- Assess, plan, evaluate and manage health services for primary and secondary schools
- Develop Emergency Plans for students who are at risk to develop potential life-threatening emergencies at school
- Identify students who may need special educational or health-related services and guide nursing/health-related aspects of 504 and/or IEP plan development
- Complete student assessments for PCS Services to aid in district reimbursement for services provided
- Assist students and guardian(s) to identify and utilize community resources
- Assist guardian(s) and teachers to identify and remove health-related barriers to learning
- Provide in-service training for teachers and staff regarding the individual health needs of students
- Supervise Health Associates in the provision of health care services at assigned schools
- Evaluate the effectiveness of the health-related components of the IEP with the child, guardian(s) and other team members. Recommend revisions as needed.
- Continue to grow and develop profession knowledge of resources, special education laws, 504 regulations, abuse/neglect issues, medical technology and needs impacting student health
- Adhere to laws, policies, procedures and ethical standards of the school nursing profession

Clinical Nurse, OB Float/Charge Nurse

2017-2021

Newport Hospital and Health Services, Newport, WA

- Manage care of mother and fetus during labor and delivery in a rural health setting, prepare patients for C/S, assist
 in OR, triage and provide care to antepartum patients
- Recover mother and infant during the transition period after delivery, including post-op recovery of C/S patients
- Float to Mother/Baby, ACU, OR, ER and Outpatient departments as needed
- Provide comprehensive Prenatal Education to newly-expectant mothers
- Teach Prenatal Education Classes to parents approaching their delivery date
- Educate staff through Mother/Baby, Electronic Fetal Monitoring and Skills Review Classes
- Serve as a developer and facilitator of the Postpartum Hemorrhage and Shoulder Dystocia Simulation Training rolled out to all staff facility-wide; responsible for providing ongoing, quarterly training
- Participate in NRP Training as Reviewer for Skills Checkoff
- Foster staff empowerment through the development of evidence-based practice centered on techniques taught/reinforced at yearly Skills Review Training
- Compile yearly statistics for the OB Unit, disseminate data into a report and provide a presentation of the information to the hospital board
- Review and update unit Policies and Procedures, Standing Orders and Quality Measures
- Oversee department staffing during shift, utilize call staff as necessary related to patient census and/or acuity
- Serve as Equipment Expert maintaining the unit's equipment manual, ensuring equipment is functioning and up to date on maintenance, and teaching use of equipment to staff

ATTACHMENT 2

- Participate in Community Events such as Back to School Open Houses, County Fairs and Health Seminars as a representative of the OB Department to educate young families on available resources
- Coordinate annual "New Year's Baby" donation collection, prepare donations for gifting, obtain media consent and materials for publication, ensure advertisement and thank-you cards are forwarded to participating businesses

Clinical Nurse/Charge Nurse, OB/2N

2013-2017

Kootenai Health, Coeur d'Alene, ID

- Supervised floor staff, adjusted staffing levels based on acuity and census
- Provided education and support to assist less experienced staff in developing their nursing practice
- Collaborated with primary care providers, anesthesia, respiratory therapy, NICU personnel and other members of the healthcare team to provide safe and quality patient care
- Participated in service recovery when patients or family had concerns regarding care
- Contributed to process improvement and continuous quality improvement (CQI)projects as a member of various nursing committees and unit practice councils
- Managed care of mother and fetus during labor and delivery, triaged and cared for antepartum patients
- Prepared patient for C/S, circulated in OR and recovered patient post-surgery
- Floated to Postpartum, NICU and baby catcher positions

Clinical Nurse III 2013-2013

Bartlett Regional Hospital, Juneau, AK

- Utilized effective communication skills to keep patients and family up to date on patient's condition, medications, upcoming tests, and discharge plans
- Admitted patients, obtained history, performed assessments, and worked with providers and interdisciplinary staff to develop appropriate care plans
- Ensured patients and families received appropriate education regarding current illness, medications, tests and procedures

Clinical Nurse III/Charge Nurse/Case Manager

2010-2013

SEARCH-ELMC, Juneau, AK

- Developed Orientation Program for new hires and served as lead preceptor for all new nursing staff
- Oversaw case management tasks for the pod as well as Specialty Clinics, processed referrals, obtained prior authorizations, and coordinated patient care plans in collaboration with interdisciplinary staff
- Managed the flow of the pod to ensure timely, safe and effective delivery of care
- Triaged walk-in patients, performed targeted assessments to determine level of care needed, utilized standing orders to expedite delivery of care, and educated patients based on individual needs
- Completed initial OB Intake Appointment, obtained comprehensive patient history, scheduled initial OB labs and U/S, and provided extensive prenatal education

16	TION

Master of Science, Nursing/Leadership and Management | Western Governors University - Salt Lake City, Utah2019Bachelor of Science, Nursing | Western Governors University - Salt Lake City, Utah2018Associate of Science, Nursing | University of Alaska, Anchorage - Anchorage, AK2009

CERTIFICATIONS

•SNECC •ACLS •ALSO •AVADE •BLS •EFM •NRP •PALS •STABLE •TNCC

Inpatient Obstetric Nursing Certification

AFFILIATIONS

Sigma Theta Tau International Honor Society of Nursing National Association of School Nurses Idaho School Nurse Association

Stephan Lynch

Successful, experienced, devoted professional with a proven record of building and fostering relationships, advising individuals to success, managing projects from conception to completion, and designing educational strategies. Sound communication skills with ability to make critical decisions.

PROFESSIONAL EXPERIENCE

Language Arts Teacher

2018-

Notus School District, Notus, Idaho

- Taught National Writing Project's College, Career, and Community Writers Program (C3WP) curriculum; represented Notus School District for the C3WP Summer Conference in Nashville, Tennessee.
- NSD Union President; Idaho Mastery Education Network (IMEN) Team Member.

Social Studies Teacher 2016-18

The Village Charter School, Boise, Idaho

- Administration of Middle School After School utilization of school-wide programs and initiatives including MathCounts, Invent Idaho, and 3D Design.
- Produced school quality evaluations; developed student and parent surveys for State Department of Education, conducted follow-up interviews, analyzed responses, and proposed solutions to school board.

Special Education Teacher

2015-16

Rock Creek Middle School, Happy Valley, Oregon

- Managed five instructional assistants; provided individualized in-home student instruction; coordinated district-wide Javad Squad tee shirt fundraiser.
- Monitored student schedules to meet daily goals; restructured physical classroom to increase efficiency for staff and students

Senior Director of Program Quality and Impact

2014-15

Boys & Girls Club of Portland Metro Area, Portland, Oregon

- Supervised club sites and club directors, hired and trained staff including AmeriCorp Vistas, interns, and volunteers, and secured and complied with funding finances.
- Launched Summer Brain Gain, conducted action research, proved hypothesis, and presented results to board of directors.
- Directed Department of Justice and Office of Juvenile Justice and Delinquency Prevention (OJJDP) mentoring at-risk program.

English Language Arts Teacher

2012-14

Wings Charter Middle School

- English Language Arts Department Head implemented Tier 2 Reading and Writing and Next Practices strategies.
- Idaho Coaching Network School Representative integrated Key Shifts and Total Instructional Alignment Unit Planning.

ATTACHMENT 3

Exceptional Child Services Crew

2009-10

Anser Charter School, Garden City, Idaho

- Directed after school Homework Club; recruited students to provide enhanced and personalized one-on-one mentor support.
- Updated teacher webpages; acquired grant to purchase technology for supplemental specialized instruction.

Secondary Teacher 2008-09

Compass Public Charter School, Meridian, Idaho

- Secured community partners to provide an authentic education experience for personal finance including budgeting a yearly salary.
- Introduced investments with the stock market utilizing excel spreadsheet to track and identify periodic gains and losses.

Secondary Teacher

Cole Valley Christian Schools, Meridian, Idaho

2004-08

- Facilitated interactive semester-long Honors English and American Government curriculum culminating in a mock trial of Richard III.
- Advised Students for the Advancement of Global Entrepreneurship (SAGE) Teams to promote positive social change.

EDUCATION

Ph.D. A Qualitative Investigation on the Impact of Memes on Student Engagement in 7 th and 8 th Grade English Language Arts, Northwest Nazarene University	2022
Ed.S. Educational Leadership, Northwest Nazarene University	2018
M. Ed. Curriculum and Instruction, Northwest Nazarene University	2008
B.A. Elementary Education, Boise State University Minor: Business Administration	2003
CERTIFICATION	
K-12 Administrator Certification State of Idaho	2021
Standard Elementary K-8 Certification, State of Idaho	2021
"A" License, United States Soccer Federation	2015
National "Youth" License, United States Soccer Federation	2009
Premier Diploma, United Soccer Coaches	2013
Director of Coaching Diploma, United Soccer Coaches	2012

ATTACHMENT 3

RELATED EXPERIENCE

Director of Coaching

2020-21

Idaho Inferno Soccer Club, Caldwell, Idaho

- Develop, maintain, and provide comprehensive and personalized professional development though curriculum development.
- Conduct bi-annual evaluations of coaching staff and advise coaches of appropriate level of play.

Assistant Soccer Coach

College of Idaho, Caldwell, Idaho

2014-21

- Established Summer Soccer Showcase for high school teams to compete in a collegiate environment while residing on campus.
- Arranged college advisory symposium consisting of DI, DII, DIII, NAIA, and community/junior college coaches.

Head Soccer Coach / Director of Coaching / College Advisory Director

1998-18

Idaho Youth Soccer Association, Boise, Idaho

- Introduced college preparatory sessions for players, including college visits, financial aid education, and admissions process.
- Provided and taught professional development workshops for coaches and volunteer parents.

Varsity Head Soccer Coach

2006-12

Meridian High School, Meridian, Idaho

- Reinstated conference All-Star Soccer Game; coordinated player and coach selections and hosted annual commemorative game.
- Founded the Idaho High School Soccer Coaches Association to facilitate player selection for individual honors and to improve communication among coaches.
- Promoted team and community involvement through activities including participation in the tenyear memorial ceremony of 9/11 with the presentation of a customized jersey to Mayor De Weerd, Fire Chief Niemeyer, and Police Chief Lavey.

REFERENCES

Dr. Bethani Studebaker, Director of Certification & Professional Standards

State Department of Education 208) 404-1554 bstudebaker@sde.idaho.gov

Paul Pascal, Secondary Interventionist and Instructional Coach

Notus School District (208) 371.3159 pascalp@notusschools.org

Ryan Porter, Sr. Administrator Behavioral Health & Quality Assurance

Idaho Supreme Court (208) 871.5547 rporter@idcourts.net

Tracylea Balmer, Region Director

Idaho Education Association (208) 912.4479 tbalmer@idahoea.org

Mary Lynn Spiker



February 25, 2022

Idaho State Department of Education 650 West State Street, Suite 30 Boise, ID 83720

To whom it may concern:

I was recently informed that seven members of the Professional Standards Commission (PSC) would conclude their term of membership on June 30, 2022. Because of my interest in professional learning and legislative advocacy, Amy Kernin-Laye from the Northwest Professional Educators (NWPE) reached out to invite me to consider applying for one of the positions. Upon reading her letter, I first went to my Idaho Code of Ethics booklet, which sits on my desk. It serves as a constant reminder of the power I hold as an educator to elevate this amazing profession and grow children far beyond anyone's imagination.

In the words of our State Superintendent, Sherri Ybarra, "Education has the power to be 'the great equalizer," providing opportunities to all students. However, to truly serve as an "equalizer," educators must abide by the highest standards as they are entrusted with the state's greatest commodity, its children. Again, in the words of our State Superintendent, "Our work must emphasize accountability, high expectations, and achievement for all," realizing that educators' accountability extends beyond the classroom into the families and communities we are fortunate to serve.

Being a teacher is my six-year-old dream that has played out for over 30 years now. I love and cherish this profession with every ounce of my being and would be honored to be a part of this committee that upholds the standards that govern it. Thereby ensuring educators serve with integrity, dignity, honesty, and mutual respect, an example of true professionalism.

Sincerely,

Mary Lynn Spiker



"She empowers and influences beyond the classroom and school years." Lana Borgholthaus Parent

"Because Mary is intelligent, organized, prompt, nonthreatening and demonstrates integrity, she is the 'go to person' for teachers in her building who need advice as well as kindergarten personnel in the district who need questions answered. Parents also respond to her tireless commitment and energy as they become partners with Mary in their child's education." Jeanne Jones Pocatello-Chubbuck School District Colleague

Mary Lynn Spiker

Education & Credentials

WALDEN UNIVERSITY, Minneapolis, Minnesota, 55401
Master of Science in Education <u>Specialization</u>: Teacher Leadership (K-12)
2019

MONTANA STATE UNIVERSITY BILLINGS, BILLINGS, MT 59102 Bachelor of Science in Education, 1987

IDAHO STATE UNIVERSITY, POCATELLO, ID 83209

BOISE STATE UNIVERSITY, BOISE, ID 83725

NORTHWEST NAZARENE UNIVERSITY, Nampa, ID 83686

UNIVERSITY OF ALASKA, Juneau, AK 99801

EASTERN OREGON STATE COLLEGE, LaGrande, OR 97850

CENTER GRADUATE COLLEGE, Saratoga, CA 95070

Awards

2017 Idaho Teacher of the Year

2015-2016 P.I.E.S. (Positive Influence for Educational Success) Award Recipient

2015-2016, 2012-2013, 2010-2011,2008-2009 Simplot Inspirational Award Nominee

2014-2015, 2009-2010, 2007-2008 Simplot Inspirational Award Finalist

2006-2007, 2004-2005 Recognized in Who's Who Among American Teachers and Educators

2004-2005, 2001-2002 Wal*Mart Teacher of the Year

2004-2005 The Post Register and NIE (Newspapers in Education) Teacher of the Year

2003-2004 Disney Hand Teacher Awards Nominee

References

Brenda Miner

Administrator 807 Washburn
Pocatello -Chubbuck School District No. 25 208.251.2687 (Cell)
Pocatello, ID 83202 208.237.6050 (School)

Lana Borgholthaus

Parent

785 Alpine Drive 208.705.0116 Chubbuck, ID 83202

Jeanne Jones

Teacher, Colleague 208.251.8213 Pocatello, ID 83201

Linda Dunbar

Retired Administrator, Blackfoot School District No. 55 234.542.2850 198 Hill Ridge Avenue Blackfoot, ID

Cassandra Jo Horner



Because I passionately believe every student deserves the chance to learn, I am committed to creating a safe environment and a sense of belonging to all students, providing valuable professional development opportunities to all staff members, and continuing to grow as an educator and administrator.

EDUCATION

Boise State University, Boise, Idaho Master of Educational Leadership, May 2017 Idaho Administrators Endorsement, May 2017

Idaho State University, Pocatello, Idaho Bachelor of Music Education, May 2012 Major: Music Education, Certified K-12, 2012

PROFESSIONAL HISTORY

Boise School District, Les Bois Jr. High, Boise, Idaho 2018-present Choir Director

- Created effective lesson plans for all level of singers
- Managed finances and fundraising for choirs
- Continuously recruited for choir programs

Boise School District, Hillside Jr. High, Boise, Idaho 2018-2020

Choir Director

- Created effective lesson plans for all level of singers
- Managed finances and fundraising for choirs
- Continuously recruited for choir programs

West Ada School District, Desert Sage Elementary, Boise, Idaho, 2012-2018

Elementary Music Specialist

- Created and directed 4th/5th grade choir
- Managed classes of 25-35 students grades Pre-K-5
- Directed programs for each grade level throughout the year

American Falls School District, William Thomas Middle School, American Falls, Idaho, 2012 Professional Year, Student Teacher (Elementary level)

- Directed choirs and bands
- Created effective lesson plans for all learning styles
- Assisted with annual choir and band festival

Pocatello School District, Century High School, Pocatello, Idaho, 2012

Professional Year, Student Teacher (Secondary level)

- Directed jazz and symphonic bands
- Created effective lesson plans for all learning styles
- Assisted in planning annual traveling tour

Cassandra Jo Horner

EMPLOYMENT HISTORY

The Home Depot, Meridian, Idaho, 2014-2015

Cashier

- Provided excellent customer service
- Managed till throughout each shift
- Maintained a friendly atmosphere for each customer

Camp Alice Pittenger, McCall, Idaho, 2008-2010

Counselor, Unit Leader, Assistant Director

- Created weekly schedules and assigned positions for the week
- Managed counselors and campers
- Developed engaging programs for campers

PROFESSIONAL EXPERIENCE

Equity Building Lead, 2021-present
AVID Site Team Committee Member, 2021-present
Head Tennis Coach for Les Bois Junior High, 2020-present
American Choral Directors Association Member, 2018-present
Idaho Music Educators Association Member 2012-present
Elementary Music Re-Write Curriculum Committee, 2017-2018
Family Engagement Committee Member, 2016-2018
Parent-Teacher Organization Secretary, 2016-2018
BRTI Committee Member, 2015-2018
Leadership Committee Member, 2015-2018
Idaho Association of School Administrators, Aspiring Member, 2015-2017

REFERENCES

- Mrs. Lisa Hahle, Principal, Desert Sage Elementary
 - o 208-350-4020

Student Council Advisor, 2014-2018

- o hahle.lisa@westada.org
- Mrs. Jessica Cromie, Principal, Garfield Elementary
 - o 208-854-4950
 - o jessica.cromie@boiseschools.org
- Mr. Matt Krumm, Assistant Principal, Hillside Jr. High
 - o 208-854-5120
 - o matt.krumm@boiseschools.org

JENNIFER JACOBSON

"The quality of her direction and leadership is driven by a deep passion to better the lives of her students through quality education."

~ Dr. John Graham

CORE COMPETENCIES

- Elementary School Administration
- Curriculum Planning and Improvements
- Academic Progress Monitoring/Interventions
- Using Data to Raise Student Achievement
- Grant Writing/Budgeting
- Relationship Building

PROFESSIONAL EXPERIENCE

FILER SCHOOL DISTRICT - FILER, ID

Principal – Hollister Elementary (K-5)

2018 - Present

Educational Leadership Contributions:

- 2022 Idaho Gem Award winner, Instructional Leadership category, presented by the Idaho Association of Elementary School Principals
- Building Implementation of Cultivating Readers Project Readiness Phase.
- Summer School Coordinator/Administrator for Filer School District (Filer Elementary School, Filer Intermediate School, and Hollister Elementary School)
- Collaborated with Hollister City Council to write a grant to build a walking path in Hollister, allowing students
 the ability to walk to school.
- Complete staff retention in a remote, rural school for two years.
- Strong working relationship with principals at Filer Elementary School and Filer Intermediate School.
- 2019 4th grade ELA ISAT score increase of 45.5% 40.5 percentage points OVER our school goal.
- 2019 5th grade ELA ISAT score increase of 16% 11 percentage points OVER our school goal.
- 2019 4th grade Math ISAT score increase by 17% 12 percentage points OVER our school goal.
- 2019 5th grade Math ISAT score increase by 14% 9 percentage points OVER our school goal.
- Created and led ELA textbook review committee reviewing, selecting, and purchasing WONDERS 2020 with assistance from Marybeth Flachbart of Education Northwest.
- Received a \$30,000 Twin Falls Health Initiative Trust grant for a music and dance program two years in a row.
- Created an afterschool tutoring program to provide students with targeted intervention supports.
- Received a \$10,000 Seagrave's Family grant to purchase iPads for staff and K-2 students.
- Received \$5,000 grant from First Federal Foundation to help purchase new cafeteria tables.
- Implemented the use of an electronic plan book for teachers at Hollister and Filer Elementary School.
- Coordinated curriculum mapping for ELA to assist teachers in planning for upcoming needs regarding the learning gap resulting from COVID-19 in the fall of 2020.

FILER SCHOOL DISTRICT - FILER, ID

4th Grade Teacher – Filer Intermediate School (4th-6th)

2015 - 2018

Teaching Contributions:

- Applied for and received \$6,000 from the STEM Action Center to implement coding in my classroom.
- Increased student achievement. 18% increase in student ELA ISAT scores for 2019, which was the highest gain in the district.

TWIN FALLS SCHOOL DISTRICT - TWIN FALLS, ID

Kindergarten Teacher - Harrison Elementary School (PK-5th)

2010 - 2015

Teaching Contributions:

- Consistently high student achievement over 80% of my students scored proficient on the Spring IRI each year.
- Taught one year of extended day Kindergarten for our low Title students.
- Appointed by fellow K teachers to represent our school at district level curriculum meetings.
- Received \$5,000 Grant from Century Link to implement iPads in the classroom.

John Crawford



Education:

Churchill County High School: 1990

College of Southern Idaho 1994; A.A. Political Science

Idaho State University: 1994-1996; B.S. Political Science/Public Admin

University of Cincinnati: 2006; Masters of Education

Work Experience:

(2013-Current) Idaho State University Adjunct Professor of Political Science

(2017-Current) Bonneville School District Teaching 1111 and 1112 US History, 1101 and 2202 Political Science with students concurrently enrolled at Idaho State University

(2010-2017) Shelley School District #60/ Hobbs Middle School Principal and Idaho State University Adjunct Professor. Person in charge of 600 student middle school with 30 staff members.

(2008-2010) Pocatello School District: Highland High School Assistant Principal and Severe and Profound Emotionally Disturbed Program Director.

(1999-2008) Jefferson School District: Classroom Teacher and Seminar Instructor to new teachers to develop their classroom management skills. Develop and design lessons that center around effective and proven classroom management strategies that would help new teachers have a better experience in their early years of the profession.

Professional References:

Steve Young-Principal, Jefferson High School; 529 N. 3470 E. Menan, Idaho 83434; (208) 390-7421

Personal References

Mark Romer-Box 1127 Chubbuck Idaho 83206; (208-406-7352)

Greetings,

My name is Eric McDowell and I am the current science teacher at Kendrick Jr./Sr. High School. For the past 8 years, I have been heavily involved in my school and community in a variety of roles beyond my duties as a teacher, such as a city councilor, treasurer of the Juliaetta Community Improvement Association, President of the Kendrick Education Association, and the secretary of the Kendrick Lions Club. I am also a prolific and successful grant writer who has brought over \$100K into the Kendrick-Juliaetta community.

In my roles as a teacher and officer in my local teaching union, I have contributed to our local finally achieving an actual master agreement rather than the unofficial agreements that had existed since the late 1970s. This successful effort has played huge roles in minimizing teacher/staff turnover in my district as well as to make our small district competitive in Region 2.

As a part of gaining an official master agreement in my district, I have been unfortunately a witness to several incidences of unethical behavior by administrators and school board members. This behavior has played a pivotal role in my efforts with regard to my local as well as induced my current pursuit of credentials as an administrator. I hope to further my profession by seeking a spot on Idaho's Professional Standards Committee.

Regards,

Eric McDowell, PhD

Eric McDowell, PhD.



Education:

- 1998 2003: Department of Molecular Biology and Biochemistry, University of Idaho, Moscow, Idaho; Degree: Bachelor of Science.
- 2003 2010: Department of Plant Science, University of Arizona, Tucson, Arizona; Degree: PhD in Plant Biology concerning plant trichome and rhizome biology.
- 2012-2014: Division of Education, Lewis-Clark State College, Lewiston, Idaho;
 Natural Science Teaching Certification.

Teaching Experience:

- Kendrick Jr./Sr. High School
 - o 2012-present
 - o Physical Science (9th grade)
 - o Biology (10th grade)
 - o Earth Science (8th grade)
 - o Environmental Science (10-11th grades)
 - o Physics (11-12th grades)
 - o Chemistry (11-2th grades)
 - o New Teacher mentor
- University of Arizona: NATS104, Plants and our World
 - o Fall 2008, & 2009
 - o Introductory botany/plant biology course for non-science majors
 - o Lectured 1-2 sections per semester
 - o Utilized online quizzes to ensure students read material prior to class
 - Lead plant walks to introduce area plants and interesting facts concerning their history and biology
- University of Arizona: PLS312, Plant and Animal Genetics
 - o Spring 2007, 2008, 2009
 - o Advanced genetic course for science majors
 - o Lectured and supervised 1-2 lab sections per semester
 - Supervised student preceptors
 - o Privately tutored students with learning disabilities
- Supervised/trained summer interns and undergraduates lab assistants

Ph.D Research Interests:

- Comparative transcriptomic/metabolomic analysis
 - Plant rhizome biology
 - o Plant glandular trichome biology
 - o Regulation of specialized tissue development
 - o Regulation of plant specialized biochemistry
- Gene isolation, cloning and characterization
- Plant tissue culture and transformation
 - o *Mentha x piperita* (peppermint)
 - o Ocimum basilicum (sweet basil)
 - o Curcuma longa (turmeric)
 - o Zingiber officinale (ginger)
 - o Nicotiana tabacum (tobacco)

Awards:

- 2005 2007: IGERT Research Fellow
- 2021-Present: MJ Murdock Fellow
- \$92,247 Grant Recipient for Kendrick Jr./Sr. High School
- \$10,000 Grant Recipient for Juliaetta Community Improvement Association

Memberships:

- 2008: Phytochemical Society of North America
- 2009: American Chemical Society
- 2009: American Society of Plant Biologists
- 2020-2021: Juliaetta City Council Member
- 2020-Present: Juliaetta Community Improvement Association Treasurer
- 2018-Present: Kendrick Lions Club Secretary
- 2013-Present: Kendrick Education Association, Current President

Current Employer

• Kendrick Joint School District #283; Kendrick, Idaho (Aug. 2012 – present)

Publications:

- **McDowell ET.** (2010) A tale of two 'omes: Comparative genomics and important genes in specialized tissues. PhD dissertation. University of Arizona, Tucson.
- McDowell ET, Kapteyn J, Li C, Shi F, An L, Descour A, Kang JH, Schmidt A, Schilmiller A, Howe GA, A. Jones AD, Pichersky E, Wilkerson C, Soderlund CA, Gang DR (2010) Comparative functional genomic analysis of *Solanum* glandular trichome types. *Plant Physiology*. http://www.plantphysiol.org/cgi/content/short/pp.110.167114?keytype=ref&ij key=izxAjmg2n6fFzAH
- **Kapteyn J, He R, McDowell ET, Gang DR.** (2010) Incorporation of non-natural nucleotides into template-switching oligonucleotides reduces background and improves cDNA synthesis from very small RNA samples. *BMC Genomics.* 11:413.
- Schilmiller AL, Miner DP, Larson M, McDowell E, Gang DR, Wilkerson C, Last RL (2010) Studies of a biochemical factory: tomato trichome deep EST sequencing and proteomics. *Plant Physiol*. 153(3):1212-1223 http://www.plantphysiol.org/cgi/content/short/pp.110.157214v1
- Kutrzeba LM, Zjawiony JK, Koo HJ, McDowell E, Laurenzi A, Gang DR, Dayan FE (2009) Biosynthesis of Salvinorin A: Overexpression and biochemical characterization of carboxy methyltransferase from EST of *Salvia divinorum* glands. *In. Georg Thieme Verlag Kg*, pp 431.
- Rosenke K, Samuel MA, McDowell ET, Toerne MA, Fortunato EA (2006) An intact sequence-specific DNA-binding domain is required for human cytomegalovirus-mediated sequestration of p53 and may promote *in vivo* binding to the viral genome during infection. *Virology*. 348(1):19-34

Lindsey McKinney



mcki2450@alumni.uidaho.edu

Objective: A position on the Professional Standards Commission.

Summary of Qualifications:

- Bachelor's of Science in Communication
- Idaho Teaching Certification in Business Education and Basic Mathematics
- Have completed the coursework for Career and Technical Education
- Excellent communication skills
- Proven customer service relations
- Flexible work practices, willingness to learn new positions
- Recognized time management skills
- Proficient with Microsoft Office programs including Word, Excel, PowerPoint, Access, Publisher, and various other programs including Dreamweaver, Photoshop, and InDesign
- Good leadership skills
- Have passing Praxis scores in Business Education and Basic Mathematics

Experience:

Orofino Jr/Sr High School

Orofino, ID

Business/Technology Teacher

August 2019-present

Teach a wide range of business and technology subjects ranging from Word, Excel, Access, PowerPoint, Publisher, Keyboarding, Interactive Media, Accounting, Yearbook and Computer Technology. Served as the Business Professionals of America advisor, Student Council advisor, and a class advisor. Plan and implement lesson plans, create pacing schedule for coursework, interact with students and other staff members.

Bruneau-Grandview School District

Bruneau, ID

Business/Technology Teacher

August 2017-May 2019

Teach a wide range of business and technology subjects ranging from Word, Excel, Access, PowerPoint, Publisher, Keyboarding, Interactive Media, Business Communications, Sports and Entertainment Marketing and Personal Finance. Served as the Business Professionals of America advisor, Student Council advisor, and a class advisor. Plan and implement lesson plans, create pacing schedule for coursework, interact with students and other staff members.

Dietrich School District

Dietrich, ID

Business/Technology Teacher

September 2015-May 2017

Teach a wide range of business and technology subjects ranging from Word, Excel, Access, PowerPoint, Publisher, Keyboarding, Economics, Business Law, Interactive Media, Business Communications, Business Administration and Sports and Entertainment Marketing. Served as the Business Professionals of America advisor, Yearbook advisor, a class advisor and served on the leadership and the budget committees. Plan and implement lesson plans, create pacing schedule for coursework, interact with students and other staff members.

ATTACHMENT 9

Spokane Falls Community College

Pullman, WA

Computer Applications/Business Technology Instructor

September 2014-June 2015

Teach a wide range of computer application subjects ranging from beginning to advanced Word, Excel, Access, PowerPoint, Outlook, Publisher, and Keyboarding. Plan and implement lesson plans, create pacing schedule for coursework, interact with students and other staff members.

Mountain View School District #244

Kooskia, ID

Substitute Teacher

January 2014-June 2015

Substituted in various positions including paraprofessional positions, teachers and the office staff. Also assisted in other duties including before and after school bus duty, recess duty, and lunch duty. Handled classroom interruptions, took attendance, answered a multiline phone system, and interacted with students and other staff members.

Culdesac School District

Culdesac, ID

Substitute Teacher

February 2015-June 2015

Substituted in various positions including paraprofessional positions, teachers and the office staff. Handled classroom interruptions, took attendance, answered a multiline phone system, and interacted with students and other staff members.

Dabco Property Management

Pullman, WA

Property Manager

November 2009-December 2013

Perform Data entry, opening and closing procedures, interact with residents in person and on the phone, filing, checking the mail, creating documents, processing rent payments, compiling leases and other forms, Yardi, general office duties, technical troubleshooting, and other duties as assigned.

Education:

University of Idaho

Communication

Moscow, ID

2009

Career and Technical Education

Member of the U of I Marching Band, University Ambassador, Education classes, Integrated Business Curriculum, Accounting, Economics, other related business classes and several computer classes including Desktop Publishing using InDesign, Photoshop. Member of the U of I Chapter of Business Professionals of America. Treasurer for hall government, worked on projects on a team.

References:

Available on Request

PROFESSIONAL STANDARDS COMMISSION

SUBJECT

Lewis-Clark State College – Idaho State Program Review Team Report and the Council for Accreditation of Educator Preparation (CAEP) Site Visit Report

REFERENCE

August 2014 Board accepted the Lewis-Clark State College Full

Unit Review State Team Report.

December 2017 Board accepted the Lewis-Clark State College

Focused Visit State Team Report.

APPLICABLE STATUTE, RULE, OR POLICY

Sections 33-1254 and 33-1258, Idaho Code

BACKGROUND/DISCUSSION

The Professional Standards Commission (PSC) is tasked by the State Board of Education (Board) with conducting a full unit review of all Board-approved teacher preparation programs in Idaho on a seven (7) year cycle. The PSC convened a State Review Team (Team) of content experts from the fields of higher education and K-12 education and conducted a virtual, full unit review of Lewis-Clark State College's (LCSC) approved educator preparation programs on December 12 – 14, 2021. The Team reviewed evidence to confirm whether each program leading to initial certification met the Idaho Standards for Initial Certification of Professional School Personnel, approved by the Board June 20, 2018. The review was held concurrently with the review of LCSC's educator preparation programs by the Council for Accreditation of Educator Preparation (CAEP).

The LCSC review included a pilot process and form for program design review, for those programs leading to endorsement with fewer than five (5) completers in a seven (7)-year period. The concept of program design review was developed during Phase III work of the Educator Standards Working Group to provide EPPs the opportunity to identify those programs with few or no completers and to provide design evidence for continued, conditional approval of the program. The Chemistry and Psychology programs were identified by LCSC for design review.

Upon completion of Team review, all LCSC programs and state specific requirements are recommended for continued approval with the exception of the following:

- Pre-Service Technology Standards conditionally approved, lack of evidence
- Chemistry conditionally approved, design review.

No rejoinder to the State Team report was submitted by LCSC for PSC consideration.

On April 7, 2022, the PSC Standards Committee reviewed the final report submitted by the Team. While the Psychology program had been identified by LCSC for design review based on a low number of completers, the Psychology program has no program-level (enhancement) standards against which to review. In result, the Psychology program design review form completed by LCSC showed program alignment to the Core Teaching Standards. Because LCSC is able to issue institutional recommendations for the Psychology program and other programs without program-level standards based on approval of Core Teaching Standards, the Standards Committee determined that it was not logical to recommend conditional approval of the Psychology program when the Core Teaching Standards were met. Psychology program design review was removed from the report.

The Standards Committee brought the report to the full PSC on April 8, 2022, and the full PSC voted to recommend the Board approve the LCSC State Team Report as provided in Attachment 1.

IMPACT

The recommendations in this report will enable LCSC to continue to prepare teachers while ensuring state teacher preparation standards are appropriately embedded in the programs.

ATTACHMENTS

Attachment 1 – LCSC Final State Review Team Report

STAFF COMMENTS AND RECOMMENDATIONS

Pursuant to Section 33-114, Idaho Code, the review and approval of all teacher preparation programs in the state is vested in the State Board of Education. The program reviews are conducted for the Board through the Professional Standards Commission (Commission). Recommendations are then brought forward to the Board for consideration. The review process is designed to ensure the programs are meeting the Board approved standards for Initial Certification of Professional School Personnel (Certification Standards) for the applicable program areas. Certification Standards are designed to ensure that educators are prepared to teach the state content standards for their applicable subject areas and are up-to-date on best practices in various teaching methodologies.

Current practice is for the Commission to review new programs and make recommendations to the Board regarding program approval. New program reviews are conducted through a "Desk Review" and do not include an on-site review. The Commission review process evaluates whether the programs meet or will meet the approved Certification Standards for the applicable certificate and

endorsement area. The Commission may recommend to the Board that a program be "Approved," "Not Approved," or "Conditionally Approved." Programs conditionally approved are required to have a subsequent focus visit. The focus visit is scheduled three years following the conditional approval, at which time the Commission forwards a new recommendation to the Board regarding approval status of the program.

Once approved by the Board, candidates completing these programs will be able to apply for a Standard Instructional Certificate with an endorsement in the area of study completed.

BOARD ACTION

	move	to	ар	prove	the	recom	mendation	on	by	the	Profe	ssional	Stan	dards
C	ommis	sion	to	accep	t the	State	Review	Te	am	Repo	rt for	Lewis-	Clark	State
C	ollege	as sı	ıbn	nitted ir	า Atta	chmen	t 1.							

Moved by	Seconded by	Carrie	d Ye	S	Nο	
	Occornaca by		u i c	٠ <u> </u>	140	

IDAHO EDUCATOR PREPARATION PROGRAM REVIEW

STATE TEAM REPORT

LEWIS-CLARK STATE COLLEGE

DECEMBER 12-14, 2021

Professional Standards Commission Idaho State Board of Education Idaho State Department of Education







TABLE OF CONTENTS

Introduction	3
Program Approval Recommendations	5
State Program Approval Rubrics	7
Program Design Review Form Pilot	8
Idaho Core Teaching Standards	9
State Specific Requirements	
Idaho Comprehensive Literacy Standards	35
Pre-Service Technology Standards	42
Idaho Standards for Model Preservice Student Teaching Experience	48
Institutional Recommendations	52
Idaho Standards for Elementary Education Teachers	56
Idaho Standards for English Language Arts Teachers	64
Idaho Standards for Special Education Teachers	76
Idaho Standards for Exceptional Child Generalists	76
Idaho Standards for Health Teachers	88
Idaho Standards for Literacy Teachers	96
Idaho Standards for Mathematics Teachers	109
Idaho Standards for Physical Education Teachers	119
Idaho Foundation Standards for Science Teachers	131
Idaho Standards for Biology Teachers	142
Idaho Standards for Earth and Space Science Teachers	146
Idaho Foundation Standards for Social Studies Teachers	149
Idaho Standards for History Teachers	156
Program Design Review - Chemistry	160

INTRODUCTION

Lewis-Clark State College (LCSC) has more than a century-long history of preparing professional educators. Lewiston State Normal School was established by an act of the Idaho State Legislature in 1893 to address the need for quality teachers in the region's many one-room schools. In 1943, the legislature granted the college its current status as a four-year undergraduate institution. The college's days as a normal school came to end on March 2, 1971, when Governor Cecil Andrus signed a bill to change the name to the current Lewis-Clark State College.

The purpose of the educator preparation program review was to determine if sufficient evidence was presented indicating that candidates at Lewis-Clark State College meet state standards for initial certification. The review was conducted by an 11-member state program approval team, accompanied by two (2) state facilitators who assisted in the review of state specific requirements.

- Dr. Cheryle Dismuke, Team Chair Boise State University
- Dr. A.J. Zenkert Boise State University
- Dr. Tyler Johnson Boise State University
- Dr. Sherawn Reberry West Ada School District #002
- Alayna Knop Idaho State Department of Education
- Dr. Emma Wood Idaho State University
- Mark Gorton Lakeland School District #272
- Dr. R. Jackson Nygaard Brigham Young University-Idaho
- Dr. Ehren Haderlie Brigham Young University-Idaho
- Dr. Amy Clark Brigham Young University-Idaho
- Dr. Jonathan Lord College of Southern Idaho
- Dr. Bethani Studebaker, State Facilitator Idaho State Department of Education
- Helen Henderson, State Facilitator Idaho State Department of Education

The state standards for initial certification are published in the State Board of Education approved *Idaho Standards for the Initial Certification of Professional School Personnel*. State Board approved knowledge and performance indicators were used to assist team members in determining how well standards were being met. Idaho Core Teaching Standards, program area foundation standards, and specific program enhancement standards were reviewed.

¹ Approved by the Idaho State Board of Education June 20, 2018.

Team members reviewed evidence provided by the institution to validate each standard. These evidences included but were not limited to:

- Course syllabi
- Lesson plans
- Intervention plans
- Handbook
- List of standards
- Instructor feedback
- Catalogs
- Content area assessment
- Student teacher evaluations
- Test scores

- Surveys
- Case analysis video of candidate teaching
- Work samples
- PK-12 student achievement
- Tracking data on candidates
- Interviews
- Peer teacher evaluations
- Projects
- Portfolios

The following terms are defined by the Council for Accreditation of Educator Preparation (CAEP), a national educator preparation accrediting body, and used throughout this report.

- **Candidate.** An individual engaged in the preparation process for P-12 professional education licensure/certification with an educator preparation provider (EPP).
- **Completer.** Any candidate who exited a preparation program by successfully satisfying the requirements of the EPP at least six months previously and is employed in a position for which they were prepared for state licensure.
- **Student.** A learner in a P-12 school setting or other structured learning environment but not a learner in an EPP.
- Educator Preparation Provider (EPP). The entity responsible for the preparation of educators including a nonprofit or for-profit institution of higher education, a school district, an organization, a corporation, or a governmental agency.
- Program. A planned sequence of academic courses and experiences leading to a degree,
 a recommendation for a state license, or some other credential that entitles the holder
 to perform professional education services in schools. EPPs may offer a number of
 program options (for example, elementary education, special education, secondary
 education in specific subject areas, etc.).
- **Dispositions.** The habits of professional action and moral commitments that underlie an educator's performance (InTASC Model Core Teaching Standards, p. 6.)

PROGRAM APPROVAL RECOMMENDATIONS

Standards/Program	Recommendation	Notes
Idaho Core Teaching Standards	☑ Approved☐ Conditionally Approved☐ Not Approved	
State Specific Requirements - Idaho Comprehensive Literacy Standards	☑ Approved☐ Conditionally Approved☐ Not Approved	
State Specific Requirements - Pre-Service Technology Standards	□ Approved⊠ Conditionally Approved□ Not Approved	Lack of Evidence
State Specific Requirements - Idaho Standards for Model Preservice Student Teaching Experience	☑ Approved☐ Conditionally Approved☐ Not Approved	
State Specific Requirements - Institutional Recommendations	☑ Approved☐ Conditionally Approved☐ Not Approved	
Idaho Standards for Elementary Education Teachers	☑ Approved☐ Conditionally Approved☐ Not Approved	
Idaho Standards for English Language Arts Teachers	☑ Approved☐ Conditionally Approved☐ Not Approved	
Idaho Standards for Exceptional Child Generalists	☑ Approved☐ Conditionally Approved☐ Not Approved	
Idaho Standards for Health Teachers	☑ Approved☐ Conditionally Approved☐ Not Approved	
Idaho Standards for Literacy Teachers	☑ Approved☐ Conditionally Approved☐ Not Approved	
Idaho Standards for Mathematics Teachers	☑ Approved☐ Conditionally Approved☐ Not Approved	
Idaho Standards for Physical Education Teachers	☑ Approved☐ Conditionally Approved☐ Not Approved	

Standards/Program	Recommendation	Notes
Idaho Foundation Standards	⊠ Approved	
for Science Teachers	☐ Conditionally Approved	
Tot Science reactiers	☐ Not Approved	
Idaha Standanda fan Biologo	☑ Approved	
Idaho Standards for Biology Teachers	☐ Conditionally Approved	
reactiers	☐ Not Approved	
Idaha Standanda fan	☐ Approved	Daniero Daniero
Idaho Standards for Chemistry Teachers		Design Review ≤ 5 Completers/7 years
Chemistry reachers	☐ Not Approved	2.5 completers/ / years
Idaho Standards for Earth		
and Space Science Teachers	☐ Conditionally Approved	
and space science reachers	☐ Not Approved	
Idaho Foundation Standards	□ Approved	
for Social Studies Teachers	☐ Conditionally Approved	
Tot Social Studies Teachers	☐ Not Approved	
Idobo Standards for History	□ Approved	
Idaho Standards for History Teachers	☐ Conditionally Approved	
i caciiei s	☐ Not Approved	

STATE PROGRAM APPROVAL RUBRICS

The *Idaho Standards for Initial Certification of Professional School Personnel* provide the framework for the approval of educator preparation programs. As such, the standards set the criteria by which teacher preparation programs are reviewed for state program approval.

The following rubrics are used to evaluate the extent to which educator preparation programs prepare educators who meet the standards. The rubrics are designed to be used with each individual preparation program (i.e., Elementary, Special Education, Secondary English, Secondary Science—Biology, etc.).

The rubrics describe three levels of performance, unacceptable, acceptable, and exemplary for each of the Idaho Standards for Initial Certification. The rubrics shall be used to make holistic judgments. Elements identified in the rubrics provide the basis upon which the State Program Approval Team evaluates the institution's evidence that candidates meet the Idaho standards.

Unacceptable	Acceptable	Exemplary
The program provides evidence that candidates meet fewer than 75% of the indicators.	 The program provides evidence that candidates meet 75%-100% of the indicators The program provides evidence candidates use assessment results in guiding student instruction (when applicable). 	 The program provides evidence that candidates meet 100% of the indicators. The program provides evidence of the use of data in program improvement decisions. The program provides evidence of at least three (3) cycles of data of which must be sequential.

PROGRAM DESIGN REVIEW FORM PILOT

At the September 16, 2021, meeting of the Professional Standards Commission's Standards Committee, the Committee approved a request from Lewis-Clark State College (LCSC) to pilot a Program Design Review Form for use during the December 12-14, 2021, review of LCSC's educator preparation programs. Program design review was developed during Phase III work of the Educator Standards Working Group to provide EPPs the opportunity to identify those programs with few or no completers and to provide design evidence for continued, conditional approval of the program.

IDAHO CORE TEACHING STANDARDS

Standard 1: Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Knowledge

- 1(a) The teacher understands how learning occurs--how learners construct knowledge, acquire skills, and develop disciplined thinking processes--and knows how to use instructional strategies that promote student learning.
- 1(b) The teacher understands that each learner's cognitive, linguistic, social, emotional, and physical development influences learning and knows how to make instructional decisions that build on learners' strengths and needs.
- 1(c) The teacher knows how to identify readiness for learning and understands that development in any one area (cognitive, linguistic, social, emotional, and physical) may affect performance in others.
- 1(d) The teacher understands the role of language, culture, and socio-historical context in learning and knows how to differentiate instruction to make language comprehensible and instruction relevant, accessible, and challenging.

Standard 1 Learner Development	Unacceptable	Acceptable	Exemplary	
1.1 Knowledge		X		

1.1 Analysis – The EPP provides sufficient evidence for indicators 1(a), 1(b), 1(c), and 1(d) to demonstrate that the program is designed to meet the standard. Evidence includes candidate coursework, including papers and lesson plans, as well as interviews with program completers, program faculty, and candidates. Artifacts provided for each indicator demonstrate candidates' knowledge relative to those indicators. Regarding indicator 1(a), there are three sets of data provided which supports an exemplary level of learner development in this knowledge indicator.

Sources of Evidence

- Learning Theories Lesson Plan Paper
- Course Syllabi: ED 321, 318, 345, 447, 460.
- Case Study and Research Review Paper
- Shoe-tying exam
- Assessment Selection Assignment
- Poster and Final Paper

Performance

- 1(e) The teacher regularly assesses individual and group performance in order to design and differentiate instruction to meet learners' needs in each area of development (cognitive, linguistic, social, emotional, and physical) and scaffolds the next level of development.
- 1(f) The teacher creates developmentally appropriate instruction that takes into account individual learners' strengths, interests, needs, and background that enables each learner to advance and accelerate his/her learning.
- 1(g) The teacher collaborates with families, communities, colleagues, and other professionals to promote learner growth and development.

Standard 1 Learner Development	Unacceptable	Acceptable	Exemplary
1.2 Performance		X	

1.2 Analysis – The EPP provides sufficient evidence for indicators 1(e), 1(f), and 1(g) to demonstrate the program is designed to meet the standard. Evidence includes candidate coursework, including PBA and portfolios, as well as interviews with program completers, program faculty, and candidates. The EPP utilizes course syllabi from ED 426 and ED 429 to provide performance opportunities to candidates across these indicators.

Sources of Evidence

- Performance Based Assessment (PBA) completed in clinical internships 1 and 2
- Portfolio: Utilizing google framework, portfolios of completers were professional and detailed and easy to navigate.
- Syllabi: ED 426, 429

Disposition

- 1(h) The teacher respects learners' differing strengths and needs and is committed to using this information to further each learner's development
- 1(i) The teacher is committed to using learners' strengths as a basis for growth, and their misconceptions as opportunities for learning.
- 1(j) The teacher takes responsibility for promoting learners' growth and development.
- 1(k) The teacher values collaborative relationships with families, colleagues, and other professionals in understanding and supporting each learner's development.

Standard 1 Learner Development	Unacceptable	Acceptable	Exemplary
1.3 Disposition		X	

1.3 Analysis – The EPP provides sufficient evidence for indicators 1(h), 1(i), 1(j), and 1(k) to demonstrate that the program is designed to meet the standard. Evidence includes candidate coursework, including PBA, portfolio, and archived work from ED 321, including papers and research studies, as well as interviews with program completers, program faculty, and candidates.

Sources of Evidence

- Syllabi and course outcomes from ED 321, 447, and 460
- Elementary and Secondary, Unit Teaching Performance Assessment
- Portfolio
- Case Study Paper

Standard 2: Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Knowledge

- 2(a) The teacher understands and identifies differences in approaches to learning and performance and knows how to design instruction that uses each learner's strengths to promote growth.
- 2(b) The teacher understands students with exceptional needs, including those associated with disabilities and giftedness, and knows how to use strategies and resources to address these needs.
- 2(c) The teacher knows about linguistic diversity and second language acquisition processes and knows instructional strategies and resources to support language acquisition.
- 2(d) The teacher understands that learners bring assets for learning based on their individual experiences, abilities, talents, prior learning, and peer and social group interactions, as well as contemporary and historical impacts on language, culture, family, and community values.
- 2(e) The teacher knows how to access reliable information about the values of diverse cultures and communities and how to incorporate learners' experiences, cultures, and community resources into instruction.

Standard 2 Learning Differences	Unacceptable	Acceptable	Exemplary
2.1 Knowledge		X	

2.1 Analysis – The EPP provides sufficient evidence for all knowledge indicators for Standard 2. Evidence includes the candidate performance, interviews, video, and candidate work samples. All five knowledge indicators are evidenced to ensure that candidates have the knowledge and understanding of learning differences.

Sources of Evidence

- Syllabus
- Interviews
- Videos
- Written papers/research
- Case Studies
- Candidate Work Samples with Feedback
- Candidate PBA (performance-based assessment)

Performance

- 2(f) The teacher designs, adapts, and delivers instruction to address each student's diverse learning strengths and needs and creates opportunities for students to demonstrate their learning in different ways.
- 2(g) The teacher makes appropriate and timely provisions (e.g., pacing for individual rates of growth, task demands, communication, assessment, response modes) for individual students with particular learning differences or needs.
- 2(h) The teacher designs instruction to build on learners' prior knowledge and experiences, allowing learners to accelerate as they demonstrate their understandings.
- 2(i) The teacher brings multiple perspectives to the discussion of content, including attention to learners' personal, family, and community experiences and cultural norms.
- 2(j) The teacher incorporates tools of language development into planning and instruction, including strategies for making content accessible to English language learners and for evaluating and supporting their development of English proficiency.
- 2(k) The teacher accesses resources, supports, and specialized assistance and services to meet particular learning differences or needs.

Standard 2 Learning Differences	Unacceptable	Acceptable	Exemplary
2.2 Performance		X	

2.2 Analysis – The EPP provides sufficient evidence for all five performance indicators in Standard 2. Evidence includes candidate work samples, syllabi, video review, and interviews. The candidates and EPP provided evidence of reflective practices to ensure reflective teaching and learning occurs. Throughout the different syllabi and aligned artifacts the candidates receive instruction that that advances their understanding of building upon and connecting knowledge.

Sources of Evidence

- Syllabi: ED 321, ED 429, ED 460, ED 345, Ed 445, and ED 447
- Completer Interview

- Candidate work samples
- Candidate portfolio
- Candidate PBA (performance-based assessment)

Disposition

- 2(I) The teacher believes that all learners can achieve at high levels and persists in helping each learner reach his/her full potential.
- 2(m) The teacher respects learners as individuals with differing personal and family backgrounds and various skills, abilities, perspectives, talents, and interests.
- 2(n) The teacher makes learners feel valued and helps them learn to value each other.
- 2(o) The teacher values diverse languages and dialects and seeks to integrate them into his/her instructional practice to engage students in learning.
- 2(p) The teacher values the cultural resources (language, history, indigenous knowledge) of American Indian students and their communities.

Standard 2 Learning Differences	Unacceptable	Acceptable	Exemplary
2.3 Disposition		X	

2.3 Analysis – Dispositions of candidates are articulated through core coursework from the candidates and the feedback provided by faculty. The candidates articulate an understanding of educational theory and cultural perspectives.

Sources of Evidence

- Candidate portfolios
- Candidate unit submissions
- Feedback from faculty
- Syllabi: ED 429
- Candidate poster presentations
- Candidate PBA (performance-based assessment)
- Interview with Interns

Standard 3: Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Knowledge

3(a) The teacher understands the relationship between motivation and engagement and knows how to design learning experiences using strategies that build learner self-direction and ownership of learning (e.g., principles of universal design for learning and culturally responsive pedagogy).

- 3(b) The teacher knows how to create respectful learning communities where learners work collaboratively to achieve learning goals.
- 3(c) The teacher knows how to collaborate with learners to establish and monitor elements of safe and productive learning environments including norms, expectations, routines, organizational structures, and multiple levels of behavioral interventions.
- 3(d) The teacher understands how learner diversity can affect communication and knows how to communicate effectively in differing environments, including virtual spaces.
- 3(e) The teacher knows how to use technologies and how to guide learners to apply them in appropriate, safe, and effective ways.

Standard 3 Learning Environments	Unacceptable	Acceptable	Exemplary
3.1 Knowledge		X	

3.1 Analysis – The EPP provides sufficient evidence for indicators 3(a) through 3(e) to demonstrate the program is designed to meet the standard. Evidence includes candidate coursework, including papers and philosophy statements, PBAs, and portfolios, as well as interviews with program completers, program faculty, and candidates. In the case of indicators 3(a), 3(b) and 3(c), evidence provided does not include work from the 2020 academic year, or in some cases provides one piece of work from students for the Fall of 2020. Some of the assignments in these courses are extremely powerful, one example is that of the TIC for the culturally responsible teacher.

Sources of Evidence

- Culturally Responsive Educator Poster
- Tech Portfolio
- Project Based Assessments
- Classroom Management Plan
- TIC CRT Power Point Project

Performance

- 3(f) The teacher collaborates with learners, families, and colleagues to build a safe, positive learning climate of openness, mutual respect, support, and inquiry.
- 3(g) The teacher develops learning experiences that engage learners in collaborative and self-directed learning and that extend learner interaction with diverse local and global ideas.
- 3(h) The teacher collaborates with learners and colleagues to develop shared values and expectations for respectful interactions, rigorous academic discussions, and individual and group responsibility for quality work.

- 3(i) The teacher manages the learning environment to actively and equitably engage learners by organizing, allocating, and coordinating the resources of time, space, and learners' attention.
- 3(j) The teacher uses a variety of methods to engage learners in evaluating the learning environment, collaborating with them to make appropriate adjustments, and employing multiple levels of behavioral interventions.
- 3(k) The teacher communicates verbally and nonverbally in ways that demonstrate respect for and responsiveness to the cultural backgrounds and differing perspectives learners bring to the learning environment.
- 3(I) The teacher promotes responsible learner use of interactive technologies to extend the possibilities for learning locally and globally.
- 3(m) The teacher intentionally builds learner capacity to collaborate in face-to-face and virtual environments through applying effective interpersonal communication skills.

Standard 3 Learning Environments	Unacceptable	Acceptable	Exemplary
3.2 Performance		X	

3.2 Analysis – The EPP provides sufficient evidence for indicators 3(f) through 3(m) to demonstrate that the program is designed to meet the standard. Evidence includes candidate coursework, including papers, PBAs, and portfolios, as well as interviews with program completers, program faculty, and candidates. Candidates are assessed in ED 345, 424, 426, and 429 in elementary and ED 447 and 460 in secondary. The EPP provides cycles of data for at least three years covering PBAs which support indicators 3(f), 3(h), 3(i), 3(k) 3(l) and 3(m).

Sources of Evidence

- Performance Based Assessments (three cycles of data)
- Portfolio (three cycles of data)
- Tech Portfolio

Disposition

- 3(n) The teacher is committed to working with learners, colleagues, families, and communities to establish positive and supportive learning environments.
- 3(o) The teacher values the role of learners in promoting each other's learning and recognizes the importance of peer relationships in establishing a climate of learning.
- 3(p) The teacher is committed to supporting learners as they participate in decision making, engage in exploration and invention, work collaboratively and independently, and engage in purposeful learning.
- 3(q) The teacher seeks to foster respectful communication and develop rapport among all members of the learning community.

3(r) The teacher is a thoughtful and responsive listener and observer.

Standard 3 Learning Environments	Unacceptable	Acceptable	Exemplary
3.3 Disposition		X	

3.3 Analysis – The EPP provides sufficient evidence for indicators 3(n) through 3® to demonstrate that the program is designed to meet the standard. Evidence includes candidate coursework, including papers, PBAs, and portfolios, as well as interviews with program completers, program faculty, and candidates. Candidates are assessed in ED 429, and 460. The EPP provides cycles of data for at least three years covering portfolios and PBAs which support indicators 3(n) through 3(r).

Sources of Evidence

- Performance Based Assessment
- Portfolios

Standard 4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

Knowledge

- 4(a) The teacher understands major concepts, assumptions, debates, processes of inquiry, and ways of knowing that are central to the discipline(s) he/she teaches.
- 4(b) The teacher understands common misconceptions in learning the discipline and how to guide learners to accurate conceptual understanding.
- 4(c) The teacher knows and uses the academic language of the discipline and knows how to make it accessible to learners.
- 4(d) The teacher knows how to integrate culturally relevant content to build on learners' background knowledge.
- 4(e) The teacher has a deep knowledge of student content standards and learning progressions in the discipline(s) he/she teaches.

Standard 4 Content Knowledge	Unacceptable	Acceptable	Exemplary
4.1 Knowledge		X	

4.1 Analysis – The EPP provided sufficient evidence for all knowledge indicators for Standard 4(a) – 4(e). Evidence included candidate completion rates for first time pass rates on content assessments, PRAXIS scores in content areas, and completer data. Additional data was gathered through candidate interviews.

Sources of Evidence

- Completer data
- First time pass rate for content assessments
- Candidate PBA (performance-based assessment)
- Candidates work with faculty feedback feedback that is individualized for the candidate
- Syllabi: ED 429, ED 345, ED 426, ED 445, and ED 460
- Completer interviews
- Portfolio submissions

Performance

- 4(f) The teacher effectively uses multiple representations and explanations that capture key ideas in the discipline, guide learners through learning progressions, and promote each learner's achievement of content standards.
- 4(g) The teacher engages students in learning experiences in the discipline(s) that encourage learners to understand, question, and analyze ideas from diverse perspectives so that they master the content.
- 4(h) The teacher engages learners in applying methods of inquiry and standards of evidence used in the discipline.
- 4(i) The teacher stimulates learner reflection on prior content knowledge, links new concepts to familiar concepts, and makes connections to learners' experiences.
- 4(j) The teacher recognizes learner misconceptions in a discipline that interfere with learning, and creates experiences to build accurate conceptual understanding.
- 4(k) The teacher evaluates and modifies instructional resources and curriculum materials for their comprehensiveness, accuracy for representing particular concepts in the discipline, and appropriateness for his/her learners.
- 4(I) The teacher uses supplementary resources and technologies effectively to ensure accessibility and relevance for all learners.
- 4(m) The teacher creates opportunities for students to learn, practice, and master academic language in their content.
- 4(n) The teacher accesses school and/or district-based resources to evaluate the learner's content knowledge in their primary language.

Standard 4 Content Knowledge	Unacceptable	Acceptable	Exemplary
4.2 Performance		X	

4.2 Analysis – The EPP provides sufficient evidence for indicators 4(f) through 4(n). Evidence includes the Candidate Performance Based Assessments for both elementary and secondary, candidate lesson plans and unit plans, and candidate interviews.

Sources of Evidence

- Candidate PBAs
- Candidate lesson/unit plans
- Candidate reflections
- Completer interviews
- Candidate portfolios
- Candidate technology portfolios

Disposition

- 4(o) The teacher realizes that content knowledge is not a fixed body of facts but is complex, culturally situated, and ever evolving. He/she keeps abreast of new ideas and understandings in the field.
- 4(p) The teacher appreciates multiple perspectives within the discipline and facilitates learners' critical analysis of these perspectives.
- 4(q) The teacher recognizes the potential of bias in his/her representation of the discipline and seeks to appropriately address problems of bias.
- 4(r) The teacher is committed to work toward each learner's mastery of disciplinary content and skills.

Standard 4 Content Knowledge	Unacceptable	Acceptable	Exemplary
4.3 Disposition		X	

4.3 Analysis – Dispositions are tracked through core coursework by candidates and evaluated by EPP faculty. Candidates build a portfolio and capture their beliefs, perspectives, and reflections through their PBAs.

Sources of Evidence

- Syllabi: ED 460 and ED 429
- Candidate PBAs
- Candidate portfolios
- Faculty feedback

Standard 5: Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Knowledge

- 5(a) The teacher understands the ways of knowing in his/her discipline, how it relates to other disciplinary approaches, and the strengths and limitations of each approach in addressing problems, issues, and concerns.
- 5(b) The teacher understands how current interdisciplinary themes (e.g., civic literacy, health literacy, global mindedness) connect to the core subjects and knows how to weave those themes into meaningful learning experiences.
- 5(c) The teacher understands the demands of accessing and managing information as well as how to evaluate issues of ethics and quality related to information and its use.
- 5(d) The teacher understands how to use digital and interactive technologies for efficiently and effectively achieving specific learning goals.
- 5(e) The teacher understands critical thinking processes and knows how to help learners develop high level questioning skills to promote their independent learning.
- 5(f) The teacher understands multiple forms of communication as vehicles for learning across disciplines and for expressing learning.
- 5(g) The teacher understands creative thinking processes and how to engage learners in producing original work.
- 5(h) The teacher knows where and how to access resources to build global mindedness and multiple perspectives and how to integrate them into the curriculum.

Standard 5 Application of Content	Unacceptable	Acceptable	Exemplary
5.1 Knowledge		X	

5.1 Analysis – The EPP provides sufficient evidence for indicators 5(a) through 5(h) to demonstrate that the program is designed to meet the standard. Evidence includes candidate coursework, including papers, PBAs, and Portfolios, as well as interviews with program completers, program faculty, and candidates. Indicators 5(a) and 5(b) require a look into elementary standards 4 and 5, and secondary content standards 4 and 5. The EPP provided tech portfolios for indicators 5(c) and 5(d) from ED 424. There are 14 portfolios available for review, but access was not available for close to half of the 14-portfolio links in Google. Indicators 5(e) through 5(h) host evidence from ED 321, 345, 447, and 460.

Sources of Evidence

- Technology Portfolios
- Performance Based Assessments

Performance

5(i) The teacher develops and implements projects that guide learners in analyzing the complexities of an issue or question using perspectives from varied disciplines and

- cross-disciplinary skills (e.g., a water quality study that draws upon biology and chemistry to look at factual information and social studies to examine policy implications).
- 5(j) The teacher engages learners in applying content knowledge to real world problems through the lens of interdisciplinary themes (e.g., financial literacy, environmental literacy).
- 5(k) The teacher facilitates learners' use of current tools and resources to maximize content learning in varied contexts.
- 5(I) The teacher develops learners' communication skills in disciplinary and interdisciplinary contexts by creating meaningful opportunities to employ a variety of forms of communication that address varied cultures, audiences and purposes.
- 5(m) The teacher engages learners in challenging assumptions, generating and evaluating new ideas and novel approaches, seeking inventive solutions to problems, and developing original work.
- 5(n) The teacher facilitates learners' ability to develop diverse social and cultural perspectives that expand their understanding of local and global issues and create novel approaches to solving problems.
- 5(o) The teacher develops and implements supports for learner literacy development across content areas.

Standard 5 Application of Content	Unacceptable	Acceptable	Exemplary
5.2 Performance		X	

5.2 Analysis – The EPP provides sufficient evidence for indicators 5(i) through 5(o) to demonstrate that the program is designed to meet the standard. Evidence includes candidate coursework, including papers, PBAs, and portfolios, as well as interviews with program completers, program faculty, and candidates. The EPP provided tech portfolios from ED 424. Indicators 5(i) through 5(o) host evidence from courses: ED 345, 424, 447, and 460.

Sources of Evidence

- Performance Based Assessments
- Tech Portfolios
- TIC and Culturally Responsive Assignment

Disposition

- 5(p) The teacher is constantly exploring how to use disciplinary knowledge as a lens to address local and global issues.
- 5(q) The teacher values knowledge outside his/her own content area and how such knowledge enhances student learning.

5(r) The teacher values flexible learning environments that encourage learner exploration, discovery, and expression across content areas.

Standard 5 Application of Content	Unacceptable	Acceptable	Exemplary
5.3 Disposition		X	

5.3 Analysis – The EPP provides sufficient evidence for indicators 5(p), 5(q), and 5(r) to demonstrate the program is designed to meet the standard. Evidence includes candidate coursework, including PBAs, and portfolios, as well as interviews with program completers, program faculty, and candidates. Indicators 5(p) through 5(r) hold evidence from course: ED 429.

Sources of Evidence

- PBAs
- Portfolios

Standard 6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Knowledge

- 6(a) The teacher understands the differences between formative and summative applications of assessment and knows how and when to use each.
- 6(b) The teacher understands the range of types and multiple purposes of assessment and how to design, adapt, or select appropriate assessments to address specific learning goals and individual differences, and to minimize sources of bias.
- 6(c) The teacher knows how to analyze assessment data to understand patterns and gaps in learning, to guide planning and instruction, and to provide meaningful feedback to all learners.
- 6(d) The teacher knows when and how to engage learners in analyzing their own assessment results and in helping to set goals for their own learning.
- 6(e) The teacher understands the positive impact of effective descriptive feedback for learners and knows a variety of strategies for communicating this feedback.
- 6(f) The teacher knows when and how to evaluate and report learner progress against standards.
- 6(g) The teacher understands how to prepare learners for assessments and how to make accommodations in assessments and testing conditions, especially for learners with disabilities and language learning needs.
- 6(h) The teacher understands the ethical responsibilities in selection, administration, and evaluation of student assessment and handling of student assessment data.

Standard 6 Assessment	Unacceptable	Acceptable	Exemplary
6.1 Knowledge		X	

6.1 Analysis – The EPP provides sufficient evidence for indicators 6(a) - 6(g). Evidence includes candidate PBAs, interviews, and candidate work samples.

Sources of Evidence

- Syllabi: ED 318, ED 426, ED 429, SE 322, and ED 321
- Interviews
- Assessment examples from ED 318
- Assessment score analysis
- Shoe tying exam
- Feedback from faculty that is individualized and personalized to the candidates

Performance

- 6(i) The teacher balances the use of an effective range of formative assessment strategies to support, verify, and document learning.
- 6(j) The teacher designs assessments that match learning objectives with assessment methods and minimizes sources of bias that can distort assessment results.
- 6(k) The teacher works independently and collaboratively to examine test and other performance data to understand each learner's progress and to guide planning.
- 6(l) The teacher engages learners in understanding and identifying quality work and provides them with effective descriptive feedback to guide their progress toward that work.
- 6(m) The teacher engages learners in multiple ways of demonstrating knowledge and skill as part of the assessment process.
- 6(n) The teacher models and structures processes that guide learners in examining their own thinking and learning as well as the performance of others.
- 6(o) The teacher effectively uses multiple and appropriate types of assessment data to identify each student's learning needs and to develop differentiated learning experiences.
- 6(p) The teacher prepares all learners for the demands of particular assessment formats and makes appropriate accommodations in assessments or testing conditions, especially for learners with disabilities and language learning needs.
- 6(q) The teacher continually seeks appropriate ways to employ technology to support assessment practice both to engage learners more fully and to assess and address learner needs.

Standard 6 Assessment	Unacceptable	Acceptable	Exemplary
6.2 Performance		X	

6.2 Analysis – The EPP provides sufficient evidence for indicators 6(l) - 6(q). Evidence includes candidate PBA submissions and technology portfolios.

Sources of Evidence

- Syllabi: ED 426, ED 429, ED 318 and ED 424
- Candidate PBA submission
- Candidate Technology Portfolio from ED 424

Disposition

- 6(r) The teacher is committed to engaging learners actively in assessment processes and to developing each learner's capacity to review and communicate about their own progress and learning.
- 6(s) The teacher takes responsibility for aligning instruction and assessment with learning goals.
- 6(t) The teacher is committed to providing timely and effective descriptive feedback to learners on their progress.
- 6(u) The teacher is committed to using multiple types of assessment processes to support, verify, and document learning.
- 6(v) The teacher is committed to making accommodations in assessments and testing conditions, especially for learners with disabilities and language learning needs.
- 6(w) The teacher is committed to the ethical use of various assessments and assessment data to identify learner strengths and needs to promote learner growth.

Standard 6 Assessment	Unacceptable	Acceptable	Exemplary
6.3 Disposition		X	

6.3 Analysis – The EPP provides sufficient evidence indicators 6(r) – 6(w). The EPP shared candidate portfolios and PBAs, which provided evidence through the educator as an evaluator section.

Sources of Evidence

- Syllabi: Ed 429, ED 426, and ED 424
- Candidate portfolios
- Candidate PBAs
- Candidate technology portfolios

- Candidate reflections on assessment
- Shoe tying exam

Standard 7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross- disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Knowledge

- 7(a) The teacher understands content and content standards and how these are organized in the curriculum.
- 7(b) The teacher understands how integrating cross-disciplinary skills in instruction engages learners purposefully in applying content knowledge.
- 7(c) The teacher understands learning theory, human development, cultural diversity, and individual differences and how these impact ongoing planning.
- 7(d) The teacher understands the strengths and needs of individual learners and how to plan instruction that is responsive to these strengths and needs.
- 7(e) The teacher knows a range of evidence-based instructional strategies, resources, and technological tools and how to use them effectively to plan instruction that meets diverse learning needs.
- 7(f) The teacher knows when and how to adjust plans based on assessment information and learner responses.
- 7(g) The teacher knows when and how to access resources and collaborate with others to support student learning (e.g., special educators, related service providers, language learner specialists, librarians, media specialists, professional organizations, community organizations, community members).

Standard 7 Planning for Instruction	Unacceptable	Acceptable	Exemplary
7.1 Knowledge		X	

7.1 Analysis – The EPP provides sufficient evidence for indicators 7(a) through 7(g) to demonstrate the program is designed to meet the standard. Evidence includes candidate coursework, including papers, projects and Portfolios, as well as interviews with program completers, program faculty, and candidates. Indicators 7(a) through 7(g) hold evidence from courses: ED 321, 345, 424, 426, and 429, 447 and 460; and SE 428.

Sources of Evidence

- Cultural Affirmation Paper
- Differentiation, Adaptation, and Accommodation Project
- Portfolio

Performance

- 7(h) The teacher individually and collaboratively selects and creates learning experiences that are appropriate for curriculum goals and content standards, and are relevant to learners.
- 7(i) The teacher plans how to achieve each student's learning goals, choosing appropriate strategies and accommodations, resources, and materials to differentiate instruction for individuals and groups of learners.
- 7(j) The teacher develops appropriate sequencing of learning experiences and provides multiple ways to demonstrate knowledge and skill.
- 7(k) The teacher plans for instruction based on formative and summative assessment data, prior learner knowledge, and learner interest.
- 7(I) The teacher plans collaboratively with professionals who have specialized expertise (e.g., special educators, related service providers, language learning specialists, librarians, media specialists) to design and jointly deliver as appropriate learning experiences to meet unique learning needs.
- 7(m) The teacher evaluates plans in relation to short- and long-range goals and systematically adjusts plans to meet each student's learning needs and enhance learning.

Standard 7 Planning for Instruction	Unacceptable	Acceptable	Exemplary
7.2 Performance		X	

7.2 Analysis – The EPP provides sufficient evidence for indicators 7(h) through 7(m) to demonstrate the program is designed to meet the standard. Evidence includes candidate coursework, including PBAs, and portfolios, as well as interviews with program completers, program faculty, and candidates. Indicators 7(h) through 7(m) show evidence from courses: ED 426, 429, 447 and 460; and SE 431.

Sources of Evidence

- Project Based Assessment
- Portfolio
- Behavior Intervention Plan Paper

Disposition

- 7(n) The teacher respects learners' diverse strengths and needs and is committed to using this information to plan effective instruction.
- 7(o) The teacher values planning as a collegial activity that takes into consideration the input of learners, colleagues, families, and the larger community.

- 7(p) The teacher is committed to using short- and long-term planning as a means of assuring student learning.
- 7(q) The teacher is committed to reflecting on the effectiveness of lessons and seeks to revise plans to meet changing learner needs and circumstances.

Standard 7 Planning for Instruction	Unacceptable	Acceptable	Exemplary
7.3 Disposition		X	

7.3 Analysis – The EPP provides sufficient evidence for indicators 7(n) through 7(q) to demonstrate the program is designed to meet the standard. Evidence includes candidate coursework, including papers, PBAs, and portfolios, as well as interviews with program completers, program faculty, and candidates. Indicators 7(n) through 7(q) show evidence from courses: ED 321, 426, 429.

Sources of Evidence

- Portfolios
- PBAs

Standard 8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Knowledge

- 8(a) The teacher understands the cognitive processes associated with various types of learning (e.g., critical and creative thinking, problem framing and problem solving, invention, memorization and recall) and how these processes can be stimulated.
- 8(b) The teacher knows how to apply an effective range of developmentally, culturally, and linguistically responsive instructional strategies to achieve learning goals.
- 8(c) The teacher knows when and how to use effective strategies to differentiate instruction and engage all learners in complex thinking and meaningful tasks.
- 8(d) The teacher understands how multiple forms of communication (oral, written, nonverbal, digital, visual) convey ideas, foster self-expression, and build connections.
- 8(e) The teacher knows how to use a wide variety of resources, including human and technological, to engage students in learning.
- 8(f) The teacher understands how content and skill development can be supported by media and technology and knows how to evaluate these resources for quality, accuracy, and effectiveness.

Standard 8 Instructional Strategies	Unacceptable	Acceptable	Exemplary
8.1 Knowledge		X	

8.1 Analysis – The EPP provides sufficient for the indicators 8(a) - 8(f). Evidence is found in syllabi, numerous assignments, performance-based assessments, and portfolio submissions. Candidates show evidence on lesson adaptability for all learner types. Evidence is provided through reflections and research.

Sources of Evidence

- Syllabi: ED 321, ED 345, ED 429, and RE 309
- Candidate unit plans and lesson plans
- Candidate portfolio submissions
- Candidate PBA submissions
- Interviews

Performance

- 8(g) The teacher uses appropriate strategies and resources to adjust instruction to meet the needs of individuals and groups of learners.
- 8(h) The teacher continuously monitors student learning, engages learners in assessing their progress, and adjusts instruction in response to student learning needs.
- 8(i) The teacher collaborates with learners to design and implement relevant learning experiences, identify their strengths, and/or access family and community resources to develop their areas of interest.
- 8(j) The teacher varies his/her role in the instructional process (e.g., instructor, facilitator, coach, audience) in relation to the content and purposes of instruction and the needs of learners.
- 8(k) The teacher provides multiple models and representations of concepts and skills with opportunities for learners to demonstrate their knowledge through a variety of products and performances.
- 8(I) The teacher engages all learners in developing higher order questioning skills and metacognitive processes.
- 8(m) The teacher engages learners in using a range of learning skills and technology tools to access, interpret, evaluate, and apply information.
- 8(n) The teacher uses a variety of instructional strategies to support and expand learners' communication through speaking, listening, reading, writing, and other methods of communication.
- 8(o) The teacher asks questions to stimulate discussions that serve different purposes.

Standard 8 Instructional Strategies	Unacceptable	Acceptable	Exemplary
8.2 Performance		X	

8.2 Analysis – The EPP provides sufficient evidence for all indicators 8(g) - 8(o). Evidence includes PBAs, portfolios, interviews, and candidate work examples.

Sources of Evidence

- Interviews
- Candidate submissions of Performance-Based Assessments
- Candidate submissions of Portfolios
- Lesson Plan submissions

Disposition

- 8(p) The teacher is committed to deepening awareness and understanding of the strengths and needs of diverse learners when designing flexible instruction.
- 8(q) The teacher values the variety of ways people communicate and encourages learners to develop and use multiple forms of communication.
- 8(r) The teacher is committed to exploring how the use of new and emerging technologies can support and promote student learning.
- 8(s) The teacher values flexibility and reciprocity in the teaching process as necessary for adjusting instruction to learner responses, ideas, and needs.

Standard 8 Instructional Strategies	Unacceptable	Acceptable	Exemplary
8.3 Disposition		X	

8.3 Analysis – The EPP provides sufficient evidence for indicators 8(p) - 8(s). Candidates build their portfolios and develop their performance-based assessments throughout their courses, adding information with each course.

Sources of Evidence

- Interviews
- Feedback from faculty on assignments
- Syllabi: ED 424, ED 321, ED 429 and RE 340
- Lesson Plans shared
- Portfolio examples

Standard 9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Knowledge

- 9(a) The teacher understands and knows how to use a variety of self-assessment and problem-solving strategies to analyze and reflect on his/her practice and to plan for adaptations/adjustments.
- 9(b) The teacher knows how to use learner data to analyze practice and differentiate instruction accordingly.
- 9(c) The teacher understands how personal identity, worldview, and prior experience affect perceptions and expectations, and recognizes how they may bias behaviors and interactions with others.
- 9(d) The teacher understands laws and responsibilities related to the learner (e.g., educational equity, appropriate education for learners with disabilities, confidentiality, privacy, appropriate treatment of learners, reporting in situations related to possible child abuse).
- 9(e) The teacher understands professional responsibilities (e.g., responsibilities to the profession, for professional competence, to students, to the school community, and regarding the ethical use of technology).
- 9(f) The teacher understands the Code of Ethics for Idaho Professional Educators and its place in supporting the integrity of the profession.
- 9(g) The teacher knows about the unique status of American Indian tribes, tribal sovereignty, and has knowledge of tribal communities. *

Standard 9 Professional Learning and Ethical Practices	Unacceptable	Acceptable	Exemplary
9.1 Knowledge		X	

9.1 Analysis – The EPP provides sufficient evidence for indicators 9(a) through 9(g) to demonstrate that the program is designed to meet the standard. Evidence includes candidate coursework, including classroom activities, TIC, PBAs, and portfolios, as well as interviews with program completers, program faculty, and candidates. Indicators 9(a) through 9(e) and 9(g) show evidence from courses: ED 214, 345, 424, 447 and 460. Indicator 9(f) is not met in any of the courses, although the EPP has indicated that there are new assignments starting Fall 2021 that incorporate this indicator into two classes, ED 452 and 430.

Sources of Evidence

Legal Decision Assignment

- PBAs
- Culturally Responsive Educator Poster

Performance

- 9(h) The teacher engages in ongoing learning opportunities to develop knowledge and skills in order to provide all learners with engaging curriculum and learning experiences based on local and state standards.
- 9(i) The teacher engages in meaningful and appropriate professional learning experiences aligned with his/her own needs and the needs of the learners, school, and system.
- 9(j) Independently and in collaboration with colleagues, the teacher uses a variety of data (e.g., systematic observation, information about learners, research) to evaluate the outcomes of teaching and learning and to adapt planning and practice.
- 9(k) The teacher actively seeks professional, community, and technological resources, within and outside the school, as supports for analysis, reflection, and problem-solving.
- 9(I) The teacher identifies and reflects on his/her own beliefs and biases and utilizes resources to broaden and deepen his/her own understanding of cultural, ethnic, gender, and learning differences to develop reciprocal relationships and create more relevant learning experiences.
- 9(m) The teacher advocates, models, and teaches safe, legal, and ethical use of information and technology including appropriate documentation of sources and respect for others in the use of social media.
- 9(n) The teacher builds and implements an Individualized Professional Learning Plan (IPLP) directly aligned with his/her needs as a growing professional using feedback from teacher evaluations and observations, data on learner performance, and school- and system-wide priorities.
- 9(o) The teacher engages in respectful inquiry of diverse historical contexts and ways of knowing, and leverages that knowledge to cultivate culturally responsive relationships with learners, families, other professionals, and the community.

Standard 9 Professional Learning and Ethical Practice	Unacceptable	Acceptable	Exemplary
9.2 Performance		X	

9.2 Analysis – The EPP provides sufficient evidence for indicators 9(h) through 9(o) to demonstrate the program is designed to meet the standard. Evidence includes candidate coursework, including IPLPs and portfolios, as well as interviews with program completers, program faculty, and candidates. Indicators 9(h) through 9(n) show evidence from courses: ED 345, 424, 447, and 460. Indicator 9(o) had no evidence to support candidate achievement.

Sources of Evidence

- IPLPs
- Portfolio
- TIC and CRT presentation

Disposition

- 9(p) The teacher takes responsibility for student learning and uses ongoing analysis and reflection to improve planning and practice.
- 9(q) The teacher is committed to culturally responsive teaching.
- 9(r) The teacher sees him/herself as a learner, continuously seeking opportunities to draw upon current education policy and research as sources of analysis and reflection to improve practice.
- 9(s) The teacher understands the expectations of the profession including codes of ethics, professional standards of practice, and relevant law and policy.

Standard 9 Professional Learning and Ethical Practices	Unacceptable	Acceptable	Exemplary
9.3 Disposition		X	

9.3 Analysis – The EPP provides sufficient evidence for indicators 9(p) through 9(s) to demonstrate that the program is designed to meet the standard. Evidence includes candidate coursework, including IPLPs, and Portfolios, as well as interviews with program completers, program faculty, and candidates. Indicators 9(p) through 9(s) show evidence from courses: ED 345, 214, 426, 429, 447, and 460.

Sources of Evidence

- PBAs
- Legal Decision-Making Assignment
- IPLP

Standard 10: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

Knowledge

10(a) The teacher understands schools as organizations within a historical, cultural, political, and social context and knows how to work with others across the system to support learners.

- 10(b) The teacher understands that alignment of family, school, and community spheres of influence enhances student learning and that discontinuity in these spheres of influence interferes with learning.
- 10(c) The teacher knows how to work with other adults and has developed skills in collaborative interaction appropriate for both face-to-face and virtual contexts.
- 10(d) The teacher knows how to contribute to a common culture that supports high expectations for student learning.
- 10(e) The teacher understands the value of leadership roles at the school, district, state, and/or national level and advocacy for learners, the school, the community, and the profession.

Standard 10 Leadership and Collaboration	Unacceptable	Acceptable	Exemplary
10.1 Knowledge		X	

10.1 Analysis – The EPP provides sufficient evidence for all knowledge indicators 10(a) through 10(e). Evidence includes the Candidates PBA, interviews, and information in the portfolios.

Sources of Evidence

- Portfolios (under The Dedicated Professional)
- Performance-Based Assessment
- Unit and Lesson Plans with reflection and feedback
- Interviews
- IPLP

Performance

- 10(f) The teacher takes an active role on the instructional team, giving and receiving feedback on practice, examining learner work, analyzing data from multiple sources, and sharing responsibility for decision making and accountability for each student's learning.
- 10(g) The teacher works with other school professionals to plan learning experiences that meet the diverse needs of learners.
- 10(h) The teacher engages collaboratively in the school wide efforts to build a shared vision and supportive culture.
- 10(i) The teacher works collaboratively with learners and their families to establish mutual expectations and ongoing communication to support learner development and achievement.
- 10(j) Working with school colleagues, the teacher builds ongoing connections with community resources to enhance student learning and wellbeing.

- 10(k) The teacher engages in professional learning, contributes to the knowledge and skill of others, and works collaboratively to advance professional practice.
- 10(I) The teacher uses technology and other forms of communication to develop collaborative relationships with learners, families, colleagues, and the local community.
- 10(m) The teacher uses and generates meaningful inquiry into education issues and policies.
- 10(n) The teacher advocates to meet the needs of learners, to strengthen the learning environment, and to enact change.

Standard 10 Leadership and Collaboration	Unacceptable	Acceptable	Exemplary
10.2 Performance		X	

10.2 Analysis – The EPP provides sufficient evidence for all performance indicators 10(f) through 10(n). Evidence included interviews, portfolio submissions, and assessments.

Sources of Evidence

- Syllabi: ED 460, ED 321, and ED 424
- Performance-Based Assessments
- Candidate portfolio submissions
- Interviews

Disposition

- 10(o) The teacher actively shares responsibility for shaping and supporting the mission of his/her school as one of advocacy for learners and accountability for their success.
- 10(p) The teacher is committed to working collaboratively with learners and families in setting and meeting challenging goals, while respecting families' beliefs, norms, and expectations.
- 10(q) The teacher takes initiative to grow and develop with colleagues through interactions that enhance practice and support student learning.
- 10(r) The teacher takes responsibility for contributing to and advancing the profession.
- 10(s) The teacher embraces the challenge of continuous improvement and change.

Standard 10 Leadership and Collaboration	Unacceptable	Acceptable	Exemplary
10.3 Disposition		X	

10.3 Analysis – The EPP provided sufficient evidence for indicators 10(o) - 10(s). Dispositions are tracked through core coursework by candidates and EPP faculty.

Sources of Evidence

- Candidate portfolios
- Performance-based assessments
- Interviews

Summary

Type of Standard	Total Number of Standards	Unacceptable	Acceptable	Exemplary
Knowledge	10		10	
Performance	10		10	
Disposition	10		10	

Areas for Consideration

• While the programs taught candidates about culturally responsive teaching, opportunities to enact such practices were limited.

Recommended Action on Idaho Core Teaching Standards

\boxtimes	Approved	
	Conditionally	Approved
		Insufficient Evidence
		Lack of Completers
		New Program
	Not Approved	I

STATE SPECIFIC REQUIREMENTS

IDAHO COMPREHENSIVE LITERACY STANDARDS

Standard I: Foundational Literacy Concepts. The teacher demonstrates knowledge of the following foundational concepts, including but not limited to: emergent literacy, concepts of print, phonological awareness, alphabetic principle, phonics, word recognition, fluency, linguistic development, English language acquisition, and home-to-school literacy partnerships. In addition, the candidate demonstrates the ability to apply concepts using research-based best practices in lesson planning and literacy instruction.

Knowledge

- 1(a) The teacher understands the importance of developing oral language, phonological awareness, phonemic awareness, and print concepts.
- 1(b) The teacher understands the components of decoding written language, including grade-level phonics and word analysis skills, and their impact on comprehension.
- 1(c) The teacher understands the development of fluency (prosody, rate, and accuracy) and its impact on beginning reading comprehension.

Standard 1 Foundational Literacy Concepts	Unacceptable	Acceptable	Exemplary
1.1 Knowledge	X		

1.1 Analysis – Instructor feedback, coursework concept mapping, and the course syllabi provide sufficient evidence of indicators 1(a) and 1(c). For indicator 1(b) candidate lesson plans do not sufficiently demonstrate candidate understanding of decoding written language to include grade level phonics and word analysis, and the impact on comprehension.

Sources of Evidence

- Lesson Plans (phonemic awareness, phonics)
- Required Coursework (concept mapping)
- Instructor feedback
- Syllabi

Performance

- 1(d) The teacher plans instruction that includes foundational literacy skills found in the Idaho Content Standards.
- 1(e) The teacher plans instruction to support literacy progression, from emergent to proficient readers, which includes decoding and comprehension skills.
- 1(f) The teacher selects and modifies reading instructional strategies and routines to strengthen fluency.

Standard 1 Foundational Literacy Concepts	Unacceptable	Acceptable	Exemplary
1.2 Performance		X	

1.2 Analysis – Final lesson plans with candidate reflections, exam content, and candidate case studies with rubric feedback provide sufficient evidence candidates can apply foundational literacy concepts using research-based best practices in lesson planning and literacy instruction.

Sources of Evidence

- Final lesson plans
- Exam content
- Candidate lesson reflections
- Instructor feedback
- Candidate case studies

Standard II: Fluency, Vocabulary Development and Comprehension. The teacher demonstrates knowledge of fluency, vocabulary development, and reading comprehension strategies. The teacher demonstrates the ability to apply these components by using research-based best practices in all aspects of literacy and/or content area instruction. This includes the ability to: analyze the complexity of text structures; utilize a variety of narrative and informational texts from both print and digital sources; and make instruction accessible to all, including English Language Learners.

Knowledge

- 2(a) The teacher knows the characteristics of the various genres and formats of children's and adolescent literature.
- 2(b) The teacher recognizes the importance of using a variety of texts and formats to enhance students' understanding of topics, issues, and content.
- 2(c) The teacher understands text complexity and structures and the importance of matching texts to readers.
- 2(d) The teacher understands how to use instructional strategies to promote critical thinking and deeper comprehension across all genres and text formats.
- 2(e) The teacher understands how to use instructional strategies to promote vocabulary development for all students, including English language learners.
- 2(f) The teacher understands how a student's reading proficiency, both oral and silent, affects comprehension.

Standard 2 Fluency, Vocabulary, Development, and Comprehension	Unacceptable	Acceptable	Exemplary
2.1 Knowledge		X	

2.1 Analysis – Candidate lesson plans, course exams, and coursework including text complexity analyses and reading response prompts demonstrate candidate understanding of fluency, vocabulary, and comprehension knowledge.

Sources of Evidence

- Course exam
- Required course work (analyses, responses)
- Candidate lesson plans

Performance

- 2(g) The teacher identifies a variety of high-quality literature and texts within relevant content areas.
- 2(h) The teacher can develop lesson plans that incorporate a variety of texts and resources to enhance students' understanding of topics, issues, and content.
- 2(i) The teacher can analyze texts to determine complexity in order to support a range of readers.
- 2(j) The teacher selects and utilizes instructional strategies to promote critical thinking and deeper comprehension across all genres and text formats.
- 2(k) The teacher selects and utilizes instructional strategies to promote vocabulary development for all students, including English language learners.
- 2(I) The teacher uses oral and silent reading practices selectively to positively impact comprehension.

Standard 2 Fluency, Vocabulary, Development, and Comprehension	Unacceptable	Acceptable	Exemplary
2.2 Performance		X	

2.2 Analysis – Candidate case studies and diagnostic reports, instructor feedback through rubrics, lesson plans, and book assignments including text analyses provided ample evidence of candidate performance in fluency, vocabulary, and comprehension.

Sources of Evidence

- Required course work (adolescent book assignments, text analyses)
- Instructor completed rubrics
- Candidate lesson plans
- Candidate case studies
- Syllabi
- Diagnostic Reports

Standard III: Literacy Assessment Concepts. The teacher understands, interprets, and applies informal and formal literacy assessment concepts, strategies, and measures. The teacher uses assessment data to inform and design differentiated literacy instruction. In addition, the teacher demonstrates the ability to use appropriate terminology in communicating pertinent assessment data to a variety of stakeholders.

Knowledge

- 3(a) The teacher understands terms related to literacy assessment, analysis, and statistical measures.
- 3(b) The teacher understands types of formal, informal, formative, summative, and diagnostic literacy assessments, their uses, appropriate administration, and interpretation of results across a range of grade levels.
- 3(c) The teacher understands how to choose appropriate literacy assessments to determine the needs of the learner.
- 3(d) The teacher understands how to use literacy assessment results to inform and guide intervention processes.
- 3(e) The teacher knows how to measure and determine students' independent, instructional, and frustration reading levels.
- 3(f) The teacher understands Idaho state-specific literacy assessments and related proficiency levels.

Standard 3 Literacy Assessment Concepts	Unacceptable	Acceptable	Exemplary
3.1 Knowledge		X	

3.1 Analysis – Course assessment responses, case studies, and course syllabi provide evidence candidates demonstrate sufficient knowledge of literacy assessment concepts.

Sources of Evidence

- Candidate case studies
- Syllabi
- Required coursework (assessment responses)

Performance

- 3(g) The teacher appropriately selects, administers, and interprets results of a variety of formal, informal, formative, summative, and diagnostic literacy assessments.
- 3(h) The teacher utilizes literacy assessment results to inform and guide intervention processes.
- 3(i) The teacher can measure and determine students' independent, instructional, and frustration reading levels.
- 3(j) The teacher utilizes Idaho state-specific literacy assessments and related proficiency levels to inform planning and instruction.

Standard 3 Literacy Assessment Concepts	Unacceptable	Acceptable	Exemplary
3.2 Performance		X	

3.2 Analysis – Course assessment responses, case studies with literacy assessment administration results and analysis recommendations, in addition to feedback from course instructor, and course syllabi, provide sufficient evidence for indicators 3(g, I, j) of candidate performance in literacy assessment concepts. Indicator 3(h) evidence lacked a sufficient connection between assessment administration results candidates used to inform and quide intervention processes.

Sources of Evidence

- Candidate case studies
- Instructor rubric with feedback
- Required coursework (assessment responses)

Standard IV: Writing Process. The teacher incorporates writing in his/her instructional content area(s). The teacher understands, models, and instructs the writing process, including but not limited to: pre- writing, drafting, revising, editing, and publishing. The teacher structures frequent, authentic writing opportunities that encompass a range of tasks, purposes, and audiences. The teacher incorporates ethical research practices using multiple resources. The teacher fosters written, visual, and oral communication in a variety of formats. (Applies to all endorsements that can be added to a Standard Instructional Certificate)

Knowledge

- 4(a) The teacher understands writing as a complex communicative process that includes cognitive, social, physical, and developmental components.
- 4(b) The teacher understands the purpose and function of each stage of the writing process, including the importance of extensive pre-writing.
- 4(c) The teacher has an understanding of the role and range that audience, purpose, formats, features, and genres play in the development of written expression within and across all content areas.

- 4(d) The teacher understands how to conduct writing workshops and individual writing conferences to support student growth related to specific content areas.
- 4(e) The teacher understands how to assess content-area writing, including but not limited to writing types, the role of quality rubrics, processes, conventions, and components of effective writing.
- 4(f) The teacher understands the reciprocal relationship between reading, writing, speaking, and listening to support a range of writers, including English language learners.
- 4(g) The teacher understands how to help writers develop competency in a variety of writing types: narrative, argument, and informational/explanatory.
- 4(h) The teacher understands the impact of motivation and choice on writing production.

Standard 4 Writing Process	Unacceptable	Acceptable	Exemplary
4.1 Knowledge		X	

4.1 Analysis – Syllabi, coursework including reading responses and writing journals, and course lesson plans demonstrate sufficient evidence candidates have knowledge of the writing process.

Sources of Evidence

- Course syllabi
- Required coursework (reading responses, journal writing)
- Course lesson plans

Performance

- 4(i) The teacher engages writers in reading, speaking, and listening processes to address cognitive, social, physical, developmental, communicative processes.
- 4(j) The teacher utilizes the writing process and strategies to support and scaffold effective written expression within and across content areas and a range of writers.
- 4(k) The teacher structures frequent, authentic writing opportunities that encompass a range of tasks, formats, purposes, audiences, and digital technologies.
- 4(I) The teacher conducts writing workshops and writing conferences for the purpose of supporting student growth (including peer feedback/response).
- 4(m) The teacher assesses components of effective writing in the content-areas, including utilizing quality rubrics.
- 4(n) The teacher scaffolds instruction for a range of student writers.
- 4(o) The teacher helps writers develop competency in a variety of writing types: narrative, argument, and informational/explanatory.
- 4(p) The teacher utilizes choice to motivate writing production.

Standard 4 Writing Process	Unacceptable	Acceptable	Exemplary
4.2 Performance		X	

4.2 Analysis – The EPP provided candidate coursework of reading responses and writing journals, in addition to course lesson plans, specific writing analyses, assessment content, and instructor feedback show sufficient evidence of candidate writing process performance for indicators 4(i-m).

Sources of Evidence

- Required coursework (reading responses, journal writing)
- Course lesson plans
- Writing analyses
- Course assessment content
- Instructor coursework feedback

Summary

Type of Standard	Total Number of Standards	Unacceptable	Acceptable	Exemplary
Knowledge	4	1	3	
Performance	4		4	

Areas for Consideration

- Candidates could benefit from enhanced opportunities to build knowledge in foundational literacy concepts for grade-level phonics and word analysis and their relationship to comprehension.
- EPP program could strengthen performance on assessment standard 3 through additional opportunities for candidate to align assessment administration results to intervention practices specifically. Evidence showed weak alignment of foundational skills assessment to specific intervention practices.

Recommended Action on Idaho Comprehensive Literacy Standards

\boxtimes	Approved	
	Conditionally	Approved
		Insufficient Evidence
		Lack of Completers
		New Program
	Not Approved	1

PRE-SERVICE TECHNOLOGY STANDARDS

ISTE STANDARDS FOR TEACHERS

Effective teachers' model and apply the ISTE Standards for Students (Standards •S) as they design, implement, and assess learning experiences to engage students and improve learning; enrich professional practice; and provide positive models for students, colleagues, and the community. All teachers should meet the following standards and performance indicators.

ISTE Standards • Teachers

ISTE Standards for Teachers, Second Edition, ©2008, ISTE® (International Society for Technology in Education), iste.org All rights reserved.

- Facilitate and inspire student learning and creativity Teachers use their knowledge of subject matter, teaching and learning, and technology to facilitate experiences that advance student learning, creativity, and innovation in both face-to-face and virtual environments.
 - a. Promote, support, and model creative and innovative thinking and inventiveness
 - b. Engage students in exploring real-world issues and solving authentic problems using digital tools and resources
 - c. Promote student reflection using collaborative tools to reveal and clarify students' conceptual understanding and thinking, planning, and creative processes
 - d. Model collaborative knowledge construction by engaging in learning with students, colleagues, and others in face-to-face and virtual environments

Unacceptable	Acceptable	Exemplary
X		
	Unacceptable X	Unacceptable Acceptable

Standard 1 Analysis – The EPP did not provide sufficient evidence to support assessment of Standard 1. Provided syllabi and corresponding key assignment descriptions from Fall 2017 to Summer 2021 indicate a lack of evidence for how candidates learn, understand and implement the Pre-Service Technology Standards. Evidence did not demonstrate candidates' knowledge of subject matter, teaching and learning, and technology to facilitate experiences that advance student learning, creativity, and innovation in face to face and virtual environments. Throughout the review, there was some evidence of candidates receiving instruction that advances their learning of digital tools; however, there was no evidence to support any of the indicators. An additional area to note was the lack of types of evidence provided and the inability to review the majority of the provided student examples due to access issues. A review of past syllabi and corresponding assignment descriptions for courses ED 224 and ED 424 (Fall 2017-Summer 2021) show alignment with the 2017 ISTE standards rather than the state specific requirements. Conversation with the faculty and the program director confirmed this practice.

The EPP provided revised syllabi and updated key assessment descriptions for courses ED 224 and ED 424 implemented in the Fall 2021 semester. Components of the revised syllabi and new key assessments are projected to become part of a new 3-credit course in future semesters. The revised syllabi and corresponding assignments demonstrate alignment to the Pre-Service Technology Standards. Documentation of the alignment between the 2017 ISTE standards and the state specific standards was provided. These artifacts suggest current and future alignment to Standard 1. Sufficient evidence of this recent change in course curriculum is not yet available.

Sources of Evidence

- ED 224 Course Syllabi (Fall 2017-Summer 2021)
- ED 424 Course Syllabi (Fall 2017-Summer 2021)
- Technology Integration Portfolio: Student Examples (Summer 2019-Summer 2021)
- ISTE Assignment Alignment Document with ISTE Standards (Full assignment descriptions and rubrics linked)
- Fall 2021 ED 224 Syllabi
- Fall 2021 ED 424 Syllabi
- ISTE/Idaho Crosswalk Spreadsheet
- Assessment Rubrics Fall 2021 (ED 224 and ED 424)
- Communication (email and verbal) with Faculty member and Program Director
- 2. Design and develop digital age learning experiences and assessments-Teachers design, develop, and evaluate authentic learning experiences and assessments incorporating contemporary tools and resources to maximize content learning in context and to develop the knowledge, skills, and attitudes identified in the Standards•S.
 - a. Design or adapt relevant learning experiences that incorporate digital tools and resources to promote student learning and creativity
 - b. Develop technology-enriched learning environments that enable all students to pursue their individual curiosities and become active participants in setting their own educational goals, managing their own learning, and assessing their own progress
 - c. Customize and personalize learning activities to address students' diverse learning styles, working strategies, and abilities using digital tools and resources
 - d. Provide students with multiple and varied formative and summative assessments aligned with content and technology standards, and use resulting data to inform learning and teaching

Standard 2	Unacceptable	Acceptable	Exemplary
Design and develop digital age learning experiences and assessments	X		

Standard 2 Analysis- Artifacts show the EPP has not provided sufficient learning experiences for candidates to design and develop digital age learning experiences and assessments as outlined in

Standard 2. Artifacts provided limited evidence that candidates can design, develop, and evaluate authentic learning experiences. Assignment descriptions and rubrics show intention for candidates to learn and be assessed on some indicators, yet student examples (TIPs and PBAs) do not adequately show that candidates are learning different modalities for assessing students. Conversation with the program director provided information regarding a requirement for Candidates to create one lesson plan with a technology integration component; however, the lesson plan does not require a specific set of requirements beyond what is indicated in the rubric for design at the various levels. Student example artifacts were limited to Performance Based Assessments (PBAs) and Technology Integration Portfolios (TIPs) (if accessible). As mentioned previously, the EPP revised the course content and delivery of ED 224 and ED 424 in Fall 2021. The provided updated syllabi and assessment description suggest current and future alignment to Standard 2. Sufficient evidence of this recent change in course curriculum is not yet available.

Sources of Evidence

- Performance Based Assessments (Lesson plans)
- ED 224 Course Syllabi (Fall 2017-Summer 2021)
- ED 424 Course Syllabi (Fall 2017-Summer 2021)
- Technology Integration Portfolio: Student Examples (Summer 2019-Summer 2021)
- ISTE Assignment Alignment Document with ISTE Standards (Full assignment descriptions and rubrics linked)
- Fall 2021 ED 224 Syllabi
- Fall 2021 ED 424 Syllabi
- ISTE/Idaho Crosswalk Spreadsheet
- Assessment Rubrics Fall 2021 (ED 224 and ED 424)
- Communication (email and verbal) with Faculty member and Program Director
- 3. Model digital age work and learning Teachers exhibit knowledge, skills, and work processes representative of an innovative professional in a global and digital society.
 - a. Demonstrate fluency in technology systems and the transfer of current knowledge to new technologies and situations
 - b. Collaborate with students, peers, parents, and community members using digital tools and resources to support student success and innovation
 - c. Communicate relevant information and ideas effectively to students, parents, and peers using a variety of digital age media and formats
 - d. Model and facilitate effective use of current and emerging digital tools to locate, analyze, evaluate, and use information resources to support research and learning

Standard 3	Unacceptable	Acceptable	Exemplary
Model digital age work and learning		X	

Standard 3 Analysis – Alignment was found between the coursework requirements in ED 224/ED 424 (prior to Fall 2021) and Standard 3. Evidence was shown through the ISTE Assignment Alignment Document and the full assignment descriptions linked within the document. Multiple ways to model digital age work and learning was evidenced throughout these documents. The Technology Integration Portfolio student examples as well as communication with faculty and the program director provided additional evidence that supports successfully meeting this Standard.

Sources of Evidence

- Technology Integration Portfolio: Student Examples (Summer 2019-Summer 2021)
- ISTE Assignment Alignment Document with ISTE Standards (Full assignment descriptions and rubrics linked)
- Communication (email and verbal) with Faculty member and Program Director
- 4. Promote and model digital citizenship and responsibility Teachers understand local and global societal issues and responsibilities in an evolving digital culture and exhibit legal and ethical behavior in their professional practices.
 - a. Advocate, model, and teach safe, legal, and ethical use of digital information and technology, including respect for copyright, intellectual property, and the appropriate documentation of sources
 - b. Address the diverse needs of all learners by using learner-centered strategies providing equitable access to appropriate digital tools and resources
 - c. Promote and model digital etiquette and responsible social interactions related to the use of technology and information
 - d. Develop and model cultural understanding and global awareness by engaging with colleagues and students of other cultures using digital age communication and collaboration tools

Standard 4	Unacceptable	Acceptable	Exemplary
Promote and model digital citizenship and responsibility		X	

Standard 4 Analysis – The EPP submitted evidence aligned with Standard 4 and the majority of individual indicators (4a, 4b, 4c). Evidence indicates candidates are able to demonstrate their knowledge of promoting digital etiquette and responsible social interactions. This was evidenced in the Digital Citizen Infographic and Tech-Rich Lesson Planning assignment embedded within ED 224 and ED 424. After reviewing several TIP student examples, it was evident that the Candidates understand how to model the use of technology.

Sources of Evidence

- Technology Integration Portfolio: Student Examples (Summer 2019-Summer 2021)
- ISTE Assignment Alignment Document with ISTE Standards (Full assignment descriptions and rubrics linked)

- Communication (email and verbal) with Faculty member and Program Director
- 5. Engage in professional growth and leadership Teachers continuously improve their professional practice, model lifelong learning, and exhibit leadership in their school and professional community by promoting and demonstrating the effective use of digital tools and resources.
 - a. Participate in local and global learning communities to explore creative applications of technology to improve student learning
 - b. Exhibit leadership by demonstrating a vision of technology infusion, participating in shared decision making and community building, and developing the leadership and technology skills of others
 - Evaluate and reflect on current research and professional practice on a regular basis to make effective use of existing and emerging digital tools and resources in support of student learning
 - d. Contribute to the effectiveness, vitality, and self- renewal of the teaching profession and of their school and community

Standard 5	Unacceptable	Acceptable	Exemplary
Engage in professional growth and leadership	X		

Standard 5 Analysis – While evidence for some indicators in Standard 5 was provided, the EPP did not provide sufficient evidence to demonstrate full alignment to this standard. Provided syllabi and corresponding key assignment descriptions from Fall 2017 to Summer 2021 indicate a lack of evidence of candidates' ability to evaluate and reflect on current research and professional practice on a regular basis to make effective use of existing and emerging digital tools (5c). Additionally, evidence supporting candidates' contribution to the effectiveness, vitality, and selfrenewal of the teaching profession and of their school and community was not available (5d). An additional area to note was the lack of types of evidence provided and the inability to review the majority of the provided student examples due to access issues. As was the case with the other standards, a review of past syllabi and corresponding assignment descriptions for courses ED 224 and ED 424 (Fall 2017-Summer 2021) show alignment with the 2017 ISTE standards rather than the state specific requirements. Conversation with the faculty and the program director confirmed this practice. The EPP revised the course content and delivery of ED 224 and ED 424 in Fall 2021. The provided updated syllabi and assessment description suggest current and future alignment to Standard 2. Sufficient evidence of this recent change in course curriculum is not currently available.

Sources of Evidence

- Performance Based Assessments (Lesson plans)
- ED 224 Course Syllabi (Fall 2017-Summer 2021)
- ED 424 Course Syllabi (Fall 2017-Summer 2021)
- Technology Integration Portfolio: Student Examples (Summer 2019-Summer 2021)

- ISTE Assignment Alignment Document with ISTE Standards (Full assignment descriptions and rubrics linked)
- Fall 2021 ED 224 Syllabi
- Fall 2021 ED 424 Syllabi
- ISTE/Idaho Crosswalk Spreadsheet
- Assessment Rubrics Fall 2021 (ED 224 and ED 424)
- Communication (email and verbal) with Faculty member and Program Director

Summary

	Total Number of Standards	Unacceptable	Acceptable	Exemplary
Standard	5	3	2	

Areas for Consideration

- The EPP would benefit from the development of an alignment for the Pre-Service Technology Standards to indicators for the standards.
- The EPP would benefit from developing mechanisms to measure candidates' ability to demonstrate Pre-Service Technology Standards in multiple settings (i.e. practicum and field experiences)
- Teacher education program candidates would benefit from having learning experiences aligned to Pre-Service Technology Standards woven throughout all coursework
- The EPP would benefit from integrating objectives and assessments that address cultural understanding and global awareness
- The EPP would benefit from engaging with colleagues and students of other cultures using digital age communication and collaboration tools

Recommended Action on Pre-Service Technology Standards ☐ Approved ☐ Conditionally Approved ☐ Insufficient Evidence ☐ Lack of Completers ☐ New Program ☐ Not Approved

IDAHO STANDARDS FOR MODEL PRESERVICE STUDENT TEACHING EXPERIENCE

All teacher candidates are expected to meet the Idaho Core Teacher Standards and the Foundation and Enhancement standards specific to their discipline area(s) at the "acceptable" level or above. Additionally, all teacher candidates are expected to meet the requirements defined in State Board Rule (IDAPA 08.02.02: Rules Governing Uniformity).

The Idaho Standards for Model Preservice Student Teaching Experience are the standards for a robust student teaching experience for teacher candidates. Every teacher preparation program is responsible for ensuring a student teaching experience that meets the standards.

Standard 1: Mentor Teacher. The mentor teacher is the certified P-12 personnel responsible for day-to-day support of the student teacher in the student teaching experience.

- 1(a) The mentor teacher is state certified to teach the content for which the candidate is seeking endorsement.
- 1(b) The mentor teacher has a minimum of three years of experience teaching in the content area(s) for which the student teacher is seeking endorsement.
- 1(c) The mentor teacher demonstrates effective professional practice and evidence of dispositions of a professional educator, as recommended by the principal.
- 1(d) The mentor teacher is committed to mentor, co-plan, co-assess, and co-teach with the student teacher.
- 1(e) The mentor teacher is co-selected, prepared, evaluated, supported, and retained.
- 1(f) The experienced mentor teacher receives positive candidate and EPP supervisor evaluations.

Standard 1	Unacceptable	Acceptable	Exemplary
Mentor Teacher		X	

Standard 1 Analysis – EPP provides sufficient evidence for indicators (a), (b), (c), (d), (e), and (f) to demonstrate that the program is designed to meet the standard. Interviews confirmed OSTEs know which assessment tools are to be used and some calibration work is done with the university. (a) and (b) – documentation confirms the guidelines, building administrator confirms during the placement process. (e) – one aspect from the interviews to consider is providing ongoing training for the OSTEs in using the Danielson Evaluation tool.

Sources of Evidence

- 2021 Clinical Handbooks for Secondary
- 2021 Clinical Handbook for Elementary
- Mentor Teacher (OSTE) Interviews
- Survey Report

Standard 2: Educator Preparation Program (EPP) Supervisor. The EPP supervisor is any individual in the institution responsible for observation/evaluation of the teacher candidate.

- 2(a) The EPP supervisor has P-12 education certified field experience.
- 2(b) The EPP supervisor proves proficiency in assessing teacher performance with ongoing rater reliability.
- 2(c) The experienced EPP supervisor receives positive candidate and school professional evaluations.
- 2(d) The EPP supervisor demonstrates evidence of dispositions of a professional educator.

Standard 2	Unacceptable	Acceptable	Exemplary
Educator Preparation Program (EPP) Supervisor		X	

Standard 2 Analysis – EPP provides sufficient evidence for indicators (a), (b), (c), and (d) to demonstrate that the program is designed to meet the standard. The Handbooks outline the supervisor qualifications. The process document describes the process for rater reliability. The Advisory Board Interview supported the dispositions of the supervisors. (c) – limited evidence to indicate when or how the evaluation results are shared with the mentors (supervisors).

Sources of Evidence

- 2021 Clinical Handbooks for Secondary
- 2021 Clinical Handbook for Elementary
- Process document
- Advisory Board Interview

Standard 3: Partnership.

- 3(a) The P-12 school and EPP partnership supports the cooperating teacher in his/her duties of mentorship.
- 3(b) The collaboration between P-12 school and EPP supports the conceptual framework of the institution.

Standard 3	Unacceptable	Acceptable	Exemplary
Partnership		X	

Standard 3 Analysis – EPP provides sufficient evidence for indicators (a) and (b) to demonstrate that the program is designed to meet the standard through the handbooks and interviews.

Sources of Evidence

- 2021 Clinical Handbooks for Secondary
- 2021 Clinical Handbook for Elementary

- Advisory Board Interview
- Advisory Board Meeting Minutes (sample)

Standard 4: Student Teacher. The student teacher is the candidate in the culminating clinical field experience.

- 4(a) Passed background check
- 4(b) Competency in prior field experience
- 4(c) Passed all required Praxis tests
- 4(d) Completion of all relevant coursework
- 4(e) Possesses dispositions of a professional educator

Standard 4	Unacceptable	Acceptable	Exemplary
Student Teacher		X	

Standard 4 Analysis – EPP provides sufficient evidence for indicators (a), (b), (c), (d), and (e) to demonstrate that the program is designed to meet the standard through the handbook, crosswalk document, and disposition summary report. Internship Coordinator utilizes a variety of software systems to ensure candidates are eligible.

Sources of Evidence

- 2021 Clinical Handbooks for Secondary
- 2021 Clinical Handbook for Elementary
- Crosswalk document
- Disposition summary report

Standard 5: Student Teaching Experience

- 5(a) At least three documented, scored observations including pre- and post-conferences by the EPP supervisor, using the approved state teacher evaluation framework
- 5(b) At least three formative assessments by the mentor teacher
- 5(c) One common summative assessment based on state teacher evaluation framework
- 5(d) Performance assessment including influence on P-12 student growth
- 5(e) Recommended minimum 14 weeks student teaching
- 5(f) Development of an Individualized Professional Learning Plan (IPLP)
- 5(g) Demonstration of competence in meeting the *Idaho Standards for Initial Certification* of *Professional School Personnel*
- 5(h) Relevant preparatory experience for an Idaho teacher's certificate

Standard 5	Unacceptable	Acceptable	Exemplary
Student Teaching Experience		X	

Standard 5 Analysis – EPP provides sufficient evidence for indicators (a), (b), (c), (d), (e), (f), (g), and (h) to demonstrate that the program is designed to meet the standard.

Sources of Evidence

- 2021 Clinical Handbooks for Secondary
- 2021 Clinical Handbook for Elementary
- Crosswalk document

Summary

	Total Number of Standards	Unacceptable	Acceptable	Exemplary
Model Preservice				
Student Teaching	5		5	
Experience Standards				

Areas for Consideration

- Consider ongoing training for OSTEs regarding their Danielson Evaluation requirements.
- Consider a more systemic or centralized repository to be shared across programs for eligibility, placements, and candidate performance.
- Consider compiling a summative report to be shared with the Advisory Board when discussing the PBA or Danielson Evaluation data.

Recommended Action on Model Preservice Student Teaching Experience Standards

\boxtimes	Approved
	Conditionally Approved
	☐ Insufficient Evidence
	☐ Lack of Completers
	☐ New Program
	Not Approved

INSTITUTIONAL RECOMMENDATIONS

All teacher candidates are expected to meet the Idaho Core Teacher Standards and the Foundation and Enhancement standards specific to their discipline area(s) at the "acceptable" level or above. Additionally, all teacher candidates are expected to meet the requirements defined in State Board Rule (IDAPA 08.02.02: Rules Governing Uniformity).

Idaho educator preparation programs complete an Institutional Recommendation to the State Department of Education verifying that the candidate has met all the requirements as defined in State Board Rule (IDAPA 08.02.02: Rules Governing Uniformity).

Standard 1: State Board Approved Program - Educator preparation program had a State Board approved program for initial certification for each area of endorsement indicated on candidate's institutional recommendation.

Standard 1	Unacceptable	Acceptable	Exemplary
State Board Approved		X	
Program			

Standard 1 Analysis – Institutional recommendations (IRs) provided by the EPP demonstrate that candidates for initial certification (audited candidates) received one (1) or more endorsements for State Board-approved programs. Of 18 audited candidates—roughly 10% of completers recommended for IRs in 2018, 2019, and 2020—all 18 received one (1) or more endorsements for State Board-approved program(s). IRs were compared against the SDE document "Approved Idaho Educator preparation Programs by Institution" (https://www.sde.idaho.gov/cert-psc/psc/standards.html), which documents all teacher preparation programs for initial certification approved by the Idaho State Board of Education.

Standard 2: Content Knowledge Assessment – Recommended candidate received passing scores on State Board approved content area assessment for each recommended area of endorsement.

Standard 2	Unacceptable	Acceptable	Exemplary
Content Knowledge Assessment		X	

Standard 2 Analysis – Praxis II score reports from audited candidates provide evidence the EPP takes a systematic approach to assure each candidate receives a passing score on a State Board approved content area assessment for each recommended area of endorsement. Content area assessments applied to 34 endorsements across 18 audited candidates. Of 34 endorsements, one (1) content area assessment was not the correct assessment for the endorsement granted. Upon request of a passing content area assessment for the correct endorsement, the EPP acknowledged the error, identified the reason for the error, contacted the completer to disclose the error, and provided a means for the completer to take the correct assessment at no cost to the completer. In addition, the EPP identified the most expeditious route by which the completer may gain endorsement in the area in which they have passed a content area assessment. The error appears

to be a single instance and not indicative of a systematic shortfall. The EPP's response to discovery of the error was immediate and appropriate.

Standard 3: Pedagogy – Recommended candidate demonstrated competency in pedagogy for each recommended area of endorsement.

Standard 3	Unacceptable	Acceptable	Exemplary
Pedagogy		X	

Standard 3 Analysis – Official transcripts, unofficial transcripts, degree audit spreadsheets, and LCSC catalogs provide evidence that recommended candidates demonstrate competency in pedagogy for each recommended area of endorsement. Of 18 audited candidates, all received passing grades in pedagogy coursework as identified for each endorsement granted.

Standard 4: Performance Assessment – Recommended candidate received a basic or higher rating in all components of the approved Idaho framework for teaching evaluation.

Standard 4	Unacceptable	Acceptable	Exemplary
Performance Assessment		X	

Standard 4 Analysis – Common summative assessments from audited candidates provide evidence that candidates who receive an institutional recommendation receive a basic or higher rating in all components of the Idaho framework for teaching evaluation. Of 18 audited candidates who received an institutional recommendation, all received a basic or higher in all components of the approved Idaho framework.

Standard 5: Clinical Experience – Recommended candidate completed clinical experience for each recommended area of endorsement and grade range.

Standard 5	Unacceptable	Acceptable	Exemplary
Clinical Experience		X	

Standard 5 Analysis – A placement table provided by the EPP provides evidence that audited candidates complete clinical experience in each recommended grade range and area of endorsement. Of 18 audited candidates, all completed a clinical experience in the appropriate grade range and area of endorsement. The EPP does not have a placement office or standardized protocol for clinical experience placement, relying on faculty "mentors" with deep connections to the local K-12 community to place students in clinical experiences that best meet the needs of each student. Based on this evidence, the current, individualized placement process appears to work, though lack of standardized protocol may prove problematic over time with personnel change both within and outside of LCSC and the resulting loss of institutional knowledge.

Standard 6: Student Achievement – Recommended candidate demonstrated the ability to produce measurable student achievement or student success and create student learning objectives.

Standard 6	Unacceptable	Acceptable	Exemplary
Student Achievement	X		

Standard 6 Analysis – A table of Performance-Based Assessment (PBA) Summary Scores provides evidence of some audited candidates' demonstrated ability to create student learning objectives. Of 18 audited candidates, 12 had a PBA score. The PBA, a key assessment, appears to have been a recent addition (2019 program completers) to the EPP's educator preparation programs, so not all audited candidates have evidence of a PBA. Because a pre-assessment element is missing from the PBA, the PBA does not provide evidence of a candidate's ability to produce measurable student achievement. Evidence was not maintained for candidates completing prior to 2019.

Standard 7: Individualized Professional Learning Plan – Recommended candidate had an individualized professional learning plan (IPLP).

Standard 7	Unacceptable	Acceptable	Exemplary
Individualized Professional Learning Plan		X	

Standard 7 Analysis – Completed individualized professional learning plans (IPLPs) provides evidence that candidates recommended for certification complete an IPLP prior to receiving an institutional recommendation from the EPP. Of 18 audited candidates, all had a signed IPLP on file.

Standard 8: Adding Endorsements Only – Educator preparation program issued institutional recommendation once the content, pedagogy, and performance had been demonstrated by the candidate for each area of endorsement. For candidates that are adding endorsements, the program is not required to be a State Board approved program for initial certification.

Standard 8	Unacceptable	Acceptable	Exemplary
Adding Endorsement Only	NA	NA	NA

Standard 8 Analysis – No audited records included those for candidates adding endorsement only.

Standard 9: Administrator Certificates Only – Recommended candidate for an administrator certificate demonstrated proficiency in conducting accurate evaluations of instructional practice based upon the state's framework for evaluation.

Standard 9	Unacceptable	Acceptable	Exemplary
Administrator Certificates Only	NA	NA	NA

Standard 9 Analysis – Administrator programs are not offered at the EPP.

Summary

	Total Number of Standards	Unacceptable	Acceptable	Exemplary
Institutional Recommendations	7	1	6	

Areas for Consideration

- If passage of the PBA is intended to verify the candidate's ability to create student learning objectives and produce measurable achievement or success for IR purposes, the EPP may consider the addition of a pre-assessment to the PBA to ensure the PBA can provide evidence of a candidate's ability to produce measurable student achievement.
- The EPP may consider a consistent process by which all content area assessments are checked for alignment to recommended endorsements in advance of the IR signature.

Recommended Action on Institutional Recommendations

\boxtimes	Approved	
	Conditionally	Approved
		Insufficient Evidence
		Lack of Completers
		New Program
	Not Approve	d

IDAHO STANDARDS FOR ELEMENTARY EDUCATION TEACHERS

Standard 1: Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Knowledge

- 1(a) The teacher understands how young children's and early adolescents' literacy and language development influence learning and instructional decisions across content areas.
- 1(b) The teacher understands the cognitive processes of attention, memory, sensory processing, and reasoning and their role in learning.
- 1(c) The teacher recognizes the role of inquiry and exploration in learning and development.

Standard 1 Learner Development	Unacceptable	Acceptable	Exemplary
1.1 Knowledge		X	

1.1 Analysis – The program provides sufficient evidence through Case Studies and Lesson Plans that candidates have adequate knowledge of how young children's and early adolescents' literacy and language development influence learning and instructional decisions across content areas; that they understand the cognitive processes of attention, memory, sensory processing, and reasoning; the role of inquiry and exploration in learning and development (1a, 1b, 1c).

Sources of Evidence

- Case studies
- Lesson plans

Standard 2: Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Knowledge

- 2(a) The teacher understands that there are multiple levels of intervention and recognizes the advantages of beginning with the least intrusive for the student.
- 2(b) The teacher understands culturally responsive pedagogy and the necessity of utilizing it to create the most inclusive learning environment.

Standard 2 Learning Differences	Unacceptable	Acceptable	Exemplary
2.1 Knowledge		X	

2.1 Analysis - The program provides sufficient evidence through lesson plans, projects, posters, portfolios, unit plans that candidates understand that there are multiple levels of intervention and that they recognize the advantages of beginning with the least intrusive for the student and that culturally responsive pedagogy is necessary to create the most inclusive learning environment (2a, 2b).

Sources of Evidence

- lesson plans
- projects
- posters
- portfolios
- unit plans

Performance

- 2(c) The teacher appropriately and effectively collaborates with grade level peers, school intervention teams, parents/guardians, and community partners to meet differentiated needs of all learners.
- 2(d) The teacher systematically progresses through the multiple levels of intervention, beginning with the least intrusive for the student.
- 2(e) The teacher actively engages the school environment, families, and community partners to enact culturally responsive pedagogy.

Standard 2 Learning Differences	Unacceptable	Acceptable	Exemplary
2.2 Performance		X	

2.2 Analysis – The program provides sufficient evidence through lesson plans, project, posters, portfolios, unit plans that candidates appropriately and effectively collaborate with grade level peers, school intervention teams, parents/guardians, and community partners to meet differentiated needs of all learners (2c).

The program provides sufficient evidence through lesson plans, project, posters, portfolios, unit plans that candidates systematically progress through the multiple levels of intervention, beginning with the least intrusive for the student (2d).

The program provides insufficient evidence that candidates actively engage the school environment, families, and community partners to enact culturally responsive pedagogy. Specifically, the enactment (planning and teaching) of culturally responsive pedagogy was not sufficiently demonstrated across candidates (2e).

Sources of Evidence

- Lesson plans
- Project
- Posters
- Portfolios
- Unit plans

Standard 3: Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Knowledge

3(a) The teacher understands the importance of teaching and re-teaching developmentally appropriate classroom expectations and procedures.

Standard 3 Learning Environments	Unacceptable	Acceptable	Exemplary
3.1 Knowledge		X	

3.1 Analysis – The program provides sufficient evidence (through *classroom management papers, project, philosophy papers*) that candidates understand the importance of teaching and re-teaching developmentally appropriate classroom expectations and procedures (3a).

Sources of Evidence

- Classroom management papers
- Project
- Philosophy papers

Performance

- 3(a) The teacher consistently and effectively models, teaches, and re-teaches developmentally appropriate classroom expectations and procedures.
- 3(b) The teacher utilizes positive behavioral supports and multiple levels of intervention to support and develop appropriate student behavior.
- 3(c) The teacher demonstrates understanding of developmentally and age-appropriate digital citizenship and responsibility.

Standard 3 Learning Environments	Unacceptable	Acceptable	Exemplary
3.2 Performance		X	

3.2 Analysis – The program provides sufficient evidence through unit plans, reflections, lesson plans that candidates consistently and effectively model, teach, and re-teach developmentally appropriate classroom expectations and procedures (3a).

The program provides sufficient evidence through unit plans, reflections, lesson plans that candidates utilize positive behavioral supports and multiple levels of intervention to support and develop appropriate student behavior (3b).

The program provides sufficient evidence through technology portfolios that candidates demonstrate understanding of developmentally and age-appropriate digital citizenship and responsibility (3c).

Sources of Evidence

- unit plans
- reflections
- lesson plans
- technology portfolios

Standard 4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

Knowledge

- 4(a) The teacher understands concepts of language arts/literacy and child development in order to teach reading, writing, speaking/listening, language, viewing, listening, and thinking skills and to help students successfully apply their developing skills to many different situations, materials, and ideas.
- 4(b) The teacher understands how children learn language, the basic sound structure of language, semantics and syntactics, diagnostic tools, and assessment data to improve student reading and writing abilities.
- 4(c) The teacher understands the fundamental concepts and the need to integrate STEM (Sciences, Technology, Engineering, and Mathematics).
- 4(d) The teacher understands and articulates the knowledge and practices of contemporary science and interrelates and interprets important concepts, ideas, and applications.
- 4(e) The teacher understands concepts of mathematics and child development in order to teach number sense and operations, measurement and data analysis, fractions, algebraic reasoning, and proportional reasoning, to help students successfully apply their developing skills through engaging them in the use of the mathematical practices from the Idaho mathematics standards, within many contexts.
- 4(f) The teacher understands the structure of mathematics and the connections and relationships within learning progressions.
- 4(g) The teacher knows the major concepts and modes of inquiry for social studies: the integrated study of history, geography, government/civics, economics, social/cultural and other related areas to develop students' abilities to make informed decisions as global citizens of a culturally diverse, democratic society and interdependent world.

- 4(h) The teacher understands the relevance and application of the arts, such as dance, music, theater, and visual arts as avenues for communication, inquiry, and insight.
- 4(i) The teacher understands the comprehensive nature of students' physical, intellectual, social, and emotional well-being in order to create opportunities for developing and practicing skills that contribute to overall wellness.
- 4(j) The teacher understands human movement and physical activity as central elements in learning and cognitive development.

Standard 4 Content Knowledge	Unacceptable	Acceptable	Exemplary
4.1 Knowledge		X	

4.1 Analysis – The program provides sufficient evidence through lesson plans, unit plans, Praxis scores, exams, case studies, portfolios, projects, posters that the candidates understand concepts of each of the areas listed (language arts/literacy, language, STEM, science, mathematics, social studies, the arts, students' well-being/health, human movement, child and cognitive development) (4a-4j).

Sources of Evidence

- lesson plans
- Praxis scores
- Exams
- Case studies
- projects
- posters
- portfolios
- unit plans

Performance

- 4(k) The teacher models appropriate and accurate use of written and spoken language.
- 4(I) The teacher utilizes the structure of mathematics and the connections and relationships within the learning progressions in his/her instructional practice to increase student conceptual understanding in conjunction with diagnostic tools and assessment data to improve students' mathematical ability.
- 4(m) The teacher utilizes knowledge of how children learn language, the basic sound structure of language, semantics and syntactics, diagnostic tools, and assessment data to improve student reading and writing abilities.

Standard 4 Content Knowledge	Unacceptable	Acceptable	Exemplary
4.2 Performance		X	

4.2 Analysis – The program provides sufficient evidence through lesson plans, unit plans, case studies, portfolios, projects that the candidates model appropriate and accurate use of written and spoken language and utilize diagnostic tools and assessment data to improve students' abilities in reading, writing, and mathematics.

Sources of Evidence

- lesson plans
- projects
- case studies
- portfolios
- unit plans

Standard 5: Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Knowledge

5(a) The teacher understands the importance of providing a purpose and context to use the communication skills taught across the curriculum.

Standard 5 Application of Content	Unacceptable	Acceptable	Exemplary
5.1 Knowledge		X	

5.1 Analysis – The program provides sufficient evidence through lesson plans, portfolios that the candidates understand the importance of providing a purpose and context to use the communication skills taught across the curriculum (5a).

Sources of Evidence

- lesson plans
- portfolios

Standard 6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Standard 7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross- disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Performance

7(a) The teacher designs instruction that provides opportunities for students to learn through inquiry and exploration.

Standard 7 Planning for Instruction	Unacceptable	Acceptable	Exemplary
7.2 Performance		X	

7.2 Analysis – The program provides sufficient evidence through lesson plans, unit plans that the candidates design instruction that provides opportunities for students to learn through inquiry and exploration (7a).

Sources of Evidence

- lesson plans
- unit plans

Standard 8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Performance

8(a) The teacher engages all learners in developing higher order thinking skills.

Standard 8 Instructional Strategies	Unacceptable	Acceptable	Exemplary
8.2 Performance		X	

8.2 Analysis-- The program provides sufficient evidence through lesson plans, unit plans, portfolios that the candidates engage all learners in developing higher order thinking skills. (8a).

Sources of Evidence

- lesson plans
- portfolios
- unit plans

Standard 9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Standard 10: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

Knowledge

10(a) The teacher understands the significance of engaging in collaborative data-driven decision making.

Standard 10 Leadership and Collaboration	Unacceptable	Acceptable	Exemplary
10.1 Knowledge		X	

10.1 Analysis – The program provides sufficient evidence through lesson plans, unit plans, portfolios that the candidates understand the significance of engaging in collaborative datadriven decision making(10a).

Sources of Evidence

- lesson plans
- portfolios
- unit plans

Summary

Type of Standard	Total Number of Standards	Unacceptable	Acceptable	Exemplary
Knowledge	6	0	6	0
Performance	5	0	5	0

Areas for Consideration

• 2(e) There is a lack of evidence that candidates have ample, if any, opportunities to practice and engage culturally relevant/culturally sensitive pedagogy with groups from varying backgrounds. Program could consider adding more opportunities for candidates to put into practice what they are learning about through coursework and workshops and to make sure that these are quality experiences in that the candidates work with and alongside those who are doing such things.

Recommended Action on Idaho Standards for Elementary Education Teachers

\boxtimes	Approved	
	Conditionally	Approved
		Insufficient Evidence
		Lack of Completers
		New Program
	Not Approved	d

IDAHO STANDARDS FOR ENGLISH LANGUAGE ARTS TEACHERS

Standard 1: Learner Development - The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Knowledge

- 1(a) The teacher understands developmental levels in reading, writing, listening, viewing, and speaking.
- 1(b) The teacher understands how adolescents read, write, and make meaning of a wide range of texts, genres, and formats (e.g., literature, poetry, informational text, digital media, social media, multimodal).

Standard 1 Learner Development	Unacceptable	Acceptable	Exemplary
1.1 Knowledge		X	

1.1 Analysis – The program provides sufficient evidence through work samples including lesson plans written, text and media evaluations, and the educational psychology section of the performance-based assessment that teacher candidates demonstrate an adequate understanding of literacy development (1a, 1b).

Sources of Evidence

- RE-309: Unit Plan/Final Project
- RE-309: Disciplinary Literacy Unit Plan Activities
- ED 445-447 Performance Based Assessment

Performance

1(c) The teacher creates developmentally appropriate learning experiences that take into account stages and diverse ways of learning in reading, writing, listening, viewing, and speaking.

Standard 1 Learner Development	Unacceptable	Acceptable	Exemplary
1.2 Performance		X	

1.2 Analysis – The program provides sufficient evidence through differentiation strategies from lesson plans and the educational psychology section of the performance-based assessment that teacher candidates create developmentally appropriate learning experiences (1c).

- RE-309: Disciplinary Literacy Unit Plan Activities
- ED 445-447 Teaching Methods in Content Areas Performance Based Assessment

Standard 2: Learning Differences - The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Knowledge

2(a) The teacher understands the theories and research needed to develop inclusive English language arts learning environments that are responsive to students' local, national and international histories, individual and group identities, as well as languages and dialects as these affect student learning.

Standard 2 Learning Difference	Unacceptable	Acceptable	Exemplary
2.2 Performance		X	

2.1 Analysis – The program provides sufficient evidence through course syllabi, instructions for completing the performance-based assessment, educational psychology section of the performance-based assessment that teacher candidates have learned and demonstrate understanding of literacy theories and research to develop inclusive ELA learning environments. Little evidence of candidates being responsive to national and international histories, individual and group identities as well as languages and dialects affecting student learning. (2a).

Sources of Evidence

- ED 445-447 Teaching Methods in Content Areas Performance Based Assessment
- ED 460 Professional Internships in Education 6-12 <u>Performance Based Assessment</u>

Performance

2(b) The teacher designs and/or implements instruction that incorporates students' linguistic and cultural backgrounds to enable skillful control over their rhetorical choices and language practices for a variety of audiences and purposes.

Standard 2 Learning Difference	Unacceptable	Acceptable	Exemplary
2.2 Performance		X	

2.2 Analysis – The program provides sufficient evidence through work samples from the performance-based assessment/unit plan, lesson plans, and student commentary that teacher candidates have learned and demonstrate ability to have skillful control over their rhetorical choices and language practices for a variety of audiences and purposes. Inconsistent evidence of candidates incorporating students' linguistic and cultural background. (2b).

- ED 445-447 Instructional Strategies and Classroom Management 6-12, Teaching Methods in the Content Areas Teaching Methods in Content Areas, <u>Performance</u> Based Assessment
- ED 460 Professional Internships in Education 6-12 <u>Performance Based Assessment</u>

Standard 3: Learning Environments - The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Knowledge

- 3(a) The teacher understands how to use the data for literacy learning, their students' individual differences, identities, and funds of knowledge for literacy learning to create inclusive learning environments that contextualize curriculum and instruction and help students participate actively in their own learning in English language arts (e.g., workshops, project-based learning, guided writing, Socratic seminars, literature circles).
- 3(b) The teacher collaborates with others to create literacy rich inclusive learning environments to help students participate actively in their own learning in English language arts.
- 3(c) The teacher understands how learner diversity impacts the English language arts classroom.

Standard 3 Learning Environments	Unacceptable	Acceptable	Exemplary
3.1 Knowledge		X	

3.1 Analysis – The program provides sufficient evidence through performance-based assessments to show that candidates know how to use data for literacy learning (3a, 3b).

The program provided sufficient evidence through the unit rationale and accommodating and adapting instruction sections of the lesson plans within the performance-based assessment that candidates understand how learner diversity impacts the English language arts classroom (3c).

Sources of Evidence

- ED 447 Teaching Methods in the Content Areas Teaching Methods in Content Areas, <u>Performance Based Assessment</u>
- ED 460 Professional Internship in Education 6-12 <u>Performance Based Assessment</u>

Performance

3(d) The teacher creates environments that reflect their students' individual differences, identities, and funds of knowledge for literacy learning to create inclusive learning environments that contextualize curriculum and instruction and help students participate actively in their own learning in English language arts

(e.g., workshops, project-based learning, guided writing, Socratic seminars, literature circles).

Standard 3 Learning Environments	Unacceptable	Acceptable	Exemplary
3.2 Performance		X	

3.2 Analysis – The program provides sufficient evidence through lesson plans and the performance-based assessment that teacher candidates demonstrate performance of ability to create inclusive learning environments that help students actively participate in their own learning of ELA (3d).

Sources of Evidence

- Lesson Plans from ED 447 Teaching Methods in the Content Areas Teaching Methods in Content Areas, <u>Performance Based Assessment</u>
- Lesson Plans from ED 460 Professional Internship in Education 6-12 <u>Performance</u> Based Assessment

Standard 4: Content Knowledge - The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

Knowledge

- 4(a) The teacher is knowledgeable about texts (print and non-print; digital; classic, contemporary; and young adult) that represent a range of world literatures, historical traditions, genres, and the experiences of different genders, ethnicities, and social classes.
- 4(b) The teacher understands principles of language acquisition, dialect, and grammar systems (e.g., descriptive and prescriptive), as well as the evolution and impact of language on society.
- 4(c) The teacher understands the various writing processes in composing a range of formal and informal texts, taking into consideration the interrelationships among form, audience, context, and purpose.
- 4(d) The teacher understands the use of contemporary technologies and/or digital media to compose multimodal discourse.
- 4(e) The teacher understands how to use strategies for acquiring and applying vocabulary knowledge.

Standard 4 Content Knowledge	Unacceptable	Acceptable	Exemplary
4.1 Knowledge		X	

4.1 Analysis – The program provides sufficient evidence through course syllabi, Critical Lens assignment, and the senior project/capstone paper that teacher candidates demonstrate knowledge of a variety of texts, language acquisition, writing processes, using technologies, and strategies for acquiring and applying vocabulary knowledge (4a, 4b, 4c, 4d, 4e).

Sources of Evidence

- ENG 210 & ENG 267 course syllabi, ENG 210 Critical Lens Assignment
- ENG 431 syllabus
- ENG 499 Senior Project: Capstone Project

Performance

- 4(f) The teacher is able to use literary theories to interpret and critique a range of texts.
- 4(g) The teacher demonstrates command of the conventions of Standard English (e.g., grammar, usage, and mechanics).
- 4(h) The teacher is able to model the various writing processes in composing a range of formal and informal texts, taking into consideration the interrelationships among form, audience, context, and purpose.
- 4(i) The teacher is able to model the use of contemporary technologies and/or digital media to compose multimodal discourse.
- 4(j) The teacher designs instruction using general academic and domain/content specific vocabulary.
- 4(k) The teacher is able to model how to gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source (e.g., bias, rhetoric, documentation practices), and quote or paraphrase the data and conclusions, while avoiding plagiarism and following standard format for citation.

Standard 4 Content Knowledge	Unacceptable	Acceptable	Exemplary
4.2 Performance		X	

4.2 Analysis – The program provides sufficient evidence through the Critical Lens assignment and the capstone/final paper that teacher candidates are able to use literary theories to interpret and critique a range of texts, use the conventions of Standard English, model the various writing processes, model the use of contemporary technologies and/or digital media, designs instruction using general academic and domain/content specific vocabulary (4f, 4g, 4g, 4i, 4j).

The program does not provide consistent evidence across candidates modeling how to gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source (e.g., bias, rhetoric, documentation practices), and quote or paraphrase the data and conclusions, while avoiding plagiarism and following standard format for citation (4k).

Sources of Evidence

- ENG 210 Critical Lens Assignment
- ENG 449 Capstone Paper/Final Project

Standard 5: Application of Content - The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Knowledge

- 5(a) The teacher understands how promotion of social justice and critical engagement with complex issues related to maintaining a diverse, inclusive, equitable society affects English language arts and literacy instruction.
- 5(b) The teacher understands research-based strategies that lend to students becoming independent, critical, and strategic readers, writers, speakers, and listeners.
- 5(c) The teacher understands how to design instruction related to speaking and listening, promoting active participation in conversation and collaboration.

Standard 5 Application of Content	Unacceptable	Acceptable	Exemplary
5.1 Knowledge		X	

5.1 Analysis – The program provides sufficient evidence through performance-based assessments and unit plan activities that teacher candidates demonstrate understanding research-based strategies the support students becoming independent and critical thinker and show understanding of how to design instruction related to speaking and listening to promote active participation in conversation and collaboration. A variety of strategies to promote active participation were evident within lesson plans (5a, 5b).

There is inconsistent evidence across candidates of candidates' understanding of how to promote social justice and critical engagement with complex issues related to maintaining a diverse, inclusive, equitable society through English language arts and literacy instruction (5c).

Sources of Evidence

- ED 447/460 Performance Based Assessment
- ED 309 Unit Plan Activities

Performance

- 5(d) The teacher designs and/or implements instruction related to the strategic use of language conventions (grammar, usage, and mechanics) in the context of students' writing for different audiences, purposes, and modalities.
- 5(e) The teacher designs and/or implements English language arts and literacy instruction that promotes social justice and critical engagement with complex issues related to maintaining a diverse, inclusive, equitable society.
- 5(f) The teacher designs and/or implements instruction related to a breadth and depth of texts, purposes, and complexities that connects concepts so that students can become independent, critical, and strategic readers, writers, speakers, and listeners.
- 5(g) The teacher designs and/or implements instruction related to speaking and listening that lead to students becoming critical and active participants in conversations and collaborations.

Standard 5 Application of Content	Unacceptable	Acceptable	Exemplary
5.2 Performance		X	

5.2 Analysis — The program provides sufficient evidence through performance-based assessments, and unit plan activities that teacher candidates are able to design and/or implements instruction related to the strategic use of language conventions, a breadth and depth of texts, purposes, and complexities designs and/or implements instruction related to speaking and listening and actively engaging students in conversations and collaboration. A variety of strategies to promote active participation were evident within lesson plans. (5d, 5f, 5g).

There is inconsistent evidence across candidates of candidates' designing instruction to promote social justice and critical engagement with complex issues related to maintaining a diverse, inclusive, equitable society through English language arts and literacy instruction (5e).

Sources of Evidence

- ED 309 Unit Plan Activities
- ED 447/460 Performance Based Assessment

Standard 6: Assessment - The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Performance

6(a) The teacher designs a range of authentic assessments (e.g., formal and informal, formative and summative) of reading and literature that demonstrate an understanding of how learners develop and that address interpretive, critical, and evaluative abilities in reading, writing, speaking, listening, viewing, and presenting.

- 6(b) The teacher designs or knowledgeably selects appropriate reading assessments in response to student interests, reading proficiencies, and/or reading strategies.
- 6(c) The teacher designs or knowledgeably selects a range of assessments for students that promote their development as writers, are appropriate to the writing task, and are consistent with current research and theory.
- 6(d) The teacher responds to students' writing throughout the students' writing processes in ways that engage students' ideas and encourage their growth as writers over time.
- 6(e) The teacher differentiates instruction based on multiple kinds of assessments of learning in English language arts (e.g., students' self-assessments, formal assessments, informal assessments).
- 6(f) The teacher communicates with students about their performance in ways that actively involve students in their own learning.

Standard 6 Assessment	Unacceptable	Acceptable	Exemplary
6.2 Performance	X		

6.2 Analysis – Overall, there is insufficient evidence through mini lesson plans, and performance-based assessments of teacher candidates' ability to design a range of authentic assessments to demonstrate an understanding of how learners develop and that address interpretive, critical, and evaluative abilities in reading, writing, speaking, listening, viewing, and presenting (6a).

The program provides sufficient evidence through mini lesson plans and performance-based assessments that teacher candidates knowledgeably select appropriate reading assessments in response to reading proficiencies, and/or reading strategies. However, there is insufficient evidence of designing/selecting assessments based on student interests (6b)

The program provides insufficient evidence through mini lesson plans and performance-based assessments of teacher candidates' ability to design or knowledgeably select assessments to promote student development as writers. Only 2 of 9 Mini Lessons met the standard. However, lesson plans within the PBA utilized writing assignments to assess content knowledge. Evidence is missing showing an explicit connection to link the writing assignments as a method to promote the development of writing (6c).

The program provides insufficient evidence through mini lesson plans and performance-based assessments showing teacher candidates designing or knowledgeably selecting appropriate reading assessments in response to student interests, reading proficiencies, and/or reading strategies (6d).

The program provides insufficient evidence through mini lesson plans and performance-based assessments showing teacher candidates of teacher candidates responding to students' writing throughout the students' writing processes in ways that engage students' ideas and encourage their growth as writers over time, differentiating instruction based on multiple kinds of

assessments of learning in English language arts, and communicating with students about their performance in ways that actively involve students in their own learning (6e, 6f).

Sources of Evidence

- ENG 386 Teaching Composition Mini-Lesson Assignment
- ED 447/460 Performance Based Assessment

Standard 7: Planning for Instruction - The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross- disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Performance

- 7(a) The teacher plans instruction which, when appropriate, reflects curriculum integration and incorporates interdisciplinary teaching methods and materials which includes reading, writing, speaking, listening, and language.
- 7(b) The teacher plans standards-based, coherent and relevant learning experiences in reading that reflect knowledge of current theory and research about the teaching and learning of reading, and that utilize individual and collaborative approaches and a variety of reading strategies.
- 7(c) The teacher uses their knowledge of theory, research, and practice in English Language Arts to plan standards-based, coherent and relevant composing experiences that utilize individual and collaborative approaches and contemporary technologies and reflect an understanding of writing processes and strategies in different genres for a variety of purposes and audiences.
- 7(d) The teacher uses their knowledge of theory, research, and practice in English language arts to plan standards-based, coherent and relevant learning experiences utilizing a range of different texts—across genres, periods, forms, authors, cultures, and various forms of media—and instructional strategies that are motivating and accessible to all students, including English language learners, students with special needs, students from diverse language and learning backgrounds, those designated as high achieving, and those at risk of failure.

Standard 7 Planning for Instruction	Unacceptable	Acceptable	Exemplary
7.2 Performance		X	

7.2 Analysis – The program provides sufficient evidence(through the unit plan/final project, Assignment 1: Literary Works – Quantitative and Qualitative Analysis, lesson plans that teacher candidates plan instruction which reflects curriculum integration and incorporates interdisciplinary teaching methods, plans standards based, coherent and relevant learning experiences in reading that reflect knowledge of current theory and research and relevant learning experiences utilizing a range of different texts (7a, 7b, 7c, 7d).

 Unit Plan/Final Project: Assignment 1: Literary Works – Quantitative and Qualitative Analysis, Lesson Plans,

Standard 8: Instructional Strategies - The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Performance

8(a) The teacher plans and implements instruction based on English language arts curricular requirements and standards and school and community contexts by selecting, creating, and using a variety of instructional strategies and resources specific to effective literacy instruction, including contemporary technologies, digital media, and knowledge about students' linguistic and cultural backgrounds.

Standard 8 Instructional Strategies	Unacceptable	Acceptable	Exemplary
8.2 Performance		X	

8.2 Analysis – The program provides sufficient evidence through lesson plans within the unit plan/final project that teacher candidates demonstrate ability to implement instruction in ELA standards with a mindfulness of curricular requirements, standards, and school/community contexts. Some lesson plans integrated student interest in current social topics with ELA instruction using a variety of instructional strategies, media, and contemporary technologies (8a).

Sources of Evidence

• Unit Plan/Final Project: Lesson Plans

Standard 9: Professional Learning and Ethical Practice - The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Performance

9(a) The teacher models literate and ethical practices in English language arts teaching, and engages in a variety of experiences related to English language arts and reflects on their own professional practices.

Standard 9 Professional Learning and Ethical Practice	Unacceptable	Acceptable	Exemplary
9.2 Performance		X	

9.2 Analysis – The program provides sufficient evidence through the reflection section within the performance-based assessments that teacher candidates model literate and ethical practices in English language arts teaching (9a).

Sources of Evidence

• ED 460 Performance Based Assessment

Standard 10: Leadership and Collaboration - The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

Performance

10(a) The teacher engages in and reflects on a variety of experiences related to English language arts that demonstrate understanding of and readiness for leadership, collaboration, ongoing professional development, and community engagement.

Standard 10 Leadership and Collaboration	Unacceptable	Acceptable	Exemplary
10.2 Performance		X	

10.2 Analysis – The program provides sufficient evidence through comprehensive reflection questions addressed within the performance-bases assessment of teacher candidates engaging and reflecting in experiences specifically related to English language arts that demonstrate understanding of and readiness for leadership, collaboration, ongoing professional development, and community engagement (10a).

Sources of Evidence

• ED 460 Performance Based Assessment

Summary

Type of Standard	Total Number of Standards	Unacceptable	Acceptable	Exemplary
Knowledge	5	0	5	
Performance	10	1	9	

Areas for Consideration

• Standard 6: Assessment (see notes within the report)

Reco	mmended Action on Idaho Standards for English Language Arts Teachers
\boxtimes	Approved
	Conditionally Approved Insufficient Evidence Lack of Completers New Program
	Not Approved

IDAHO STANDARDS FOR SPECIAL EDUCATION TEACHERS

IDAHO STANDARDS FOR EXCEPTIONAL CHILD GENERALISTS

Standard 1: Learner Development and Individual Learning Differences - The teacher understands how exceptionalities may interact with development and learning and use this knowledge to provide meaningful and challenging learning experiences for individuals with exceptionalities.

Knowledge

- 1(a) The teacher understands how language, culture, and family background influence the learning of individuals with exceptionalities.
- 1(b) The teacher has an understanding of development and individual differences to respond to the needs of individuals with exceptionalities.
- 1(c) The teacher understands how exceptionalities can interact with development and learning.

Standard 1 Learner Development	Unacceptable	Acceptable	Exemplary
1.1 Knowledge		X	

1.1 Analysis – The evidence mentioned below and the syllabus indicate EPP candidates are striving to know and understand ways students are impacted by the family, learner development, and specific areas of exceptionality in the learning environment for indicators (a), (b), and (c).

Sources of Evidence

- Coursework
- Assignment Guidelines/Rubrics
- Syllabi (ELL Unit in SE 322)

Performance

- 1(d) The teacher modifies developmentally appropriate learning environments to provide relevant, meaningful, and challenging learning experiences for individuals with exceptionalities.
- 1(e) The teacher is active and resourceful in seeking to understand how primary language, culture, and family interact with the exceptionality to influence the individual's academic and social abilities, attitudes, values, interests, and career and post-secondary options.

Standard 1 Learner Development	Unacceptable	Acceptable	Exemplary
1.2 Performance	X		

1.2 Analysis – The evidence below supports the candidates' ability to address developmentally appropriate learning environments (d). (e) --Evidence is sparse regarding the candidates' ability to demonstrate understanding of the impact of primary language, culture, and family on academic/social abilities. The syllabi for these courses support the content taught.

Sources of Evidence

- Coursework
- Assignment Guidelines/Rubrics
- Syllabi

Standard 2: Learning Environments - The teacher creates safe, inclusive, culturally responsive learning environments so that individuals with exceptionalities become active and effective learners and develop emotional well-being, positive social interactions, and self-determination.

Knowledge

- 2(a) The teacher understands applicable laws, rules, regulations, and procedural safeguards regarding behavior management planning for students with disabilities.
- 2(b) The teacher knows how to collaborate with general educators and other colleagues to create safe, inclusive, culturally responsive learning environments to engage individuals with exceptionalities in meaningful learning activities and social interactions.
- 2(c) The teacher understands motivational and instructional interventions to teach individuals with exceptionalities how to adapt to different environments.
- 2(d) The teacher knows how to intervene safely and appropriately with individuals with exceptionalities in crisis (e.g., positive behavioral supports, functional behavioral assessment and behavior plans).

Standard 2 Learning Environments	Unacceptable	Acceptable	Exemplary
2.1 Knowledge		X	

2.1 Analysis – The BIP and RTI assignments demonstrates candidates understand the procedures of collecting behavioral data as well as appropriate interventions (a), (b), (c), (d). The syllabi for these courses support the content taught.

- Coursework
- Assignment Guidelines/Rubrics
- Syllabi

Performance

- 2(e) The teacher develops safe, inclusive, culturally responsive learning environments for all students, and collaborates with education colleagues to include individuals with exceptionalities in general education environments and engage them in meaningful learning activities and social interactions.
- 2(f) The teacher modifies learning environments for individual needs and regards an individual's language, family, culture, and other significant contextual factors and how they interact with an individual's exceptionality. The teacher modifies learning environment, and provides for the maintenance and generalization of acquired skills across environments and subjects.
- 2(g) The teacher structures learning environments to encourage the independence, self-motivation, self-direction, personal empowerment, and self-advocacy of individuals with exceptionalities, and directly teach them to adapt to the expectations and demands of differing environments.
- 2(h) The teacher safely intervenes with individuals with exceptionalities in crisis. Special education teachers are also perceived as a resource in behavior management that include the skills and knowledge to intervene safely and effectively before or when individuals with exceptionalities experience crisis, i.e. lose rational control over their behavior.

Standard 2 Learning Environments	Unacceptable	Acceptable	Exemplary
2.2 Performance		X	

2.2 Analysis – The BIP and RTI assignments demonstrates candidates understand the procedures of collecting behavioral data as well as appropriate interventions (e), (f), (g), (h). The syllabi for these courses support the content taught.

Sources of Evidence

- Coursework
- Assignment Guidelines/Rubrics

Standard 3: Curricular Content Knowledge - The teacher uses knowledge of general and specialized curricula to individualize learning for individuals with exceptionalities.

Knowledge

- 3(a) The teacher understands the central concepts, structures of the discipline, and tools of inquiry of the content areas they teach, and can organize this knowledge, integrate cross-disciplinary skills, and develop meaningful learning progressions for individuals with exceptionalities
- 3(b) The teacher understands and uses general and specialized content knowledge for teaching across curricular content areas to individualize learning for individuals with exceptionalities.
- 3(c) The teacher knows how to modify general and specialized curricula to make them accessible to individuals with exceptionalities.

Standard 3 Curricular Content Knowledge	Unacceptable	Acceptable	Exemplary
3.1 Knowledge		X	

3.1 Analysis – The evidence provided of candidate work provides evidence candidates can use knowledge of both general and specialized curricula to individualize learning for indicators (a), (b), and (c). This is further supported by the course syllabi.

Sources of Evidence

- Coursework
- Assignment Guidelines/Rubrics
- Syllabi

Performance

- 3(d) The teacher demonstrates in their planning and teaching, a solid base of understanding of the central concepts in the content areas they teach.
- 3(e) The teacher collaborates with general educators in teaching or co-teaching the content of the general curriculum to individuals with exceptionalities and designs appropriate learning, accommodations, and/or modifications.
- 3(f) The teacher uses a variety of specialized curricula (e.g., academic, strategic, social, emotional, and independence curricula) to individualize meaningful and challenging learning for individuals with exceptionalities.

Standard 3 Curricular Content Knowledge	Unacceptable	Acceptable	Exemplary
3.2 Performance		X	

3.2 Analysis – Interviews and student work provides sufficient evidence for indicators (d), (e), and (f).

- Coursework
- Assignment Guidelines/Rubrics
- Syllabi

Standard 4: Assessment - The teacher uses multiple methods of assessment and data-sources in making educational decisions

Knowledge

- 4(a) The teacher knows how to select and use technically sound formal and informal assessments that minimize bias.
- 4(b) The teacher has knowledge of measurement principles and practices, and understands how to interpret assessment results and guide educational decisions for individuals with exceptionalities.
- 4(c) In collaboration with colleagues and families, the teacher knows how to use multiple types of assessment information in making decisions about individuals with exceptionalities.
- 4(d) The teacher understands how to engage individuals with exceptionalities to work toward quality learning and performance and provide feedback to guide them.
- 4(e) The teacher understands assessment information to identify supports, adaptations, and modifications required for individuals with exceptionalities to access the general curriculum and to participate in school, system, and statewide assessment programs.
- 4(f) The teacher is aware of available technologies routinely used to support assessments (e.g., progress monitoring, curriculum-based assessments, etc.).
- 4(g) The teacher understands the legal policies of assessment related to special education referral, eligibility, individualized instruction, and placement for individuals with exceptionalities, including individuals from culturally and linguistically diverse backgrounds.

Standard 4 Assessment	Unacceptable	Acceptable	Exemplary
4.1 Knowledge		X	

4.1 Analysis – The evidence below indicates candidates have a general and acceptable knowledge of assessments. One area that candidates appear to be strong in is the use of various standardized assessment tools such as the WIAT-III and WJ-IV, additionally, the RTI Project demonstrated the ability of candidates to assess behaviors and use the data to inform the interventions (a), (b), and (g). The Case Studies in both RE-340 and RE-342 demonstrated the candidate's ability to assess literacy measurements (c), (d), and (e). Faculty interviews confirmed technologies are discussed relevant to progress monitoring specifically (f).

- Coursework
- Assignment Guidelines/Rubrics
- Syllabi
- Faculty Interview

Performance

- 4(h) The teacher regularly monitors the learning progress of individuals with exceptionalities in both general and specialized content and makes instructional adjustments based on these data.
- 4(i) The teacher gathers background information regarding academic, medical, and social history.
- 4(j) The teacher conducts formal and/or informal assessments of behavior, learning, achievement, and environments to individualize the learning experiences that support the growth and development of individuals with exceptionalities.
- 4(k) The teacher integrates the results of assessments to develop a variety of individualized plans, including family service plans, transition plans, behavior change plans, etc.
- 4(I) The teacher participates as a team member in creating the assessment plan that may include ecological inventories, portfolio assessments, functional assessments, and high and low assistive technology needs to accommodate students with disabilities.

Standard 4 Assessment	Unacceptable	Acceptable	Exemplary
4.2 Performance		X	

4.2 Analysis – The evidence below demonstrates candidates have adequate training to conduct and reflect on several assessment practices relevant to data-based educational decisions. The RTI Project, IEP & Assessment, and Progress Monitoring assignments demonstrate this well (h), (j), (k), and (l). (i) -- Recognizing the uniqueness of each individual student, additional supports in gathering background information may be appropriate for a systematic approach to that data collection. (k) – evidence of transition plans do not explicitly integrate assessment results, however, the Student Motivation Assignment does use behavior data to develop a plan. Assignment Guidelines/Rubrics were also used.

Sources of Evidence

- Coursework
- Assignment Guidelines/Rubrics
- Faculty Interview

Standard 5: Instructional Planning and Strategies – The teacher selects, adapts, and uses a repertoire of evidence-based instructional strategies and interventions to advance learning of individuals with exceptionalities.

Knowledge

- 5(a) The teacher knows how to consider an individual's abilities, interests, learning environments, and cultural and linguistic factors in the selection, development, and adaptation of learning experiences for individuals with exceptionalities.
- 5(b) The teacher understands technologies used to support instructional assessment, planning, and delivery for individuals with exceptionalities.
- 5(c) The teacher is familiar with augmentative and alternative communication systems and a variety of assistive technologies to support the communication and learning of individuals with exceptionalities.
- 5(d) The teacher understands strategies to enhance language development, communication skills, and social skills of individuals with exceptionalities. The teacher knows how to develop and implement a variety of education and transition plans for individuals with exceptionalities across a wide range of settings and different learning experiences in collaboration with individuals, families, and teams.
- 5(e) The teacher knows how to teach to mastery and promotes generalization of learning for individuals with exceptionalities.
- 5(f) The teacher knows how to teach cross-disciplinary knowledge and skills such as critical thinking and problem solving to individuals with exceptionalities.
- 5(g) The teacher knows how to enhance 21st Century student outcomes such as critical thinking, creative problem solving, and collaboration skills for individuals with exceptionalities, and increases their self-determination.
- 5(h) The teacher understands available technologies routinely used to support and manage all phases of planning, implementing, and evaluating instruction.

Standard 5 Instructional Planning and Strategies	Unacceptable	Acceptable	Exemplary
5.1 Knowledge		X	

5.1 Analysis – The UDL/AT Workshop and Eligibility Report supports the candidates' knowledge of evidence-based instructional strategies and interventions. Syllabi, assignment guidelines, and rubrics were also used to support this foundational knowledge (a), (b), (c), (e), (g), and (h). (d) – reading/writing is strong with the literacy coursework; however, communication skills and social skills are limited. (f) – evidence provided is limited in targeting mastery and promoting generalization of learning.

- Coursework
- Assignment Guidelines/Rubrics
- Syllabi
- Faculty Interview

Performance

- 5(i) The teacher plans and uses a repertoire of evidence-based instructional strategies in promoting positive learning results in general and special curricula and in modifying learning environments for individuals with exceptionalities appropriately.
- 5(j) The teacher emphasizes explicit instruction with modeling, and guided practice to assure acquisition and fluency, as well as, the development, maintenance, and generalization of knowledge and skills across environments.
- 5(k) The teacher matches their communication methods to an individual's language proficiency and cultural and linguistic differences.
- 5(I) The teacher utilizes universal design for learning, augmentative and alternative communication systems, and assistive technologies to support and enhance the language and communication of individuals with exceptionalities.
- 5(m) The teacher develops a variety of individualized transition plans, such as transitions from preschool to elementary school and from secondary settings to a variety of postsecondary work and learning contexts.
- 5(n) The teacher personalizes instructional planning within a collaborative context including the individuals with exceptionalities, families, professional colleagues, and personnel from other agencies as appropriate.

Standard 5 Instructional Planning and Strategies	Unacceptable	Acceptable	Exemplary
5.2 Performance		X	

5.2 Analysis – The development of the IEP and IEP Transition Plan coupled with the UDL/AT Workshop supports the candidates' ability to select, adapt, and use evidence-based instructional strategies and interventions (i), (j), (k), and (m). The PBA in the internship course also supports the use of the varied instructional planning strategies that are relevant to student with exceptionalities. Syllabi, assignment guidelines, and rubrics were also used to support this foundational knowledge. (I) – limited evidence of using Aug/ACC systems within the lesson plans presented, however UDL/differentiation strategies are covered. (n) – limited evidence of demonstrating how to collaborate with professional colleagues and other agencies across the program. Some isolated opportunities based on individual placements.

- Coursework
- Assignment Guidelines/Rubrics
- Syllabi
- Faculty Interview

Standard 6: Professional Learning and Ethical Practices – The teacher uses foundational knowledge of the field and their professional Ethical Principles and Practice Standards to inform special education practice, to engage in lifelong learning, and to advance the profession.

Knowledge

- 6(a) The teacher understands how foundational knowledge and current issues influence professional practice.
- 6(b) The teacher understands that diversity is a part of families, cultures, and schools, and that complex human issues can interact with the delivery of special education services.

6(c)

- 6(d) The teacher understands the significance of lifelong learning and participates in professional activities and learning communities.
- 6(e) The teacher understands how to advance the profession by engaging in activities such as advocacy and mentoring.
- 6(f) The teacher knows how to create a manageable system to maintain all program and legal records for students with disabilities as required by current federal and state laws.

Standard 6 Professional Learning and Ethical Practices	Unacceptable	Acceptable	Exemplary
6.1 Knowledge		X	

6.1 Analysis – Candidates had several opportunities to reflect on the impact of diversity with the significance of lifelong learning. The opportunity of participating in the CEC Student Club is discussed in the CEC Student Club Membership Thoughts assignment, however the reflection on the significance of this professional organization is minimally discussed. Syllabi and faculty interviews highlighted candidates learning about their OSTE's record keeping system and record it in their portfolio for (a), (b), (c), and (e). (d) – evidence that the EPP provides lacks sufficient context to establish relevance to advocacy and mentoring.

Sources of Evidence

- Coursework
- Assignment Guidelines/Rubrics

- Syllabi
- Faculty Interview

Performance

- 6(g) The teacher uses professional Ethical Principles and Professional Practice Standards to guide their practice.
- 6(h) The teacher provides guidance and direction to paraeducators, tutors, and volunteers.
- 6(i) The teacher plans and engages in activities that foster their professional growth and keep them current with evidence-based practices.
- 6(j) The teacher is sensitive to the aspects of diversity with individuals with exceptionalities and their families, and the provision of effective special education services for English learners with exceptionalities and their families.

Standard 6 Professional Learning and Ethical Practices	Unacceptable	Acceptable	Exemplary
6.2 Performance		X	

6.2 Analysis – Evidence below supports the candidate's ability to begin their professional learning and engage in ethical practice (f), (g), (h). The Resource List for Parents and Professionals assignment does not strongly align with providing guidance and direction to paraeducators, tutors, and volunteers as the assignment is a list of 5 resources for parents which appeared to be remedial in nature and not always evidence-based practices. (i) -- A suggestion is to include with intention discussions or case studies of English learners, particularly because EL students are often misdiagnosed has having an SLD when it is actually a language acquisition issue. Assignment guidelines and rubrics supported the alignment of artifacts. A concept map to support struggling readers was presented from literacy coursework and is a first step.

Sources of Evidence

- Coursework
- Assignment Guidelines/Rubrics
- Syllabi
- Faculty Interview

Standard 7: Collaboration – The teacher will collaborate with families, other educators, related service providers, individuals with exceptionalities, and personnel from community agencies in culturally responsive ways to address the needs of individuals with exceptionalities across a range of learning experiences.

Knowledge

- 7(a) The teacher understands the theory and elements of effective collaboration.
- 7(b) The teacher understands how to serve as a collaborative resource to colleagues.

- 7(c) The teacher understands how to use collaboration to promote the well-being of individuals with exceptionalities across a wide range of settings and collaborators.
- 7(d) The teacher understands how to collaborate with their general education colleagues to create learning environments that meaningfully include individuals with exceptionalities, and that foster cultural understanding, safety and emotional well-being, positive social interactions, and active engagement.
- 7(e) The teacher is familiar with the common concerns of parents/guardians of students with disabilities and knows appropriate strategies to work with parents/guardians to deal with these concerns.
- 7(f) The teacher knows about services, networks, and organizations for individuals with disabilities and their families, including advocacy and career, vocational, and transition support.

Standard 7 Collaboration	Unacceptable	Acceptable	Exemplary
7.1 Knowledge		X	

7.1 Analysis – EPP provides sufficient evidence for indicators (a), (b), (c), (d), and (e). Indicator (f) – evidence provided by the EPP lacks sufficient context to establish relevance. The vast majority of the resources identified in the Resources for Parents assignment was primarily focused on remedial ELA/Math applications or websites.

Sources of Evidence

- Coursework
- Assignment Guidelines/Rubrics
- Syllabi
- Faculty Interview

Performance

- 7(g) The teacher collaborates with the educational team to uphold current federal and state laws pertaining to students with disabilities, including due process rights related to assessment, eligibility, and placement.
- 7(h) The teacher collaborates with related-service providers, other educators including special education paraeducators, personnel from community agencies, and others to address the needs of individuals with exceptionalities.
- 7(i) The teacher involves individuals with exceptionalities and their families collaboratively in all aspects of the education of individuals with exceptionalities.

Standard 7 Collaboration	Unacceptable	Acceptable	Exemplary
7.2 Performance		X	

7.2 Analysis – Review of lesson plans, assignments, and course syllabi provide evidence that teacher candidates demonstrate an adequate ability to engage in collaborative work as appropriate for a preservice intern for (g), (h), and (i).

Sources of Evidence

- Coursework
- Assignment Guidelines/Rubrics
- Syllabi

Summary

Type of Standard	Total Number of Standards	Unacceptable	Acceptable	Exemplary
Knowledge	7	0	7	
Performance	7	1	6	

Areas for Consideration

- Integrate case studies or opportunity to work with the Nez Perce community to allow candidates to practice principles of ESL and Culturally Responsive instruction.
- Rubric levels of performance are difficult to distinguish between adequate/inadequate and the assessment guidelines don't always articulate the differences either.

Recommended Action on Idaho Standards for Exceptional Child Generalists

\boxtimes	Approved	
	Conditionally	Approved
		Insufficient Evidence
		Lack of Completers
		New Program
	Not Approve	d

IDAHO STANDARDS FOR HEALTH TEACHERS

Standard #1: Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Standard #2: Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Standard #3: Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Knowledge

- 3(a) The teacher understands developmentally appropriate practices that engage students in health-enhancing behaviors.
- 3(b) The teacher knows strategies to help students develop the essential skills necessary to adopt, practice, and maintain health-enhancing behaviors (National Health Education Standards, 2nd Edition-American Cancer Society).

Standard 3 Learning Environments	Unacceptable	Acceptable	Exemplary
3.1 Knowledge		X	

3.1 Analysis – A number of learning activities and samples of candidate work provide evidence that teacher candidates demonstrate an adequate understanding of indicators 3(a) and 3(b). Notably, candidates possess the knowledge of developmentally appropriate physical activity/exercise prescription and dietary advice.

Sources of Evidence

- Dietary Analysis Project
- Exercise Program Design
- Written Reflection/Discussion Posts

Performance

- 3(c) The teacher encourages students to incorporate positive health-enhancing behaviors inside and outside the school setting.
- 3(d) The teacher helps students learn and use personal and social behaviors that promote positive relationships (e.g., avoiding abusive relationships, using refusal skills, setting life goals, and making healthy decisions).

Standard 3 Learning Environments	Unacceptable	Acceptable	Exemplary
3.2 Performance		X	

3.2 Analysis – Candidate unit and lesson planning and candidate assignments provide evidence that teacher candidates demonstrate performance of Indicators 3(c) and 3(d).

Sources of Evidence

- Unit Planning Performance Based Assessment
- Lesson Plans Student learning activities
- Behavioral Change

Standard #4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

Knowledge

- 4(a) The teacher understands Elementary and Secondary methods for teaching health literacy to include the following content areas of health: Alcohol, Tobacco, & Other Drugs; Nutrition & Physical Activity; Injury Prevention & Safety; Mental, Emotional & Social Health; Prevention & Control of Disease; Consumer & Community Health; Growth, Development & Family Life; and Environmental Health.
- 4(b) The teacher understands the following health risk behaviors: Tobacco, Alcohol, and Other Drug use; Sexually Transmitted Diseases (STDs), including sexual behaviors resulting in human immunodeficiency virus (HIV), and unplanned pregnancies; Poor Dietary Behaviors; Lack of or Excessive Physical Activity; and Behaviors resulting in Intentional Injury.
- 4(c) The teacher understands the relationship between health education content areas and youth risk behaviors.
- 4(d) The teacher understands how to implement Idaho Content Standards for Literacy in Technical Subjects (Health) for grades 6-12.
- 4(e) The teacher understands Elementary and Secondary methods for teaching Health Skills to include: Analyzing Influences; Accessing Information; Interpersonal Communication; Decision Making; Goal Setting; Practicing Health Behaviors; and Advocacy.

Standard 4 Content Knowledge	Unacceptable	Acceptable	Exemplary
4.1 Knowledge		X	

4.1 Analysis – A variety of candidate assignments such as written reports and research papers provide evidence that teacher candidates demonstrate an adequate understanding of indicators 4(a) through 4(e).

Sources of Evidence

- Written reports
- Research papers using credible sources
- Online assessments including personal reflection
- Unit Plan PBA

Performance

4(f) The teacher instructs students about increasing health-enhancing behaviors, resulting in the reduction of health-risk behaviors.

Standard 4 Content Knowledge	Unacceptable	Acceptable	Exemplary
4.2 Performance		X	

4.2 Analysis – Samples of candidate work that provides evidence are the PBA assignment, lesson plans, and comprehensive case studies. In addition, interviews with completers also provided evidence of ability to effectively instruct students about health-enhancing behaviors specified in indicator 4(f).

Sources of Evidence

- Unit Planning Performance Based Assessments
- Completer interviews
- Lesson plans
- Comprehensive case study

Standard #5: Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Knowledge

5(a) The teacher recognizes that student jargon and slang associated with high-risk behaviors is ever changing.

Standard 5 Application of Content	Unacceptable	Acceptable	Exemplary
5.1 Knowledge		X	

5.1 Analysis – A number of assignments address candidate knowledge related to indicator 5(a) such as article reflections, lesson planning that addresses jargon/slang and unit planning.

- Article Reflection
- Lesson Planning
- PBA Unit plan

Performance

- 5(b) The teacher identifies and defines student jargon/slang associated with high-risk behaviors and translates this jargon/slang into terminology appropriate to the educational setting.
- 5(c) The teacher facilitates responsible decision making, goal setting, and alternatives to high-risk behaviors that enhance health.
- 5(d) The teacher creates a respectful and safe learning environment that is sensitive to controversial health issues.

Standard 5 Application of Content	Unacceptable	Acceptable	Exemplary
5.2 Performance		X	

5.2 Analysis – Acceptable evidence was provided indicating teacher candidate performance of indicators 5(b) through 5(d), most notably via unit and lesson plans.

Sources of Evidence

- Unit Plan PBA
- Lesson Plans
- Written Reflections

Standard #6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Standard #7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Knowledge

- 7(a) The teacher understands how positive evidence-based community health values and practices play a role in the planning process.
- 7(b) The teacher understands how to access valid, appropriate health information and health-promoting products and services, as it relates to the planning process.
- 7(c) The teacher understands the influence of culture, media, technology, and other factors on health, as it relates to the planning process.

7(d) The teacher knows when and how to access valid health resources and collaborate with others to support student learning (e.g., special educators, related service providers, language learner specialists, librarians, media specialists, community organizations).

Standard 7 Planning for Instruction	Unacceptable	Acceptable	Exemplary
7.1 Knowledge		X	

7.1 Analysis – Course syllabi, candidate lesson plans, and candidate reflective assignments all provide supporting evidence that teacher candidates demonstrate an adequate understanding of indicators 7(a) through 7(d).

Sources of Evidence

- Healthy People 2020 Exploration
- Lesson Plan Assignment
- Cultural Differences w/ Food Pyramid

Performance

- 7(e) The teacher modifies instruction to reflect current health-related research and local health policies.
- 7(f) The teacher accesses valid, appropriate health information and health-promoting products and services.
- 7(g) The teacher analyzes the influence of culture, media, technology, and other factors on health and imbeds them in the planning process.

Standard 7 Planning for Instruction	Unacceptable	Acceptable	Exemplary
7.2 Performance		X	

7.2 Analysis – Evidence that showcases candidate performance in analyzing the influence of culture, media, and technology on health, particularly in the planning process is primarily found in the sources listed below.

Sources of Evidence

- Unit Plan Performance Based Assessment
- Candidate reflections
- Lesson plans

Standard #8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Standard #9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Knowledge

9(a) The teacher knows the laws and codes specific to health education and health services to minors.

Standard 9 Professional Learning and Ethical Practice	Unacceptable	Acceptable	Exemplary
9.1 Knowledge		X	

9.1 Analysis – A number of samples of candidate work such as quizzes and exams and other candidate constructed products provide evidence that teacher candidates demonstrate an adequate understanding of indicator 9(a).

Sources of Evidence

- Anti-Bullying Practices Policy
- Health Care Delivery Analysis
- Quizzes and Examinations

Performance

9(b) The teacher uses appropriate interventions following the identification, disclosure, or suspicion of student involvement in a high-risk behavior.

Standard 9 Professional Learning and Ethical Practice	Unacceptable	Acceptable	Exemplary
9.2 Performance	X		

9.2 Analysis – Minimal evidence of teacher candidates designing and implementing appropriate interventions AFTER learning about student high-risk behavior. An area of weakness that could be improved. The YRBS safe and sensitive lesson plan partially gets at this area. Recommend more learning activities and assessments to address this indicator.

Sources of Evidence

• Safe & Sensitive Lesson Plan

Standard #10: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners,

families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

Knowledge

10(a) The teacher understands methods of advocating for personal, family, and community health (e.g., letters to editor, community service projects, health fairs, health races/walks).

Standard 10 Leadership and Collaboration	Unacceptable	Acceptable	Exemplary
10.1 Knowledge		X	

10.1 Analysis – Multiple candidate materials provide evidence that teacher candidates demonstrate an adequate understanding of indicator 10(a).

Sources of Evidence

- Online Portfolio Culminating Assignment
- Unit Plan Performance Based Assessment
- Advocacy Presentation

Performance

10(b) The teacher advocates for a positive school culture toward health and health education.

Standard 10 Leadership and Collaboration	Unacceptable	Acceptable	Exemplary
10.2 Performance		X	

10.2 Analysis – Required coursework, work samples, and lesson plans provide evidence that teacher candidates demonstrate performance of indicator 10(b).

Sources of Evidence

- Advocacy Presentation
- Online Portfolios
- Unit & Lesson Plans

Summary

Type of Standard	Total Number of Standards	Unacceptable	Acceptable	Exemplary
Knowledge	6	0	6	
Performance	6	1	5	

Areas	s for Consideration
	nproving assessment of performance indicators for a few standards (4f, 7g, 9b) Nore documentation of candidate achievement of indicators directly from student teaching
Recoi	mmended Action on Idaho Standards for Health Teachers
\boxtimes	Approved
	Conditionally Approved Insufficient Evidence Lack of Completers New Program
	Not Approved

IDAHO STANDARDS FOR LITERACY TEACHERS

Standard 1: Learner Development - The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

*For the purposes of these standards, the term "literacy" includes reading, writing, listening, speaking, viewing, and language as aligned to the Idaho Content Standards.

Knowledge

- 1(a) The teacher understands developmental progressions of K-12 literacy skills, including emerging literacy.
- 1(b) The teacher understands how learners apply literacy skills to make meaning of a wide range of texts, genres, and formats (e.g., informational text, digital media, social media, multimodal, literature).

Standard 1 Learner Development	Unacceptable	Acceptable	Exemplary
1.1 Knowledge		X	

1.1 Analysis – The program provides sufficient evidence through case studies of candidates' understanding of the progression of literacy skills and how learners apply literacy skills to make meaning of text (1a, 1b).

Sources of Evidence

• ED 340/342 Case Study

Performance

1(c) The teacher creates learning experiences that take into account developmental stages and diverse methods for acquiring literacy.

Standard 1 Learner Development	Unacceptable	Acceptable	Exemplary
1.2 Performance		X	

1.2 Analysis – The program provides sufficient evidence through case studies of teacher candidates' candidates ability to plan instruction specific to student literacy development (1c).

Sources of Evidence

• ED 340/342 Case Study

Standard 2: Learning Differences - The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

*For the purposes of these standards, the term "literacy" includes reading, writing, listening, speaking, viewing, and language as aligned to the Idaho Content Standards.

Knowledge

- 2(a) The teacher understands there are multiple levels of literacy intervention and recognizes the advantages of beginning with the least intrusive for the student.
- 2(b) The teacher understands the theories and research needed to develop inclusive literacy learning environments that are responsive to students' local, national, and international histories, individual and group identities, exceptional needs, and languages and dialects that affect student learning.
- 2(c) The teacher understands foundational theories of literacy and language acquisition as they relate to diverse learners, equity, and culturally responsive instruction.
- 2(d) The teacher understands the ways in which diversity influences the literacy development of all students.

Standard 2 Learning Differences	Unacceptable	Acceptable	Exemplary
2.1 Knowledge		X	

2.1 Analysis – The program provides sufficient evidence through course syllabi that foundational theories of literacy and language acquisition, and the creation of literacy learning environments are taught. Multiple levels of instruction are provided by teacher candidates within the case study (2a, 2b, 2c, 2d).

Sources of Evidence

- ED 340/342 Case Study
- ED 340 Syllabus

Performance

- 2(e) The teacher provides students with linguistic, academic, and cultural literacy experiences that link their communities with the school.
- 2(f) The teacher adapts instructional materials and approaches to meet the languageproficiency needs of English learners, students with exceptional needs, and students who struggle to acquire literacy skills and strategies.
- 2(g) The teacher systematically develops and implements multiple levels of literacy intervention, beginning with the least intrusive for the student.

Standard 2 Learning Differences	Unacceptable	Acceptable	Exemplary
2.2 Performance		X	

2.2 Analysis – The program provides sufficient evidence through case studies that teacher candidates adapt instruction to meet specific needs of learners. Multiple evidence pieces showed evidence of attention to needs of English learners (2f, 2g). Insufficient evidence provided to show that teacher candidates provide students with linguistic, academic, and cultural literacy experiences that link their communities with the school (2e).

Sources of Evidence

• ED 340/342 Case Study

Standard 3: Learning Environments - The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

*For the purposes of these standards, the term "literacy" includes reading, writing, listening, speaking, viewing, and language as aligned to the Idaho Content Standards.

Knowledge

- 3(a) The teacher understands the role of routines in creating and maintaining positive learning environments for literacy instruction, using traditional print, digital, and online resources.
- 3(b) The teacher understands how to create inclusive learning environments that contextualize curriculum and instruction and help students participate actively in their own learning in literacy by using information about students' individual differences, identities, and funds of knowledge for literacy learning.

Standard 3 Learning Environments	Unacceptable	Acceptable	Exemplary
3.1 Knowledge		X	

3.1 Analysis – The program provides sufficient evidence through the classroom management plan and paper, floor plan, and case study that teacher candidates have knowledge of creating routines and positive learning environments for literacy instruction. Teacher candidates showed ability to engage students in participating actively in their own learning in literacy by using information about student differences (3a, 3b).

Sources of Evidence

- ED 425 Classroom Management Plan
- ED 425 Classroom Management Paper
- RE 303 Floor Plan

- ED 340 Case Study
- RE-340 Foundational Literacy Guided Observations

Performance

- 3(c) The teacher arranges instructional areas to provide easy access to books and other instructional materials for a variety of individual, small-group, and whole-class activities.
- 3(d) The teacher anticipates and modifies instructional areas to accommodate students' changing needs.
- 3(e) The teacher creates supportive social environments and routines for all students.
- 3(f) The teacher creates supportive environments where English learners are encouraged and given many opportunities to use English.
- 3(g) The teacher collaborates with others to create an inclusive, literacy-rich environment to help students participate actively in their own literacy learning.
- 3(h) The teacher creates an inclusive literacy learning environment that contextualizes curriculum instruction across content areas and helps students participate actively in their own learning.
- 3(i) The teacher facilitates effective student collaboration that provide authentic opportunities for the use of social, academic, and domain specific language.

Standard 3 Learning Environments	Unacceptable	Acceptable	Exemplary
3.2 Performance		X	

3.2 Analysis – Program provides sufficient evidence through classroom management plan/paper, floor plan, and case study to show that the teacher candidates create inclusive, literacy rich environments (3a, 3b, 3c, 3d, 3e, 3f, 3g, 3h, 3i).

Sources of Evidence

- ED 425 Classroom Management Plan/Paper
- RE 303 Floor Plan
- ED 340 Case Study

Standard 4: Content Knowledge - The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

*For the purposes of these standards, the term "literacy" includes reading, writing, listening, speaking, viewing, and language as aligned to the Idaho Content Standards.

Knowledge

- 4(a) The teacher understands theoretical, historical, and evidence-based components of reading (i.e., emerging literacy skills, concepts of print, phonological awareness, phonics, word recognition, fluency, vocabulary development, word analysis, and comprehension for a variety of forms and genres) and their development throughout the grades.
- 4(b) The teacher understands theoretical, historical, and evidence-based components of writing (i.e., writing process in a variety of forms, genres, and purposes; developmental spelling; sentence construction; conventions; characteristics of effective composing; keyboarding, word processing, and handwriting) and writing as a developmental process throughout the grades.
- 4(c) The teacher understands theoretical, historical, and evidence-based components of communication (i.e., development of oral language, verbal and non-verbal communication skills, structure of language, conventions of academic English, vocabulary acquisition and use, speaking, listening, and viewing) and their development throughout the grades.
- 4(d) The teacher understands the key concepts of literacy components and their interconnections as delineated in the Idaho Content Standards to include but may not be limited to; Reading (Reading for Literature, Reading for Informational Text, and Reading Foundational Skills) based on grade level appropriateness and the developmental needs of student(s) being addressed, Writing, Speaking and Listening, and Language.

Standard 4 Content Knowledge	Unacceptable	Acceptable	Exemplary
4.1 Knowledge		X	

4.1 Analysis – Program provides sufficient evidence through the Emergent Literacy Theory assignment and the philosophy statement/position paper that teacher candidates demonstrate an adequate understanding of theoretical, historical, and evidence-based components of literacy (4a, 4b, 4c, 4d).

Sources of Evidence

- RE 303 Emergent Literacy Theory Assignment
- RE 307 Philosophy Statement/Position Paper

Performance

- 4(e) The teacher interprets major theories of literacy processes and development to understand the needs of all learners in diverse contexts.
- 4(f) The teacher creates a classroom environment that fosters intrinsic motivation to read and write (e.g., access to print, choice, challenge, interests).

- 4(g) The teacher analyzes and takes a critical stance toward a wide variety of quality traditional print, digital, and online resources.
- 4(h) The teacher analyzes variables of text complexity when selecting classroom materials.

Standard 4 Content Knowledge	Unacceptable	Acceptable	Exemplary
4.2 Performance		X	

4.2 Analysis – The program provides evidence through multiple sources that teacher candidates interpret major theories of literacy processes and development to understand the needs of all learners, create a classroom environment that fosters intrinsic motivation to read and write, analyzes and takes a critical stance toward a wide variety of quality traditional print, digital, and online resources, and analyzes variables of text complexity when selecting classroom materials (4e, 4f, 4g, 4h).

Sources of Evidence

- RE 303 Emergent Literacy Theory Assignment
- RE 307 Philosophy Statement/Position Paper
- RE 309 Final Project: text analysis
- RE 307 Literacy Position Paper
- ED 425 Classroom Management Plan/Paper

Standard 5: Application of Content - The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

*For the purposes of these standards, the term "literacy" includes reading, writing, listening, speaking, viewing, and language as aligned to the Idaho Content Standards.

Knowledge

- 5(a) The teacher understands there are specific literacy skills required for success in different content areas.
- 5(b) The teacher understands research-based strategies that lead to students becoming independent, critical, and strategic readers, writers, speakers and listeners across content areas.
- 5(c) The teacher understands how to design literacy instruction to promote active participation and collaboration.

Standard 5 Application of Content	Unacceptable	Acceptable	Exemplary
5.1 Knowledge		X	

5.1 Analysis – The program provides sufficient evidence through the final project and lesson plans that teacher candidates demonstrate understanding of specific literacy skills required when reading in different content areas, research-based strategies to support literacy development across content areas, and how to design literacy instruction to promote active participation (5a, 5b, 5c).

Sources of Evidence

- RE 309 Final Project
- RE 340 Final Lesson Plan

Performance

- 5(a) The teacher uses digital resources appropriately to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.
- 5(b) The teacher designs and implements literacy instruction related to a breadth and depth of texts, purposes, and complexities that connects concepts so students become independent, critical, and strategic readers, writers, speakers, and listeners.

Standard 5 Application of Content	Unacceptable	Acceptable	Exemplary
5.2 Performance		X	

5.2 Analysis – The program provides sufficient evidence (through final projects and classroom strategies assignments) that teacher candidates use digital resources to engage learners and design literacy instruction related to a breadth and depth of complexities to support students in literacy learning (5a, 5b). The program provides insufficient evidence that candidates digital resources to engage learners in collaborative problem solving related to authentic local and global issues (5a).

Sources of Evidence

- RE 309 Disciplinary Literacy Final Project
- RE 303 Classroom Strategies Assignment

Standard 6: Assessment - The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

*For the purposes of these standards, the term "literacy" includes reading, writing, listening, speaking, viewing, and language as aligned to the Idaho Content Standards.

Knowledge

6(a) The teacher understands the research related to assessments and its uses and misuses.

- 6(b) The teacher understands purposes for assessing the literacy performance of all learners, including tools for screening, diagnosis, progress monitoring, and measuring outcomes.
- 6(c) The teacher recognizes the basic technical adequacy of assessments (e.g., reliability, content, construct validity).
- 6(d) The teacher understands a variety of assessment frameworks, including the State of Idaho literacy assessments, proficiency standards, and student benchmarks.

Standard 6 Assessment	Unacceptable	Acceptable	Exemplary
6.1 Knowledge		X	

6.1 Analysis – The program provides evidence through multiple sources that show teacher candidate understanding of uses and misuses of assessments, purposes for assessing the literacy performance of all learners, including tools for screening, diagnosis, progress monitoring, and measuring outcomes, technical aspects of assessments and state literacy assessments, standards, and benchmarks (6a, 6b, 6c, 6d).

Sources of Evidence

- ED 318 Assessment of Learning Exam 3 Take-Home Section
- Idaho Comprehensive Literacy Assessment
- RE 340/342 IRI/ISAT Assessment Response
- RE 307, 340/342 Case Study

Performance

- 6(e) The teacher administers and interprets appropriate assessments for students, especially those who struggle with literacy.
- 6(f) The teacher collaborates with colleagues to administer, interpret, and use data for decision making about student assessment, instruction, intervention, and evaluation for individual students.
- 6(g) The teacher analyzes and uses assessment data to examine the effectiveness of specific intervention practices and students' responses to instruction.
- 6(h) The teacher demonstrates the ability to communicate results of assessments to students, teachers, parents, and other stakeholders.
- 6(i) The teacher designs a range of authentic literacy assessments (e.g., formal and informal, formative and summative) that demonstrate an understanding of how learners develop and that address interpretive, critical, and evaluative abilities.
- 6(j) The teacher actively engages students in analyzing their own data, assessing their progress, and setting personal literacy goals.

Standard 6 Assessment	Unacceptable	Acceptable	Exemplary
6.2 Performance	X		

6.2 Analysis – Program provides sufficient evidence through case studies to show that teacher candidates are able to collaborate to administer and interpret literacy assessments and communicate literacy assessment results (6e, 6f, 6h).

The program provided insufficient evidence to show that teacher candidates can analyze and uses assessment data to examine the effectiveness of specific intervention practices and students' responses to instruction (6g).

The program provided insufficient evidence to show that teacher candidates can design a range of authentic literacy assessments that demonstrate an understanding of how learners develop and that address interpretive, critical, and evaluative abilities and actively engage students in analyzing their own data, assessing their progress, and setting personal literacy goals (6i, 6j).

Sources of Evidence

- ED 340/342 Case Study
- ED 307 Case Study

Standard 7: Planning for Instruction - The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross- disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

*For the purposes of these standards, the term "literacy" includes reading, writing, listening, speaking, viewing, and language as aligned to the Idaho Content Standards

Performance

- 7(a) The teacher plans literacy instruction which reflects curriculum integration and incorporates interdisciplinary teaching methods and materials.
- 7(b) The teacher plans standards-based, coherent and relevant learning experiences that reflect knowledge of current theory and research about the teaching and learning of literacy, and that use individual and collaborative approaches with a variety of strategies to address individual student needs.
- 7(c) The teacher uses their knowledge of theory, research, and practice in literacy to plan standards-based, coherent and relevant learning experiences using a range of different texts (e.g., across genres, periods, forms, authors, cultures, various forms of media) and instructional strategies that are motivating and accessible to all students, including English learners, students with exceptional needs, students from diverse language and learning backgrounds, and struggling literacy learners.

Standard 7 Planning for Instruction	Unacceptable	Acceptable	Exemplary
7.2 Performance		X	

7.2 Analysis – The program provided sufficient evidence through multiple sources that to show that teacher candidates' ability to plan literacy instruction which reflects curriculum integration and incorporates interdisciplinary teaching methods and materials, and plan standards-based, coherent, and relevant learning experiences using a range of different texts accessible to all students, including English learners (7a, 7b, 7c).

Sources of Evidence

- ED 303 Text Types Project
- RE 303 Case Study Comprehension and English Language Learners
- ED 340 Comprehensive/Interdisciplinary Lesson Plan
- ED 303 Emergent Literacy Case Study
- ED 429 Performance Based Assessment

Standard 8: Instructional Strategies - The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

*For the purposes of these standards, the term "literacy" includes reading, writing, listening, speaking, viewing, and language as aligned to the Idaho Content Standards

Performance

- 8(a) The teacher plans, adapts, teaches and modifies literacy instructional strategies, approaches, and routines across content areas, based on professional literature and research.
- 8(b) The teacher provides in-depth targeted literacy instruction for all learners, differentiated to meet individual needs.
- 8(c) The teacher plans and implements research-based instructional strategies to meet unique language-proficiency needs of English learners.
- 8(d) The teacher uses a variety of flexible grouping practices to meet the needs of all students (e.g., differentiated by interest, learning readiness, learning profile).

Standard 8 Instructional Strategies	Unacceptable	Acceptable	Exemplary
8.2 Performance		X	

8.2 Analysis – The program provides sufficient evidence through multiple sources that teacher candidates plan and modify literacy instructional strategies, approaches, and routines across content areas, based on professional literature and research; multiple examples provided of

teacher candidate ability to meet language-proficiency needs of English learners (8a, 8c, 8d). The program provides insufficient evidence of teacher candidates ability to plan targeted literacy instruction for all learners and implement research-based instructional strategies (8b).

Sources of Evidence

- RE 340/342 Lesson Plan
- RE 303 Emergent Literacy Case Study
- RE 303 Case Study Comprehension and English Language Learners
- RE 340/342 Case Study
- ED 429 Performance Based Assessment

Standard 9: Professional Learning and Ethical Practice - The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

*For the purposes of these standards, the term "literacy" includes reading, writing, listening, speaking, viewing, and language as aligned to the Idaho Content Standards

Performance

- 9(a) The teacher promotes the value of literacy by modeling a positive attitude toward literacy with students, colleagues, administrators, and parents and guardians.
- 9(b) The teacher becomes a reflective, self-aware, lifelong learner.
- 9(c) The teacher consults with and advocates on behalf of teachers, students, families, and communities for effective literacy practices and policies.

Standard 9 Professional Learning and Ethical Practice	Unacceptable	Acceptable	Exemplary
9.2 Performance		X	

9.2 Analysis – The program provides sufficient evidence through multiple sources of teacher candidates' ability to promote the value of literacy by modeling a positive attitude toward literacy as teacher candidates provide literacy learning activities for families (found in the case study assignment) (9a, 9b). The program provides insufficient evidence of how the teacher candidate consults with and advocates on behalf of teachers, students, families, and communities for effective literacy practices and policies (9c).

Sources of Evidence

- RE 340/342 Dispositions Evaluation
- ED 429 Performance Based Assessment Reflection Section
- ED 340/342 Case Study

Standard 10: Leadership and Collaboration - The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

*For the purposes of these standards, the term "literacy" includes reading, writing, listening, speaking, viewing, and language as aligned to the Idaho Content Standards Performance

Knowledge

10(a) The teacher understands local, state, and national policies that affect literacy instruction.

Standard 10 Leadership and Collaboration	Unacceptable	Acceptable	Exemplary
10.1 Knowledge		X	

10.1 Analysis – IRI/ISAT Assessment Response and position papers provide evidence that teacher candidates demonstrate performance of standard 10.

Sources of Evidence

- RE 340 IRI Assessment Response
- RE 342 ISAT Assessment Response
- RE 307 Position Paper

Performance

- 10(b) The teacher engages in and reflects on a variety of experiences related to literacy that demonstrate understanding of and readiness for leadership, collaboration, ongoing professional development, and community engagement.
- 10(c) The teacher collaborates with others to build strong home-to-school and school-to-home literacy connections.

Standard 10 Leadership and Collaboration	Unacceptable	Acceptable	Exemplary
10.2 Performance		X	

10.2 Analysis – Artifacts provide evidence that teacher candidates demonstrate performance of standard 10.

Sources of Evidence

- RE 307 Professional Development Seminar
- RE 340/342 Case Study
- RE 340/342 Dispositions Evaluation

Summary

Type of Standard	Total Number of Standards	Unacceptable	Acceptable	Exemplary
Knowledge	7	0	7	
Performance	10	1	9	

Areas for Consideration

- There seems to be a disconnect between the candidates' strong understanding of literacy development, ability to analyze and interpret literacy assessment results and candidates' ability to plan specific, targeted, and research-based instruction to address individual literacy needs of students. For example, several candidates administered phonics assessments and identified specific literacy needs of students regarding phonics. But the lesson plans designed based on assessment data were focused on teaching writing skills. Evidence needs to show candidates understanding of and ability to progress through the instructional process of beginning with making decisions on which assessments to administer, giving the assessment, analyzing data, planning targeted instruction, evaluating instruction through assessments, then repeating the process.
- Case studies provided examples of teacher candidates' ability to administer and analyze
 assessment data then provide instructional recommendations. Some of the assessments
 (combination of assessments) were not appropriate for the student. For example, multiple
 candidates gave a Concepts of Print assessment and administered a Running Record to a
 kindergarten child. This leads to a question of candidates' understanding of how to determine
 appropriate assessments to administer.

Recommended Action on Idaho Standards for Literacy Teachers

\boxtimes	Approved	
	Conditionally	Approved Insufficient Evidence Lack of Completers New Program
	Not Approve	d

IDAHO STANDARDS FOR MATHEMATICS TEACHERS

Standard 1: Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Knowledge

- 1(a) The teacher knows how to recognize students' mathematical development, knowledge, understandings, ways of thinking, mathematical dispositions, interests, and experiences.
- 1(b) The teacher knows of learning progressions and learning trajectories that move students toward more sophisticated mathematical reasoning.

Standard 1 Learner Development	Unacceptable	Acceptable	Exemplary
1.1 Knowledge		X	

1.1 Analysis – Required coursework and assessments, syllabi, candidate performance-based assessments (PBAs), and candidate lesson plans provide evidence that teacher candidates demonstrate an adequate understanding of learner development. Evidence demonstrated understanding of student growth and development, and understanding that variance in development occurs. Most evidence focused on cognitive development but some evidence was also provided for linguistic and social development. The PBAs demonstrated that candidates are prepared to implement developmentally appropriate and challenging learning experiences.

Sources of Evidence

- ED 447 Performance Based Assessments (PBAs)
- ED 460 PBAs
- ED 328 Lesson Plans
- Syllabi

Performance

- 1(c) The teacher encourages students to make connections and develop a cohesive framework for mathematical ideas.
- 1(d) The teacher applies knowledge of learning progressions and trajectories when creating assignments, assessments, and lessons.
- 1(e) The teacher plans and facilitates learning activities that value students' ideas and guide the development of students' ways of thinking, and mathematical dispositions in line with research-based learning progressions.

Standard 1 Learner Development	Unacceptable	Acceptable	Exemplary
1.2 Performance		X	

1.2 Analysis – Course PBAs, teaching videos, course lesson plans, and intern interviews provide evidence that teacher candidates demonstrate performance related to learner development. The candidate videos provided evidence that candidates understand the developmental levels of their students and can respond appropriately to various needs.

Sources of Evidence

- Course PBAs
- Ed 447 Teaching Video
- Ed 328 Lesson Plan
- Intern Interviews

Standard 2: Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Knowledge

- 2(a) The teacher knows how to design lessons at appropriate levels of mathematical development, knowledge, understanding, and experience.
- 2(b) The teacher knows how to use assessment data and appropriate interventions for students.

Standard 2 Learning Differences	Unacceptable	Acceptable	Exemplary
2.1 Knowledge		X	

2.1 Analysis – Syllabi, course PBAs, candidate lesson plans, and teaching video provide evidence that teacher candidates demonstrate an adequate understanding of individual differences among learners. Candidates demonstrated knowledge of mathematics standards and how to accommodate students with various needs. There was also knowledge expressed of accommodations for students with specific needs.

Sources of Evidence

- Course PBAs
- Ed 447 Teaching Video
- Ed 328 Lesson Plan
- Course syllabi

Performance

2(c) The teacher adjusts and modifies instruction while adhering to the content standards, in order to ensure mathematical understanding for all students.

Standard 2 Learning Differences	Unacceptable	Acceptable	Exemplary
2.2 Performance		X	

2.2 Analysis – Course PBAs and teaching videos provide evidence that teacher candidates demonstrate performance of adjusting and modifying instruction to meet the needs of individual learners while continuing to adhere to content standards.

Sources of Evidence

- Course PBAs
- Teaching Video

Standard 3: Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Standard 4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

Knowledge

- 4(a) The teacher knows a variety of problem-solving approaches for investigating and understanding mathematics.
- 4(b) The teacher understands concepts (as recommended by state and national mathematics education organizations) and applications of number and quantity, algebra, geometry (Euclidean and transformational), statistics (descriptive and infernal) and data analysis, and probability, functions, and trigonometry, and has the specialized and pedagogical content knowledge for teaching necessary for those concepts and applications to be implemented in the 6-12 curriculum.
- 4(c) The teacher knows how to make use of hands-on, visual, and symbolic mathematical models in all domains of mathematics.
- 4(d) The teacher knows how to use mathematical argument and proof to evaluate the legitimacy and efficiency of alternative algorithms, strategies, conceptions, and makes connections between them.
- 4(e) The teacher knows the standards for mathematical practice, how to engage students in the use of those practices, and how they have shaped the discipline.

Standard 4 Content Knowledge	Unacceptable	Acceptable	Exemplary
4.1 Knowledge		X	

4.1 Analysis –Syllabi, course exams, course PBAs, and math center videos provide evidence that teacher candidates demonstrate an adequate understanding of mathematics content knowledge. This standard has multiple indicators and evidence demonstrated a variety of problem-solving approaches; knowledge of content standards; use of hands-on, visual, and symbolic mathematical models; and use of mathematical argument. Practice standards evidence was weaker than other areas.

Sources of Evidence

- Syllabi
- Course Exams
- Course PBAs
- Ed 378 Math Center Videos
- Math Education Faculty interview

Performance

- 4(f) The teacher connects the abstract and the concrete and asks useful questions to clarify or improve reasoning.
- 4(g) The teacher uses hands-on, visual, and symbolic mathematical models in all domains of mathematics.
- 4(h) The teacher uses mathematical argument and proof to evaluate the legitimacy and efficiency of alternative algorithms, strategies, and conceptions, and makes connections between them.
- 4(i) The teacher implements the standards for mathematical practice and engages students in the use of those practices.

Standard 4 Content Knowledge	Unacceptable	Acceptable	Exemplary
4.2 Performance		X	

4.2 Analysis – Candidate course PBAs, work and teaching videos provide evidence that teacher candidates demonstrate performance applying their knowledge of central concepts, tools of inquiry, and structures mathematics and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content. The indicator regarding use of mathematical argument and to evaluate the legitimacy and efficiency of alternative algorithms, strategies, and conceptions was not evident, the application of the standards of mathematical practice were weak, but the other indicators were well represented.

Sources of Evidence

- Course PBAs
- Teaching Videos

Standard 5: Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Knowledge

5(a) The teacher knows how to apply mathematics content and practice to other disciplines, including (but not limited to) engineering, science, personal finance, and business.

Standard 5 Application of Content	Unacceptable	Acceptable	Exemplary
5.1 Knowledge		X	

5.1 Analysis –Syllabi, required coursework, and course exam samples provide evidence that teacher candidates demonstrate an adequate understanding of connecting concepts and use differing perspectives to engage learners in critical thinking, creative and collaborative problem solving related to authentic local and global issues. The exams students completed throughout their coursework demonstrated that candidates are able to apply mathematics content and practice to other disciplines.

Sources of Evidence

- Syllabi
- Required coursework
- Course exam samples

Performance

5(b) The teacher applies mathematics content and practice to other disciplines, including (but not limited to) engineering, science, personal finance, and business.

Standard 5 Application of Content	Unacceptable	Acceptable	Exemplary
5.2 Performance		X	

5.2 Analysis – Candidate portfolios, course PBAs, and candidate projects/papers provide evidence that teacher candidates can apply mathematics content and practice to other disciplines in their teaching. Examples ranging from basic construction examples to applications of Benford's Law to detect fraud were demonstrated by the candidates.

Sources of Evidence

- Candidate Portfolios
- Course PBAs
- Candidate Project/Paper

Standard 6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Knowledge

6(a) The teacher knows how to assess students' mathematical reasoning.

Standard 6 Assessment	Unacceptable	Acceptable	Exemplary
6.1 Knowledge		X	

6.1 Analysis – Course PBAs, teaching video, and course assessments provide evidence that teacher candidates demonstrate an adequate understanding of how to assess students mathematical reasoning.

Sources of Evidence

- Course PBAs
- Teaching Video
- Course Assessments

Performance

6(b) The teacher assesses students' mathematical reasoning.

Standard 6 Assessment	Unacceptable	Acceptable	Exemplary
6.2 Performance		X	

6.2 Analysis – Course PBAs, teaching video, and course assessments provide evidence that teacher candidates can apply their understanding of how to assess students mathematical reasoning in their teaching. The PBAs showed several examples of candidates analyzing student work.

Sources of Evidence

- Course PBAs
- Teaching Video
- Course Assessments

Standard 7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum,

cross- disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Knowledge

- 7(a) The teacher knows content and practice standards for mathematics and understands how to design instruction to help students meet those standards.
- 7(b) The teacher knows how to plan learning activities that help students move from their current understanding through research-based learning progressions.

Standard 7 Planning for Instruction	Unacceptable	Acceptable	Exemplary
7.1 Knowledge		X	

7.1 Analysis –Syllabi, course PBAs, candidate lesson plans, and math center videos provide evidence that teacher candidates demonstrate an adequate understanding of what is required to plan instruction that supports student learning drawing upon knowledge of content areas, curriculum, learning progressions, and content standards.

Sources of Evidence

- Syllabi
- Course PBAs
- Candidate Lesson Plans
- Math center videos

Performance

7(c) The teacher plans and assesses instructional sequences that engage students in learning the formal structure and content of mathematics with and through mathematical practices.

Standard 7 Planning for Instruction	Unacceptable	Acceptable	Exemplary
7.2 Performance		X	

7.2 Analysis – Course PBAs and teaching videos provide evidence that teacher candidates demonstrate performance of the ability to assess instructional sequences learning the formal structure and content of mathematics, but the use of mathematical practices are not made clear or explicit in the planning.

Sources of Evidence

- Course PBAs
- Teaching video

Standard 8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Knowledge

- 8(a) The teacher knows how to formulate or access questions and tasks that elicit students' use of mathematical reasoning and problem-solving strategies.
- 8(b) The teacher knows a variety of instructional strategies for investigating and understanding mathematics including inquiry, discourse, and problem-solving approaches.
- 8(c) The teacher knows how to facilitate expression of concepts using various mathematical representations (e.g., symbolic, numeric, graphic, visual, verbal, concrete models) and precise language.
- 8(d) The teacher understands the appropriate use of technology in teaching and learning of mathematics (e.g., graphing calculators, dynamic geometry software, statistical software).
- 8(e) The teacher knows how to use student conceptions and misconceptions to guide and facilitate learning.

Standard 8 Instructional Strategies	Unacceptable	Acceptable	Exemplary
8.1 Knowledge		X	

8.1 Analysis –Course PBAs, teaching videos, lesson plans, math center videos, peer teaching, and course assessments provide evidence that teacher candidates demonstrate an adequate understanding of how to use a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways. Strengths included use of mathematical reasoning, problem solving strategies, instructional strategies, and use of mathematical representations. Areas that were weaker include appropriate use of technology in teaching and learning mathematics (although there was some evidence it had been improving) and candidate use of student conceptions and misconceptions to guide and facilitate learning.

Sources of Evidence

- Course PBAs
- Teaching videos
- Lesson Plans
- Math Center Videos

- Peer teaching
- Course Assessments

Performance

- 8(f) The teacher poses questions and tasks that elicit students' use of mathematical reasoning and problem-solving strategies.
- 8(g) The teacher uses a variety of instructional strategies for investigating and understanding mathematics, including inquiry and problem-solving approaches.
- 8(h) The teacher facilitates exploration of concepts using various mathematical representations (e.g., symbolic, numeric, graphic, visual, verbal, concrete models) and precise language.
- 8(i) The teacher uses technology appropriately in the teaching and learning of (e.g., graphing calculators, dynamic geometry software, statistical software).
- 8(j) The teacher uses student conceptions and misconceptions to guide and facilitate learning.

Standard 8 Instructional Strategies	Unacceptable	Acceptable	Exemplary
8.2 Performance		X	

8.2 Analysis – Course PBAs, teaching videos, lesson plans, and peer teaching provide evidence that teacher candidates demonstrate an ability to use a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways. Strengths included demonstration of eliciting student mathematical reasoning by asking for explanations and justifications. Also, the use of multiple strategies was demonstrated. There was some evidence of a candidate emphasizing appropriate mathematical representations. Although it was weak in the knowledge base, there was evidence of candidates making some use of technology, but as the instructor feedback said several times, "use of technology, while okay, isn't very math-specific nor overly engaging... (desirable) use of technology truly allows for your students to understand the lesson objectives in a way that was not possible without technology."

Sources of Evidence

- Course PBAs
- Teaching videos
- Lesson Plans
- Peer teaching

Standard 9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Standard 10: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

Summary

Type of Standard	Total Number of Standards	Unacceptable	Acceptable	Exemplary
Knowledge	7	0	7	0
Performance	7	0	7	0

Areas for Consideration

- Purposeful integration of mathematical technology experiences throughout the program would serve candidates preparation for effective use of technology.
- Student use of standards for mathematical practice or process standards might be strengthened by creating opportunities earlier in the program to learn what they are and how they could serve them in their learning of mathematics.
- An opportunity to interview candidates in the mathematics program would have been very helpful.

Recommended Action on Idaho Standards for Mathematics Teachers

\boxtimes	Approved	
	Conditionally	Approved
		Insufficient Evidence
		Lack of Completers
		New Program
	Not Approved	t

IDAHO STANDARDS FOR PHYSICAL EDUCATION TEACHERS

Standard #1: Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Performance

1(a) The teacher assesses the skillful movement, physical activity, and exercise and fitness levels of students; designs developmentally appropriate instruction; and extends learning through collaboration with communities, colleagues, families and other professionals.

Standard 1 Learner Development	Unacceptable	Acceptable	Exemplary
1.2 Performance		X	

1.2 Analysis – Overall, acceptable evidence of candidates' competency related to this standard/indicator. It was clear in unit and lesson plans that assessing student skill, physical activity, and/or fitness levels is a focal point of teaching. Multiple examples of authentic assessments were included; one suggestion is to consider the use of more standardized/formal assessments in the curriculum, so candidates get a better sense of more assessment options.

Sources of Evidence

- Teaching Demonstrations Assignment
- Unit Plan PBA
- Lesson Plans
- Final Scenario

Standard #2: Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Performance

2(a) The teacher provides opportunities that incorporate individual differences (e.g., various physical abilities and limitations, culture, and gender) in skillful movement, physical activity, exercise and fitness to help students gain physical competence and confidence.

Standard 2 Learning Differences	Unacceptable	Acceptable	Exemplary
2.2 Performance		X	

2.2 Analysis – Candidate interviews, unit and lesson plans, and a variety of other samples of work provide evidence that teacher candidates demonstrate the ability to teach individuals with exceptionalities and/or other learning needs.

Sources of Evidence

- APE lesson plans
- Comprehensive Case Study
- Unit Plan PBA
- Lesson Plans
- Candidate interviews

Standard #3: Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Knowledge

- 3(a) The teacher knows how to help students cultivate responsible personal and social behaviors that promote positive relationships and a productive environment in physical education and physical activity settings.
- 3(b) The teacher knows how to engage students in learning about the use of technology operations, concepts, and applications pertinent to healthy active lifestyles (e.g., heart rate monitors, pedometers, global positioning systems, computer software, social media).
- 3(c) The teacher understands principles of effective management in indoor and outdoor physical education and physical activity settings.

Standard 3 Learning Environments	Unacceptable	Acceptable	Exemplary
3.1 Knowledge		X	

3.1 Analysis – Candidate unit and lesson plans, completer interview and the other works samples listed below provide evidence that teacher candidates demonstrate an adequate understanding of the indicators 3(a), 3(b), and 3(c).

Sources of Evidence

- Diet analysis project
- Anthro lab
- Model Quizzes (TPSR)
- Unit Plan PBA
- Completer Interview

Performance

- 3(d) The teacher implements strategies and activities to promote positive peer relationships (e.g., caring, mutual respect, support, safety, sportsmanship, and cooperation).
- 3(e) The teacher uses strategies to motivate students to participate in physical activity inside and outside the school setting.
- 3(f) The teacher utilizes principles of effective management in indoor and outdoor physical education and physical activity settings.

Standard 3 Learning Environments	Unacceptable	Acceptable	Exemplary
3.2 Performance		X	

3.2 Analysis – A variety of works samples provide acceptable evidence that candidates have achieved the performance indicators such unit and lesson plans, candidate interviews, teaching videos/DVDs, etc.

Sources of Evidence

- Peer teaching lesson plan
- Teaching video/cd
- Unit plan PBA
- TPSR lesson plan
- Candidate interviews

Standard #4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

Standard #5: Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Knowledge

- 5(a) The teacher understands the relationship between skillful movement, physical activity, exercise, fitness, health outcomes, well-being and quality of life.
- 5(b) The teacher understands that daily physical activity provides opportunities for enjoyment, challenge, self-expression, and social interaction.
- 5(c) The teacher understands the scientific foundation of physical activity (e.g., motor behavior and development, human anatomy and physiology, exercise physiology, biomechanics, psychosocial aspects of physical activity).

- 5(d) The teacher knows the appropriate rules, etiquette, instructional cues, tactics (skills and strategies) and techniques for a variety of physical education activities (e.g., aquatics, sports, games, lifetime activities, dance, rhythmical activities, and outdoor/adventure activities).
- 5(e) The teacher understands cultural, historical, and philosophical dimensions of physical education and physical activity.

Standard 5 Application of Content	Unacceptable	Acceptable	Exemplary
5.1 Knowledge		X	

5.1 Analysis – Syllabi, required coursework, candidate unit and lesson plans, candidate activity analysis and written reflections all provide evidence that teacher candidates demonstrate an adequate understanding of the application of knowledge across the sub-disciplines of kinesiology.

Sources of Evidence

- Activity analysis project
- Activity Reflection
- Skill Progressions
- Individual Activity Program CD

Performance*

- 5(f) The teacher instructs students about the relationship between skillful movement, physical activity, fitness, health outcomes, well-being and quality of life.
- 5(g) The teacher instructs students in the rules, tactics, (skills, and strategies) and techniques of a variety of physical activities (e.g., aquatics, sports, games, lifelong activities, dance, rhythmical activities, and outdoor/adventure activities).
- 5(h) The teacher instructs students in the scientific foundation of physical activity (e.g., motor behavior and development, human anatomy and physiology, exercise philosophy, biomechanics, psychosocial aspects of physical activity).
- 5(i) The teacher fosters student reflection regarding cultural, historical and philosophical dimension of physical education and physical activity.
- 5(j) The teacher demonstrates improvement and maintains a health enhancing level of physical fitness and physical activity throughout the program.
- 5(k) The teacher facilitates technical demonstration and effective performance (tactics and techniques), in a variety of physical education activities (e.g., aquatics, sports, games, lifelong activities, dance, rhythmical activities, and outdoor/adventure activities).

Standard 5 Application of Content	Unacceptable	Acceptable	Exemplary
5.2 Performance		X	

5.2 Analysis – Syllabi, required coursework, candidate interviews, candidate unit and lesson plans, and teaching videos all provide evidence that teacher candidates demonstrate performance of indicators 5(f) through 5(k). The activity analysis project was especially strong because it showed how candidates applied content from exercise physiology and other subdisciplines of kinesiology related to sport and other movement skills.

Sources of Evidence

- Unit & Lesson Plans PBA
- Teaching Videos/DVD/CD
- Activity analysis project
- Skill progressions
- Candidate interviews

Standard #6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Knowledge

6(a) The teacher understands appropriate assessment protocols sensitive to student needs.

Standard 6 Assessment	Unacceptable	Acceptable	Exemplary
6.1 Knowledge		X	

6.1 Analysis – Course Syllabi, candidate unit/lesson plans, and labs provide evidence that teacher candidates demonstrate an adequate understanding of appropriate assessment protocols in physical activity and/or physical education.

Sources of Evidence

- Cardio lab
- Unit plan PBA
- Lesson Plans
- Candidate Game Play Rubric (Badminton)

Performance

6(b) The teacher demonstrates appropriate assessment protocols sensitive to student needs.

Standard 6 Assessment	Unacceptable	Acceptable	Exemplary
6.2 Performance	X		

6.2 Analysis – There was some evidence of game play rubrics being used by candidates in the context of college level activity courses. However, the use of authentic or standardized assessment was not as readily apparent in K-12 Physical Education settings. This can be an area for improvement in the program. Find ways to infuse more expectations/opportunities for candidates to assess student performance and to use such results in planning future instruction.

Sources of Evidence

- Candidate Game Play Rubric
- Unit Plan & Lesson Plans

Standard #7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Knowledge

- 7(a) The teacher knows a variety of management routines (e.g., time transitions, environment, students/staff, equipment) and instructional strategies to maximize physical education activity time and student success.
- 7(b) The teacher knows how to expand the curriculum utilizing a variety of offerings, through the use of family engagement, school activities, and community resources (e.g., family fitness night, parks, golf courses, climbing walls, multi-use facility agreements, and service organizations).

Standard 7 Planning for Instruction	Unacceptable	Acceptable	Exemplary
7.1 Knowledge		X	

7.1 Analysis – Syllabi, required coursework, candidate lesson plans, candidate instructional units, trip planning, and comprehensive case study all provide evidence that teacher candidates demonstrate an adequate understanding of how to appropriately plan for instruction and management. Recommend that more be included in the curriculum about Comprehensive School Physical Activity Programming (CSPAP).

Sources of Evidence

- Unit Plan PBA
- Lesson Plans
- Trip Planning Assignment

- Comprehensive Case Study
- Final Scenario CD

Performance

7(c) The teacher applies a variety of management routines (e.g., time, transitions, environment, students/staff, equipment) and curricular/ instructional strategies to maximize physical education activity and student success.

Standard 7 Planning for Instruction	Unacceptable	Acceptable	Exemplary
7.2 Performance		X	

7.2 Analysis – Completer and candidate interviews, course syllabi, unit and lesson plans, and most importantly teaching videos all provide evidence that teacher candidates demonstrate performance of appropriate planning for instruction outlined in Standard 7(c).

Sources of Evidence

- Unit Plan PBA
- Lesson Planning
- Teaching Videos
- Completer and Candidate Interviews

Standard #8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Knowledge

8(a) The teacher knows multiple curricular/instructional models (e.g., sport education, teaching personal and social responsibility, outdoor education, peer teaching, fitness and wellness education, teaching games for understanding, adventure education, movement education)

Standard 8 Instructional Strategies	Unacceptable	Acceptable	Exemplary
8.1 Knowledge		X	

8.1 Analysis – Syllabi, required coursework, candidate unit and lesson plans, and instructional model quizzes provide evidence that teacher candidates demonstrate an adequate understanding of a few different instructional models in physical education, most notably TPSR, sport education, peer teaching, and tactical games. There are other instructional models that could be taught to candidates such as cooperative learning, inquiry teaching, and personalized system of instruction. Recommend reviewing Mike Metzler's textbook about Instructional Models in Physical Education.

Sources of Evidence

- Instructional model quizzes
- Peer Teaching CD
- Unit and Lesson Plans PBA

Performance

8(b) The teacher utilizes multiple curricular/instructional models (e.g., sport education, teaching personal and social responsibility, outdoor education, peer teaching, fitness and wellness education, teaching games for understanding, adventure education, movement education)

Standard 8 Instructional Strategies	Unacceptable	Acceptable	Exemplary
8.2 Performance		X	

8.2 Analysis – A variety of lesson plans provide evidence that teacher candidates demonstrate performance of indicator 8(b). However, it is recommended that more evidence should be generated showing how teacher candidates "use" these models in the physical education lessons. Do candidates primarily teach using direct instruction? From the materials provided, it looks like that is the case.

Sources of Evidence

- APE Lesson Plans
- Peer Teaching Lesson CD
- Unit Plan PBA
- Required Coursework

Standard #9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Knowledge

9(a) The teacher knows how one's own personal skillful movement, physical activity, exercise, and fitness competence and understands its impact on teaching and student motivation.

Standard 9 Professional Learning and Ethical Practice	Unacceptable	Acceptable	Exemplary
9.1 Knowledge		X	

9.1 Analysis – A variety of materials provide evidence that teacher candidates demonstrate an adequate understanding of standard 9(a). Most notably, the individual program CD and candidate written reflections build an acceptable case for candidate achievement of this standard.

Sources of Evidence

- Teaching Demonstrations
- Individual Program CD
- Written Reflections
- Lesson Plans

Performance

9(b) The teacher reflects on one's own personal skillful movement, physical activity, exercise, and fitness competence and its impact on teaching and student motivation.

Standard 9 Professional Learning and Ethical Practice	Unacceptable	Acceptable	Exemplary
9.2 Performance		X	

9.2 Analysis – Syllabi, lesson plans, teaching demonstrations, and written candidate reflections all provide evidence that teacher candidates demonstrate performance of standard 9(b).

Sources of Evidence

- Lesson plans
- Written Reflections
- Teaching Demonstrations

Standard #10: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

Knowledge

- 10(a) The teacher knows how to promote and advocate for healthy active schools involving physical education, physical activity before, during, and after the school day, and staff, family and community involvement.
- 10(b) The teacher knows how to promote and advocate for physical education and physical activity to students, staff, administrators, parents, school boards and community partners.

Standard 10 Leadership and Collaboration	Unacceptable	Acceptable	Exemplary
10.1 Knowledge		X	

10.1 Analysis – The advocacy discussion and the comprehensive case studies provide good evidence that teacher candidates demonstrate an adequate understanding of standard 10(a) and 10(b). Candidates appear to have the knowledge of this content.

Sources of Evidence

- Advocacy Discussion
- Comprehensive Case Study
- Integrated Warm-Up CD

Performance

10(c) The teacher demonstrates a variety of strategies to promote and advocate for healthy active schools.

Standard 10 Leadership and Collaboration	Unacceptable	Acceptable	Exemplary
10.2 Performance		X	

10.2 Analysis – Overall, there was evidence to showcase teacher candidate involvement with promoting and advocating for healthy and active schools. However, some more evidence related to teacher candidates being **actively** involved in planning and administering Comprehensive School Physical Activity Programs (CSPAP) in K-12 school settings would have strengthened the case. Overall, acceptable evidence.

Sources of Evidence

- Unit Plan PBA
- Lesson Plans
- Teaching videos

Standard #11: Safety - The teacher provides a safe physical education learning environment.

Knowledge

- 11(a) The teacher understands the inherent risks involved in physical activity.
- 11(b) The teacher recognizes safety considerations when planning and providing instruction.
- 11(c) The teacher recognizes factors that influence safety in physical activity settings (e.g., skill, fitness, developmental level of students, equipment, attire, facilities, travel, and weather).

- 11(d) The teacher recognizes the level of supervision required for the health and safety of students in all locations (e.g., teaching areas, locker rooms, off-campus).
- 11(e) The teacher understands school policies regarding the emergency action plan, student injury medical treatment, and transportation.
- 11(f) The teacher understands the appropriate steps when responding to safety situations.
- 11(g) The teacher knows cardiopulmonary resuscitation (CPR) and first aid.

Standard 11 Safety	Unacceptable	Acceptable	Exemplary
11.1 Knowledge		X	

11.1 Analysis – Multiple items such as the PAR-Q, safety and facility checklists, unit/lesson plans, etc. all provide evidence that teacher candidates demonstrate an adequate understanding of Standard 11(a), 11(b), 11(c), 11(d), 11(e), and 11(f).

Sources of Evidence

- PAR-Q
- Personal Safety & Facility Checklist CD
- Safety Checklist
- Unit & Lesson Plans
- Risk Management Assignment

Performance

- 11(h) The teacher documents safety issues when planning and implementing instruction to ensure a safe learning environment.
- 11(i) The teacher informs students of the risks associated with physical activity.
- 11(j) The teacher instructs students in appropriate safety procedures for physical activity and corrects inappropriate actions.
- 11(k) The teacher identifies and corrects potential hazards in physical education and physical activity facilities and equipment.
- 11(I) The teacher maintains CPR and first aid certification.

Standard 11 Safety	Unacceptable	Acceptable	Exemplary
11.2 Performance		X	

11.2 Analysis – Most notably, teaching videos and unit and lesson plans provide evidence that teacher candidates demonstrate performance of standard 11(h), 11(i), 11(j), 11(k), and 11(l). Teacher candidates are required to possess CPR/First Aid certification.

Sources of Evidence

- CPR/First Aid Certifications
- Teaching videos
- Activity Analysis
- Facility Checklist
- Unit Plan PBA

Summary

Type of Standard	Total Number of Standards	Unacceptable	Acceptable	Exemplary
Knowledge	8	0	8	
Performance	10	1	9	

Areas for Consideration

- Performance indicators 6(b) and 10(c).
- Consider covering more instructional models and giving teacher candidates more opportunities to teach using different instructional models.
- Include more content related to Comprehensive School Physical Activity Programming (CSPAP) and provide opportunities to teacher candidates to implement in schools

Recommended Action on Idaho Standards for Physical Education Teachers

\boxtimes	Approved
	Conditionally Approved Insufficient Evidence Lack of Completers New Program
	Not Approved

IDAHO FOUNDATION STANDARDS FOR SCIENCE TEACHERS

Standard 1: Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Knowledge

- 1(a) The teacher knows how students use Science and Engineering Practices and Crosscutting Concepts to develop understanding of the Disciplinary Core Ideas.
- 1(b) The teacher knows common misconceptions and/or partial understandings of scientific disciplinary core ideas and how they develop and affect student learning.

Standard 1 Learner Development	Unacceptable	Acceptable	Exemplary
1.1 Knowledge		X	

1.1 Analysis – Syllabi, required coursework, candidate lesson plans, and candidate instructional units, provide evidence that teacher candidates demonstrate an adequate understanding leaner development in the area of science through the application and use of science and engineering practices, crosscutting concepts, and disciplinary core ideas in teaching students as well as common science misconceptions and their effects on learning.

Sources of Evidence

- ED-447 Syllabus: Objectives "Science Content Standards", "Curriculum Scope and Sequence", and "Best Practices of Teaching Science"
- ED-447 Performance-Based Assessments
- ED-447 Student Work Samples: "Lists of Common Misconceptions"

Performance

- 1(c) The teacher addresses common misconceptions and/or partial understandings of scientific disciplinary core ideas as they develop and affect student learning.
- 1(d) The teacher utilizes Science and Engineering Practices and Crosscutting Concepts to develop student understanding of the Disciplinary Core Ideas.

Standard 1 Learner Development	Unacceptable	Acceptable	Exemplary
1.2 Performance		X	

1.2 Analysis – Required coursework, candidate lesson plans, and candidate instructional units provide evidence that teacher candidates demonstrate an adequate ability to address learner

development in science-based learning through the ability to integrate and address science-based standards and common science misconceptions.

Sources of Evidence

- ED-447 Student Work Samples: "Addressing Common Misconceptions"
- ED-447 Performance-Based Assessments
- ED-447 Student Work Samples: "Demonstrations"

Standard 2: Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Standard 3: Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Standard 4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

Knowledge

- 4(a) The teacher understands the Idaho State Science Standards within their appropriate certification, including all components.
- 4(b) The teacher is familiar with how history has shaped our current understanding of the nature of science and scientific processes.
- 4(c) The teacher understands the core ideas of their respective discipline (i.e., Disciplinary Core Ideas).
- 4(d) The teacher understands the interconnectedness among the science disciplines (i.e., Crosscutting Concepts).
- 4(e) The teacher understands the processes of science (i.e., Science and Engineering Practices).

Standard 4 Content Knowledge	Unacceptable	Acceptable	Exemplary
4.1 Knowledge		X	

4.1 Analysis – Syllabi, required coursework, candidate lesson plans, and candidate instructional units provide evidence that teacher candidates demonstrate an adequate understanding of general science content knowledge through the application and use of the various elements of science standards, historical development of science, core ideas in their disciplines, and processes of science in teaching students. Addressing the interconnectedness among science disciplines is not directly indicated or addressed in the evidence, but is indirectly addressed in PBAs and student work.

Sources of Evidence

- ED-447 Performance-Based Assessments
- ED-447 Assignment: "Science Standards Assignment"
- BIOL-182 Exam: "Genetics" includes historical elements of discovery
- CHEM-111 Exam: "Gas Laws" includes historical elements of discovery
- CHEM-111, BIOL-182, PHYS-205 Syllabi objectives from various courses indicate learning and application of science process and skills

Performance

- 4(f) The teacher designs and implements lessons (e.g., activities, demonstrations, laboratory and field activities) that align with Idaho State Science Standards within their appropriate certification.
- 4(g) The teacher uses diverse examples from history to teach how our current understanding of the nature of science and scientific processes has changed.
- 4(h) The teacher uses the core ideas of their respective discipline (i.e., Disciplinary Core Ideas) to design and implement lessons.
- 4(i) The teacher designs and implements lessons (e.g., activities, demonstrations, laboratory and field activities) that align with Idaho State Science Standards within their appropriate certification.
- 4(j) The teacher models and guides students in the use of the processes of science. (i.e., Science and Engineering Practices).

Standard 4 Content Knowledge	Unacceptable	Acceptable	Exemplary
4.2 Performance		X	

4.2 Analysis – Candidate lesson plans, candidate instructional units, and candidate teaching videos provide evidence that teacher candidates demonstrate an adequate ability in their content knowledge area to design science-based lessons with appropriate and applicable science standards, historical elements, core ideas, and student involved use of the processes of science.

Sources of Evidence

- ED-447 Performance-Based Assessments
- ED-460 Performance-Based Assessments
- ED-460 Teaching Videos

Standard 5: Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Knowledge

5(a) The teacher knows how to apply science and engineering practices to propose, investigate, and evaluate possible solutions to problems.

Standard 5 Application of Content	Unacceptable	Acceptable	Exemplary
5.1 Knowledge		X	

5.1 Analysis – Candidate lesson plans, candidate instructional units, and candidate teaching videos provide evidence that teacher candidates demonstrate an understanding of the use and application of science processes and practices in the classroom.

Sources of Evidence

- ED-447 Syllabus: Objective "Writing an Instructional Unit"
- ED-447 Performance-Based Assessments
- ED-460 Syllabus: Objective "Developing Resources"
- ED-460 Performance-Based Assessments
- ED-460 Teaching Videos

Performance

5(b) The teacher designs opportunities to apply science and engineering practices to propose, investigate, and evaluate possible solutions to problems.

Standard 5 Application of Content	Unacceptable	Acceptable	Exemplary
5.2 Performance		X	

5.2 Analysis – Candidate lesson plans, candidate instructional units, and candidate teaching videos provide evidence that teacher candidates demonstrate an adequate ability to apply content through the use of science processes and practices in the classroom.

Sources of Evidence

- ED-447 Performance-Based Assessments
- ED-460 Performance-Based Assessments
- ED-460 Teaching Videos

Standard 6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Standard 7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum,

cross- disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Standard 8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Knowledge

- 8(a) The teacher understands how to implement Science and Engineering Practices in instructional planning.
- 8(b) The teacher understands how to use research based best practices to engage a diverse group of students in learning science (e.g., project-based learning, 5E Instruction, place-based).
- 8(c) The teacher understands how to apply mathematics and technology to analyze, interpret, and display scientific data.
- 8(d) The teacher understands technical writing as a way to communicate science concepts and processes.

Standard 8 Instructional Strategies	Unacceptable	Acceptable	Exemplary
8.1 Knowledge		X	

8.1 Analysis – Syllabi, required coursework, candidate lesson plans, and candidate instructional units provide evidence that teacher candidates demonstrate an adequate understanding of instructional strategies specific to science-based teaching, such as the use of science and engineering practices, mathematics, and technical writing.

Sources of Evidence

- CHEM-111: Assignment: "Calorimetry Lab"
- GEOL 120 Assignment: "Final Poster Project"
- ED-447 Syllabus: Objectives "Science Content Standards", "Best Practices of Teaching Science", "Instructional Practices"
- ED-447 Performance-Based Assessments
- ED-447 Lessons: "Dimensional Analysis"
- ED-447 Assignment: "Math Modeling"
- ED-460 Syllabus: Objective "Developing Resources"
- ED-460 Performance-Based Assessments

Performance

- 8(e) The teacher implements Science and Engineering Practices in instructional planning.
- 8(f) The teacher uses research-based practices to engage a diverse group of students in learning science (e.g., project-based learning, 5E Instruction, place-based).

8(g) The teacher designs lessons which allow students to utilize mathematics and technology to analyze, interpret, and display scientific data.

Standard 8 Instructional Strategies	Unacceptable	Acceptable	Exemplary
8.2 Performance		X	

8.2 Analysis – Candidate lesson plans, candidate instructional units, and candidate teaching videos provide evidence that teacher candidates demonstrate an adequate ability to utilize science-based instructional strategies through the use of science processes and practices in the planning process and in the classroom setting.

Sources of Evidence

- ED-447 Performance-Based Assessments
- ED-460 Performance-Based Assessments
- ED-460 Teaching Videos

Standard 9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Knowledge

- 9(a) The teacher understands the importance of keeping current on research related to how students learn science.
- 9(b) The teacher understands the importance of keeping current on scientific research findings.

Standard 9 Professional Learning and Ethical Practice	Unacceptable	Acceptable	Exemplary
9.1 Knowledge		X	

9.1 Analysis – Syllabi and required coursework provide evidence that teacher candidates demonstrate an adequate understanding of the professional learning and ethical practices specific to science-based learning and professional development.

Sources of Evidence

- ED-447 Syllabus: Objectives "Professional Organizations", "Science Content"
- ED-447 Assignment: "Professional Societies"
- ED-460 Assignment: "Portfolio"
- ED-460 Syllabus: Objectives "Professional Portfolios" and "Instructional Planning"

Performance

- 9(c) The teacher incorporates current research related to student learning of science into instructional design.
- 9(d) The teacher incorporates current scientific research findings into instructional design.

Standard 9 Professional Learning and Ethical Practice	Unacceptable	Acceptable	Exemplary
9.2 Performance		X	

9.2 Analysis – Candidate lesson plans, candidate instructional units, and candidate teaching videos provide evidence that teacher candidates demonstrate an adequate ability to address professional learning through the ability to include and utilize current research in science and science learning in their lesson design and teaching.

Sources of Evidence

- ED-447 Performance-Based Assessments
- ED-460 Performance-Based Assessments
- ED-460 Teaching Videos

Standard 10: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

Standard 11: Safety - The science teacher demonstrates and maintains chemical safety, safety procedures, and the ethical treatment of living organisms needed in the science classroom appropriate to their area of licensure.

Knowledge

- 11(a) The teacher knows how to design activities that demonstrate the safe and proper techniques for the preparation, storage, dispensing, supervision/inventory, and disposal of all materials used within their subject area science instruction.
- 11(b) The teacher understands how to design activities that demonstrate an ability to implement emergency procedures and the maintenance of safety equipment, policies and procedures that comply with established state and/or national guidelines.
- 11(c) The teacher understands how to ensure safe science activities appropriate for the abilities of all students.
- 11(d) The teacher understands how to design activities that demonstrate ethical decision-making with respect to the treatment of all living organisms in and out of the classroom. They emphasize safe, humane, and ethical treatment of animals and

- comply with the legal restrictions on the collection, keeping, and use of living organisms.
- 11(e) The teacher knows how to evaluate a facility for compliance with safety regulations.
- 11(f) The teacher knows how to procure and use Material Safety Data Sheets (MSDS).

Standard 11 Safety	Unacceptable	Acceptable	Exemplary
11.1 Knowledge		X	

11.1 Analysis – Syllabi, candidate lesson plans, candidate instructional unit, and required coursework provide evidence that teacher candidates demonstrate an adequate understanding of planning for, addressing, and maintaining safety in the science learning environment.

Sources of Evidence

- ED-447 Syllabus: Objective "Safety in the Science Lab"
- ED-447 Assignment: "Flynn Safety Certificate"
- ED-447 Assignment: "Dirty Dozen"
- ED-447 Assignment: "Demonstrations
- ED-460 Performance-Based Assessments
- ED-460 Assignment: "Portfolio"

Performance

- 11(g) The teacher designs activities that demonstrate the safe and proper techniques for the preparation, storage, dispensing, supervision/inventory, and disposal of all materials used within their subject area science instruction.
- 11(h) The teacher designs activities that demonstrate an ability to implement emergency procedures and the maintenance of safety equipment, policies and procedures that comply with established state and/or national guidelines.
- 11(i) The teacher ensures safe science activities appropriate for the abilities of all students.
- 11(j) The teacher designs activities that demonstrate ethical decision-making with respect to the treatment of all living organisms in and out of the classroom. They emphasize safe, humane, and ethical treatment of animals and comply with the legal restrictions on the collection, keeping, and use of living organisms.
- 11(k) The teacher demonstrates the ability to evaluate a facility for compliance to safety regulations.
- 11(I) The teacher demonstrates the ability to procure and use Material Safety Data Sheet (MSDS).

Standard 11 Safety	Unacceptable	Acceptable	Exemplary
11.2 Performance		X	

11.2 Analysis – Syllabi, candidate lesson plans, candidate instructional unit, and required coursework provide evidence that teacher candidates demonstrate an adequate ability to plan for, address, and maintain safety in the science learning environment.

Sources of Evidence

- ED-447 Syllabus: Objective "Safety in the Science Lab"
- ED-447 Assignment: "Flynn Safety Certificate"
- ED-447 Assignment: "Dirty Dozen"
- ED-447 Assignment: "Demonstrations
- ED-447 Performance-Based Assessments
- ED-460 Syllabus: Objective "Classroom Management
- ED-460 Performance-Based Assessments
- ED-460 Assignment: "Portfolio"

Standard 12: Laboratory and Field Activities - The science teacher demonstrates competence in conducting laboratory, and field activities.

Knowledge

- 12(a) The teacher knows a variety of laboratory and field techniques appropriate to their content area.
- 12(b) The teacher knows a variety of strategies to develop students' laboratory and field skills.

Standard 12 Laboratory and Field Activities	Unacceptable	Acceptable	Exemplary
12.1 Knowledge		X	

12.1 Analysis — Syllabi, candidate lesson plans, candidate instructional unit, and required coursework provide evidence that teacher candidates demonstrate an adequate understanding of science-based laboratory and field techniques and skills.

Sources of Evidence

- BIOL-183 Assignment: "Osmosis and Diffusion Lab"
- GEOL-111 Syllabus: "Plate Tectonics Lab"
- CHEM-111 Syllabus "Acid/Base Titration Lab"
- ED-447 Syllabus: Objective "Best Practices of Teaching Science"
- ED-447 Performance-Based Assessments
- ED-460 Performance-Based Assessments

Performance

- 12(c) The teacher engages students in a variety of laboratory and field techniques appropriate to their content area.
- 12(d) The teacher uses a variety of instructional strategies in laboratory and field experiences to engage students in developing their understanding of the natural world.

Standard 12 Laboratory and Field Activities	Unacceptable	Acceptable	Exemplary
12.2 Performance		X	

12.2 Analysis – Candidate lesson plans, candidate instructional unit, and candidate teaching experiences provide evidence that teacher candidates demonstrate an adequate ability to plan for, incorporate, and help students use science-based laboratory and field techniques and skills.

Sources of Evidence

- ED-447 Performance-Based Assessments
- ED-460 Performance-Based Assessments
- ED-460 Teaching Videos

Summary

Type of Standard	Total Number of Standards	Unacceptable	Acceptable	Exemplary
Knowledge	7		7	
Performance	7		7	

Areas for Consideration

- Consider providing context to teaching video evidence as to what was being addressed and taught by the candidates as well as how these linked to the expectations within the associated course.
- Show feedback to candidates on assessments and work examples in addition to overall grades; provide rubrics for assignments to clearly show what is expected from the candidates.
- Indicate how the candidate performance and results on assessments are guiding change and growth of the programs
- Ensure that indicated evidence directly aligns with linked indicators (e.g. 4d evidence not linked or explained how linked to indicator)

Reco	mmended Action on Idaho Foundation Standards for Science Teachers
	Approved
	Conditionally Approved Insufficient Evidence Lack of Completers New Program
	Not Approved

IDAHO STANDARDS FOR BIOLOGY TEACHERS

Standard 1: Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Standard 2: Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Standard 3: Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Standard 4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

Knowledge

- 4(a) The teacher understands the major underlying theories and principles of molecular and organismal biology, including: structure and function, growth and development, and organization for matter and energy flow.
- 4(b) The teacher understands the major underlying theories and principles of ecosystems including: interdependent relationships; cycles of energy and matter transfer; the relationship among dynamics, function, and resilience; and social interactions and group behavior.
- 4(c) The teacher understands the major underlying theories and principles of heredity, including structure and function of DNA, and inheritance and variation of traits.
- 4(d) The teacher understands the major underlying theories and principles of biological adaptation; including evidence of common ancestry and diversity, natural selection, adaptation, and biodiversity and humans.

Standard 4 Content Knowledge	Unacceptable	Acceptable	Exemplary
4.1 Knowledge		X	

4.1 Analysis – Syllabi and exams provided evidence that teacher candidates are introduced to the main concepts indicated within biology content knowledge, including the theories and principles of molecular and organismal biology, ecology, genetics, and evolution. Syllabi include detailed components of scheduled learning of key principles and application in lab settings. Exams show details of what is covered and assessed. Final grades for exams for individual students included, but not specific examples, feedback, or discussion.

Sources of Evidence

- BIOL-181 Syllabus indicated topics and schedule
- BIOL-181 Exams: "Ecology" and "Evolution"
- BIOL-182 Syllabus indicated topics and schedule
- BIOL-182 Exams: "Photosynthesis and Respiration" and "Genetic Information"
- BIOL-213 Syllabus indicated topics and schedule
- BIOL-213 Exam: "Major Organ Systems"
- Biology Praxis Exam

Performance

- 4(e) The teacher develops lessons based on the major underlying theories and principles of molecular and organismal biology including; structure and function, growth and development, and organization for matter and energy flow.
- 4(f) The teacher develops lessons based on the major underlying theories and principles of ecosystems including: interdependent relationships; cycles of energy and matter transfer; the relationship among dynamics, function, and resilience; and social interactions and group behavior.
- 4(g) The teacher develops lessons based on the major underlying theories and principles of heredity; including structure and function of DNA, and inheritance and variation of traits.
- 4(h) The teacher develops lessons based on the major underlying theories and principles of biological adaptation; including evidence of common ancestry and diversity, natural selection, adaptation, and biodiversity and humans.

Standard 4 Content Knowledge	Unacceptable	Acceptable	Exemplary
4.2 Performance		X	

4.2 Analysis – Candidate work samples, teaching videos, and syllabi provide evidence that teacher candidates demonstrate performance of developing lessons based on the major theories and principles in biology content knowledge. The PBAs show extensive planning and application to standards and goals, teaching strategies, connections to science, and classroom management, design, and procedures. Introductory and background reflection/information shows intentional and extensive focus on understanding students, their needs, and how to guide lesson design to meet those needs within the context of the content area. None of the included science student examples indicated any instructor feedback, but other content areas did.

Sources of Evidence

- ED-447 Syllabus: Objective "Writing an Instructional Unit"
- ED-447 Performance-Based Assessments
- ED-460 Performance-Based Assessments
- ED-460 Teaching Videos

Standard 5: Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Standard 6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Standard 7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross- disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Standard 8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Standard 9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Standard 10: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

Summary

Type of Standard	Total Number of Standards	Unacceptable	Acceptable	Exemplary
Knowledge	1		1	
Performance	1		1	

Areas for Consideration

- Consider showing feedback to candidates on assessments and work examples in addition to overall grades; provide rubrics for assignments to clearly show what is expected from the candidates.
- Indicate how the candidate performance and results on assessments are guiding change and growth of the programs

Provexpeas continuos	 candidates as well as how these linked to the expectations within the associated course. Providing more breadth of evidence across all associated biology science content components expected of candidates would make the evidence clearer. (e.g. ecology-related concepts not as clearly identified) 				
	mended Action on Idaho Standards for Biology Teachers				
	Approved				
	Conditionally Approved Insufficient Evidence Lack of Completers New Program				
	Not Approved Output Output				

IDAHO STANDARDS FOR EARTH AND SPACE SCIENCE TEACHERS

Standard 1: Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Standard 2: Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Standard 3: Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Standard 4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

Knowledge

- 4(a) The teacher understands the major underlying theories and principles of Earth's place in the universe including; the universe and its stars, Earth and the solar system, the history of planet Earth, radiometric dating, and electromagnetic radiation.
- 4(b) The teacher understands major underlying theories and principles of Earth's systems including; plate tectonics, Earth materials and systems, the roles of water in Earth's surface processes, weather and climate, and biogeology.
- 4(c) The teacher understands the major underlying theories and principles of Earth and human activity including; natural resources, natural hazards, human impacts on Earth systems, and global climate change.

Standard 4 Content Knowledge	Unacceptable	Acceptable	Exemplary
4.1 Knowledge		X	

4.1 Analysis – Syllabi and exams provided evidence that teacher candidates are introduced to the main concepts indicated within Earth and space science content knowledge, including the theories and principles of Earth's place in the universe, Earth's systems, and Earth and human activity. Syllabi include detailed components of scheduled learning of key principles and application in lab settings. Exams show details of what is covered and assessed. Final grades for exams for individual students included, but not specific examples, feedback, or discussion.

Sources of Evidence

- PHYS-205 Syllabus indicated topics, assignments, and schedule
- PHYS-205 Exam: "Solar System Universe"

- GEOL-120 Syllabus indicated topics, assignments, and schedule
- GEOL-120 Final Exam
- Earth & Space Science Praxis Exam

Performance

- 4(d) The teacher develops lessons based on the major underlying theories and principles of Earth's place in the universe including; the universe and its stars, Earth and the solar system, the history of planet Earth, radiometric dating, and electromagnetic radiation.
- 4(e) The teacher develops lessons based on the major underlying theories and principles of Earth's systems including; plate tectonics, Earth materials and systems, the roles of water in Earth's surface processes, weather and climate, and biogeology.
- 4(f) The teacher develops lessons based on the major underlying theories and principles of Earth and human activity including; natural resources, natural hazards, human impacts on Earth systems, and global climate change.

Standard 4 Content Knowledge	Unacceptable	Acceptable	Exemplary
4.2 Performance		X	

4.2 Analysis – Candidate work samples and syllabi provide evidence that teacher candidates demonstrate performance of developing lessons based on the major theories and principles in Earth and space science content knowledge. The PBAs show extensive planning and application to standards and goals, teaching strategies, connections to science, and classroom management, design, and procedures. Introductory and background reflection/information shows intentional and extensive focus on understanding students, their needs, and how to guide lesson design to meet those needs within the context of the content area. None of the included science student examples indicated any instructor feedback, but other content areas did.

Sources of Evidence

- ED-447 Syllabus: Objective "Writing an Instructional Unit"
- ED-447 Performance-Based Assessments
- ED-460 Performance-Based Assessments
- ED-460 Teaching Video

Standard 5: Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Standard 6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Standard 7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross- disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Standard 8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Standard 9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Standard 10: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

Summary

Type of Standard	Total Number of Standards	Unacceptable	Acceptable	Exemplary
Knowledge	1		1	
Performance	1		1	

Areas for Consideration

- Show feedback to candidates on assessments and work examples in addition to overall grades; provide rubrics for assignments to clearly show what is expected from the candidates.
- Indicate how the candidate performance and results on assessments are guiding change and growth of the programs
- Provide context to teaching video evidence as to what was being addressed and taught by the candidates as well as how these linked to the expectations within the associated course.
- Provide more breadth of evidence across all associated Earth and space science content components expected of candidates (e.g. human impacts not as clearly identified)

Recommended Action on Idaho Standards for Earth and Space Science Teachers

\boxtimes	Approved	
	Conditionally	Approved
		Insufficient Evidence
		Lack of Completers
		New Program
	Not Approved	1

IDAHO FOUNDATION STANDARDS FOR SOCIAL STUDIES TEACHERS

Standard #1: Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Knowledge

- 1(a) The teacher understands the influences that contribute to intellectual, social, and personal development.
- 1(b) The teacher understands the impact of learner environment on student learning.

Standard 1 Learner Development	Unacceptable	Acceptable	Exemplary
1.1 Knowledge		X	

1.1 Analysis – Evidence from the course syllabus from ED 445, which states that students learn instructional models and practices with classroom management strategies, speaks to Knowledge 1(a). Additionally, student example from ED 321 Case Study RTI shows that candidates understand environmental impacts both inside and outside the school. Another indicator of candidate understanding is the well-researched Journal Article Paper dated 3 November 2018 that demonstrates that candidates have an up to date understanding and are familiar with research in the field of intellectual, social, personal development and environmental factors in student learning (1 (b).

Sources of Evidence

- ED 445 Instructional Strategies & Classroom Management 6-12 Syllabus
- ED 321 Case Study RTI Paper
- Journal Article Paper 3 November 2018

Performance

1(c) The teacher provides opportunities for learners to engage in civic life, politics, and government.

Standard 1 Learner Development	Unacceptable	Acceptable	Exemplary
1.2 Performance		X	

1.2 Analysis – Statements from the ED-447 Content Area Methods class syllabus provided evidence that candidates must understand that their work is valuable in preparing students to engage in civic life and politics. Anderson PBA 447H is an example of a teacher candidate

that understands this in his lesson, which deals with civic life, demonstrating how societies began to evolve (1c). Tertiary, PBAF1901 – Federalism: Powers Divided with Impeachment demonstrates that candidates are exposing students that civic life, politics and government can also be intertwined (1c).

Sources of Evidence

- PBAF1901 Federalism: Powers Divided with Impeachment
- Anderson PBA 447H
- Syllabus ED-447

Standard #2: Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Standard #3: Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Standard #4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

Knowledge

- 4(a) The teacher has a broad knowledge base of the social studies and related disciplines (e.g., history, economics, geography, political science, behavioral sciences, humanities).
- 4(b) The teacher understands how and why various governments and societies have changed over time.
- 4(c) The teacher understands how and why independent and interdependent systems of trade and production develop.
- 4(d) The teacher understands the impact that cultures, religions, technologies, social movements, economic systems, and other factors have on civilizations, including their own.
- 4(e) The teacher understands the responsibilities and rights of citizens in the United States of America's political system, and how citizens exercise those rights and participate in the system.
- 4(f) The teacher understands how geography affects relationships between people, and environments over time.
- 4(g) The teacher understands how to identify primary and secondary sources (i.e., documents, artifacts, maps, graphs, charts, tables, statistical data) in interpreting social studies concepts.

Standard 4 Content Knowledge	Unacceptable	Acceptable	Exemplary
4.1 Knowledge		X	

4.1 Analysis – The EPP has many examples showing that candidates are working effectively in the field. For example, various examples of candidate artifacts show different geography projects (4a). Another good example is document 460 PBA2 SP 21 B01, an example of economic influence in historical and societal matters (4c). Also, 460 PBA2 SS S21 A01 is a good example of a candidate of history and the fact that government can change over time (4b).

Sources of Evidence

- 460 PBA2 Sp. 21 B01
- 460 PBA2 SS S21 A01
- Various candidate artifacts from the Capstone Project folder

Performance

- 4(h) The teacher compares and contrasts various governments and cultures in terms of their diversity, commonalties, and interrelationships.
- 4(i) The teacher incorporates methods of inquiry and scholarly research into the curriculum.

Standard 4 Content Knowledge	Unacceptable	Acceptable	Exemplary
4.2 Performance		X	

4.2 Analysis – Based on student work examples, the EPP does a good job of incorporating scholarly research. However, the artifact Hussey-Full PBA.docx is a very good example of inserting research into the curriculum (4h). Secondly, the Singapore Comparative Government paper meets the requirements of standard (4i).

Sources of Evidence

- Citizenship Test & Self-Reflection Paper
- POLS285 Singapore Comparative Government term paper
- Hussey-Full pBA.docx

Standard #5: Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Knowledge

- 5(a) The teacher incorporates current events and historical knowledge, to guide learners as they predict how people from diverse global and cultural perspectives may experience and interpret the world around them.
- 5(b) The teacher understands how to effectively analyze the use of primary and secondary sources in interpreting social studies concepts.

Standard 5 Application of Content	Unacceptable	Acceptable	Exemplary
5.1 Knowledge		X	

5.1 Analysis – Hoops' unit rationale "The students will benefit from understanding historical concepts relating to world history and civilization as it will give them a deeper understanding of how their lives are shaped by the past" is a great piece to show that candidates are incorporating historical knowledge to guide learners (5a). It is also clear candidates are encouraged to gain historical knowledge through research as shown by the SS499 research paper for Dr. Van Lanen. All pieces shown are great examples of interpreting social studies concepts (5b).

Sources of Evidence

- Larsen PBA 447
- Hoops' ED 445/447 Performance Based Assessment
- Dr. Van Lanen SS 499 Final Research paper From the Shoulders of an Aspiring Brown Beret: An Oral History on the Political Socialization of a Lower Class, Migrant Chicana Woman During the 1960s and 1970s
- Student and staff interviews

Performance

- 5(c) The teacher demonstrates and applies chronological historical thinking.
- 5(d) The teacher integrates knowledge from the social studies in order to prepare learners to live in a world with limited resources, cultural pluralism, and increasing interdependence.
- 5(e) The teacher uses and interprets primary and secondary sources (i.e., documents, artifacts, maps, graphs, charts, tables) when presenting social studies concepts.

Standard 5 Application of Content	Unacceptable	Acceptable	Exemplary
5.2 Performance		X	

5.2 Analysis – Teacher candidate work in this area is very good. Capstone project SS499s1993 is a very good example of 5(c) chronological thinking. The Animal Farm lesson sample is a strong

example of 5(d); however, it would have been stronger if a link to the Go React video was available. Capstone project SS499 is a great piece of evidence of 5(e).

Sources of Evidence

- Capstone project SS499s1993 Henry Talkington Research
- From the LCSC Senior Research Symposium Capstone project SS499 Appeal to Peasantry: Socialist Implication of Land Reform in 20th Century Mexico
- PBAF19.docx Animal Farm Socratic Seminar

Standard #6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Standard #7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Standard #8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Knowledge

8(a) The teacher understands strategies for clear and coherent reading, speaking, listening, and writing within the context of social studies, consistent with approved 6-12 standards.

Standard 8 Instructional Strategies	Unacceptable	Acceptable	Exemplary
8.1 Knowledge		X	

8.1 Analysis – Strategies for 8(a) are evidenced by teacher candidate lesson plans known as PBA. Each lesson had strengths and weaknesses in all areas, however, when taken as a whole, each PBA met the thresholds of clear, coherent reading, speaking and listening within the context of social studies. It should be noted that all sources did an adequate job of making accommodations for all learners.

Sources of Evidence

- Larsen PBA 447
- Tarkalson PBA
- 460 PBA F190 A01

Performance

8(b) The teacher fosters clear and coherent learner reading, speaking, listening, and writing skills within the context of social studies, consistent with approved 6-12 standards.

Standard 8 Instructional Strategies	Unacceptable	Acceptable	Exemplary
8.2 Performance		X	

8.2 Analysis – Strategies for 8(b) are evidenced by teacher candidate lesson plans known as PBA. Each lesson had strengths and weaknesses in all areas, however when taken as a whole, each PBA met the thresholds of clear, coherent reading, speaking and listening within the context of social studies. It should be noted that all sources did an adequate job of making accommodations for all learners.

Sources of Evidence

- Larsen PBA 447
- Tarkalson PBA
- 460 PBA F190 A01

Standard #9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Standard #10: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

Summary

Type of Standard	Total Number of Standards	Unacceptable	Acceptable	Exemplary
Knowledge	4		4	
Performance	4		4	

Areas for Consideration

- If colleagues are willing, attach syllabus from content area coursework. For example, syllabus from History 101
- Although the evidence was from many sources for history and government, there were misplaced pieces of evidence for P.E.
- According to the LC info secondary document there are years where completers were listed as NA indicating not a lack of completers but the EPP had very few completers. While much of

	his is out of the EPP control, I would encourage the EPP to display more evidence from the andidates who are in the program.
	mmended Action on Idaho Foundation Standards for Social Studies Teachers
\boxtimes	Approved
	Conditionally Approved Insufficient Evidence Lack of Completers New Program
	Not Approved

IDAHO STANDARDS FOR HISTORY TEACHERS

Standard #1: Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Standard #2: Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Standard #3: Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Standard #4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

Knowledge

- 4(a) The teacher understands themes and concepts in history (e.g., exploration, expansion, migration, immigration).
- 4(b) The teacher understands the political, social, cultural, and economic responses to industrialization and technological innovation.
- 4(c) The teacher understands how international and domestic relations impacted the development of the United States of America.
- 4(d) The teacher understands how significant compromises, conflicts, and events defined and continue to define the United States of America.
- 4(e) The teacher understands the political, social, cultural, and economic development of the United States of America.
- 4(f) The teacher understands the political, social, cultural, and economic development of the peoples of the world.
- 4(g) The teacher understands the impact of gender, race, ethnicity, religion, and national origin on history.
- 4(h) The teacher understands the appropriate use of primary and secondary sources (i.e., documents, artifacts, maps, graphs, charts, tables, statistical data) in interpreting social studies concepts, historical perspectives, and biases.

Standard 4 Content Knowledge	Unacceptable	Acceptable	Exemplary
4.1 Knowledge		X	

4.1 Analysis – The EPP can show strong examples that its candidates meet several areas of content knowledge. Various examples of candidate artifacts show different geography projects (4a). Another good example is document 460 PBA2 SP 21 B01, an example of economic influence in historical and societal matters (4c). Also, 460 PBA2 SS S21 A01 which is a good example of a candidate of history and the fact that government can change over time (4b).

Sources of Evidence

- 460 PBA2 Sp 21 B01
- 460 PBA2 SS S21 A01
- Various candidate artifacts from the Capstone project folder

Performance

- 4(i) The teacher makes chronological and thematic connections between political, social, cultural, and economic concepts.
- 4(j) The teacher incorporates the issues of gender, race, ethnicity, religion, and national origin into the examination of history.
- 4(k) The teacher facilitates student inquiry regarding international relationships.
- 4(I) The teacher relates the role of compromises and conflicts to continuity and change across time.
- 4(m) The teacher demonstrates an ability to research, analyze, evaluate, and interpret historical evidence.
- 4(n) The teacher incorporates the appropriate use of primary and secondary sources (i.e., documents, artifacts, maps, graphs, charts, tables, statistical data) in interpreting social studies concepts, historical perspectives, and biases.

Standard 4 Content Knowledge	Unacceptable	Acceptable	Exemplary
4.2 Performance		X	

4.2 Analysis – Based on student work examples, the EPP does a good job of incorporating scholarly research samples. However, the artifact Hussey-Full pBA.docx is a very good example of inserting research into the curriculum (4h). Secondly, the Singapore Comparative Government paper meets the requirements of standard (4i).

Sources of Evidence

- Citizenship Test & Self-Reflection Paper
- POLS285 Singapore Comparative Government term paper
- Hussey-Full pBA.docx

Standard #5: Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Standard #6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Standard #7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Standard #8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Standard #9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Standard #10: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

Summary

Type of Standard	Total Number of Standards	Unacceptable	Acceptable	Exemplary
Knowledge	1		1	
Performance	1		1	

Areas for Consideration

- If colleagues are willing, attach syllabus from content area coursework. For example, syllabus from History 101
- Although the evidence was from many sources for history and government, there were misplaced pieces of evidence for P.E.
- According to the LC info secondary document there are years where completers were listed as
 NA indicating not a lack of completers but the EPP had very few completers. While much of
 this is out of the EPP control, I would encourage the EPP to display more evidence from the
 candidates who are in the program.

Reco	mmended Action on Idaho Standards for History Teachers
\boxtimes	Approved
	Conditionally Approved Insufficient Evidence Lack of Completers New Program
	Not Approved

PROGRAM DESIGN REVIEW - CHEMISTRY

THIS FORM IS USED TO REVIEW AN EDUCATOR PREPARATION PROGRAM WITH A LACK OF COMPLETERS.

Name of Provider	Lewis-Clark State College	EPP Review Dates	12 / 11-14 / 2021
Program Name	Chemistry, 6-12	# of Completers in Last Seven (7) Years	4
If more than five (5) completers in last seven (7) years, provide the rationale for request.		NA	
Report Preparer Name/Title		William Gregory Harman, Accreditation Coordinato	
Report Preparer Email/Phone		wgharman@lcsc.edu	208-792-2849

Section I: Program Course Requirements

Directions: For each pathway that leads to certification in this program, provide the complete, minimum course list required for a candidate to earn an institutional recommendation for this program. List specifics for each course identified, including course numbers, titles, and course descriptions. All specific evidence for Section I must be included in a single PDF. Links to outside documents or websites will not be considered.

Section II: Alignment to the *Idaho Standards for Initial Certification of Professional School Personnel*.

Directions: The tables below include each set of standards that may apply to the Program Design Review. Complete each table, explaining how program design and any available evidence align with Foundation Standards (if applicable) and Program Standards in the *Idaho Standards for Initial Certification of Professional School Personnel*. If the program includes no Foundation Standards, delete the Foundation Standards table. Submit evidence for this section as a single PDF to accompany this form. Links to outside documents or websites will not be considered.

Course Requirements Chemistry with Secondary Education

Bachelors' Degree in Chemistry Major Requirements

Course #	Course Name	Course Description	Credits
CHEM-111	PRINCIPLES OF CHEMISTRY	A systematic and intensive treatment of chemical principles and their applications. Four hours of lecture/recitation, and one 3-hour laboratory per week.	4 (counted in gen-ed credits)
<u>CHEM-112</u>	PRINCIPLES OF CHEMISTRY	Elementary theoretical chemistry and its application to analytical practice. Includes emphasis on intermolecular forces, equilibrium, electrochemistry and nuclear chemistry. Four hours of lecture/recitation and one 3-hour laboratory per week.	4
<u>CHEM-300</u>	PHYSICAL CHEMISTRY I WITH LABORATORY	Investigates Properties of Matter and Gases, Laws of Thermodynamics, Energy Changes, Chemical and Phase Equilibrium, Solutions, and Chemical Kinetics. Laboratory component demonstrates and tests these concepts (3 hour lab).	4
<u>CHEM-306</u>	PHYSICAL CHEMISTRY II	Topics include Quantum theory, Atoms, Diatomic Molecules, Polyatomic Molecules and Spectroscopy.	3
<u>CHEM-325</u>	QUANTITATIVE ANALYSIS	Theory of classical gravimetric and volumetric chemical analyses with an introduction to instrumental techniques. Basic data handling and statistics, chemical equilibrium, electrochemistry. Three hours of lecture per week.	5
<u>CHEM-371</u>	ORGANIC CHEMISTRY I	Principles and theories of organic chemistry and the properties, preparations, and reactions of organic compounds. Three hours of lecture per week.	3
CHEM-373	ORGANIC CHEMISTRY I LAB	Laboratory to accompany Chemistry 371. One 3-hour lab per week.	1
CHEM-372	ORGANIC CHEMISTRY II	Continuation of Chemistry 371. Three hours of lecture per week.	3
<u>CHEM-376</u>	ORGANIC CHEMISTRY II LAB	Laboratory to accompany Chemistry 372. 3-hours of lab per week and information literacy.	2
CHEM-454	INSTRUMENTAL ANALYSIS	Course covers the basic principles and use of instruments. Ultraviolet, visible, infrared, Raman, and atomic absorption spectroscopy. Electrochemistry.	5
<u>CHEM-463</u>	INORGANIC CHEMISTRY	Course covers the basic principles of descriptive chemistry, coordination chemistry, models of bonding in transition metal complexes, molecular symmetry, molecular orbital theory, spectroscopy, and organometallic chemistry. The laboratory component introduces the student to standard aspects of synthetic inorganic chemistry, bioinorganic chemistry, organometallic chemistry and catalytic chemistry.	4
CHEM-481	BIOCHEMISTRY I	A study of protein structures and functions and the basics of sugar and lipid protein analysis. Three hours of lecture and one 3-hour laboratory per week.	4
MATH-175	CALCULUS II	Applications of the integral, symbolic and numerical techniques of integration, inverse transcendental functions. Sequences and series, with an emphasis on power series and approximation.	4
PHYS-112	GENERAL PHYSICS II	Electricity and magnetism, optics, modern physics. General Physics II is the sequel to General Physics I. Course covers the fundamental principles of	4-5

		electricity, magnetism, and light. There are three hours of lecture and one 3-hour laboratory per week.	
PHYS-	ENGINEERING PHYSICS II	Electricity and magnetism, optics, modern physics. Engineering Physics II is the sequel to Engineering Physics I. Principles of electrodynamics theory, elements of optics, and modern physics are examined using analytic problem solving and laboratory exploration. There are four hours of lecture and one, three-hour laboratory per week.	4-5
	J.		46-47

	Secondary	Education Major Requirements	
Course	-	Course Description	Credits
Phase I - Pro	ofessional Foundations of Education – can take	these courses at any time	
ED-214	PRINCIPLES OF EDUCATION	An introduction to the teaching profession through consideration of relevant principles including the importance of education and teaching, the purpose of schools, teaching orientations and styles, trends in education, international influences on American education, the changing nature of American education, the administration and governance of schools, school funding, social issues affecting education and learning, schools and their environs, and education in other societies. Includes twenty hours of field experience in area elementary and secondary schools.	3.00
ED-224	MEDIA & TECH FOR DIGITAL WORLD	Media & Technologies for Living in a Digital World is a course to address the design, development, and implementation of current media and technologies for communication and learning purposes. Through participation in this course, students will develop the knowledge and skills necessary to effectively design, develop, and use a variety of types of media and to select and implement a variety of current technologies as tools to create and deliver media effectively. Students will also become familiar with the issues and implications of being a successful and safe citizen in a digital world and develop digital literacy skills.	2.00
ED-318	ASSESSMENT OF LEARNING	An introduction to the theory of assessment. Presents the foundational concepts, principles, and procedures needed to systematically acquire, organize, and apply information about learners and learning. This course is a component in the elementary teacher education program's technology strand and is designated as technology-intensive. Pre-requisite: Elementary Education Majors must be admitted to education program.	3.00
ED-321	EDUCATIONAL PSYCHOLOGY	Psychology directly applicable to teaching and learning: Basics of our thinking physiology; basics of interpreting relevant research; development theories and their relation to learning; motivation theories and means to motivate students; behaviorism as applied and misapplied to classroom management and instruction; differentiating based upon receptive/perceptive modes, intelligences, and learning styles; memory and cognition paths; and the personally and socially constructed nature of knowing.	3.00
ED-345	CULTURALLY RELEVANT TEACHING	The course is designed for classroom teachers and future teachers and will provide information for the selection of teaching strategies suited to the learners culture, literacy, language proficiency, and communication skills. The course will examine issues related to working with diverse peoples, deepen levels of awareness regarding individual differences and develop an understanding of the challenges of language acquisition in the classroom setting. Specific teaching strategies for students whose first language is not English	3.00
<u>SE-322</u>	INCLUSION STRATEGIES K-12 (may be taken in Phase I or Phase II)	Designing strategies for teaching and assisting individuals with learning differences or disabilities in school settings. Emphasizes standards of performance related to teaching and team responsibilities of professionals working to assist students with individual strengths or needs.	3.00
Phase II - Pr	ofessional Studies in Education - must apply a	nd be admitted to Education Program to take these courses	
RE-309	DISCIPLINARY LITERACY	This course provides the background, issues, and strategies for future teachers to help intermediate, middle, and secondary students increase their literacy comprehension across disciplines. The course is designed to	3.00

ED-424 MEDIA & TECHNOLOGIES FOR TEACHING, K-12 is a course integration of current media and technologies into Through participation in this course, students, as a recognize the accepted professional standards resources appropriately to engage in critical collaborative problem solving. MEDIA & TECHNOLOGIES FOR TEACHING, K-12 is a course integration of current media and technologies into Through participation in this course, students, as a recognize the accepted professional standards responsibilities that teachers serve to create a environments best served by current technologies the knowledge and skills necessary to effectively design implement a variety of types of instructional media variety of current technologies as enhancements to processes. Students will also become prepared to for digital citizenship and digital literacy in teaching and This course familiarizes students with a variety of in practices, classroom management strategies, and communities to meet the needs of utacents in demonstrate pedagogical knowledge, skills, and develop products that demonstrate understand classroom environment, instruction, magagement, significant clinical experience hours in area seconda teaching on environment, instruction, magagement, significant clinical experience hours in area seconda teaching relevant to a content area for students. Course academic year of clinical Internship. Phase III - Instructional Methods in Education - must complete all the preceding courses + pass required Prace take these courses/be placed in Clinical Internship. This seminar promotes self-reflection and the succe teaching profession through opportunities for intern upon their internship experiences and contemporate that affect and inform their praxis. Pre-requisit that affect and inform their praxis.	hension of content in
learners. Topic areas include increasing compre informational and narrative text, writing to persuad digital resources appropriately to engage in critical collaborative problem solving. ED-424	hension of content in
TEACHING, K-12 INSTRUCTIONAL STRATEGIES AND CLASSROOM MANAGEMENT, 6-12 ED-445 TEACHING METHODS IN THE CONTENT AREA ED-447 TEACHING METHODS IN THE CONTENT AREA This course combines theoretical and practical pedagogical content knowledge. Students will predict the needs of students in the content area for students. Course academic year of Clinical Internship. Phase III - Instructional Methods in Education - must complete all the preceding courses + pass required Pretake these courses/be placed in Clinical Internship. This seminar promotes self-reflection and the succe teaching profession through opportunities for internupon their internship experiences and contempora	-
AND CLASSROOM MANAGEMENT, 6-12 CONTENT AREA TEACHING METHODS IN THE CONTENT AREA This course combines theoretical and practical pedagogical content knowledge. Students on knowledge, skills, and dispositions through author unit plans. Special emphasis is placed on teaching relevant to a content area. Provides a meaningfu experience in the content area for students. Course academic year of Clinical Internship. Phase III - Instructional Methods in Education - must complete all the preceding courses + pass required Practace these courses/be placed in Clinical Internship. This seminar promotes self-reflection and the successful profession through opportunities for interrupon their internship experiences and contemporations.	teaching and learning. eacher candidates, will egarding the roles and and maintain learning . Students will develop ign, develop, select, and ia and to implement a to teaching and learning ester sound principles of
CONTENT AREA pedagogical content knowledge. Students of knowledge, skills, and dispositions through author unit plans. Special emphasis is placed on teaching relevant to a content area. Provides a meaningful experience in the content area for students. Course academic year of Clinical Internship. Phase III - Instructional Methods in Education - must complete all the preceding courses + pass required Protection and the successive placed in Clinical Internship. This seminar promotes self-reflection and the successive profession through opportunities for internupon their internship experiences and contemporary.	the building of learning grades 6-12. Students dispositions. Students ng of key aspects of and motivation. Includes
ED-452 INTERNSHIP SEMINAR This seminar promotes self-reflection and the succe teaching profession through opportunities for interrupon their internship experiences and contempora	lemonstrate requisite ship of content-specific methods and strategies I pre-internship clinical
teaching profession through opportunities for interrupon their internship experiences and contempora	nxis content-area examination(s) to
Secondary Education Program.	ry and perennial issues
ED-460 PROFESSIONAL INTERNSHIP IN EDUCATION 6-12 The integration and application of pedagogical dispositions necessary to successfully design, develor instruction during a semester-long internship with teacher educator. Interns are asked to utilize a variety contemporary teaching strategies, aids, materials, an needs of a culturally and intellectually diverse classification will participate in regular seminars, lectures, and/of support of their internship activities. The intern site transportation to the internship school.	p, deliver, and evaluate n an on-site secondary riety of traditional and nd activities to meet the com population. Interns r laboratory sessions in
	40.00

FOUNDATION STANDARDS

Within the narrative, the links will take you directly to the appropriate place in the appendices.

FOUNDATION	DESIGN NARRATIVE: How is the standard being met? What courses from Section I address the standard?
STANDARD	EVIDENCE EXPLANATION: How does the provided evidence support the standard?
Standard 1 Learner Development	understands how learners grow & develop Understanding of developmental stages and discernment between aspects of development (cognitive, identity, moral, minority-identity) and general growth is taught in ED-321, Educational Psychology and knowledge of it is applied by each candidate in a simulated case-study paper. Further understanding of minority identity development is taught in ED-345, Culturally Relevant Teaching. Further understanding of development for students with specific learning challenges is taught in SE-322, Inclusion Strategies, K-12. designs and implements developmentally appropriate and challenging learning experiences. As well as simulation assignments, such as the case study paper in ED-321, candidates are assessed on the appropriateness of their lesson for engaging and teaching the students, including consideration of level, differentiation, cultural relevance, and specific learning challenges using our Performance-Based Assessment, which is employed as a value-added measure by having each candidate carry it out once for their co-requisite methods courses (general methods, ED-445, Instructional Strategies & Classroom Management & subject-specific methods, ED-447, Teaching Methods in the Content Area), and again in their Clinical Internship (see Clinical Internship Handbook {available upon request) & syllabus for ED-460) in their final semester.
Standard 2 Learning Differences	uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards. Individual differences are emphasized in the differentiation unit in ED-321, Educational Psychology, which is assessed via a simulation lesson plan assignment in which extensive differentiation for levels of thinking, receptive/perceptive differences, learning style differences, and separate intelligences have to be present and noted by the candidates. ED-345, Culturally Relevant Teaching, is a course dedicated to understanding and working with cultural differences and making fully inclusive environments. SE-322, Inclusion Strategies, K-12, is a course dedicated to teaching the candidates to create fully inclusive environments for students with specific learning challenges, and also spends course time on inclusion for ENL students. Attention to learning differences for all students is assessed in our Performance-Based Assessment (PBA), including differentiation for learning differences and modifications (adaptations/accommodations) for students with specific learning challenges, which requires the candidates to seek out resources and ideas for making student and lesson-specific modifications. The PBA is employed as a value-added measure by having each candidate carry it out once for their co-requisite methods courses (general methods, ED-445, Instructional Strategies & Classroom Management & subject-specific methods, ED-447, Teaching Methods in the Content Area), and again in their Clinical Internship (see Clinical Internship Handbook {available upon request} & syllabus for ED-460) in their final semester.
Standard 3 Learning Environments	works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation. Our entire program and all of our faculty emphasize that building a community of learners as a positive, supportive, trust-enhancing environment is central to educating. A focus on such environment clears the way for classroom management to be based upon reciprocity, kindness, and trust rather than upon arbitrary control, regimentation, or fear. This is built as a premise into the instruction theory and methods of every course from ED-214, Principles of Education, through ED-321, Educational Psychology, ED-345, Culturally Relevant Teaching, RE-309, Disciplinary Literacy, SE-322, Inclusion Strategies, to the co-requisite methods courses, general methods, ED-445, Instructional Strategies & Classroom Management and subject-specific methods, ED-447, Teaching Methods in the Content Area. The candidates' Professional Portfolios, one of our key assessments evaluated at the end of Clinical Internship, reflect the emphasis upon the caring environment created by our candidates in their work in classes, clinical experiences, and clinical internship. The Performance-Based Assessment also evaluates the candidates for positive learning environment in the performing section.

	understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches The candidates for secondary and K-12 endorsements at Lewis-Clark State College must obtain a bachelors' degree in the content area for which they are getting endorsement (see program requirements for the content area degree), which requires mastering the content knowledge of the discipline at a level sufficient for the bachelor's degree independent of their application of it in teaching contexts.
Standard 4 Content	The candidates must all pass the State-required Praxis examinations in their content area before they are placed in clinical internship. No candidate can successfully complete the program without obtaining a passing score according to State requirements on their content-area Praxis examination.
Knowledge	creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery
	of the content The co-requisite methods courses (general methods, <u>ED-445</u> , <u>Instructional Strategies & Classroom Management</u> & subject-specific methods, <u>ED-447</u> , <u>Teaching Methods in the Content Area</u>) are designed to teach candidates to plan and instruct at the appropriate levels and in their specific content areas in ways that are engaging, accessible, and meaningful. Planning and instruction of content is assessed with the <u>Performance Based Assessment</u> for these methods courses and again in their clinical internship.
	understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving
Standard 5	The co-requisite methods courses (general methods, ED-445, Instructional Strategies & Classroom
Application of Content	Management & subject-specific methods, <u>ED-447</u> , <u>Teaching Methods in the Content Area</u>) teach candidates to plan and instruct in ways that engage higher-level thinking (analysis & synthesis) and teach and promote cooperative learning strategies. Planning and instruction of content with attention to forms and levels of engagement is assessed with the <u>Performance Based Assessment</u> for these methods courses and again in their clinical internship.
	understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide 's and learner's decision making.
Standard 6	Candidates take <u>ED-318</u> , <u>Assessment of Learning</u> , a course dedicated to teaching multiple forms of assessment, their possibilities and limitations, and encourages a culture of meaningful assessment and evaluation to guide
Assessment	teaching.
	Assessment that is aligned with standards and objectives is required to be employed diagnostically, comprehensively, and to enhance student understanding and motivation in the Performance-Based Assessment, evaluated in their co-requisite methods courses' clinical experience and again in their Clinical Internship.
Standard 7 Planning for Instruction	plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross- disciplinary skills, and pedagogy, as well as knowledge of learners and the community context Lesson and unit planning are practiced in a graduated manner, starting in ED-321, Educational Psychology, with a simulated lesson plan that emphasizes (and rubric-assesses) objective formation and alignment of Standards to goals to objectives to activities, designed using valid learning theories to encourage student engagement. Alignment of assessments is added as an emphasis in ED-318, Assessment of Learning. ED-345, Culturally Relevant Teaching requires the students to plan instruction for cultural diversity. SE-322, Inclusion Strategies, requires candidates to lesson plan with modifications according to 504s and IEPs. RE-309, Disciplinary Literacy has the candidates lesson plan with content literacy strategies. The co-requisite methods courses (general methods, ED-445, Instructional Strategies & Classroom Management & subject-specific methods, ED-447, Teaching Methods in the Content Area) teach candidates to plan and instruct at the appropriate levels and in their specific content areas in ways that are engaging, accessible, and meaningful. Planning of units and three lessons, then instruction using what was planned, is assessed with the Performance Based Assessment in these methods courses and again in their clinical internship. understands and uses a variety of instructional strategies to encourage learners to develop deep understanding
Standard 8	of content areas and their connections, and to build skills to apply knowledge in meaningful ways. Strategies:
Instructional Strategies	 premised in developmental levels, that use various motivation theories, and that stem from behaviorist and cognitive learning theories are taught in ED-321, Educational Psychology. particular to engaging and encouraging learners with cultural differences, including ENL learners, are taught in ED-345, Culturally Relevant Teaching.

	• involving modifications for students with specific, identified learning challenges are taught in <u>SE-322</u> ,
	Inclusion Strategies.
	 for enhancing content-area literacy and working with students with literacy challenges are taught in <u>RE-309</u>, <u>Disciplinary Literacy</u>.
	• for working with various group sizes, for cooperative, direct, and dialogic instruction, and for providing all the strategies through clear communication are emphasized in ED-445, Instructional Strategies and
	Classroom Management, K-12
	• for teaching specific to the content area in ways that are engaging and meaningful is taught in ED-447.
	Teaching Methods in the Content Area.
	In the <u>Performance-Based Assessment</u> , the candidates' strategies are evaluated for their facilitation of content,
	coherence for effective instruction, differentiation, modification, use of literacy strategy (all in assessment of
	planning), plus communication, engagement, and management (in the performing section) engages in ongoing professional learning and uses evidence to continually evaluate his/her practice,
	particularly the effects of his/her choices and actions on others
	The engagement of the candidates throughout the program is the first evidence of their learning and self-
Standard 9	evaluative stance. They must obtain a B- or better in every program course to successfully complete the
	program, and each course expects positive engagement in learning all of the aspects of professional practice. The <u>Professional Portfolio</u> contains candidates' self-selected artifacts representing their professional learning,
Professional	reflection, and self-evaluation.
Learning and	The <u>Performance-Based Assessment's</u> Section 4 is comprised of reflection upon the teaching process that
Ethical Practice	requires candidates to generate meaningful reflections on both strengths and challenges, both positive
	accomplishments and matters on which they require improvement. It also explicitly assesses growing in the
	profession and professional character. All candidates must provide a substantive IPLP as required by the State to successfully complete the program.
	The IPLP is a definitive statement of candidates' intention to pursue further professional learning.
	seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate
Standard 10	with learners, families, colleagues, other school professionals, and community members to ensure learner
	growth, and to advance the profession.
Leadership and Collaboration	The <u>Performance-Based Assessment</u> , in Section 4, Reflecting, specifically assesses candidates' communication and collaboration with other stakeholders.
Collaboration	The <u>Professional Portfolio</u> provides self-selected artifacts which represent the candidates' involvement with
	students and other stakeholders as well as leadership opportunities taken.
	1 11

PROGRAM STANDARDS

PROGRAM STANDARD	DESIGN NARRATIVE: How is the standard being met? What courses from Section I address the standard? EVIDENCE EXPLANATION: How does the provided evidence support the standard?	
PROGRAM	DESIGN NARRATIVE: How is the standard being met? What courses from Section I address the standard?	
	<u>CHEM-111</u> , <u>CHEM-112</u>	

- 4(x) applies the scientific principles and evidence of chemical kinetics, equilibrium and thermodynamics to the behavior of matter.
- 4(y) is able to use Kinetic Molecular Theory and concepts of intermolecular forces to make predictions about the macroscopic properties of gases, including both ideal and nonideal.
- 4(z) can apply the mole concept, stoichiometry, and laws of composition (e.g. converting moles to mass).
- 4(aa) applies the concepts of solution chemistry (e.g. calculate and prepare solutions at precise concentrations, colligative properties).
- 4(bb) applies the concepts of acids/base chemistry to predict properties and reactions.
- 4(cc) is able to identify oxidation-reduction reactions and justify the identification in terms of electron transfer.
- 4(dd) demonstrates an understanding of the fundamental ideas of organic chemistry and how they relate to biochemistry.
- 4(ee) relates the fundamental principles of chemistry to personal and community health and environmental quality.
- 4(ff) can develop models to illustrate the changes in the composition of the nucleus of the atom and the energy released during the processes of fission, fusion, and radioactive decay.
- 4(gg) applies accuracy and precision to their measurements and calculations.
- 4(hh) applies the language and symbols of chemistry, including the symbols of elements and the procedures for naming compounds and determining chemical formulas.
- 4(ii) categorizes and identifies a variety of chemical reaction types.
- 4(jj) can utilize symbolic and particulate models to interpret and explain macroscopic observations.

With 0-5 candidates having moved through the program over the past cycle, we have no performance samples from candidates in the program to offer for evidence of performance enhancement indicators.

Even with such samples, the particularity of the indicators' demands make it unlikely that any EPP would be able to assure that all of them have been performed by every candidate in the formally evaluated 4 -6 hours, the informally observed 16-20 hours, or even the total clinical experience/internship teaching hours (approximately 250 hours, with repetition of lessons for sections of the same course considered). This is one of the reasons that the State is voting in Jan, '22 on revised evaluation that does not depend upon covering indicators in a checklist approach.

What we can assure is that the spirit of the standard is being met, in which our candidates are effectively engaging students in the content of the discipline, inevitably teaching what is in a sub-set of these indicators. To assure this, ED-447 is specifically to instruct candidates on the application of their content and its aspects, and give them a chance to teach at least once to a full class in their clinical experience. Then, in clinical internship (ED-460), they teach full classes for around eight of their sixteen-week placements. In both ED-447 and Clinical Internship, the candidates' teaching is evaluated formally twice, one time using the Danielson rubrics and one time according to our own Performance-Based Assessment. Rubric items in planning and performance involve facilitation of and student engagement with content in the discipline.

CONSENT- SDE TAB 15 Page 170

CONSENT JUNE 14, 2022

SUBJECT

Adoption of Praxis II Tests and Idaho Cut Scores

REFERENCE

August 2018 Board approved Content, Pedagogy and Performance

Assessments rubric and updated content area

assessments and cut scores.

February 2020 Board approved Praxis II assessments and Idaho cut

scores and amended the Content, Pedagogy and

Performance Assessments rubric.

February 2021 Board approved current Praxis II assessments and

Idaho cut scores.

June 2021 Board approved current Praxis II assessments and

Idaho qualifying scores.

August 2021 Board approved updated Praxis II assessments and

Idaho qualifying scores and approve National Board for Professional Teach Standards certification as an approved content, pedagogy, and performance

assessment.

April 2022 Board approved updated Praxis II assessments and

Idaho qualifying scores.

APPLICABLE STATUTE, RULE, OR POLICY

IDAPA 08.02.02.015.01.d - Standard Instructional Certificate IDAPA 08.02.02.017.01 - Content, Pedagogy and Performance Assessment for Certification

BACKGROUND/DISCUSSION

One of the requirements for obtaining a Standard Instructional Certificate is that proficiency be shown in the area of endorsement being sought (IDAPA 08.02.02.015.01.d). Each candidate must meet or exceed the state qualifying score on the State Board of Education (Board)-approved content area assessment. Praxis II – Subject Assessments have been selected as one of the Board-approved content area assessments. In accordance with IDAPA 08.02.02.017.01, the Professional Standards Commission recommends these assessments and qualifying scores to the Board for approval.

On April 7, 2022, the Standards Committee of the PSC reviewed the proposed addition of 5661 World Language – Japanese to the list of Board-approved Praxis II assessments and qualifying scores. The Standards Committee brought the proposed addition to the full PSC on April 8, 2022, and the full PSC voted to recommend the World Language – Japanese Praxis II assessment and multi-state cut score to the State Board of Education for approval.

CONSENT - SDE TAB 16 Page 1

CONSENT JUNE 14, 2022

IMPACT

Approval of assessments and cut scores ensures compliance with Idaho Administrative Code.

ATTACHMENTS

Attachment 1 – ETS Praxis II Assessments & Cut Scores

BOARD STAFF COMMENTS AND RECOMMENDATIONS

Pursuant to IDAPA 08.02.02.017, the PSC shall recommend assessments and qualify scores to the State Board of Education for approval. IDAPA 08.02.02. requires candidates to receive a qualifying score on a state approved content area, pedagogy, or performance assessment as applicable to the route or type of certification. The Praxis II is one of the Board approved content area assessments. Receiving a qualified score on a content area assessment is required for earning a standard instructional certificate, career technical degree-based certification, alternate routes for content area endorsements, and interim certification through an alternative authorization for content specialist. The PRAXIS II was approved by the Board in early 2000. Qualifying scores were set by the Board based on recommendations from the PSC at the December 2003 Board meeting, effective September 1, 2004. A few updates to the qualifying scores in individual subject areas were made at the June 2005, April 2006, June 2006, October 2006 and February 2018 Board meetings. Starting in 2019, updates have come to the Board more regularly. Consideration of the attached qualifying scores is part of the ongoing process to maintain updated qualifying scores on Board-approved content, pedagogy or performance assessments. In February 2020 the Board requested the PSC to include in their consideration and make recommendations on additional assessments that could serve as content, pedagogy, or performance assessment for certification purposes.

BOARD ACTION

I move to approve the World Language – Japanese Praxis II assessment and qualify score as provided in Attachment 1.

Moved by	Seconded by	Carried Yes	No
•	•		

CONSENT - SDE TAB 16 Page 2

		Content/	nstructional Certificate		
Endorsement Code	Endorsement	Grade Level	ETS Praxis II Subject Assessment	Idaho Cut Score	Multi State Cut Score
			Elementary Education: 5002 Reading and Language Arts Subtest AND	157	157
7010	All Subjects (Candidates can take 5001 OR 7811)	(K-8)	Elementary Education: 5003 Mathematics Subtest AND	157	157
			Elementary Education: 5004 Social Studies Subtest AND Elementary Education: 5005 Science Subtest	155 159	155 159
			CKT Elementary Education: 7812 Reading and Language Arts Subtest AND	161	161
7010	All Subjects (Candidates can take 5001 OR 7811)	(K-8)	CKT Elementary Education: 7813 Mathematics Subtest AND	150	150
			CKT Elementary Education: 7814 Science Subtest AND CKT Elementary Education: 7815 Social Studies Subtest	154 161	154 161
8222	American Government/Political Science	(5-9)	5089 Middle School Social Studies	149	-
7222 7770	American Indian Language	(6-12) (K-12)	5931 Government/Political Science	149	149
7038	Bilingual Education	(K-12)	5362 English to Speakers of Other Languages	155	155
8421	Biological Science	(5-9)	5442 Middle School Science	152	152
7421		(6-12)	5236 Biology 5025 Early Childhood Education OR Elementary Subtests (See All Subjects 5001 or 7811)	154	154
7083	Blended Early Childhood Education/Early Childhood Special Education	(Birth- Grade 3)	AND S692 Special Education: Early Childhood/Early Intervention	156 159	156 159
7014	Blended Elementary Education/Elementary Special Education	(Grade 4-6)	Elementary Subtests (See All Subjects 5001 or 7811)	See All Subjects	See All Subjects
8440	Chemistry	(5-9)	5442 Middle School Science	152	152
7440 8144		(6-12) (5-9)	5246 Chemistry	146	146
7144	Communication	(6-12)	5221 Speech Communication: Content Knowledge	143	-
8400	Computer Science	(5-9)	-5652 Computer Science	149	149
7400 9921	CTE - Agriculture Science & Technology	(6-12) (6-12)	5701 Agriculture	147	147
9093	CTE - Business Technology Education	(6-12)	5101 Business Education: Content Knowledge	148	154
9400	CTE - Computer Science	(6-12)	5652 Computer Science	149	149
9401 9970	CTE - Engineering CTE - Family and Consumer Sciences	(6-12) (6-12)	5051 Technology Education 5122 Family and Consumer Sciences	154 153	159 153
9092	CTE - Marketing Technology Education	(6-12)	5561 Marketing Education	158	-
9981	CTE - Technology Education	(6-12)	5051 Technology Education	154	159
7030	Deaf/Hard of Hearing	(Pre-K-12)	5354 Special Education: Core Knowledge and Applications AND 5272 Special Education: Education of Deaf and Hard of Hearing Students	145 160	151 160
7019	Early Childhood Special Education	(Pre-K-3)	5025 Early Childhood Education OR Elementary Multiple Subtests (See All Subjects 5001 or 7811) AND 5691 Special Education: Preschool/Early Childhood	156 159	156 159
8451	Earth and Space Science	(5-9)	5442 Middle School Science	152	152
7451 8228	and space science	(6-12) (5-9)	5572 Earth and Space Sciences 5089 Middle School Social Studies	154 149	154
7228	Economics	(6-12)	5911 Economics	150	150
8990	Engineering	(5-9)	-5051 Technology Education	154	159
7990 8120		(6-12) (5-9)	5047 Middle School English Language Arts	164	164
7120	English	(6-12)	5038 English Language Arts: Content Knowledge	167	167
7126	English as a Second Language (ESL)	(K-12)	5362 English to Speakers of Other Languages	155	155
7036 7037 7029	Exceptional Child Generalist	(K-8) (6-12) (K-12)	5543 Special Education: Core Knowledge and Mild to Moderate Applications AND Elementary Subtests (See All Subjects 5001 or 7811)	153 See All Subjects	158 See All Subjects
8226	Geography	(5-9)	5089 Middle School Social Studies	149	-
7226 8452		(6-12) (5-9)	5921 Geography 5442 Middle School Science	153 152	152
7452	Geology	(6-12)	5572 Earth and Space Sciences	154	154
7028	Gifted and Talented	(K-12)	5358 Gifted Education	157	157
8520 7520 7521	Health	(5-9) (6-12) (K-12)	5551 Health Education	155	-
8221		(5-9)	5089 Middle School Social Studies	149	-
	History				
7221 8133	History	(6-12)	5941 World and U.S. History: Content Knowledge	141	1
8133 7133	Humanities	(6-12) (5-9) (6-12)	-	-	-
8133 7133 8134 7134	Humanities Journalism	(6-12) (5-9) (6-12) (5-9) (6-12)	S941 World and U.S. History: Content Knowledge - 5224 Journalism	153	153
8133 7133 8134 7134 7080	-Humanities -Journalism Junior ROTC	(6-12) (5-9) (6-12) (5-9) (6-12) (6-12)		153	
8133 7133 8134 7134	Humanities Journalism	(6-12) (5-9) (6-12) (5-9) (6-12)	-	-	153 156 157
8133 7133 8134 7134 7080 7139 8320 7300	Humanities Journalism Junior ROTC Literacy	(6-12) (5-9) (6-12) (5-9) (6-12) (6-12) (K-12) (5-9) (6-12)	- 5224 Journalism - 5206 Teaching Reading	- 153 156	156
8133 7133 8134 7134 7080 7139 8320	Humanities Journalism Junior ROTC Literacy Mathematics - Middle Level	(6-12) (5-9) (6-12) (5-9) (6-12) (6-12) (K-12) (K-12)	- 5224 Journalism - 5206 Teaching Reading 5164 Middle School Mathematics	153 156 157	156 157
8133 7133 8134 7134 7080 7139 8320 7300 8820 7820	Humanities -Journalism Junior ROTC Literacy Mathematics - Middle Level Mathematics	(6-12) (5-9) (6-12) (5-9) (6-12) (6-12) (K-12) (5-9) (6-12) (5-9) (6-12)	5224 Journalism 5206 Teaching Reading 5164 Middle School Mathematics 5165 Mathematics	153 156 157 159	156 157 159
8133 7133 8134 7134 7080 7139 8320 7300 8820 7820 7810	Humanities Journalism Junior ROTC Literacy Mathematics - Middle Level Mathematics Music	(6-12) (5-9) (6-12) (6-12) (6-12) (K-12) (5-9) (6-12) (5-9) (6-12) (K-12)	- 5224 Journalism - 5206 Teaching Reading 5164 Middle School Mathematics 5165 Mathematics 5113 Music: Content Knowledge	153 156 157 159 148	156 157 159 161
8133 7133 8134 7134 7080 7139 8320 7300 8820 7820 7810 7420 7989 8510 7512	Humanities Journalism Junior ROTC Literacy Mathematics - Middle Level Mathematics Music Natural Science	(6-12) (5-9) (6-12) (5-9) (6-12) (6-12) (K-12) (K-12) (5-9) (6-12) (K-12) (K-12) (Fre-K-12) (5-9) (6-12)	- 5224 Journalism - 5206 Teaching Reading 5164 Middle School Mathematics 5165 Mathematics 5113 Music: Content Knowledge	153 156 157 159 148	156 157 159 161
8133 7133 8134 7134 7080 7139 8320 7300 8820 7820 7820 7820 7820 7820 7820 78	Humanities Journalism Junior ROTC Literacy Mathematics - Middle Level Mathematics Music Natural Science Online-Teacher Physical Education (PE)	(6-12) (5-9) (6-12) (5-9) (6-12) (6-12) (K-12) (5-9) (6-12) (5-9) (6-12) (K-12) (6-12) (Fre-K-12) (5-9)	- 5224 Journalism - 5206 Teaching Reading 5164 Middle School Mathematics 5165 Mathematics 5113 Music: Content Knowledge 5436 General Science	153 156 157 159 148 141	156 157 159 161
8133 7133 8134 7134 7080 7139 8320 7300 8820 7820 7810 7420 7989 8510 7512 7511 8430 7430	Humanities Journalism Junior ROTC Literacy Mathematics - Middle Level Mathematics Music Natural Science Online-Teacher	(6-12) (5-9) (6-12) (5-9) (6-12) (6-12) (6-12) (5-9) (6-12) (6-12) (6-12) (7-12) (8-12) (8-12) (8-12) (8-12) (8-12) (8-12) (8-12) (8-12) (8-12) (8-12) (8-12) (8-12)	5224 Journalism 5206 Teaching Reading 5164 Middle School Mathematics 5165 Mathematics 5165 Mathematics 5113 Music: Content Knowledge 5436 General Science - 5091 Physical Education: Content Knowledge 5442 Middle School Science 5485 Physical Science	153 156 157 159 148 141 - 143	156 157 159 161 141 - - 152 157
8133 7133 8134 7134 7080 7139 8320 7300 8820 7820 7810 7420 7989 8510 7512 7511 8430 7430 8450	Humanities Journalism Junior ROTC Literacy Mathematics - Middle Level Mathematics Music Natural Science Online-Teacher Physical Education (PE)	(6-12) (5-9) (6-12) (5-9) (6-12) (6-12) (6-12) (6-12) (6-12) (6-12) (6-12) (K-12) (6-12) (Fre-K-12) (5-9) (6-12) (Fre-K-12) (5-9) (6-12) (5-9) (6-12) (5-9) (6-12) (5-9) (6-12) (5-9) (6-12) (5-9) (6-12) (5-9) (6-12) (5-9)	- 5224 Journalism - 5206 Teaching Reading - 5164 Middle School Mathematics - 5165 Mathematics - 5113 Music: Content Knowledge - 5436 General Science - 5091 Physical Education: Content Knowledge - 5442 Middle School Science - 5442 Middle School Science - 5442 Middle School Science	153 156 157 159 148 141 - 143 152 157	156 157 159 161 141 - - 152 157 152
8133 7133 8134 7134 7080 7139 8320 7300 8820 7820 7810 7420 7989 8510 7512 7511 8430 7430	Humanities Journalism Junior ROTC Literacy Mathematics - Middle Level Mathematics Music Natural Science Online-Teacher Physical Education (PE) -Physics	(6-12) (5-9) (6-12) (5-9) (6-12) (6-12) (6-12) (5-9) (6-12) (6-12) (6-12) (7-12) (8-12) (8-12) (8-12) (8-12) (8-12) (8-12) (8-12) (8-12) (8-12) (8-12) (8-12) (8-12)	- 5224 Journalism - 5206 Teaching Reading - 5164 Middle School Mathematics - 5165 Mathematics - 5113 Music: Content Knowledge - 5436 General Science - 5091 Physical Education: Content Knowledge - 5442 Middle School Science - 5266 Physics	153 156 157 159 148 141 - 143 152 157 152 145	156 157 159 161 141 - - 152 157 152 145
8133 7133 8134 7134 7080 7139 8320 7300 8820 7820 7810 7420 7989 8510 7512 7511 8430 7430 8450 7450 8231	Humanities Journalism Junior ROTC Literacy Mathematics - Middle Level Mathematics Music Natural Science Online-Teacher Physical Education (PE) Physics Psychology	(6-12) (5-9) (6-12) (5-9) (6-12) (6-12) (K-12) (6-12) (K-12) (6-12) (K-12) (6-12) (K-12) (6-12) (Fre-K-12) (5-9) (6-12) (5-9) (6-12) (5-9) (6-12) (5-9) (6-12) (5-9) (6-12) (5-9) (6-12) (5-9) (6-12) (5-9) (6-12) (5-9) (6-12) (5-9) (6-12) (5-9) (6-12) (5-9) (6-12) (5-9) (6-12) (5-9) (6-12) (5-9) (6-12) (5-9) (6-12) (6-12)	5224 Journalism 5206 Teaching Reading 5164 Middle School Mathematics 5165 Mathematics 5113 Music: Content Knowledge 5436 General Science 5091 Physical Education: Content Knowledge 5442 Middle School Science 5485 Physical Science 5482 Physical Science 5485 Physical Science 5486 Physics 5391 Psychology	153 156 157 159 148 141 - 143 152 157 152 145	156 157 159 161 141 - - - 152 157 152 145
8133 7133 8134 7134 7138 8139 7139 8320 7300 8820 7820 7820 7820 7820 7810 7420 7989 8510 7420 7989 8510 7420 8450 7430 8450 7450 8231 7231	Humanities Journalism Junior ROTC Literacy Mathematics - Middle Level Mathematics Music Natural Science Online-Teacher Physical Education (PE) Physical Science Physics Science - Middle Level	(6-12) (5-9) (6-12) (5-9) (6-12) (6-12) (6-12) (6-12) (6-12) (6-12) (K-12) (6-12) (Fre-K	5224 Journalism 5206 Teaching Reading 5164 Middle School Mathematics 5165 Mathematics 5165 Mathematics 5113 Music: Content Knowledge 5436 General Science 5091 Physical Education: Content Knowledge 5442 Middle School Science 5442 Middle School Science 5445 Physical Science 5445 Physical Science 5456 Physics 5391 Psychology 5442 Middle School Science	153 156 157 159 148 141 - 143 152 157 152 145	156 157 159 161 141 - - 152 157 155 145
8133 7133 8134 7134 7080 7139 8320 7300 8820 7820 7810 7420 7989 8510 7512 7511 8430 7430 8450 7450 8231	Humanities Journalism Junior ROTC Literacy Mathematics - Middle Level Mathematics Music Natural Science Online-Teacher Physical Education (PE) Physics Psychology	(6-12) (5-9) (6-12) (5-9) (6-12) (6-12) (K-12) (6-12) (K-12) (6-12) (K-12) (6-12) (K-12) (6-12) (Fre-K-12) (5-9) (6-12) (5-9) (6-12) (5-9) (6-12) (5-9) (6-12) (5-9) (6-12) (5-9) (6-12) (5-9) (6-12) (5-9) (6-12) (5-9) (6-12) (5-9) (6-12) (5-9) (6-12) (5-9) (6-12) (5-9) (6-12) (5-9) (6-12) (5-9) (6-12) (5-9) (6-12) (6-12)	5224 Journalism 5206 Teaching Reading 5164 Middle School Mathematics 5165 Mathematics 5113 Music: Content Knowledge 5436 General Science 5091 Physical Education: Content Knowledge 5442 Middle School Science 5485 Physical Science 5482 Physical Science 5485 Physical Science 5486 Physics 5391 Psychology	153 156 157 159 148 141 - 143 152 157 152 145	156 157 159 161 141 - - - 152 157 152 152 145
8133 7133 8134 7134 7139 8320 7139 8320 7820 7820 7820 7820 7820 7820 7820 78	Humanities Journalism Junior ROTC Literacy Mathematics - Middle Level Mathematics Music Natural Science Online-Teacher Physical Education (PE) Physical Science Physical Science Psychology Science - Middle Level Social Studies - Middle Level	(6-12) (5-9) (6-12) (5-9) (6-12) (5-9) (6-12) (5-9) (6-12) (5-9) (6-12) (5-9) (6-12) (5-9) (6-12) (5-9) (6-12) (5-9) (6-12) (5-9) (6-12)	5224 Journalism 5206 Teaching Reading 5164 Middle School Mathematics 5165 Mathematics 5113 Music: Content Knowledge 5436 General Science 5091 Physical Education: Content Knowledge 5442 Middle School Science 5442 Middle School Science 5458 Physical Science 5462 Physics 5391 Psychology 5442 Middle School Science 5463 Solid Science 5464 Middle School Science 5465 Physics 5391 Social Studies: Content Knowledge 5081 Social Studies: Content Knowledge 5089 Middle School Science	153 156 157 159 148 141 - 143 152 157 159 145 154	156 157 159 161 141 - - - 152 157 152 152 145
8133 7133 8134 7134 7080 7139 8320 7300 8820 7820 7810 7420 7989 8510 7511 8430 7450 8450 7450 8231 7231 8453 7200 8220 8229 7229	Humanities Journalism Junior ROTC Literacy Mathematics - Middle Level Mathematics Music Natural Science Online-Teacher Physical Education (PE) Physical Science Physical Science Psychology Science - Middle Level Social Studies	(6-12) (5-9) (6-12) (5-9) (6-12) (5-9) (6-12)	5224 Journalism 5206 Teaching Reading 5164 Middle School Mathematics 5165 Mathematics 5163 Music: Content Knowledge 5436 General Science 5091 Physical Education: Content Knowledge 5442 Middle School Science 5442 Middle School Science 5442 Middle School Science 5442 Middle School Science 5443 Physical Science 5444 Sphysical Science 5445 Physical Science 5445 Middle School Science 5442 Middle School Science	153 156 157 159 148 141 - 143 152 157 159 154 154 150	156 157 159 161 141 152 157 152 145 154 154
8133 7133 8134 7134 7139 8320 7139 8320 7820 7820 7820 7820 7820 7820 7820 78	Humanities Journalism Junior ROTC Literacy Mathematics - Middle Level Mathematics Music Natural Science Online-Teacher Physical Education (PE) Physical Science - Physical Science Physical Science Social Studies Social Studies - Middle Level Sociology/Anthropology Science - Middle Level Sociology/Anthropology	(6-12) (5-9) (6-12) (5-9) (6-12) (5-9) (6-12) (5-9) (6-12) (5-9) (6-12) (5-9) (6-12) (5-9) (6-12) (5-9) (6-12) (5-9) (6-12) (5-9) (6-12)	5224 Journalism 5206 Teaching Reading 5164 Middle School Mathematics 5165 Mathematics 5165 Mathematics 5113 Music: Content Knowledge 5436 General Science - 5091 Physical Education: Content Knowledge 5442 Middle School Science 5442 Middle School Science 5442 Middle School Science 5266 Physics 5391 Psychology 5442 Middle School Science 5081 Social Studies: Content Knowledge 5089 Middle School Science 5089 Middle School Science 5089 Middle School Science 5095 Scoiology	153 156 157 159 148 141 - 143 152 157 152 145 154 154 154	156 157 159 161 141 152 157 152 145 154 154
8133 7133 8134 7134 7139 8320 7300 8820 7820 7810 7420 7989 8510 7512 7511 8430 7430 8450 7450 8231 7231 8453 7200 8229 7229 8236	Humanities Journalism Junior ROTC Literacy Mathematics - Middle Level Mathematics Music Natural Science Online-Teacher Physical Education (PE) Physical Science - Physics Psychology Science - Middle Level Social Studies Social Studies Sociology	(6-12) (5-9) (6-12) (5-9) (6-12)	5.224 Journalism - 5.206 Teaching Reading 5.164 Middle School Mathematics 5.165 Mathematics 5.113 Music: Content Knowledge 5.413 Music: Content Knowledge 5.436 General Science - 5.091 Physical Education: Content Knowledge 5.442 Middle School Science 5.485 Physical Science 5.442 Middle School Science 5.466 Physics 5.391 Psychology 5.442 Middle School Science 5.266 Physics 5.391 Psychology 5.442 Middle School Science 5.468 Spididle School Science 5.469 Middle School Science 5.5952 Sociology Performance Assessment for Teacher Leaders (PATL)	153 156 157 159 148 141 143 152 155 154 154 154 154 154 154	156 157 159 161 141
8133 7133 8134 7134 7139 8320 7139 8320 7820 7820 7820 7820 7821 7420 7989 8510 7420 7989 8510 7420 7512 7511 8430 8450 7450 8231 7231 8453 7200 8220 8229 7229 8236 7236	Humanities Journalism Junior ROTC Literacy Mathematics - Middle Level Mathematics Music Natural Science Online-Teacher Physical Education (PE) Physical Science - Physical Science Physical Science Social Studies Social Studies - Middle Level Sociology/Anthropology Science - Middle Level Sociology/Anthropology	(6-12) (5-9) (6-12) (5-9) (6-12)	5224 Journalism 5206 Teaching Reading 5164 Middle School Mathematics 5165 Mathematics 5165 Mathematics 5113 Music: Content Knowledge 5436 General Science - 5091 Physical Education: Content Knowledge 5442 Middle School Science 5485 Physical Science 5442 Middle School Science 5466 Physics 5391 Psychology 5442 Middle School Science 5266 Physics 5391 Psychology 5442 Middle School Science 5081 Social Studies: Content Knowledge 5081 Social Studies: Content Knowledge 5089 Middle School Science 5082 Sociology 5952 Sociology Performance Assessment for Teacher Leaders (PATL) Performance Assessment for Teacher Leaders (PATL) Performance Assessment for Teacher Leaders (PATL)	153 156 157 159 148 141 - 143 152 157 152 145 154 154 154 154 154 155 155 154 155 156	156 157 159 161 141 152 157 152 157 152 145 154 154 154 154 156
\$133 7133 8134 7134 7139 8320 7300 8820 7820 7820 7820 7820 7820 7820 78	Humanities Journalism Junior ROTC Literacy Mathematics - Middle Level Mathematics Music Natural Science Online-Teacher Physical Education (PE) Physical Science Physics Science Physics Science Social Studies - Middle Level Social Studies - Middle Level Sociology/Anthropology Teacher Leader - Instructional Specialist (K-12)	(6-12) (5-9) (6-12) (5-9) (6-12)	5224 Journalism 5206 Teaching Reading 5164 Middle School Mathematics 5165 Mathematics 5165 Mathematics 5113 Music: Content Knowledge 5436 General Science 5091 Physical Education: Content Knowledge 5442 Middle School Science 5442 Middle School Science 5445 Physical Science 5445 Physical Science 5445 Physical Science 5442 Middle School Science 5445 Physical Science 5442 Middle School Science 5566 Physics 5391 Psychology 5442 Middle School Science 5081 Social Studies: Content Knowledge 5089 Middle School Science 5089 Social Studies: Content Knowledge 5089 Social Studies: Content Knowledge 5952 Sociology Performance Assessment for Teacher Leaders (PATL) Performance Assessment for Teacher Leaders (PATL)	153 156 157 159 148 141 143 143 152 157 152 145 154 154 155 154 154 154 154 154 154	156 157 159 161 141 152 157 152 157 152 145 154 154 154 154

CONSENT- SDE TAB 16 Page 1

	Standard Instructional Certificate											
Endorsement Code	Endorsement	Content/ Grade Level	ETS Praxis II Subject Assessment	Idaho Cut Score	Multi State Cut Score							
1233	reacher Leader - Wathematics		5165 Mathematics (OR)	159	159							
			5037 Elementary Education: Math Specialist	153	153							
7045	Teacher Leader - Special Education	-	Performance Assessment for Teacher Leaders (PATL)	42	-							
7020	Teacher Librarian	(K-12)	5312 School Librarian	154	154							
8137 7137	Theater Arts	(5-9) (6-12)	5641 Theatre	148	-							
8852 7852 7851	Visual Arts	(5-9) (6-12) (K-12)	5134 Art: Content Knowledge	151	158							
7025	W. Albardana		5354 Special Education: Core Knowledge and Applications AND	145	151							
7035	Visual Impairment	(Pre-K-12)	5282 Special Education: Teaching Students with Visual Impairments	163	163							
8700 7700 7710	World Language (All other languages not listed below)	(5-9) (6-12) (K-12)	5841 World Language Pedagogy	151	158							
8702 7702 7701	World Language - American Sign Language	(5-9) (6-12) (K-12)	0634 American Sign Language Proficiency Interview (ASLPI) by Gallaudet	3 (score is equivalent to a 160 scale score)	160							
8796 7796 7715	World Language - Chinese	(5-9) (6-12) (K-12)	5665 Chinese (Mandarin): World Language	164	164							
8830 7730 7712	World Language - French	(5-9) (6-12) (K-12)	5174 French: World Language	156	162							
8740 7740 7713	(K-12) World Language - German (6-12) (K-12)		5183 German: World Language	157	163							
7792	World Language - Japanese	(K-12)	5661 Japanese	156	156							
7750	World Language - Latin	(K-12)	5601 Latin	152	-							
8720		(5-9)										
7720	World Language - Spanish	(6-12)	5195 Spanish: World Language	163	168							
7711		(K-12)	1 ' " "									

CONSENT- SDE TAB 16 Page 2

ТАВ	DESCRIPTION	ACTION
1	ONLINE IDAHO UPDATE	Information Item
2	REMEDIATION REPORT	Information Item
3	BOARD POLICY III.M. PUBLIC POSTSECONDARY ACCREDITATION – FIRST READING	Action Item

IRSA TOC Page i

SUBJECT

Online Idaho Update: Implementation and Investment Outcomes

REFERENCE

	ENCE	
J	lune 10, 2020	The Board approved and forwarded a request to the Coronavirus Financial Advisory Committee for \$4M to support the development of a system-wide digital campus for postsecondary education.
J	June 29, 2020	The Board received an update on CFAC funding and two different potential models for a digital campus in Idaho.
J	July 9, 2020	The Board approved an Initial Implementation Plan and directed staff to access funds from the Governor's Coronavirus Financial Advisory Committee to pursue this plan.
A	August 24, 2020	The Board received an update on Idaho's digital campus project that highlighted early outcomes in institution engagement, shared governance, project roadmaps, and state purchasing.
١	November 2, 2020	The Board received an update on the initiative, approved the name "Online Idaho," and approved contracts with Instructure for two additional years of statewide Canvas licensing.
(October 21, 2021	The Board approved fully online cybersecurity degrees that were jointly designed by faculty at Boise State University and Lewis-Clark State College for course sharing though Online Idaho's course exchange.
[December 15, 2021	The Board received an update on the progress of the Online Idaho initiative, including a demonstration of the current platform capabilities.

APPLICABLE STATUTE, RULE, OR POLICY

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

BACKGROUND/DISCUSSION

In response to the mission-critical pivot of colleges and universities to online and remote instruction during Spring Semester 2020, the Board formed a working group to explore the concept of a "digital campus" that could drive new growth toward low-cost, high-quality, career-relevant, online-first postsecondary educational experiences that reach every Idahoan in times of crisis as well as calm.

Under Board direction and in partnership with other state agencies and institutions, Online Idaho has emerged as a collaborative effort to fortify digital teaching and learning infrastructure through new investments in interoperable software, services, and resources.

Key investments in the product suite of a third-party vendor named Quottly consolidates access to existing online courses and programs via a statewide course exchange. The Board's partnership with Quottly has garnered positive nationwide attention both for the speed in which a system-like strategy for online course sharing has been implemented at scale and for demonstrating how a technical solution may streamline administrative processes without undermining institutional autonomy.

Other investments in access to a common learning management system, a digital authoring platform, and professional services from open and online learning organizations promote consistency and buoy inter-institutional excellence among online and on-ground learning contexts alike. Investments made to address institution-specific support needs have further reduced inequities between institutions in the areas of accessibility, IT support, records retention, and project management.

IMPACT

Whether statewide or institution-specific, the software, services, and resources that Online Idaho provides have led to new, collaborative conversations about what is possible for open educational resources, zero textbook cost degrees, quality assurance, online accessibility, digital literacy, professional development, student support, instructional design, continuing education, and other contemporary teaching and learning topics in Idaho.

ATTACHMENTS

Attachment 1 – Online Idaho Update: Implementation and Investment Outcomes

STAFF COMMENTS AND RECOMMENDATIONS

Board updates include an overview of where funding was invested during implementation, the outcomes of those investments, and the possibilities that exist for strategic ongoing investments in Online Idaho.

BOARD ACTION

This item is for informational purposes only.

SUBJECT

Annual Remediation Report

REFERENCE

December 2017 Board received annual remediation report, pursuant to Board

Policy III.S.

December 2018 Board received the annual remediation report reporting out

on the effectiveness of the Complete College Idaho remediation reform efforts as part of the Strategic Planning

work session.

October 2019 The Board approved the first reading of changes to Board

Policy III.S. Remedial Education, clarifying student readiness

levels.

December 2020 The Board approved the second reading of changes to

Board Policy III.S.

APPLICABLE STATUTES, RULE OR POLICY

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

BACKGROUND/DISCUSSION

Board Policy III.S. Remedial Education requires institutions to report annually to the Board their "success rates in Corequisite support models" and success rates in other "remedial courses" annually. This report is a summary of institutional data submitted to the Office of the State Board of Education, covering remediation success rates through the end of the 2020-2021 academic year.

The Board authorizes four remediation models for use in the public postsecondary institutions for English and Mathematics:

- Corequisite Course Model Remedial instruction is offered in a designated course taught in the same term and in tandem with the course material for the college level offering; most typically by the same instructor and with a complimentary meeting pattern.
- Corequisite Support Similar to a Corequisite course, remedial content is delivered within the same term as the college level offering, but a regularly scheduled remedial section offering is not employed.
- Embedded Model Remedial content is delivered during the same classroom setting as the college level course offering.
- Emporium Model Remedial content is delivered though a (most typically) self-paced computer lab setting where modules or learning packets are available to the individual student.

In addition to these authorized remediation models, pursuant to Board policy III.S, "institutions may pilot the use of Alternative delivery models, provided the models are evidence based. Institutions choosing to exercise this pilot option shall notify both the Council on Academic Affairs and Programs and the Instruction, Research, and Student Affairs Committee of their intent to pilot a new delivery

model and the results of said pilot. Piloted models must be assessed annually and may be continued and scaled beyond the first year if the pilot achieves equal or greater success rates in students completing gateway mathematics and English courses as compared to rates achieved in approved Corequisite Support models."

While English remediation in the eight public postsecondary institutions in Idaho is now exclusively offered through the Corequisite course model, math remediation is offered though several pedagogical models across the eight institutions, including the Corequisite models, the Emporium model, and Alternative models in pilot. Some institutions still offer Traditional math remediation as they transition to an authorized model by Fall 2022, as required by Board policy. No institution is implementing an alternative approach to math remediation in a formal pilot, but some institutions offer Math 108, which is considered an alternate form of traditional remediation, except in cases where Math 108 is the required math course for Career Technical Education programs.

IMPACT

This report provides the Board with longitudinal data regarding the success of the remediation models required by policy, compared to Traditional remediation approaches in both math and English language arts. The report helps the Board understand the efficacy of this policy in promoting postsecondary student advancement and completion.

ATTACHMENTS

Attachment 1 – Annual Report on Remediation in English and Math in Idaho Public Postsecondary Institutions

STAFF COMMENTS AND RECOMMENDATIONS

In English language arts, where the Corequisite approach is used at all eight Idaho public postsecondary institutions, pass rates for students in the Corequisite model are higher than pass rates using the now-defunct Traditional model, with an overall average pass rate of 73.3% in the Corequisite model compared to 62.9% in the Traditional model across all institutions since 2014.

In math, over a similar time period, institutions using the Corequisite model have an average student pass rate of 78.6%, compared to 56.5% pass rate for the Emporium model, 57.9% for alternative models, and 61.8% for Traditional models. It's important to note that the average pass rate for the University of Idaho, which uses the Emporium model exclusively, is 66.4%, which is lower than the average and institutional-level Corequisite pass rates, but higher than the average pass rate for the Emporium model when combined with all institutions that use the Emporium model.

The data from 2014-2021, which this report covers, clearly indicate that Corequisite remediation is the most successful model for both math and English

language arts in terms of student pass rates in those remedial courses. This result is bolstered by additional data in the report showing that students who successfully complete a Corequisite course are more likely to pass a subsequent credit-bearing math or English course than students who completed a remedial course using any other model.

BOARD ACTION

This item is for informational purposes only.

ATTACHMENT 1

A Report on Remediation in English and Math in Idaho's Public Postsecondary Institutions

Results through the 2020-2021 Academic Year

Published April 2022



ATTACHMENT 1

Introduction

Idaho State Board of Education Policy III.S. Remedial Education requires institutions to report annually to the board their "success rates in Corequisite support models" and success rates in other "remedial courses" annually. This report is a summary of institutional data submitted to the Office of the State Board of Education, covering remediation success rates through the end of the 2020-2021 academic year.

The Board authorizes four remediation models for use in the public postsecondary institutions for English and Mathematics:

- Corequisite Course Model Remedial instruction is offered in a designated course taught in the same term and in tandem with the course material for the college level offering; most typically by the same instructor and with a complimentary meeting pattern.
- Corequisite Support Similar to a Corequisite course, remedial content is delivered within the same term as the college level offering, but a regularly scheduled remedial section offering is not employed.
- Embedded Model Remedial content is delivered during the same classroom setting as the college level course offering.
- Emporium Model Remedial content is delivered though a (most typically) self-paced computer lab setting where modules or learning packets are available to the individual student.

In addition to these authorized remediation models, per Board policy, "institutions may pilot the use of Alternative delivery models, provided the models are evidence based."

While English remediation in the eight public postsecondary institutions in Idaho is now exclusively offered through the Corequisite course model, Math remediation is offered though several pedagogical models across the eight institutions, including the Corequisite models, the Emporium model, and Alternative models in pilot. Some institutions still offer Traditional math remediation as they transition to an authorized model by Fall 2022, as required by Board policy.

Boise State University offers a modified Corequisite approach to their remediation program that focuses on success and self-efficacy (both in general education math classes and in subsequent math-dependent courses in degree programs) and that serves as a cornerstone for broader student success efforts. Boise State has replaced two traditional math courses (Math 025 Elementary Algebra and Math 108 Intermediate Algebra) with two new courses focused on building a strong math foundation (Math 103 Mathematics Transition for Success and Math 133 Elementary Models with Functions). Additionally, Math 133 fulfills the general education requirement whereas its predecessor (Math 108) did not. Additionally, students are often accelerated into higher level courses at varying points in the term and provided non-credit

ATTACHMENT 1

bearing Corequisite support.

University of Idaho offers remediation through an Emporium model with the core content built on Math 108 Intermediate Algebra. While course work is self-paced, weekly time commitment is required and group meetings, covering study materials and course explanations, are also required.

Idaho State University offers Traditional math remediation (Math 015 and Math 025), as well as enrollment in Math 108 (locally 1108) Intermediate Algebra, an Alternative model which allows progression into Math 143 (1143) College Algebra. The institution has also recently added the Corequisite course model and another Alternative model called accelerated math.

Lewis-Clark State College offers both Corequisite courses and Traditional remediation through Math 015 and Math 025. The school began offerings in Corequisite math in 2017.

College of Western Idaho offers both Emporium and Corequisite courses. Within the Emporium model, modular learning content is offered that encompass preparatory outcomes of various college level courses. Group sessions are offered but not required. The school began offerings in the Emporium model in 2015 and Corequisite in 2017.

College of Southern Idaho offers both Corequisite courses and Traditional remediation through Math 023 Mathematics for College Readiness and Math 043 Algebra for College Readiness. The school began offerings in Corequisite math in 2017.

North Idaho College offers Traditional math remediation (Math 015, Math 025 and Math 090), as well as enrollment in the Alternative Math 108 model, which allows progression into Math 130 Finite Mathematics and Math 143 College Algebra.

College of Eastern Idaho offers remediation through Traditional methodologies (Math 100 Introduction to Algebra), Corequisite courses, and the Alternative Math 108 model.

While the offering of Math 108 at the various institutions is being categorized as remedial coursework, institutions do not uniformly identify the subject as remedial. However, while some institutions classify the course as remedial and others as college level, no institution currently allows Math 108 to meet degree requirements as a math component; though some institutions do allow the use of the course as a general elective. For the purposes of this report, the Alternative Math 108 and accelerated models are classified as "Other" models.

English Remediation

Since 2019, English remediation at Idaho's eight public postsecondary institutions has been offered exclusively through the Corequisite course model. Across all institutions, pass rates in the Corequisite model are higher than pass rates using the now-defunct Traditional model, with an overall average pass rate of 73.3% in the Corequisite model compared to 62.9% in the

ATTACHMENT 1

Traditional model across all institutions and years (Table 1 and Figure 1). Corequisite remediation pass rates for each institution across all years are shown in Table 2 and Figures 2 and 3, while historic Traditional remediation pass rates for all institutions that have offered this approach are shown in Table 3 and Figure 4.

Table 1. Averages Across All Institutions of English Remediation Pass Rates.

Year	Corequisite	Traditional
2014	74.5%	68.4%
2015	73.0%	60.0%
2016	72.2%	63.7%
2017	74.5%	64.7%
2018	73.0%	57.5%
2019	76.9%	*
2020	72.7%	*
2021	69.8%	*
Average of averages	73.3%	62.9%

^{*}Only Corequisite remediation offered from 2019.

Table 2. English Corequisite Remediation Pass Rates

Year	UI	BSU	LCSC	ISU	CEI	CSI	CWI	NIC
2014	*	88.4%	68.7%	76.0%	*	*	64.9%	*
2015	83.7%	83.2%	75.4%	80.4%	*	62.8%	65.2%	60.4%
2016	87.0%	83.0%	78.7%	76.7%	69.2%	49.7%	71.9%	61.5%
2017	92.1%	87.5%	73.4%	68.4%	87.5%	49.4%	69.9%	67.8%
2018	86.9%	87.2%	76.4%	71.2%	78.1%	55.3%	68.2%	61.0%
2019	81.0%	87.1%	81.8%	66.0%	87.5%	76.5%	68.9%	66.7%
2020	82.6%	84.8%	74.2%	55.7%	86.0%	73.3%	69.0%	55.8%
2021	80.3%	76.6%	67.7%	60.5%	83.3%	68.8%	61.6%	59.3%

^{*}Corequisite remediation not yet implemented.

Table 3. English Traditional Remediation Pass Rates at Institutions that have Offered this Model

Year	UI	BSU	LCSC	ISU	CEI	CSI	CWI	NIC
2014	86.8%	*	*	69.3%	*	54.6%	64.8%	66.7%
2015	*	*	*	68.5%	*	52.4%	*	59.0%
2016	*	*	*	56.0%	*	72.0%	*	63.2%
2017	*	*	*	*	*	66.7%	*	62.8%
2018	*	*	*	*	*	*	*	57.5%
2019	*	*	*	*	*	*	*	*

ATTACHMEN											
2020	*	*	*	*	*	*	*	*			
2021	*	*	*	*	*	*	*	*			

^{*}Traditional remediation replaced by Corequisite model.

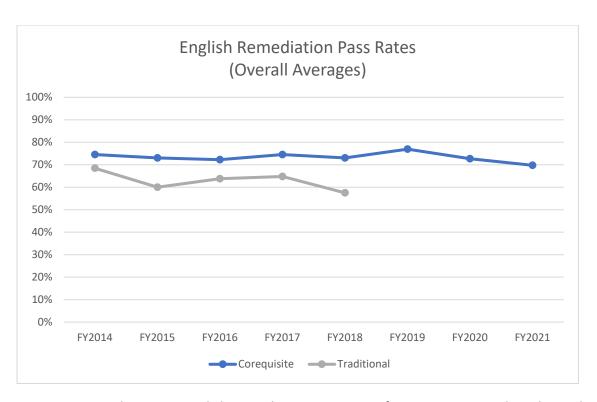


Figure 1. Annual average English remediation pass rates for Corequisite and Traditional models.

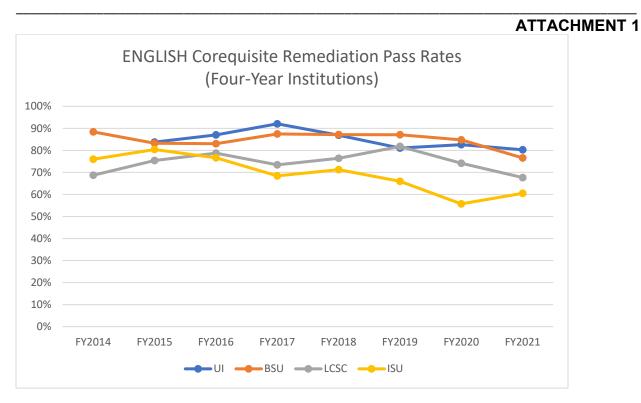


Figure 2. English Corequisite remediation pass rates at the four-year institutions.

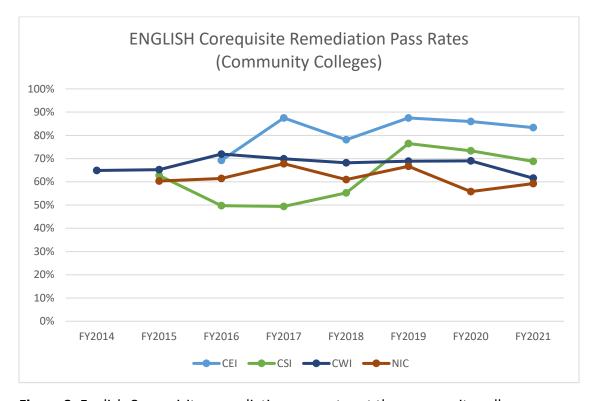


Figure 3. English Corequisite remediation pass rates at the community colleges.

ATTACHMENT 1

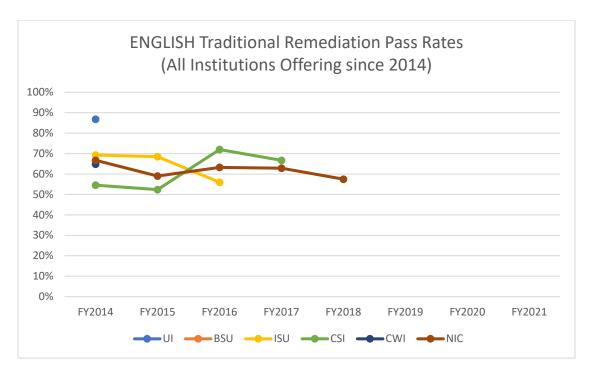


Figure 4. English Traditional remediation pass rates at all institutions that offered this model.

In addition to pass rates in remediation courses, institutions also reported the percent of students who took a remedial course and then completed a subsequent credit-bearing English course within a year with a "C" grade or higher. In general, across all institutions and years, students who took Corequisite remediation had higher completion rates in subsequent college-level English courses than students who took Traditional remediation (Tables 4 & 5 and Figures 5-8).

Table 4. Percent of Undergraduate, Degree-Seeking Students Who Took a Corequisite English Remedial Course and Completed a Subsequent Credit-Bearing English Course Within One Year with a "C" or Higher Grade

Year	UI	BSU	LCSC	ISU	CEI	CSI	CWI	NIC	Averages
2014	*	89.3%	30.1%	84.0%	*		62.8%	*	66.5%
2015	77.6%	86.2%	34.7%	84.3%	*	73.3%	67.7%	50.9%	67.8%
2016	79.4%	85.2%	52.2%	78.5%	7.7%	70.2%	70.8%	59.0%	62.9%
2017	74.9%	88.5%	43.0%	72.7%	0.0%	69.8%	71.6%	63.1%	60.4%
2018	73.4%	88.5%	34.6%	73.8%	3.1%	67.7%	70.3%	53.8%	58.1%
2019	69.0%	87.1%	76.3%	69.0%	17.5%	76.5%	74.1%	52.4%	65.2%

ATTACHMENT 1										
2020	71.0%	84.8%	59.6%	60.1%	21.3%	70.3%	69.6%	47.8%	60.6%	

^{*}Corequisite model not yet implemented.

Table 5. Percent of Undergraduate, Degree-Seeking Students Who Took a Traditional English Remedial Course and Completed a Subsequent Credit-Bearing English Course Within One Year with a "C" or Higher Grade

Year	UI	BSU	LCSC	ISU	CEI	CSI	CWI	NIC	Averages
2014	76.7%	*	*	56.1%	*	27.7%	23.2%	23.9%	41.5%
2015	*	*	*	62.5%	*	35.4%	*	22.1%	40.0%
2016	*	*	*	56.0%	*	52.0%	*	31.6%	46.5%
2017	*	*	*	72.7%	*	50.0%	*	30.1%	50.9%
2018	*	*	*	*	*	*	*	20.0%	20.0%
2019	*	*	*	*	*	*	*	*	*
2020	*	*	*	*	*	*	*	*	*

^{*}Traditional model replaced by Corequisite model.

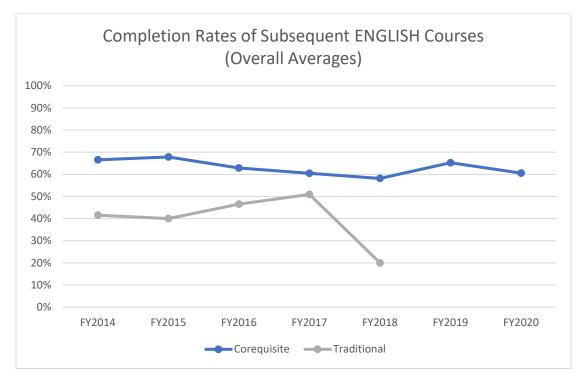


Figure 5. Annual average completion rates ("C" or higher grade) of students taking a subsequent credit-bearing English course within one year of taking Corequisite or Traditional remediation.

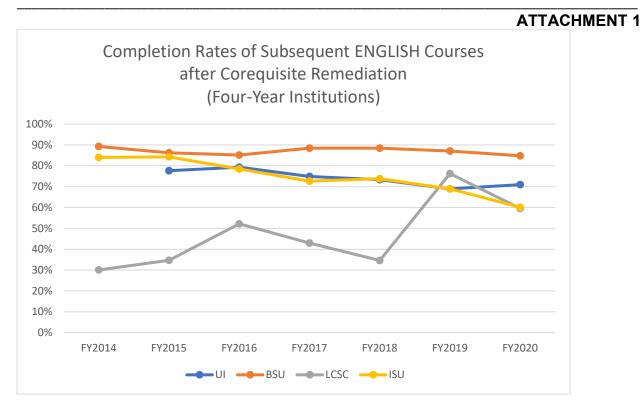


Figure 6. Completion rates ("C" or higher grade) of students taking a subsequent credit-bearing English course within one year of taking Corequisite remediation at the four-year institutions.

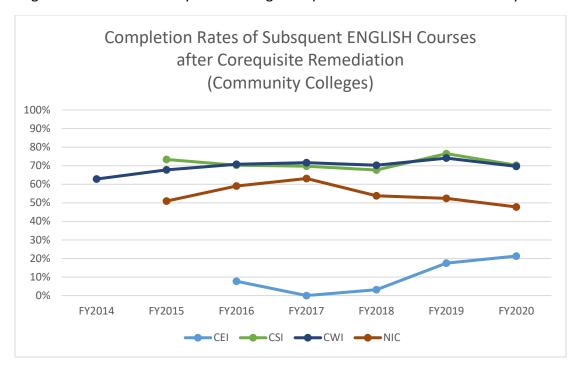


Figure 7. Completion rates ("C" or higher grade) of students taking a subsequent credit-bearing English course within one year of taking Corequisite remediation at the community colleges.

ATTACHMENT 1

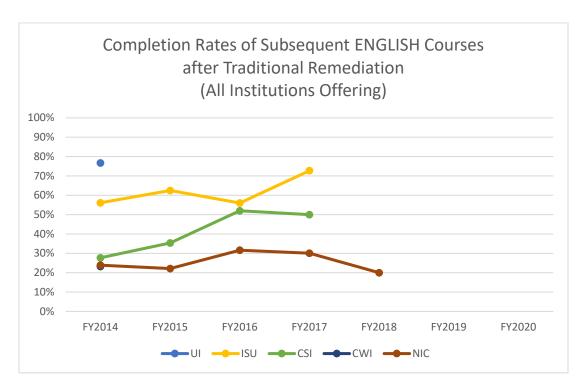


Figure 8. Completion rates ("C" or higher grade) of students taking a subsequent credit-bearing English course within one year of taking Traditional remediation at all institutions that offered Traditional remediation.

Math Remediation

Math remediation at Idaho's eight public postsecondary institutions is offered through several models, including Corequisite, Emporium, Other, and Traditional, as described above. Across all institutions, pass rates in the Corequisite model are higher than pass rates using any other model (Table 6 and Figure 9). Remediation pass rates for each institution across all years and all non-Traditional models are shown in Table 7 and Figures 10 and 11, while Traditional remediation pass rates for all institutions that have or continue to offer this approach are shown in Table 8 and Figure 12.

Table 6. Averages Across All Institutions of Math Remediation Pass Rates for Corequisite, Emporium, Other, and Traditional Models

Year	Corequisite	Emporium	Other	Traditional
2014	79.6%	68.5%	54.2%	55.6%
2015	80.5%	68.0%	56.0%	59.9%
2016	81.0%	52.0%	63.9%	64.0%
2017	82.0%	51.3%	56.8%	63.0%

ATTACHMENT 1

2018	74.9%	55.8%	60.3%	60.9%
2019	81.6%	55.7%	56.4%	65.4%
2020	78.1%	53.3%	58.1%	63.5%
2021	70.8%	47.2%	57.2%	62.0%
Average of averages	78.6%	56.5%	57.9%	61.8%

Table 7. Math Remediation Pass Rates for Corequisite, Emporium, and Other Models

	UI	BSU	LCSC	ISU	CEI	CSI	CWI	NIC	CWI	ISU
Year	(emp)	(coreq)	(coreq)	(coreq)	(coreq)	(coreq)	(coreq)	(other)	(emp)	(other)
2014	68.5%	79.6%	*	*	*	*	*	54.2%	*	*
2015	68.0%	80.5%	*	*	*	*	*	56.0%	*	*
2016	63.7%	81.0%	*	*	*	*	*	58.3%	37.2%	69.5%
2017	66.9%	79.7%	*	*	*	*	84.2%	54.4%	39.5%	59.2%
2018	63.1%	80.2%	82.0%	*	*	61.9%	75.4%	60.1%	44.7%	60.4%
2019	66.8%	79.6%	81.3%	*	90.0%	81.7%	75.1%	53.8%	42.8%	59.0%
2020	68.7%	80.6%	71.0%	60.6%	93.1%	82.7%	80.6%	64.3%	41.4%	52.0%
2021	65.1%	74.3%	61.9%	52.8%	78.8%	80.9%	76.0%	53.2%	47.2%	61.1%

^{*}Corequisite, Emporium, or Other model not yet implemented.

Table 8. Math Traditional Remediation Pass Rates for Institutions That Have Offered This Model

Year	LCSC	CEI	CSI	NIC	CWI	ISU
2014	58.3%	*	57.8%	55.1%	51.2%	*
2015	65.8%	*	58.8%	59.3%	55.7%	*
2016	67.6%	69.4%	64.2%	61.4%	68.5%	52.9%
2017	60.3%	68.2%	60.5%	69.0%	*	56.8%
2018	62.3%	71.1%	59.3%	61.5%	*	50.5%
2019	83.3%	64.3%	68.2%	64.6%	*	46.7%
2020	65.3%	59.7%	68.8%	64.0%	*	60.0%
2021	67.2%	56.5%	70.1%	54.4%	*	*

^{*}Traditional model replaced by another model.

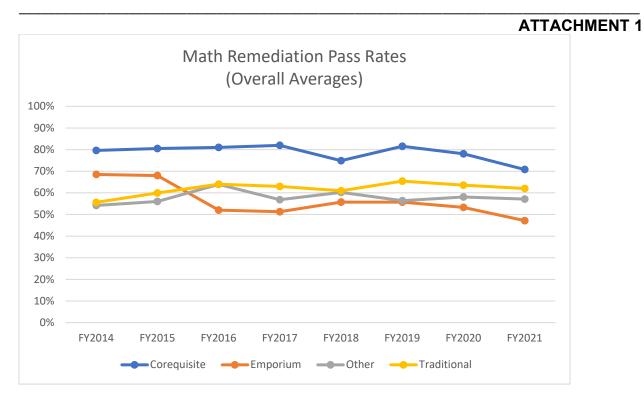
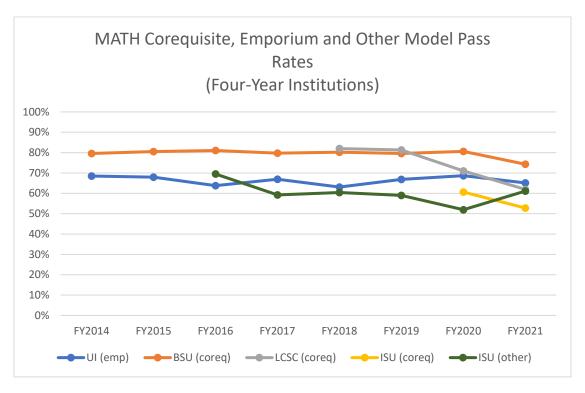


Figure 9. Annual average Math remediation pass rates for all remediation models.



ATTACHMENT 1

Figure 10. Math Corequisite, Emporium, and other remediation pass rates at the four-year institutions over time.

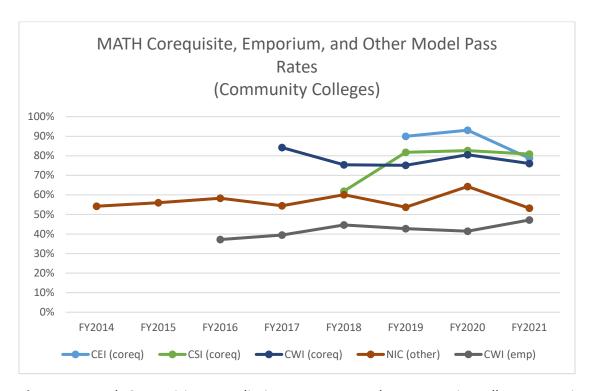
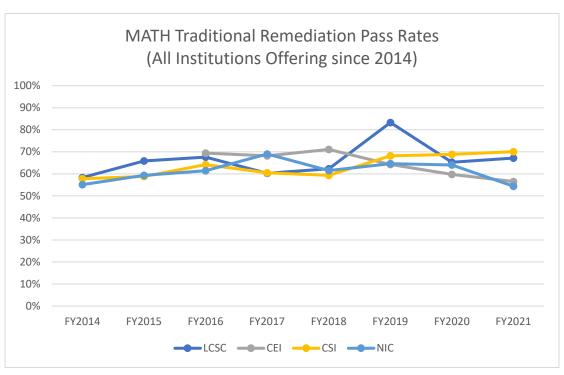


Figure 11. Math Corequisite remediation pass rates at the community colleges over time.



_____ATTACHMENT 1

Figure 12. Math Traditional remediation pass rates at all institutions offering Traditional remediation.

In addition to pass rates in Math remediation courses, institutions also reported the percent of students who took a remedial course and then completed a subsequent credit-bearing Math course within a year with a "C" grade or higher. In general, across all institutions and years, students who took Corequisite remediation had higher completion rates in subsequent college-level math courses than students who took any other type of remedial model (Tables 9-11 and Figures 13-16).

Table 9. Average Percentages of Undergraduate, Degree-Seeking Students Who Took a Corequisite, Emporium, Other, or Traditional Math Remedial Course and Completed a Subsequent Credit-Bearing Math Course Within One Year with a "C" or Higher Grade

Year	Corequisite	Emporium	Other	Traditional
2014	51.1%	50.4%	36.7%	16.2%
2015	55.1%	50.2%	37.2%	15.9%
2016	36.7%	29.7%	38.3%	22.3%
2017	31.8%	34.4%	34.0%	23.5%
2018	73.9%	34.7%	34.8%	22.6%
2019	71.4%	36.4%	28.1%	25.3%
2020	65.3%	36.9%	28.2%	25.2%
Average of Averages	55.1%	39.0%	33.9%	21.6%

Table 10. Percent of Undergraduate, Degree-Seeking Students Who Took a Corequisite, Emporium, or Other Math Remedial Course and Completed a Subsequent Credit-Bearing Math Course Within One Year with a "C" or Higher Grade

	UI	BSU	LCSC	ISU	CEI	CSI	CWI	NIC	ISU	CWI
Year	(emp)	(coreq)	(coreq)	(coreq)	(coreq)	(coreq)	(coreq)	(other)	(other)	(emp)
2014	50.4%	51.1%	*	*	*	*	*	37.8%	35.5%	*
2015	50.2%	55.1%	*	*	*	*	*	36.7%	37.8%	*
2016	50.1%	58.4%	*	*	15.0%	*	*	37.2%	39.3%	9.4%
2017	51.9%	57.4%	*	*	6.3%	*	84.2%	36.8%	31.2%	16.8%
2018	50.0%	55.8%	82.0%	*	*	90.5%	67.4%	46.6%	23.0%	19.4%
2019	52.4%	56.7%	71.4%	*	70.0%	83.5%	75.6%	35.6%	20.6%	20.5%
2020	56.6%	59.6%	67.0%	67.0%	41.3%	84.2%	73.0%	37.1%	19.3%	17.3%

^{*}Corequisite, Emporium, or Other model not yet implemented or no students enrolled.

ATTACHMENT 1

Table 11. Percent of Undergraduate, Degree-Seeking Students Who Took a Traditional Math Remedial Course and Completed a Subsequent Credit-Bearing Math Course Within One Year with a "C" or Higher Grade

Year	UI	BSU	LCSC	ISU	CEI	CSI	CWI	NIC
2014	*	*	22.5%	22.4%	*	12.6%	15.2%	8.1%
2015	*	*	20.9%	19.4%	*	14.6%	14.1%	10.5%
2016	*	*	41.3%	15.5%	13.4%	25.2%	20.5%	17.7%
2017	*	*	40.0%	8.4%	13.0%	32.2%	*	24.1%
2018	*	*	36.9%	11.7%	7.8%	34.5%	*	22.4%
2019	*	*	35.7%	12.0%	15.1%	38.7%	*	25.2%
2020	*	*	20.2%	10.0%	27.5%	40.8%	*	27.5%

^{*}Traditional model replaced by another model. CEI did not provide data for 2020.

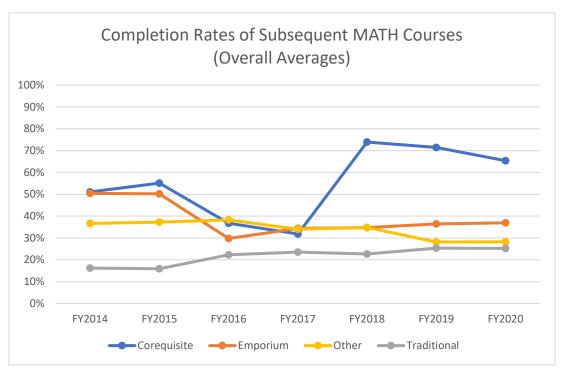


Figure 13. Annual average completion rates ("C" or higher grade) of students taking subsequent college level Math courses within one year of taking Corequisite, Emporium, other, or Traditional remediation.

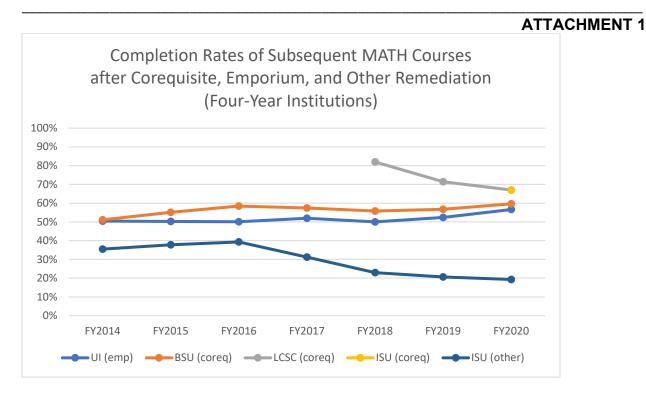


Figure 14. Completion rates ("C" or higher grade) of students taking subsequent college level Math courses within one year of taking Corequisite remediation at the four-year institutions.

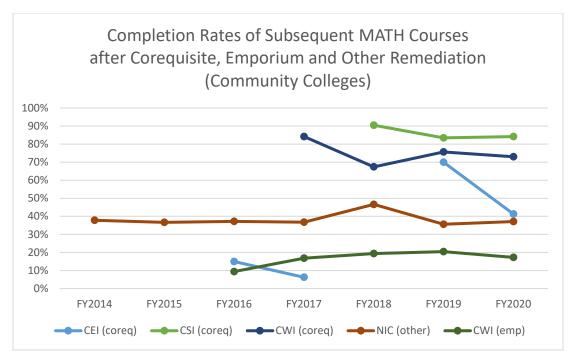


Figure 15. Completion rates ("C" or higher grade) of students taking subsequent college level Math courses within one year of taking Corequisite remediation at the community colleges.

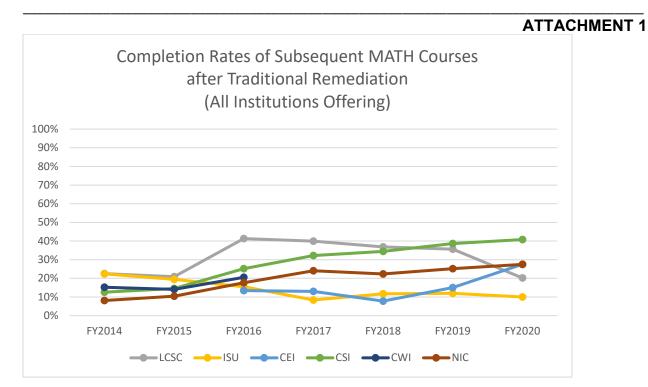


Figure 16. Completion rates ("C" or higher grade) of students taking subsequent college level Math courses within one year of taking Traditional remediation at all institutions offering Traditional remediation.

SUBJECT

Board Policy III.M., Public Postsecondary Accreditation – First Reading

REFERENCE

June 22, 2011 First Reading, Board Policy III.M., Public

Postsecondary Accreditation approved

August 11, 2011 Second Reading, Board Policy III.M., Public

Postsecondary Accreditation approved by the

Board.

APPLICABLE STATUES, RULE OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section III.M. Public Postsecondary Accreditation Section 33-107, Idaho Code

BACKGROUND/DISCUSSION

The current Board Policy III.M Public Postsecondary Accreditation does not state that the policy applies to community colleges. The proposed changes clarify that all eight public postsecondary institutions in Idaho, including the community colleges, shall be accredited by the Northwest Commission on Colleges and Universities (NWCCU).

The policy outlines the nature of the Board's involvement in the accreditation process for the four-year institutions. This involvement remains exclusive to the four-year institutions, and language has been added to clarify this distinction.

IMPACT

The proposed policy changes will update Board policy to clarify that all eight public postsecondary institutions shall be accredited by NWCCU.

ATTACHMENTS

Attachment 1 – Board Policy III.M. Public Postsecondary Accreditation

STAFF COMMENTS AND RECOMMENDATIONS

Board Policy 1.A. states "[f]or the purposes of these governing policies and procedures, North Idaho College, College of Eastern Idaho, College of Southern Idaho and the College of Western Idaho are excluded from coverage unless included by reference."

Idaho Code § 33-107(8) grants the Board the authority to "[a]pprove new courses and programs of study to be offered at community colleges . . . when the courses or programs of study are academic in nature and the credits derived therefrom are intended to be transferable to other state institutions of higher education for credit toward a baccalaureate degree..." Additionally, Idaho Code § 33-107(6)(b), in the context of the registration of non-public postsecondary institutions, grants the Board the power to "[d]etermine whether to accept academic credit at public

postsecondary educational institutions in Idaho. Academic credit shall not be transferred into any Idaho public postsecondary institution from a postsecondary educational institution or other entity that is not accredited by an organization recognized by the board."

It is the statutory responsibility of the Board to ensure transferability of credit to state institutions of higher education. Seamless credit transfer between all eight public postsecondary institutions is of paramount importance to a uniform system of education in Idaho. Thus, Board staff recommends approval of this amendment to ensure that community colleges are accredited by NWCCU.

)ΔR		

RD ACTION				
	ve the first reading of Boar submitted in Attachment 1.	d Policy III.M., Public	Postsecondary	/
Moved by	Seconded by	Carried Yes	No	

IRSA TAB 3 Page 2

ATTACHMENT 1

Idaho State Board of Education GOVERNING POLICIES AND PROCEDURES

SECTION: III. POSTSECONDARY AFFAIRS

SUBSECTION: M. Public Postsecondary Accreditation August 20112022

Institutions under the governance of the Board are Boise State University, Idaho State University, Lewis-Clark State College, University of Idaho, College of Eastern Idaho, College of Southern Idaho, College of Western Idaho, and North Idaho College shall be evaluated by the Northwest Commission on Colleges and Universities (NWCCU) based on a seven-year accreditation cycle. Evaluations are conducted in progressive stages that build on previous findings and regular feedback from peer evaluators and the NWCCU Board of Commissioners. All eight linstitutions shallwill follow the process prescribed by NWCCU. The universities and Lewis-Clark State College and shall update the Board, and the community colleges shall update their local boards of trustees, as to the content and status of their self—evaluation at each stage of the reporting cycle.

- 1. For Boise State University, Idaho State University, Lewis-Clark State College, and University of Idaho:. (hereafter "institution(s)"),
 - a. Board members shall be provided with opportunities to participate in the evaluation process. Prior to a formal NWCCU accreditation visitation to an institution (Three-Year and Seven-Year visits), the institution president will notify the Board's Executive Director of such visit and schedule a time and place for Board representation during the visit. At a minimum, the Board's Executive Director (or designee) and three Board members shall visit the NWCCU self-study team during each seven-year visitation to an institution. –Board member participation for the Three-year visits will be determined by the Board's Executive Director upon consultation with the NWCCU review team.
 - b. Copies of the NWCCU seven-year accreditation self-study completed by an institution under the governance of the Board-shall be submitted to the Board's Executive Director at the same time the report is forwarded to the NWCCU. A draft copy of the NWCCU year one self-evaluation report completed by an institution shall be shared with the Board at a regularly scheduled meeting prior to its submission to the NWCCU. A copy of each corrective action progress report submitted to NWCCU by an institution will also be forwarded to the Board's Executive Director at the same time the report is sent to the NWCCU.

TAB	DESCRIPTION	ACTION
1	MILKEN EDUCATOR AWARDS UPDATE	Information Item
2	DEVELOPMENTS IN K12 EDUCATION	Information Item
3	ENGLISH LANGUAGE ARTS, MATHEMATICS, SCIENCE CONTENT STANDARDS – IMPLEMENTATION PLAN	Information Item
4	ALBION ELEMENTARY SCHOOLL – HARDSHIP STATUS	Information Item
5	FEDERAL CORONAVIRUS RELIEF K-12 FUNDING UPDATE	Action Item
6	APPOINTMENTS TO THE ASSESSMENT ITEM REVIEW (BIAS AND SENSITIVITY) COMMITTEE	Action Item

SDE TOC Page i

SUBJECT

Milken Educator Awards Update

BACKGROUND/DISCUSSION

The Milken Educator Award is a national award presented by the Milken Family Foundation to recognize educators throughout the country. Candidates are recommended by peers and employers, but do not interview or apply. The goal of the award is to honor and reward outstanding K-12 educators who represent the top of the teaching profession and provide a lifetime incentive for the individual to stay in education. Superintendent Ybarra and staff were present during the announcement to congratulate the winners. Prior to 2020, Idaho has not had a winner since 2013.

In 2020, State Department of Education staff restored the Milken Educator Awards program in Idaho. Due to COVID-19, the 2020 announcement was postponed. The 2020 and 2021 Milken Educator Awards were announced in March 2022.

IMPACT

There is no financial impact of this program other than staff resources. The award's general impact is that it provides an incentive for great teachers to remain in the profession.

BOARD STAFF COMMENTS AND RECOMMENDATIONS

For 35 years, the <u>Milken Family Foundation</u> has rewarded excellence in education through \$25,000 awards in the form of the Milken Educator Awards. The Milken Educator Awards target early-to-mid career educators. The awards are made based on the educator's current achievements and for "the promise of what they may accomplish in the future."

The Milken Family Foundation has granted more than 2,800 Awards nationally, totaling \$70 million. In addition to the award, Milken Educators are given access to networking and development tools for the remainder of their careers in education. When combined with the award, the Milken Family Foundation estimates more than \$138 million has been devoted to the overall program.

The criteria for the selection of the award include:

- Exceptional educational talent as evidenced by effective and innovative instructional practices and student learning results in the classroom and school
- Exemplary educational accomplishments and leadership beyond the classroom that provide models of excellence for the profession;
- Individuals whose contributions to education are largely unheralded yet worthy of the spotlight.
- Early- to mid-career educators who offer strong long-range potential for professional and policy leadership.

SDE TAB 1 Page 1

 Engaging and inspiring presence that motivates and impacts students, colleagues and the community.

Candidates for the Milken Educator Award are sourced through a confidential selection process and then reviewed by a panel appointed by state departments of education. The panel then makes recommendations for the award to the Milken Family Foundation.

Idaho's 2021 Milken Educator Award winners are Dane Beorchia, Highland High School; and Tiffany Lemos, Chubbuck Elementary School.

Between 2003 and 2021, 17 Idaho educators have received the award. Awardees include:

- 2003 Brad Patzer
- 2003 Cindy Wilson
- 2003 Joanna Sparks
- 2004 Dawn K. Nistal
- 2004 Peggy Rogers
- 2005 Dr. Michael S. Nelson
- 2005 Rob Sauer
- 2006 Chris Wilmes
- 2007 Mikki Nuckols

- 2008 Jon Bennetts
- 2009 Aaron Dean McKinnon
- 2010 Carmen Larrinaga
- 2011 Dr. Brady Dickinson
- 2012 Sara Ward
- 2013 Katie Graupman
- 2021 Dane Beorchia
- 2021 Tiffany Lemos

BOARD ACTION

This item is for informational purposes only.

SDE TAB 1 Page 2

SUBJECT

Developments in K-12 Education

BACKGROUND/DISCUSSION

Sherri Ybarra, Superintendent of Public Instruction, will share developments in K-12 Education with the Board, including:

- Parent Resource Toolkit
- Reading Summit
- Literacy Resources
- Student Advisory Council

BOARD ACTION

This item is for informational purposes only.

SDE TAB 2 Page 1

SUBJECT

Update on Mathematics, Science, and English Language Arts (ELA) and Literacy, Idaho Content Standards implementation support and assessment alignment study.

REFERENCE

August 2010 Board approved content standards in mathemati	ics and
---	---------

English language arts effective 2013-2014.

August 2016 Board approved updated content standards in

mathematics and English language arts.

November 2016 Board approved pending rule incorporating amended

ELA and mathematics content standards by reference

into IDAPA 08.02.03.

December 2016 Board approved updated science content standards

(partially rejected by legislature).

August 2017 Board approved revised science content standards.

November 2017 Board approved pending rule incorporating amended

science standards by reference into IDAPA 08.02.03.

May 2019 Board approved temporary and proposed rules

extending all rules codified June 30, 2019, including content standards incorporated by reference.

October 2019 Board received an update on the ELA, mathematics.

and science content standard rewrite process.

February 2020 Board approved temporary rules extending all rules

codified June 30, 2020, including content standards

incorporated by reference.

June 2020 Board approved a technical correction to the Idaho

Science Standards approved by the Board on August

10, 2017.

October 2020 Board received an update on the ELA, Math, and

Science content standards revision work.

January 4, 2021 Board received an update from the Department on the

ELA, mathematics, and science content standards

rewriting process.

October 2021 Board received an update on the ELA, Math, and

Science content standards revision work.

APPLICABLE STATUTE, RULE, OR POLICY

House Bill 716 (2022) establishing Section 33-118B, Idaho Code, effective July 1, 2022.

BACKGROUND/DISCUSSION

This update will focus on implementation support and Idaho state assessment alignment of the new Idaho Content Standards in Math, Science, and English Language Arts and Literacy, effective July 1, 2022.

SDE TAB 3 Page 1

IMPACT

The Idaho legislature appropriated \$375,000 for the State Department of Education (SDE) to conduct an alignment study to determine if/how the new standards align with the current Idaho Standards Achievement Test (ISAT). This study will provide the State Board of Education (Board) and other policy makers with information necessary to determine the scope and cost of modifying the current assessment.

ATTACHMENTS

Attachment 1 – Content Standards Update Presentation

Attachment 2 - Section 33-118B, Idaho Code

STAFF COMMENTS AND RECOMMENDATIONS

The Elementary Secondary Education Act as amended by the Every Student Succeeds Act in 2015 requires states to have high academic standards and statewide assessments that measure students' progress toward those academic standards. At a minimum, states are required to have a statewide assessment aligned to the applicable content standards in grades 3 through 8 and once in high school for English language arts and mathematics and an assessment aligned to our science content standards given once in each grade band (elementary, middle school, high school). Amendments to the content standards for these three subjects additionally require review of the alignment between the statewide assessments and the content standards. New or amended assessments would be required if it is determined that statewide assessments are no longer aligned to the content standards. Implementation of any new content standards must be considered in conjunction with discussions around the alignment of the new standards to the current ISAT for English language arts, mathematics and science; and the cost of new assessment development and professional development for instructional staff, as well as the impact on the state accountability system and timing for roll out that aligns professional development, student instruction, assessment, and accountability requirements.

Pursuant to Section 33-118B, Idaho Code, the new content standards in ELA, mathematics, and science will be effective July 1, 2022. Section 33-118B, Idaho Code, gives local school district boards of trustees until June 30, 2024 to incorporate curricular materials that reflect the Idaho Content Standards. The Idaho Content Standards are minimum state standards, school districts and charter schools may accelerate the grades in which content is taught and or teach additional and more rigorous content. The provision allowing curricular material changes to take effect in 2024 does not remove the requirement that schools start teaching to these or higher standards in the 2022-2023 school year or that schools be held accountable against the new standards.

In order to meet the requirements of the Elementary Secondary Education Act as amended by the Every Student Success Act, if the new standards no longer align with the existing ISAT, Idaho will need to have a new aligned assessment in place

by the spring of 2023. This is not a realistic expectation; therefore, the Board will need to request a waiver from the US Department of Education once the need for a new assessment is determined and an implementation timeline has been established.

BOARD ACTION

This item is for informational purposes only.





Standards Resources





- Highlights of changes documents
- Standards Progression documents
- Standards Reference documents
- •Standards Instructional Guidance documents
- Parent Resource Center (PRC)

Assessment Webinar – November, 2017 | 3

Upcoming Implementation Support





- Webinars
 - •June 7 & 22
 - •August 2 & 17



Picture from Creative Commons

Assessment Webinar – November, 2017 | 4

Ongoing Professional Development





English Language Arts & Literacy	Mathematics	Science
School-wide ELA support (IBC)	School-wide Math support (RMC/IBC)	School-wide Science support (Idaho Science Coaches)
S.M.A.R.T. K-3 Professional Development	HS Pathways with Math Transitions Network (RMC)	Think Make Create trailers
Dyslexia Guidance and Resources	Teaching Mathematical Thinking. Levels 1 & 2 (RMC)	3D Science standards classes
Idaho Mentor teacher project	Idaho Mentor teacher project	Idaho Mentor teacher project
Middle-school (6-8 teachers) Formative Assessment Grant	K-3 Math Intervention PD and resources (RMC)	Lesson Study Regional Cohorts
Reading Coach Academy	Math Taking Action Collaborative (RMC)	Professional Development Workshops
K-3 Reading Summit (annual), webinars, & book studies	SDE/ICTM conferences, webinars, & book studies	SDE/ISTA conferences, webinars, & book studies

Assessment Webinar – November, 2017 | 5



New Standards to New Assessment





 Using the Crosswalk of Old to New Standards, identify the Potential New Standard alignment for all ELA/L, math, and science items in the practice, interim and operational banks

New Standards to New Assessment





- Convene an Alignment Study Committee of Idaho educators and stakeholders
- Train Committee on the Crosswalk of Old to New Standards
- Train Committee on how to confirm Item alignment to the New Standard

New Standards to New Assessment





- Committee Members will use Cambium Assessment, Inc's Content Rater system to confirm alignment of item
 - View the item (and passages for ELA/L)
 - View scoring
 - View old and new standard alignment
 - Confirm or Deny alignment and record feedback

New Standards to New Assessment





- Timeline
 - Summer 2023 Alignment Study
 - Fall 2023 Reporting to Board on Outcomes of Alignment Study and Composition of Item Pools
- Next Steps
 - Idaho Extended Content Standards

Questions



Kevin Chandler | Director of Assessment **Dr. Catherine Beals** | Mathematics Coordinator, Content & Curriculum

Idaho State Department of Education 650 W State Street, Boise, ID 83702 208.332.6800

email@sde.idaho.gov www.sde.idaho.gov



Supporting Schools and Students to Achieve

SHERRI YBARRA, ED.S., SUPERINTENDENT OF PUBLIC INSTRUCTION

Presentation Title | 11

LEGISLATURE OF THE STATE OF IDAHO

Sixty-sixth Legislature

9

10

11

12

13

14

15

16

17

18 19

20

21

22

23

24

25

26

27

28

29

30

31

32

33

34

35

36 37

38

39

Second Regular Session - 2022

IN THE HOUSE OF REPRESENTATIVES

HOUSE BILL NO. 716

BY EDUCATION COMMITTEE

1	AN ACT
2	RELATING TO THE STATE BOARD OF EDUCATION; AMENDING CHAPTER 1, TITLE 33, IDAHO
3	CODE, BY THE ADDITION OF A NEW SECTION 33-114A, IDAHO CODE, TO PROVIDE
4	FOR THE ADOPTION OF STANDARDS FOR THE INITIAL CERTIFICATION OF PROFES-
5	SIONAL SCHOOL PERSONNEL; AMENDING CHAPTER 1, TITLE 33, IDAHO CODE, BY
6	THE ADDITION OF A NEW SECTION 33-118B, IDAHO CODE, TO PROVIDE FOR THE
7	ADOPTION OF CERTAIN CONTENT STANDARDS; PROVIDING A SUNSET DATE; AND
8	DECLARING AN EMERGENCY.

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

SECTION 1. That Chapter 1, Title 33, Idaho Code, be, and the same is hereby amended by the addition thereto of a <u>NEW SECTION</u>, to be known and designated as Section 33-114A, Idaho Code, and to read as follows:

33-114A. ADOPTION OF STANDARDS FOR THE INITIAL CERTIFICATION OF PROFESSIONAL SCHOOL PERSONNEL. Effective July 1, 2022, the Idaho standards for initial certification of professional school personnel shall be the standards prepared by the 2020-2021 educator standards working group dated February 24, 2022.

SECTION 2. That Chapter 1, Title 33, Idaho Code, be, and the same is hereby amended by the addition thereto of a <u>NEW SECTION</u>, to be known and designated as Section 33-118B, Idaho Code, and to read as follows:

- 33-118B. CURRICULAR MATERIALS -- ADOPTION OF CONTENT STANDARDS. (1) Effective July 1, 2022, the Idaho content standards for English language arts and literacy, mathematics, and science shall be the content standards prepared by the 2020-2021 standards review committee dated January 3, 2022.
- (2) The state department of education shall take any necessary action to begin alignment of the required standards assessment with the content standards set forth in this section by July 1, 2022.
- (3) The content standards implemented by this section shall be adopted for five (5) years. The content standards implemented by this section shall be subject to a review and adoption cycle that shall conclude June 30, 2027.
- (4) The board of education is authorized to immediately promulgate temporary rules and to engage in negotiated rulemaking for the purposes of:
 - (a) Implementing the content standards required pursuant to this section; and
 - (b) Implementing revised and updated content standards pursuant to the review and adoption cycle established in subsection (3) of this section.
- (5) The board of education shall immediately coordinate with the United States department of education to ensure that Idaho is implementing a plan

ATTACHMENT 2

2

LEGISLATURE OF THE STATE OF IDAHO

1	to meet the requirements of the every student succeeds act of 2015, 20 U.S.C	
2	6301-7981.	

3

4 5

6 7

- (6) The board of trustees of each school district shall have until June 30, 2024, to incorporate curricular materials that reflect the Idaho content standards.
- (7) Nothing contained in chapter 52, title 67, Idaho Code, shall supersede this section.
- 8 SECTION 3. The provisions of this act shall be null, void, and of no force and effect on and after June 30, 2027.
- SECTION 4. An emergency existing therefor, which emergency is hereby declared to exist, this act shall be in full force and effect on and after its passage and approval.

SUBJECT

Hardship Status, Albion Elementary School

REFERENCE

June 2015	The	Board	received	an	update	regarding	Albion

Elementary School and its continued need for hardship

status.

June 2017 The Board received an update regarding Albion

Elementary School and its continued need for hardship

status.

June 2018 The Board received an update regarding Albion

Elementary School and its continued need for hardship

status.

June 2019 The Board received an update regarding Albion

Elementary School and its continued need for hardship

status.

August 2020 The Board received an update regarding Albion

Elementary School and its continued need for hardship

status.

June 2021 The Board received an update regarding Albion

Elementary School and its continued need for hardship

status.

APPLICABLE STATUTE, RULE, OR POLICY

Section 33-1003(2)(b), Idaho Code

BACKGROUND/DISCUSSION

At the October 1999 Board meeting, the State Board of Education (Board) approved the request by Cassia County School District #151 for Albion Elementary School to be designated as a hardship elementary school for one year and required an annual report thereafter. In 2000, the Legislature amended Section 33-1003(2)(b), Idaho Code, by adding, "An elementary school operating as a previously approved hardship elementary school shall continue to be considered as a separate attendance unit, unless the hardship status of the elementary school is rescinded by the state board of education." Therefore, no action is required unless the Board chooses to rescind the hardship status. Conditions supporting the October 1999 decision to approve the Albion Elementary School as a hardship elementary school have not changed.

IMPACT

Cassia County School District #151 would have received approximately \$148,000 less in FY 2022 if Albion Elementary School had not been considered a separate school.

ATTACHMENTS

Attachment 1 – Letter from Cassia County Superintendent Sandra Miller to State Superintendent Ybarra dated April 11, 2022.

BOARD STAFF COMMENTS AND RECOMMENDATIONS

Pursuant to Section 33-1003, Idaho Code, the State Board of Education is authorized to grant an elementary school(s) status as a separate attendance unit, for the purposes of calculating average daily attendance, when "special conditions exist warranting the retention of the school as a separate attendance unit and the retention results in a substantial increase in cost per pupil in average daily attendance above the average cost per pupil in average daily attendance of the remainder of the district's elementary grade school pupils."

Average daily attendance (ADA) calculations are used to determine the number of support units a school district has, which then in turn affects the amount of funds the school district receives from the state for salary and benefit apportionment and discretionary funds. The ADA calculation is variable based on the number of students a school district has in a specific grade range. As an example, a school district with an elementary school with 170 students in ADA has an attendance divisor of 20, resulting in 8.5 support units and a hardship school with 18 students in ADA, has an attendance divisor of 12 resulting in 1.5 support units. The school district would then receive 10 support units for its elementary school students. Using this same example for a school district that does not have a hardship school, the district would have 188 students in ADA, with a divisor of 20 resulting in 9.4 support units for the school district's elementary students. At \$27,556 (FY21 estimated statewide average distribution factor) per support unit, the school district in the first example would receive \$275,560 while the school district in the second example would receive \$259,026. These numbers are used for illustrative purposes only and are not the numbers for any specific school district.

BOARD ACTION

This item is for informational purposes only.

ATTACHMENT 1



CASSIA SCHOOL DISTRICT NO. 151

3650 OVERLAND AVE. • BURLEY, ID 83318-2444 • (208) 878-6600 • FAX (208) 878-4231

Jeff Rasmussen
Board Chairman

Darin Moon
Vice Board Chairman

Ryan Cranney
Board Member

Kent Kidd Board Member

Mandy Baker
Board Member

Sandra Miller Superintendent

Chris James
Fiscal Manager

April 11, 2022

Ms. Sherri Ybarra State Superintendent of Public Instruction PO Box 83720 Boise, ID 83720-0027

Dear Superintendent Ybarra,

In the October 1999 meeting of the State Board of Education, it was noted that Albion Elementary School was granted a *hardship* status by the Board. As noted in the minutes of the State Board of Education this status was granted one year at a time. It was also identified that the State Superintendent be the person responsible to present this request annually to the Board through the SBOE agenda.

Please accept this letter from Cassia Joint School District #151 as a request for hardship status for Albion Elementary (School Number 111) for the 2022-2023 school year. The approval conditions granted by the State Board of Education at the time of the initial granting have not changed.

Thank you, and the State Board of Education for your support of the children of Cassia County and Idaho.

Please contact me if you need further information.

Sincerely,

Sandra Miller Superintendent

PC: Pam Weber

SUBJECT

Federal Coronavirus Relief K-12 Funding Update

DE		NIC	, $=$
RE	ГС	JV	, \sqsubset

March – April 2020	The Board received weekly updates on the federal
	response to the coronavirus (COVID-19) pandemic and the availability of funding through the CARES Act.
April 27, 2020	The Board received an update on the allowable uses and amount of funds available to Idaho through the Elementary and Secondary School Emergency Relief Fund and Governor's Emergency Education Relief Fund.
May 4, 2020	The Board directed staff to move forward with data analysis for the discussed proposals and to identify sources of funds for those proposals.
June 10, 2020	The Board approved the use of the ESSER 10% SEA reserve funds for grants to local education agencies and for funding for professional development to provide social emotional and behavioral health supports remotely;
July 15, 2020	The Board approved a methodology and grant application for \$30,000,000 from Idaho's relief funds through the Governor's Coronavirus Financial Advisory Committee.
August 26, 2020	The Board approved a methodology and allocation for \$1,000,000 from the ESSER 10% SEA reserve funds for social emotional and behavioral health supports.
October 21, 2020	The Board received a CARES Act funding source and equitable services update.
February 17, 2021	The Board received a CARES Act funding update and a CRRSA Act overview.
April 5, 2021	The Board approved the use of \$11,851,341 of CRRSA Act ESSER II State Set-Aside Reserve funds to be distributed to local education agencies who received no ESSER II funds or low ESSER II funding and approved the use of up to \$300,000 in ESSER II SEA Reserve funds for the State Department of Education to administer the federal coronavirus relief funds. The Board approved to preliminarily designate the use of the 2.5% of the ARP ESSER State Set-Aside Reserve funds to local education agencies who received no ARP ESSER funds or low ARP ESSER funds.
April 22, 2021	The Board received an update on the COVID Relief K- 12 funds, which included CARES Act ESSER, CRRSA Act ESSER, ARP ESSER, CRRSA EANS and ARP

	00112 14, 2022
June 16, 2021	EANS. The Board was provided an update on the Coronavirus Relief, CFAC Funds and ESSERF, including CARES
August 25, 2021	Act, CRRSA Act, EANS, and ARP ESSER. The Board received an ESSER draw down overview and a brief update on the CRRSA Act Emergency
October 21, 2021	Assistance to Non-Public Schools grant. The Board received a brief update on expended ESSER funds, the status of the LEA Safe Return to In-Person Instruction Plans and the LEA ARP ESSER Use of Funds Plans, and the amendment for the Idaho ARP ESSER State Plan. The Board also approved the distribution methodology and LEA distribution amounts of 2.5% of the 10% ARP ESSER SEA Set-Aside funds, up to \$10,998,551 for non-Title and low-Title I schools.
December 15, 2021	The Board received a high-level update on expenditure amounts and percentages for the CARES Act, CRRSA Act, and ARP ESSER, a brief overview of the U.S. Department of Education's (USED) proposed ESSER reporting requirements, and an update on the Governor's Substitute grant, which closed for reimbursement requests December 15, 2021.
January 6, 2022	The Board approved the use of up to \$26.1M of the ARP ESSER State Set-Aside funds to implement requirements.
February 17, 2022	The Board amended the meeting agenda to allow for the Department's Information Item on Coronavirus Relief funding to be changed to an action item. The Board approved an amount not to exceed \$6,800,000 for the STEM Action Center, Commission for Libraries, and Out-of-School Network collaborative proposal addressing learning loss and received a high level update from the Department of the use of federal coronavirus relief funds and approved an amount not to exceed \$2,200,660 for ARPA ESSER administrative costs including ESSER program coordination, monitoring and reporting; and to revise the Board's January 6, 2022, allocation to reduce the allocation for ISEE enhancements by \$1,600,000.
April 20, 2022	The Board received a high-level update on ESSER expenditures, CRRSA EANS, and ARPA State Fiscal Recovery Funds, S1404 and H793.

BACKGROUND/DISCUSSION

The CARES Act, signed into law March 27, 2020, provides financial relief to local educational agencies (LEAs) from the Elementary and Secondary School

Emergency Relief (ESSER) Fund and the Coronavirus Relief Fund through the Governor's Coronavirus Financial Advisory Committee. The CARES Act allowed the State Education Agency (SEA), to reserve up to 10 percent of the Elementary and Secondary School Emergency Relief (ESSER) Fund for grants to LEAs to be used for emergency needs as determined by the SEA to address issues responding to COVID-19. These funds were required to be awarded by May 18, 2021, and expended by September 30, 2022. At its July 15, 2020 meeting, the Board adopted the funding distributions, which included \$3.785 million for distance/blended learning with a priority for a learning management system (LMS). At the July 15 meeting, the Board also approved a methodology and grant application for \$30 million in funding from Idaho's relief funds through the Governor's Coronavirus Financial Advisory Committee to close the digital divide. A Review Committee was convened to read the applications and make recommendations for funding.

The Coronavirus Response and Relief Supplemental Appropriation (CRRSA) Act was signed into law December 27, 2020. Included in the CRRSA Act, the performance period for the CARES Act Coronavirus Relief Fund was extended from December 30, 2020 to December 31, 2021. DFM closed the Coronavirus Relief Funds June 30, 2021, which means SDE's last Grant Reimbursement Application (GRA) payment to LEAs was made June 25, 2021.

The CRRSA Act provides Idaho an additional \$195,890,413 for K-12 public education under ESSER II. Of this amount, 90% or \$176,301,372 has been allocated to local education agencies (LEAs) based on each LEA's proportional share of Title I-A funds for 2020-2021. The remaining 10%, or \$19,589,041, represents a state set-aside reserve for emergency needs as determined by the SEA to address issues responding to COVID-19, including measuring and addressing learning loss. Of these state set-aside funds, \$979,452 may be used for administrative costs. SDE has requested \$300,000 of these funds to administer the program. All CRRSA Act ESSER I and ESSER II funds must relate to preventing, preparing for, and responding to COVID-19.

The American Rescue Plan (ARP) ESSER was signed into law March 11, 2021 and provides Idaho \$440,131.922 (updated September 2021) for K-12 education. Of this amount, 90% was be allocated to LEAs. LEAs must spend 20% of their allocation on addressing lost instructional time. The remaining 10% State Set-Aside Reserve must be used to address learning loss (5%), summer enrichment (1%), after school programs (1%) and emergency needs and administrative costs (3%) identified by the Board. The Idaho ARP ESSER State Plan was approved with conditions on September 13, 2021. An amended plan with more information on stakeholder engagement (Section C) and identification of the evidence-based interventions (Section D) was due to U.S. Education on October 28, 2021. Idaho received its final award amount for ARP ESSER on September 13, 2021.

During the October 21, 2021 regular Board Meeting, the Board approved the methodology for allocating 2.5% of ARP ESSER State Set-Aside funds for non-Title and low Title LEAs (\$11,003,298), including the Idaho Bureau of Educational Services for the Deaf and Blind (IBESDB). The methodology included funding IBESDB \$590,000 first and using the base amount of \$349,143 to 16 non-Title LEAs and 42 low-Title I-A LEAs to bring them up to the base amount. Between the time the materials were submitted and the October 21,2021 Board meeting, USED allocated Idaho an additional \$189,881,000 which changed the set-aside allocations from \$10,998,550 to \$11,003,298 resulting in a difference of \$4,748.

The Governor's Emergency Education Relief Fund (GEER) includes a separate program of Emergency Assistance for non-Public Schools (EANS) under the CARES Act for which eligible non-public schools may apply to an SEA to receive services or assistance related to the pandemic. The EANS Certification and Agreement application was submitted to and approved by the U.S. Department of Education on February 11, 2021. The State Board identified the State Department of Education as the administrator of this program. Idaho received \$19,581,608 for services and assistance to non-public schools. \$5,543,122 is obligated for assistance, services, and reimbursements to non-public schools. This includes \$200,000 to implement the program, monitor the schools for uses of funds, and to oversee inventory expenditures. \$13,838,486 was reverted back to the Governor's office.

On November 12, 2021, Idaho was awarded \$21,961,960 through the ARP EANS grant to provide services and assistance to non-public schools. Similar to the CRRSA Act EANS, the Governor is the grantee and the SEA is the fiscal agent and administrator of the grant. The State Department of Education was delegated to administer the grant on behalf of the Board. The State Department released an application to all non-public schools. The application period for non-public schools to apply was extended until March 31, 2022. Applications will be reviewed for eligibility and to ensure that all required information is provided. Consultation with each individual non-public school will determine which services or assistance the SDE will provide either directly or through contractors. The State Department will provide technical assistance support to these non-public schools through the life of the grant, September 30, 2024. Unobligated funds in the amount of approximately \$15.9M remaining six months after the grant was issued, will revert to the Governor's office for use on any authorized activity under the Governor's Emergency Education Relief (GEER) fund.

During the 2022 legislative session, Senate Bill No. 1404 was signed into law, providing \$1,506,400 premium pay for administrators, \$23,075,900 premium pay for instructional and pupil service staff, and \$12,123,500 premium pay for classified staff. The intent of these ARPA State Fiscal Recovery funds is to provide a gross amount of \$1,000 plus 19.59% for employer-obligated benefits for each full-time equivalent position using the February 15, 2022 data upload. The performance period for these funds expires June 30, 2022.

IMPACT

This agenda item provides the Board with a high-level update on the most recent information on the COVID-19 ESSER funds and requests approval to revise the ARP ESSER State Set-Aside fund allocation amount for non/low Title I-A LEAs.

BOARD STAFF COMMENTS AND RECOMMENDATIONS

The CARES Act established multiple funds dedicated to addressing impacts to education due to the COVID-19, two of these provide allocations at the state level, while a third fund, the Higher Education Relief Act is distributed directly to the postsecondary institutions. The two funds that provided allocations at the state level are the Governor's Emergency Education Relief (GEER) Fund and the Elementary and Secondary School Emergency Relief (ESSER) Fund. The CARES Act ESSER Fund allocated funds to the state education agencies based on the same proportion as states receive funds under Part A of Title I of the Elementary and Secondary Education Act in fiscal year 2019. Idaho's share of this fund was \$47,854,695. From this amount a minimum of \$43,069,20226 (90%) had to be distributed to the local education agencies (LEAs) based on the LEAs' proportional share of the state's Part A, Title I funds. These funds are then distributed based on each LEAs' propositional share of Part A, Title I funds received in 2019. Not all LEAs receive Part A, Title I funds. Part A, Title I funds are distributed based on an LEAs share of eligible Title I students. Up to 10 percent (10%) of these funds. \$4,785,470, could be reserved by the SEA "to be used for emergency needs as determined by the SEA to address issues responding to COVID-19." States have one year from date of the federal ESSER award to award or subgrant the funds.

The Coronavirus Response and Relief Supplemental Appropriations Act, 2020 (CRRSA Act) expanded the ESSER Fund. Funds appropriated through the CRRSA Act are referred to as the ESSER II funds. The ESSER II fund awards to SEAs are in the same proportion as each State received funds under Part A of Title I of the Elementary and Secondary Education Act of 1965, as amended, in fiscal year 2020. Idaho will receive \$195,890,413 in ESSER II funding. Of this amount, at least \$176,301,372 must be distributed to LEAs based on the Title I distribution methodology. Like ESSER I, 10% of the funds may be reserved for use by the SEA. Of these reserve funds ½ of 1% of the total award may be used for administrative costs.

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). At this point the Board has allocated use for the majority of the ARP ESSER SEA 10% Set Aside.

Total ARPA ESSER award: \$440,131,922*

- LEA discretionary funding (70% of total amount): \$316,894,984
- LEA learning loss funding (20% of total amount): \$79,223,746
- State set aside amount (10% of total amount): \$44,013,192

10% state set aside	\$44,013,192	Allocation	\$ Remaining		
5%: learning loss	\$22,006,596	\$100,000 Accountability			
		Oversight Committee learning			
		loss consultant			
		\$3,500,000 math accelerated			
		learning collaborative \$100,000 dyslexia handbook			
		\$16,400,000 dyslexia flandbook			
		enhancements			
		\$1,600,000 statewide PD and			
		mentoring platform			
		The state of the s			
		\$21,700,000 total	\$306,596		
1%: summer enrichment	\$4,401,319	\$1,000,000 ISEE			
		enhancements			
		DO 404 040			
		\$3,401,319 summer programs			
		\$4,401,319 total	\$0		
1%: after school	\$4,401,319	\$1,000,000 ISEE			
programs		enhancements			
		\$3,398,101 after school			
		programs			
		programs			
		\$4,398,101 total	\$3,218		
3%: emergency needs	\$13,203,958	\$10,998,551 non-Title I and			
		low-Title I schools			
		#2 200 600 1/ of 10/ odgrig			
		\$2,200,660 ½ of 1% admin costs			
		00313			
		\$13,199,211 total	\$4,747		
Remaining funds to be allocated \$3					

^{*}federal award was updated from the original \$439,942,041 to \$440,131,922 (\$189,881 in additional funding)

At the February 2022 Regular Board meeting, \$189,881 in additional federal funding was taken into consideration in the total amount available from the ARP ESSER SEA Set-Aside for the Board to allocate. As of the February 2022, Regular

Board meeting, all but \$314,561 of the ARP ESSER SEA Set Aside was obligated, the approximately \$314,000 is being reserved as contingency for those projects the Board has already approved until such time as the procurement process have been completed.

BOARD ACTION

This item is for informational purposes only.

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS JUNE 14-15, 2022

TAB	DESCRIPTION	ACTION
1	IDAHO STATE UNIVERSITY ANNUAL REPORT	Information Item
2	INSTITUTION, AGENCY, AND HIGHER EDUCATION RESEARCH STRATEGIC PLANS	Action Item
3	EDUCATOR SHORTAGE UPDATE	Information Item
4	2023 LEGISLATIVE IDEAS	Action Item
5	BROADBAND TASK FORCE AND CYBERSECURITY TASK FORCE RECOMMENDATIONS – EDUCATION RELATED	Information Item
6	UNIVERSITY OF IDAHO – 4H YOUTH DEVELOPMENT PROGRAM	Action Item
7	FEDERAL CHARTER SCHOOL PROGRAM GRANT PARTNERSHIP UPDATE	Information Item
8	TEMPORARY RULE – IDAPA 08.02.03	Action Item
9	TEMPORARY AND PROPOSED RULE – IDAPA 47.01.01	Action Item
10	BOARD POLICY IV.B – EDUCATOR CERTIFICATION – ENDORSEMENT REQUIREMENTS – FIRST READING	Action Item
11	BOARD POLICY IV.E – DIVISION OF CAREER TECHNICAL EDUCATION – PROGRAM CONTENT STANDARDS – FIRST READING	Action Item

PPGA TOC Page 1

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS JUNE 14-15, 2022

12	TRUSTEE ZONE BOUNDARIES – RIRIE SCHOOL DISTRICT – CORRECTION	Action Item
13	CHARTER SCHOOL APPEAL	Action Item

PPGA TOC Page 2

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS JUNE 14, 2022

IDAHO STATE UNIVERSITY

SUBJECT

Idaho State University (ISU) Annual Progress Report

REFERENCE

August 2021 The Board received the previous Idaho State

University annual report in compliance with Board

policy I.M.

APPLICABLE STATUTE, RULE, OR POLICY

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

BACKGROUND/DISCUSSION

This agenda item fulfills the Board's requirement for Idaho State University to provide a progress report on the institution's strategic plan, details of implementation, status of goals and objectives and information on other points of interest in accordance with a schedule and format established by the Board's Executive Director.

IMPACT

ISU's strategic plans and initiatives drives the University's integrated planning, programming, budgeting, and assessment cycle and is the basis for the institution's annual budget requests and performance measure reports.

ATTACHMENTS

Attachment 1 – Idaho State University Annual Progress Report

Attachment 2 – Idaho State University Academic Program Prioritization Report

STAFF COMMENTS AND RECOMMENDATIONS

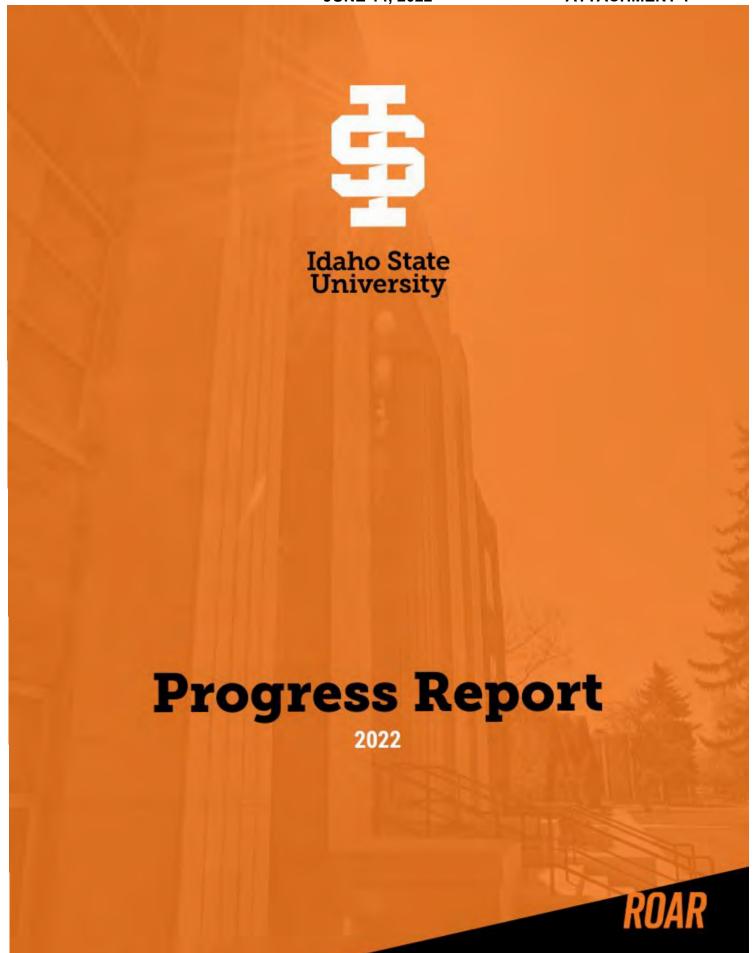
Board Policy I.M. requires each institution and agency to report to the Board annually on "progress on the approved strategic plan, details of implementation, status of goals and objectives, and expanded information on points of interest and special appropriations."

The institution's 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's program prioritization implementation.

BOARD ACTION

This item is for informational purposes only.

PPGA TAB 1 Page 1



PPGA TAB 1 Page 1



Table of Contents

Executive Summary	2
A Year in Review	3
The Year Ahead	9
The Numbers	12
Conclusion	14





Executive Summary

For the academic year of 2021-2022, Idaho State University focused institutional efforts and priorities around the four major themes that align with ISU's strategic plan and the State Board of Education's strategic plan.

Idaho State University continues to move forward, become healthier as an institution, and remain focused on our mission. Overall, ISU made substantial progress to meet our core mission of bettering student lives through education. For the first time in over a decade, total undergrad enrollment at the university increased, our research awards went up 10% over the prior year, we had a waitlist for student housing, and a positive enrollment workload number. Additionally, ISU successfully completed our year-7 accreditation visit and received re-accreditation with two commendations, and we completed the draft of our new strategic plan. As an institution, we are poised to continue our momentum for the upcoming year.

With regard to our four primary themes, ISU made substantial progress in developing and implementing initiatives aimed to make tangible improvements in the following areas. These goal areas transition to the goals and objectives outlined in the new 5-year strategic plan. Over the next year, we will transition all pre-existing project charters to align with the new strategic plan. Additionally, ISU will evaluate identified goal areas and commission new project charters as needed. Within these goals and priorities, we will continue to use identified project charters as our primary goals. New initiatives will be added at times to keep our efforts fresh and to demonstrate progress.

- Recruitment and Retention: Commit to removing barriers to student access and success to ensure degree completion, while improving the go-on rate in Idaho.
- Focus on Relationships: Build strong relationships with community and industry, creating a pipeline to employment upon graduation.
- Promote Identity and Culture: Maintain an institutional identity that attracts students and fosters a student-centric approach..
- Efficiency and Effectiveness: Explore operational and structural efficiencies while focusing resources to support the core mission of education.

The intent of the following report is to provide the State Board of Education with high-level accomplishments made in the academic year 2021-2022 and outline specific initiatives to be implemented in the academic year 2022-2023.

PPGA

TAB 1 Page 3

A Year in Review

The following provides a high-level overview of Idaho State's accomplishments during the academic year 2021-2022.

Theme	Title	Description
Efficiency and Effectiveness	Workforce Needs	In a combined effort, our Advancement operation, Research Office, College of Technology, and College of Business jointly interviewed the top employers and CEO's in our region. The resultant data shows us what employers need from our graduates, and what programs, credentials, and skills we need to provide our students to make them more employable upon graduation. Our Deans are currently reviewing curriculum to determine what adjustments can be made to fit employer needs.
	Program Prioritization	ISU completed the first year of "continuous improvement" reports for the new Program Prioritization framework. In subsequent years, programs may be triggered for evaluation based on five-year rolling average metrics of degree/certification production. As a result of program prioritization, ISU has discontinued 12 programs, proposed 4 new programs, restructured 9 programs, and placed 48 programs on program improvement plans. The program improvement plans include deadlines. Additionally, upon selecting criteria from the SBOE policy, ISU completed 20 non-academic unit program prioritization evaluations. The remaining non-academic units will be evaluated over the next two years. Those already evaluated will complete annual updates based on their levels of effectiveness and efficiencies.
	Year 7 Accreditation	 ISU successfully completed its NWCCU re-affirmation of its accreditation. The University's evaluation resulted in two commendations: The work of the current administration to effectively and transparently communicate information to all campus constituents. Fostering an inviting, inclusive, and student-centric culture in which members of the campus community feel valued, seen, and heard. and two recommendations (substantially in compliance but in need of improvement): Consistently disaggregate data to report all indicators for student achievement by every category. Transition to a more aspirational strategic plan, that articulates one clear set of meaningful goals, objectives, and indicators to define mission fulfillment. Work has commenced supporting the data requirements, and the University has submitted the new strategic plan for approval.



PPGA TAB 1 Page 4

| 3 |

Theme	Title	Description					
	System Collaboration	MOUs with College of Southern Idaho (February) and College of Eastern Idaho (April) were signed, and a three-way partnership document has been created between ISU, CEI, and U of I for our Idaho Falls operations with a phased approach plan.					
Focus on	Top Employers	In a combined effort, our Advancement operation, our Research Office, and our Colleges of Technology and Business jointly conducted interviews and meetings with the top employers and CEO's in our region. The resultant data is being used to help us know what employers need to see from our graduates and what types of programs, credentials, and skills we need to be providing to our students to make them as employable as possible upon graduation.					
Relationships	Alumni Support	ISU has focused on increasing our connections with ISU alumni through targeted Advancement efforts. We are well underway on a two-year scholarship campaign to raise \$20 million for ISU students, and our Alumni Relations team has revamped outreach efforts to ISU alumni with targeted events and touchpoints. Using the data we gain from the smaller campaign, we will launch a comprehensive fundraising campaign within the next few years. In response to these efforts, we are seeing an increase in philanthropic support for ISU as well as an increase in attendance at ISU events. Recently we held our first annual Bengal Giving Day and surpassed the prior year's giving. 30% of Bengal Giving Day gifts were donated from people that have never before given to the University.					



PPGA

Theme	Title	Description					
	CCA Game Changer: Math Pathways	Implemented ISU's first Math Summit with a focus on gateway math course completion. Corerequisit support has been scaled campus-wide and is available for all students needing additional support. Open educational resources are used for STEM and statistics pathways.					
	Academic Advising	ISU conducted a comprehensive review of academic advising services transitioning from a reactive model with decentralized operations, to a model by which advisors proactively engage all new and continuing students. This effort is ongoing.					
	Recruitment Efforts	We conducted a comprehensive review of recruitment efforts specifically looking at elevating expectations for recruiting events, leveraging dual credit, and remedying identified barriers to student recruitment. We revamped all our recruiting events and initiatives and invested in new recruiting materials, videos, and communication tools to enhance our outreach.					
	Career Path Internship Program	ISU's Career Path Internship program provides career and major-related internships for students. The University is undergoing outreach efforts with employers to increase the number of off-campus CPI internships to help students acquire experience in their field of study and more successfully transition into the workforce.					
Recruitment	Retention Initiatives	ISU evaluated institutional efforts on student retention. We launched initiatives targeted to revamp the first-year student experience, increase student events and activities, and have evaluated all operations to ensure we promote a student-centric culture.					
and Retention	CCA Game Changer: Momentum Year	ISU Implemented a new student-centric change of major process, providing students with clear and direct access to major-specific advising and information. In addition, Academic Affairs created and implemented teaching in the momentum year guidance to help build greater faculty-student connectedness for a student's first year.					
	Strategic Enrollment Management Plan	ISU launched the Strategic Enrollment Management Plan last fall. The SEM committee identified ISU's competitive context, target student markets, and recruiting strategies. The SEM planning is occurring in a phased approach. Phase 1 was implemented in March 2021, focusing on five primary target markets: first-time students/high school graduates, stop-out students, transfer students, Hispanic students, and parents. These efforts are yielding results and we have seen an increase in enrollment for these areas. Phase II has started with work to develop the needed tactical plans, and Phase III will align the SEM plan with the institutional strategic planning process.					
	EAB Navigate	In fall 2021, ISU launched a new platform called ISU Navigate that will bring about a new era of student support and retention. Navigate, an EAB platform, is designed to identify students in need of assistance as early as possible in their academic journey and then connect them immediately to retention-supporting resources. ISU is in the final stages of implementation and is already seeing a positive impact. Navigate is now live in every college. Changes to Academic Advising and Tutoring are accompanying the software implementation.					





PPGA

Theme	Title	Description
Promote Identity and Culture	Marketing Campaign	In 2018, Idaho State launched a statewide brand image and marketing campaign. The campaign is now closely tied to the University's Strategic Enrollment Management Plan, which identifies target markets, competitive advantages, and key performance indicators. The marketing campaign has garnered millions of impressions across streaming platforms, social media, broadcast television, and out-of-home advertisements. The efficacy of the campaign is measured by enrollment-related metrics, including the number of campus visits, requests for information, and in-state applications.
	Strategic Planning	Last fall we re-launched our strategic planning effort and completed the final draft. The themes that guide that plan are: Career Readiness, Relevant Research, Student-Centered, and Health and the Human Experience. We engaged the entire campus community in this effort.
	Capital Projects	Construction is underway for the Idaho Central Credit Union Bengal Alumni Center. This facility will provide an event center to serve ISU and the community and house our Advancement operations. The project is scheduled for completion by early 2023. A significant project is also underway for renovations to Holt Arena with new seating to be installed throughout the arena along with a new President's Deck and loge boxes for donors and community partners. The north side renovation, including the new President's Deck, is scheduled for completion by September of 2022 with the south side scheduled to be completed in 2023. Additional donor funded capital projects in the planning and design stages include significant renovations to the Eli. M. Oboler Library to include enhanced group study spaces with an improved student lounge and cafe, and a major renovation to the Leonard Hall College of Pharmacy building with improved laboratory and classroom spaces.
	University Culture	Continue to build positive culture through consistent monthly communication, transparent processes and demonstrated trust and compassion from institutional leadership. Over the last year, the University continued university-wide town halls to share information more broadly across campus and provide the opportunity to ask questions of administration and the President. ISU also established an employee engagement task force composed of faculty, staff, and students. The task force's goals include regularly collecting data and feedback related to engagement, workplace satisfaction, employee wellbeing, and serving as liaison with shared governance groups, leadership, and HR on matters related to employee morale and long-term engagement strategies. Using results of regular survey efforts, the task force supports academic and non-academic units across campuses in continually improving programs and processes with the goal to create a work environment based on trust that provides stability, cultivates compassion, and instills hope.



PPGA TAB 1 Page 7

College and Research Highlights

- The ISU College of Arts and Letters is continuing work on the INCLUDE (Idaho Needs Connectivity Leading University Distance Education) Project, made possible by community partners and donors as well as two large USDA grants. This effort purchases and installs state-of-the-art distance education technology in Idaho high schools in rural communities so the students can be part of ISU classes taught by the very best ISU faculty. These high school students earn college credit through the Idaho State Department of Education's Fast Forward Program. As an extension of this initiative, the College of Arts and Letters is partnering with community health clinics to provide broader service to these rural schools and communities including telehealth and health education focusing on opioid and substance use and suicide.
- Through partnering with alumni and other friends of ISU, the
 College of Arts and Letters has established a number of new
 Endowed Faculty Legacy Scholarships. These scholarships will
 provide ongoing financial support for future ISU students, and
 they are built on the legacies of ISU faculty members who
 devoted their lives to outstanding work.
- The ISU College of Business received a significant financial gift to create the Orin C. Smith Global Finance Lab. The Smith Global Finance Lab will be a state-of-the-art trading room, including a Bloomberg terminal, for College of Business students and faculty to use, learn, and apply current, in-demand finance and analytics tools.
- The College of Business created 14 new Permanently Endowed Scholarships this year through philanthropic gifts.
- The ISU College of Business received a significant gift to permanently endow the Walter P. Brown Center for Sales Excellence. Construction of the Brown Center for Sales Excellence is expected to conclude in 2022, enabling students and professionals to develop sales skills, enhance their personal brand, as well as construct, practice, and train for individual and team sales presentations, interviews, and proposals.

- The College of Education's graduate program in elementary education was rated #3 in the country in the category "Best Online Elementary Education Master's Degree Program" by OnlineMastersDegrees.org. This ranking was based on measures related to academic quality, affordability and flexibility.
- ISU's College of Education, College of Science and Engineering, and the College of Technology received a National Science Foundation Capacity Building Grant to support efforts to diversify and strengthen the STEM teacher pipeline by focusing on underserved rural school districts. This project entitled IMPACTS: Idaho Making Progress Against Critical Teacher Shortages seeks to understand how to better recruit, retain, and support secondary STEM teachers in those rural communities.
- In response to regional industry demand, the College of Science and Engineering has developed Bachelor's and Master's degrees in Computer Engineering and Cyber Security.
- The College of Science and Engineering's "STEM IS U" Scholarship Fund has attracted nearly \$500,000 in financial commitments to support students in financial need as they improve their lives by obtaining degrees in STEM.
- College of Science and Engineering faculty are co-principal investigators with INL scientists and engineers on six Center for Advanced Energy Studies (CAES) Collaboration Program Development Fund Grants. These awards demonstrate the growing interrelatedness of research and educational efforts between ISU and INL.

Idaho State University

ROAR

PPGA TAB 1 Page 8

| 7 |

College and Research Highlights

- To further meet the critical shortage of physical therapists in Idaho, the Doctorate of Physical Therapy program expanded to Meridian and the first cohort has graduated. This expansion doubles the number of physical therapy graduates from ISU. We are also expanding our Masters of Occupational Therapy program to address the state-wide shortage of occupational therapists in Idaho.
- The College of Pharmacy received the largest one-time donation in university history to renovate research facilities. The gift of \$14M from The ALSAM Foundation is being combined with other donations and a state appropriation of \$3.4M to fund a \$21M remodel of the teaching and research spaces in Leonard Hall.
- Faculty in the Sign Language Studies and Sign Language Interpreting program won a \$2.1M grant from the US Department of Education to train health care interpreters. Interpreting is considered a high-demand field with a critical need for interpreters in Idaho and the US at large.
- The University saw an 8.3% increase in Graduate School enrollment for fall of 2022 over fall of 2021. Graduate enrollment has experienced a total increase of 16% since August 2016.
- Faculty in the Department of Biological Sciences were awarded a 5-year, \$1,950,000 grant from the National Institutes of Health to support research addressing critical barriers to identifying and developing new drug targets for malaria.
- As a response to the NCAA's change to its Name, Image, Likeness (NIL) Policy, the College of Business partnered with the Athletics Department to offer the Bengal NIL Academy. While most institutions planned third-party training to help assist their student-athletes in managing these new types of agreements, our College of Business developed six training modules taught by College of Business faculty, including personal branding, financial literacy, social media marketing, basic taxes, entrepreneurship, and professional selling.

- The College of Technology has partnered with the Pocatello
 Housing Alliance and Community Partnerships, United Way of
 Southeastern Idaho, and other community partners to advance
 access to educational opportunities among all residents of
 eastern Idaho, especially those experiencing economic barriers.
 This partnership supports the creation of a Skills Development
 Center in Pocatello.
- The College of Technology has started programs to offer certificates in Nuclear Welding and Amazon Cloud Computing. A new online BS in Respiratory Therapy program will also begin in Fall 2022.
- The Kasiska Division of Health Sciences received \$1.5 million in scholarships and stipends from Blue Cross of Idaho to support our rural and mental health mission to deliver much-needed care in underserved areas.

Idaho State University

ROAR

PPGA TAB 1 Page 9

| 8 |

The Year Ahead

The following provides a high-level overview of ISU's initiatives that will be the focus of the academic year 2022-2023. It should be noted that many initiatives have delayed target completion dates from those previously reported, due to bandwidth limitations related to the pandemic response.

Theme	Title	Description	Target Completion	
	Strategic Plan	Complete strategic planning effort guided by the initial themes of: Career Readiness, Relevant Research, Student-Centered, and Health and the Human Experience	Summer 2022	
	Program Review and Prioritization			
Efficiency and	Data and Analytics Plan and Process Conduct a comprehensive review of the university's data and analytics cap across all divisions and units. Ensure we have the appropriate data system are capturing the data we need with the reporting capabilities necessary to data-informed decisions.		Fall 2023	
Efficiency and Effectiveness	Budget Model	Budget Model Identify a new budget model system that allows the university to evaluate the base allocation, properly incentivize program growth and retention, and decentralize budgetary authority to colleges, departments and units. Human Resources will develop the tools, resources and philosophies that provide the ability to manage performance issues and handle progressive discipline appropriately. The program will ensure managers have the resources to manage and actively address employee issues.		
	Employee Relations			
	Innovation of Campus Technology and Services	Review and assess service delivery for all information technology support on campus, including services provided by ITS, ETS, ITRC, System Administrators, clinics/auxiliaries and any other functional units that support information technology for Idaho State University's campus.	Fall 2023	



PPGA

Theme	Title	Description	Target Completion	
Focus on Relationships	System Coordination: Idaho Falls and Twin Falls	Develop an educational environment in Idaho Falls and Twin Falls where students are directed to the optimal degree offering utilizing ISU, UI, CEI, and CSI institutions.	Summer 2024	
	INL Relationship and Polytechnic Initiative	Idaho State University will become the institution with the strongest Idaho National Laboratory partnership through the development and delivery of high-quality programs and cutting-edge research expertise that complements the laboratory mission. ISU will leverage the Polytechnic legislative funding, the Center for Advanced Energy Studies, and the INL Educational Contract as well as existing educational and research expertise to build this relationship.	Fall 2023	
	Employer Needs	Idaho State University will work to ensure students can acquire meaningful jobs and fulfilling careers upon graduation. To meet this end, ISU will engage in a University-wide workforce analysis. Each college at ISU will perform an analysis of the top employers they currently work with to ensure that our academic majors and programs are positioned to prepare, inspire, and empower graduates for a lifetime of meaningful work.	Summer 2023	
Promote Identity and Culture	Research Initiative	Idaho State University will work with faculty, staff, students and external stakeholders to determine the research aspirations of the campus and the role of the Office for Research at ISU as we work to strategically develop research and other scholarly activities.	Ongoing	
	Employee Engagement, Morale and Culture	Human Resources will focus on management philosophies, emphasizing "our people are our biggest resource." HR will serve as the campus resource in helping departments establish trust, compassion, stability and hope within their units.	Ongoing	
	Employee Engagement Task Force	An Employee Engagement Task Force will be assembled to identify barriers to engagement, and actively address these barriers through employee engagement initiatives.	Ongoing	



PPGA TAB 1 Page 11

| 10 |

Theme	Title	Description	Target Completion
	Residential Life Improvements	The University is investing \$5 million in housing facilities upgrades. This project charter will ensure that those funds will be maximized by improving the overall residential experience for our students. The focus of the improvements are the items that make our housing attractive to students and meets their needs.	Fall 2022
	First-Year Experience	Redesign the onboarding process and New Student Orientation for new first-year and transfer students. Incorporate financial literacy programming into New Student Orientation. Develop the programming necessary to ensure that students have an opportunity for meaningful engagement during their first year.	Summer 2022
Recruitment	EAB Navigate	Implement the EAB Navigate program to drive student success and communication utilizing a single software that allows for clear, action-focused, and synergistic messaging to all students. Implement a faculty and staff user-friendly early alert intervention system designed to immediately identify and intervene with students who are struggling to succeed.	Summer 2022
and Retention	Recruiting Initiatives	Enrollment Management will work to improve our ability to attract new students to ISU by hosting an annual recruiting event for high school students, working to solidify our tracking of students as they progress through our recruitment funnel, and through consistent usage and promotion of a master schedule of recruitment events/activities. The crux of the efforts will be towards best leveraging of our efforts both within Enrollment Management and across the University.	Ongoing
	Strategic Enrollment Plan	Develop a strategic enrollment management plan that provides a comprehensive strategy designed to achieve and maintain optimum recruitment, retention, and graduation rates. The plan will outline ISU's strategy and anticipated outcomes to identify, recruit, enroll, retain, and graduate students in alignment with ISU's mission. It will communicate a clear picture of Idaho State's identity and brand; create a value proposition; clearly articulate outcomes; distinguish ISU from competition; focus on demographics of entering classes; and fiscal sustainability. The development of the strategic enrollment management plan will require institution-wide effort, coordination, and support.	Summer 2023



PPGA TAB 1 Page 12

| 11 |

The Numbers

- We support industry needs 18 of 20 Idaho Hot Jobs are in fields offered at ISU
- We continue to meet community health needs ISU teaches 32 of the Department of Labor's 46 top health care programs in the U.S.
- We offer quality education 92% of ISU students in 2021 met or exceeded the national average for first-time pass rates for health program certification testing.
- We adapt to changes and strive for efficiency Discontinued 12 programs, proposed 4 new programs, restructured 9 programs
- We strive for excellence Once again, 100% of ISU's specialized accredited programs are in good standing with their accrediting organizations

Idaho State University Key Data	FY2016	FY2017	FY2018	FY2019	FY2020	FY2021	FY 2022
Total Annual Enrollment Full-Time Equivalency (FTE) ¹	10,589	10,233	9,960	9,775	9,589	9,322	
Career TechnicalUndergraduateGraduate	788 7,759 2,042	771 7,378 2,084	747 7,108 2,105	828 6,864 2,083	819 6,587 2,183	749 6,246 2,327	Available Late May 2022
Total Idaho resident new degree-seeking undergraduate students ²	1,562	1,500	1,643	1,681	1,584	1,437	Available Fall 2022
Retention Rate: fall-to-fall, full-time, first-time bachelor degree-seeking student FYs 18-22	68%	69%	64%	63%	63%	65%	Available Fall 2022
Retention Rate: Freshman to Sophomore (all degree-seeking, fall-to-fall retention)	69%	65%	63%	62%	62%	61%	Available Fall 2022
Retention Rate: Sophomore to Junior (all degree-seeking, fall-to-fall retention)	78%	76%	80%	80%	80%	78%	Available Fall 2022
Retention Rate: Junior to Senior (all degree-seeking, fall-to-fall retention)	87%	88%	88%	90%	88%	86%	Available Fall 2022
Graduation Rate : percent of full-time, first time students from the cohort of new first-year students who complete their program within 1½ times the normal program length (bachelor degree-seeking)	28%	29%	32%	34%	33%	36%	Available February 2023
Graduation Rate : percent of full-time, first time students from the cohort of new first-year students who complete their program within 1½ times the normal program length (all degree-seeking)	29%	30%	33%	36%	34%	39%	Available February 2023
Graduation Rate : methodology includes full-time new first-year students and new transfer students. A student is given up to 6-years (18 semesters) to complete any undergraduate certificate/degree program.	38% (Fall 2010 cohort)	40% (Fall 2011 cohort)	42% (Fall 2012 cohort)	45% (Fall 2013 cohort)	43% (Fall 2014 cohort)	46% (Fall 2015 cohort)	Available February 2023
Graduation Rate: methodology includes full-time new first-year students and new transfer students. A student is given up to 6-years (18 semesters) to complete any undergraduate certificate/degree program. Idaho Residents Only	36% (Fall 2010 cohort)	38% (Fall 2011 cohort)	40% (Fall 2012 cohort)	45% (Fall 2013 cohort)	45% (Fall 2014 cohort)	46% (Fall 2015 cohort)	(Fall 2016 cohort)
Overall Transfer Out Rate: percent of full-time, first time students from the cohort of new first-year students who transfer out of the institution prior to completing a degree (all degree-seeking)	23%	22%	23%	19%	19%	20%	Available February 2023

^{1.} Annual full-time equivalency (FTE) is calculated by dividing the total Undergraduate and Professional Technical credit hours (SCH) by 30; total Graduate SCH is divided by 24.

PPGA TAB 1 Page 13

^{2.} New students in the summer semester enrolled in the subsequent fall semester are counted as "new" in the fall semester.



Idaho State University Foundation Key Data	FY 2016	FY 2017	FY 2018	FY 2019	FY 2020	FY 2021	FY 2022 ESTIMATES
Contributions, Net ¹	\$6,036,570	\$5,315,986	\$9,827,927	\$12,444,201	\$10,496,438	\$9,954,563	\$12,000,000
Cash, Property and in Kind Gifts ²	\$6,819,544	\$5,150,490	\$11,084,469	\$13,288,124	\$9,163,485	\$10,157,216	\$11,925,000
Endowment Funds ³	\$48,958,701	\$53,258,798	\$57,584,648	\$56,133,138	\$56,346,446	\$75,190,280	\$78,000,000

¹ Accrual basis - reflects adjustments for pledges and estimates for uncollectible pledges, stated at NPV



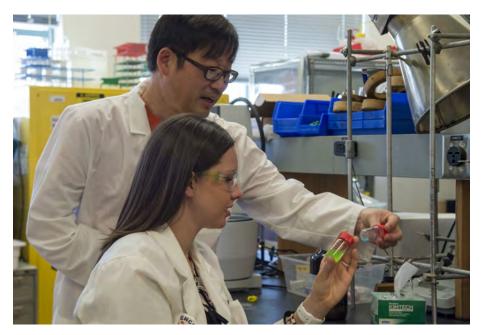


² Cash basis, rather than accrual

³ Not all of the endowed funds are dedicated to scholarships

Conclusion

Substantial progress was made in the 2022-2022 academic year. The University has good momentum moving into this Fall semester. We are optimistic for the future and as always, Idaho State is dedicated to being a higher education leader with a mission of changing student lives through education.











ROAR



PROGRAM
PRIORITIZATION
REPORT

ACADEMIC AND NON-INSTRUCTIONAL PROGRAMS

2021-2022



Idaho State University: Program Health

Idaho State University

PROGRAM PRIORITIZATION REPORT

2021-2022

TABLE OF CONTENTS

EXECUTIVE SUMMARY, 2022	1
Program Prioritization Process Narrative	2
Academic Program Prioritization	2
Non-Instructional Program Prioritization Goal Process	3
Schedule of Program Health and Sustainability Presentations and Meeting	
Appendix A	5
Program Action Plans - Administrative Council Feedback	5
Appendix B	82
Mid-Cycle Review	82
Appendix C	222
Academic Program Health and Sustainability Executive Summaries	222
Appendix D	238
Non-Instructional Program Prioritization	238
Overview and Evaluations	
1 111U1 y 010	

EXECUTIVE SUMMARY, 2022

EXECUTIVE SUMMARY, 2022

Idaho State University's program prioritization process supports its strategic initiatives and institutional mission through appropriation of resources based on realistic and efficient program management and on student needs. Its goal is to support growth and ensure that programs demonstrate the need for new, increased, or reallocated resources. The program prioritization process for ISU's most recent five-year report was initiated during Fall 2018 with the formation of a committee that included broad campus representation charged with designing a model for prioritizing its programs. The resulting program prioritization model, internally known as the Program Health and Sustainability Model, led to a number of innovative developments that will enhance student experience, increase retention, and support student success.

Programs in the first and second quintiles of prioritization developed action plans during the spring semester of 2021. These programs submitted mid-cycle updates on November 1, 2021. These mid-cycle updates included:

- Program discontinuations 12
- New program proposals 4
- Program improvement plans 48
- Investment or reallocation of resources 3
- Program restructure 9
- Other innovation 1
- Program inactive 1

The mid-cycle updates were reviewed by the Administrative Council February 2022 and this feedback was shared with all academic deans.

Several consistent action themes emerged across improvement plans. These themes suggest that programs are implementing improvement/restructuring plans and reallocating resources to deliver high quality educational experiences in numerous ways including:

- creating streamlined and accelerated pathways for students to move from undergraduate to graduate programs;
- developing support for students for increased retention;
- expanding course delivery options (through Online Idaho, for example);
- aligning programs with workforce needs;
- utilizing Open Educational Resources (OER) to increase access and affordability for instructional materials; and
- working collaboratively across academic units to increase efficient use of resources.

With a focus of continuous improvement, each academic dean provided a college-level Program Health and Sustainability Executive Summary in March 2022. These Executive Summaries focused on those programs within the lowest two quintiles yet also included key information from ach respective college. These summaries were reviewed by the Administrative Council and feedback was shared with all academic deans.

PPGA TAB 1 Page 3

Idaho State University: Program Health

Program Prioritization Process Narrative

PROGRAM PRIORITIZATION PROCESS NARRATIVE

Academic Program Prioritization

Goal

Support strategic initiatives, institutional mission, strategic plan and core themes by appropriating resources based on program prioritization and student needs.

Process

Idaho State Board of Education Policy V.B.11 requires institutions to incorporate program prioritization into the annual budgeting and program review process, and to provide annual updates to the Board. In 2014, Idaho State University (ISU) transitioned its Program Prioritization Process into a Program Assessment/Program Health Process with the goals of supporting growth and ensuring that the direction of new, increased, or reallocated resources to any program is based on demonstrated need.

Previous experience with program prioritization revealed that the budget model of ISU was a challenge in addressing program growth. Consequently, Academic Affairs determined that ISU needed a more comprehensive Program Health and Sustainability model that had broad campus support and was built in collaboration with Faculty Senate. A committee of representatives from each college; the co-chairs of the Faculty Senate, and staff from Academic Affairs, Institutional Research and the Office of Finance and Business Affairs began the process of developing a new model with the following charge:

A Program Health and Sustainability assessment model should be aligned with the institutional mission, while evaluating student demand and providing indicators of quality. It should include measures for efficiency and effectiveness and ensure sufficient resources. Finally, it should be flexible and change as necessary over time.

The precise Program Health and Sustainability process steps for ISU's most recent five-year report are detailed in the <u>June 2021 Program Prioritization Report</u>. Several of the key components of the process are summarized below, yet this annual update focuses on progress made during the 2021-2022 academic year.

In January 2021, Academic Affairs assembled a master document of all of the colleges' quintiled programs and narratives, which was reviewed by the Faculty Senate, the Council of Deans, and the Administrative Council. The Council of Deans and the Administrative Council reviewed and provided feedback to the programs in the lowest two quintiles in order to support their development of individualized action plans.

Faculty, department chairs, and academic deans with programs in the lowest two quintiles developed action plans based on the leadership's feedback, employing responses to a common set of questions. Action plans that had FY2022 impacts were submitted by March 5, 2021. Action plans that had subsequent fiscal year impacts were submitted by May 1, 2021. From May 10-14, 2021, faculty members provided additional reviews of the proposed action plans.

PPGA TAB 1 Page 4

Idaho State University: Program Health

Program Prioritization Process Narrative

The Administrative Council reviewed the program action plans, included as Appendix A, throughout August 2021. The feedback was compiled and presented to the academic deans in late August and early September 2021. Academic deans shared this information with their departmental leadership and faculty in order to support the development of mid-cycle action plan updates (Appendix B) by November 1, 2021.

The Administrative Council reviewed the mid-cycle action plan updates throughout January 2022. Academic deans received this feedback from the Administrative Council in February 2022. Academic deans prepared college-level Program Health and Sustainability Executive Summaries and submitted them in March 2022. These Executive Summaries, attached as Appendix C, focused on the progress of programs with action plans but also included additional information on specific college programmatic successes.

Non-Instructional Program Prioritization

Goal

Support strategic initiatives, institutional mission, strategic plan and core themes by appropriating resources based on institutional effectiveness, student achievement, and student success.

Process

Reviewed in Spring 2022 were numerous non-instructional units across the university.

SBOE Policy III.F. does not require these units to be quintiled; thus, they were not assessed with the Program Health and Sustainability Model. Instead, these units were evaluated based on alignment with the institutional mission and strategic plan; performance goals and outcomes specific to each unit; program strengths and weaknesses; external constraints and challenges; and cost efficiencies.

The units evaluated included GIS Training and Research Center; Center for Advanced Energy Studies (CAES); Institutional Effectiveness; Animal Facility; Environmental Health and Safety; Program for Instructional Effectiveness; Purchasing; Pond and Bennion Student Unions; Student Affairs Communications & Marketing; Disability Services; Access and Opportunity Programs; Office of the Dean of Students; Facilities Services Maintenance and Operations; Facilities Services Administration; Human Resources; Office of Marketing and Communications; Budget, Planning, & Analysis; Early College Program; University Health; President's Office; Alumni Relations; and Advancement Communications.

The review of these units confirmed the alignment of their mission statements with the missions of their respective divisions and the University; their focused support of institutional effectiveness, student learning, and student achievement; their strength in COVID-19 operational planning and execution; their development of well-formed assessment plans based on customer service, product quality, or achievements in institutional effectiveness, student achievement, or student success; and their success at meeting or exceeding expected cost-effectiveness. Weaknesses included need for additional funding in specific units; challenges with long-term assessment planning; and the need for additional data. Details of the review of non-instructional units are in Appendix D.

Idaho State University: Program Health

Program Prioritization Process Narrative

Schedule of Program Health and Sustainability Presentations and Meetings: 2021-2022

Date	Group	Purpose		
July 7, 2021	Administrative Council	Update, next step discussion		
July 13, 2021	Dean's Council	Update, next step discussion		
July 21, 2021	Administrative Council	Update, timeline		
August 18, 2021	Administrative Council	Provide feedback to programs		
August 27, 2021	College of Business Leadership	Update, feedback from Administrative Council		
August 27, 2021	College of Education Leadership	Update, feedback from Administrative Council		
August 30, 2021	College of Science and Engineering Leadership	Update, feedback from Administrative Council		
August 31,2021	College of Arts and Letters Leadership	Update, feedback from Administrative Council		
August 31, 2021	Dean's Council	Discussion, next steps		
September 2, 2021	College of Technology Leadership	Update, feedback from Administrative Council		
September 3, 2021	Kasiska Division of Health Sciences Leadership	Update, feedback from Administrative Council		
September 7, 2021	Dean's Council	Update, mid-cycle evaluations		
October 27, 2021	Administrative Council	Presidential update		
November 2, 2021	Dean's Council	Discussion, mid-cycle evaluations		
December 22, 2021	Administrative Council	Update, next steps		
January 5, 2022	Administrative Council	Review Mid-cycle evaluations		
January 13, 2022	Chief of Staff	Process discussion		
January 18, 2022	Deans Council	Update on Administrative Council review, next steps		
February 2, 2022	Administrative Council	Non-instructional program prioritization overview		
February 9, 2022	Office of Assessment	Update, next step discussion		
February 9, 2022	Administrative Council	Review and approval		
February 16, 2022	Administrative Council	Provide feedback to programs		
February 23, 2022	Student Affairs	Provide direction to programs		
March 1, 2022	Deans Council	Discussion, Executive Summaries		
March 7, 2022	Office of the President	Update on the process and submissions		
March 9, 2022	Early College Programs	Provide direction to programs		
March 10, 2022	Academic Affairs Leadership	Discussion, next steps		
March 18, 2022	MARCOM	Provide direction to programs		
March 16, 2022	Administrative Council	Provide feedback to programs		
March 25, 2022	Office of the President	Presidential update		
March 28, 2022	Office of Assessment	Discussion, non-instructional final report development		
April 5, 2022	Office of the President	Discussion, non-instructional report		

APPENDIX A

Program Action Plans - Administrative Council Feedback

Anthropology BACH (CAL)

Thank you for your hard work, time, and effort throughout this Idaho State Board of Education initiated process. In the spirit of continuous improvement, please consider the feedback from the Administrative Council provided below.

REVIEW FROM ADMINISTRATIVE COUNCIL

- If there are other metrics relevant to the success of Anthropology BACH that are either concerning or have not been articulated in the proposed Action Plan, please describe these.
 - a. They are clearly assessing their program.
 - b. Student credit hours by Faculty FTE have declined significantly over the past few years. There is reference to reduced teaching loads for research, and it would be helpful to exclude these from the ratio to get a better understanding of efficiency. It would also be helpful to review disaggregated enrollment data by program.
 - c. I believe this is a good and realistic plan for program health and sustainability.
- Do you need additional clarification on their proposed action plan? If yes, please list the clarification you need.
- Please provide any additional Information for Anthropology BACH that will help this program move their action plan forward
 - a. Great plan
 - b. I am curious about the breadth and scope of offerings. It would be useful to identify specific enrollment and/or other objectives associated with the action plan.
 - c. Here are some thoughts: Incorporating the skills-based intervention workshop into class sessions is feasible. Requiring student meetings with advisors should be incorporated into the operations of the program.
 - d. Here are some questions that may be helpful: What is the timing to submit proposals for a certificate in cultural resources management and forensic anthropology. How will the dual teaching certificate be marketed? What is the timeframe for the alumni survey to be implemented?

Additional Comments: A clear timeline for and steps associated with the action plan would be helpful.

Idaho State University: Program Health

Appendix A: Program Action Plans - Administrative Council Feedback

Art-BACH (CAL)

Thank you for your hard work, time, and effort throughout this Idaho State Board of Education initiated process. In the spirit of continuous improvement, please consider the feedback from the Administrative Council provided below.

REVIEW FROM ADMINISTRATIVE COUNCIL

- If there are other metrics relevant to the success of Art-BACH that are either concerning or have not been articulated in the proposed Action Plan, please describe these.
 - a. Retention was referenced as an issue. It would be helpful to see longitudinal retention data.
- Do you need additional clarification on their proposed action plan? If yes, please list the clarification you need.
- Please provide any additional Information for Art-BACH that will help this program move their action plan forward
 - a. It would be helpful to establish specific retention, enrollment, and/or other objectives associated with the action plan.
 - b. While lots of helpful information was included, there needs to be more focused action steps.
 - c. Pursue Meta majors as retention aid and work with Career Center/Alumni Office/AA for infrastructure to obtain alumni data

Additional Comments: While the Administrative Council does not support the new FTE, the collaboration in the proposal looks great.

Idaho State University: Program Health

Appendix A: Program Action Plans - Administrative Council Feedback

Art-MAST (CAL)

Thank you for your hard work, time, and effort throughout this Idaho State Board of Education initiated process. In the spirit of continuous improvement, please consider the feedback from the Administrative Council provided below.

REVIEW FROM ADMINISTRATIVE COUNCIL

- If there are other metrics relevant to the success of Art-MAST that are either concerning or have not been articulated in the proposed Action Plan, please describe these.
- Do you need additional clarification on their proposed action plan? If yes, please list the clarification you need.
- Please provide any additional Information for Art-MAST that will help this program move their action plan forward
 - a. Many Art grad classes are taught as independent studies. This likely needs to be addressed. Maybe the grad seminar will help?
 - b. I appreciate the difficult decision to suspend MFA admissions for AY2021-2022. In considering the future of the program, it would be helpful to assess student demand.
 - c. The action plan proposes various ideas for improvement. It would be helpful to determine which actions should move forward and associate them with specific enrollment goals or other outcomes.
 - d. Currently on hold (would like to try to implement and then will reconsider), restructure GTA teaching, hire a studio tech.

Additional Comments from AC: It is the overall suggestion to discontinue this program and stop taking new students until overall the department has the time to determine how they will fix this program.

Idaho State University: Program Health

Appendix A: Program Action Plans - Administrative Council Feedback

Communication MAST (CAL)

Thank you for your hard work, time, and effort throughout this Idaho State Board of Education initiated process. In the spirit of continuous improvement, please consider the feedback from the Administrative Council provided below.

REVIEW FROM ADMINISTRATIVE COUNCIL

- If there are other metrics relevant to the success of Communication MAST that are either concerning or have not been articulated in the proposed Action Plan, please describe these.
- Do you need additional clarification on their proposed action plan? If yes, please list the clarification you need.
- Please provide any additional Information for Communication MAST that will help this program move their action plan forward
 - a. It would be helpful to identify specific enrollment and retention goals and other other outcomes associated with the action plan.
 - b. Suggestion of a fully online Masters option (internal 4+1) is realistic and a great plan.

Additional Comments: Overall, this seemed like a good plan.

Idaho State University: Program Health

Appendix A: Program Action Plans - Administrative Council Feedback

French-UGRD (CAL)

Thank you for your hard work, time, and effort throughout this Idaho State Board of Education initiated process. In the spirit of continuous improvement, please consider the feedback from the Administrative Council provided below.

REVIEW FROM ADMINISTRATIVE COUNCIL

- If there are other metrics relevant to the success of French-UGRD that are either concerning or have not been articulated in the proposed Action Plan, please describe these.
 - a. More advertising may help, and appreciate the possibility to discontinue the program if enrollment does not increase.
 - b. It would be helpful to see longitudinal enrollment, retention and completion data for the certificate program.
- Do you need additional clarification on their proposed action plan? If yes, please list the clarification you need.
 - a. Clarifying what factors will be used to determine whether to restart or discontinue the certificate program would be very helpful.
- Please provide any additional Information for French-UGRD that will help this program move their action plan forward
 - a. It would be helpful to establish specific enrollment and related goals for the program.

Additional AC Comments: Overall, there is support to eliminate this program. This elimination is due to the fact that demand has been decreasing consistently.

Idaho State University: Program Health

Appendix A: Program Action Plans - Administrative Council Feedback

Certificate in German UGRD (CAL)

PROGRAM SLATED FOR PROGRAM ELIMINATION

Thank you for your hard work, time, and effort throughout this Idaho State Board of Education initiated process. In the spirit of continuous improvement, please consider the feedback from the Administrative Council provided below.

REVIEW FROM ADMINISTRATIVE COUNCIL

- If there are other metrics relevant to the success of Certificate in German UGRD that are either concerning or have not been articulated in the proposed Action Plan, please describe these.
 - a. The plan suggests terminating the degree, keeping lower level classes. I agree with this.
- Do you need additional clarification on their proposed action plan? If yes, please list the clarification you need.
- Please provide any additional Information for Certificate in German UGRD that will help this program move their action plan forward
 - a. I appreciate the faculty making the difficult decision to eliminate the program.
 - b. Recommend program elimination

Additional AC Comments: Please move forward with program elimination.

Idaho State University: Program Health

Appendix A: Program Action Plans - Administrative Council Feedback

Interdisciplinary Studies MAST (CAL)

Thank you for your hard work, time, and effort throughout this Idaho State Board of Education initiated process. In the spirit of continuous improvement, please consider the feedback from the Administrative Council provided below.

REVIEW FROM ADMINISTRATIVE COUNCIL

- If there are other metrics relevant to the success of Interdisciplinary Studies MAST that are either concerning or have not been articulated in the proposed Action Plan, please describe these.
 - a. What is the focus area and strength of this program?
- Do you need additional clarification on their proposed action plan? If yes, please list the clarification you need.
 - a. Some information about this non-traditional program would have been helpful and appreciated.
- Please provide any additional Information for Interdisciplinary Studies MAST that will help this
 program move their action plan forward
 - a. Graduate degrees are most successful when attached to a main field of study or topic area. It would be important to discuss how the program would be successful without this disciplinary focus. (this was in a different question, but important to add here)
 - b. There needs to be a more robust narrative and action plan. It would be helpful to know why the program is in the lower two quintiles.
 - c. I do not believe this program requires any additional resources and is a collaborative curricular effort.

Additional AC Comments: Speak with CAL about the need for this moving forward. Are students currently moving in this direction? If so, is advising an issue and how can this be addressed?

Idaho State University: Program Health

Appendix A: Program Action Plans - Administrative Council Feedback

Certificate in Japanese UGRD (CAL)

Thank you for your hard work, time, and effort throughout this Idaho State Board of Education initiated process. In the spirit of continuous improvement, please consider the feedback from the Administrative Council provided below.

REVIEW FROM ADMINISTRATIVE COUNCIL

- If there are other metrics relevant to the success of Certificate in Japanese UGRD that are either concerning or have not been articulated in the proposed Action Plan, please describe these.
 - a. It would be helpful to see longitudinal enrollment, retention and completion data.
 - b. What impact on recruitment, enrollment, and retention do you expect this program to have?
- Do you need additional clarification on their proposed action plan? If yes, please list the clarification you need.
 - a. When will the user-friendly online materials be developed and implemented?
- Please provide any additional Information for Certificate in Japanese UGRD that will help this program move their action plan forward
 - a. Given the university's limited resources, there is concern about supporting a program that has 1.3 faculty serving an average of 62 students annually.
 - b. In the program action plan it would be helpful to specify specific enrollment goals or financial impact.
 - c. Sadly, it seems as though covid will be here for a long time to come. Does that change your approach to offering Japanese-related activities?
 - d. I believe there is a strong Japanese program in our HS system that could feed here. Is it possible to restructure the certificate so students seeking the minor will first earn the certificate to increase enrollment and make the classes cost-effective.

Additional AC Comments: In general, the Administrative Council suggests program elimination. However, additional information would be helpful. How many faculty are teaching Japanese courses? Please include more detail, if we eliminate the certificate, what might this mean? How will the resources be re-deployed? Please provide additional information about the endowment? What is the value of the endowment? How is the endowment connected to the certificate?

Idaho State University: Program Health

Appendix A: Program Action Plans - Administrative Council Feedback

Music BACH (CAL)

Thank you for your hard work, time, and effort throughout this Idaho State Board of Education initiated process. In the spirit of continuous improvement, please consider the feedback from the Administrative Council provided below.

REVIEW FROM ADMINISTRATIVE COUNCIL

- If there are other metrics relevant to the success of Music BACH that are either concerning or have not been articulated in the proposed Action Plan, please describe these.
 - a. The discussion of Music Ed students is an excellent point.
 - b. It would be helpful to review longitudinal enrollment, retention, and completion data.
- Do you need additional clarification on their proposed action plan? If yes, please list the clarification you need.
 - a. It would be helpful to have additional clarity about needed resources and funding sources
- Please provide any additional Information for Music BACH that will help this program move their action plan forward
 - a. It would be helpful to identify specific enrollment and other objectives associated with the action plan. It would also be helpful to quantify resource needs/requests and review these in light of the program's overall revenue and expenditures.
 - b. I really like the concept of a BA of Music Commercial Program. I also fully support mandatory academic advising.

Additional AC Comments: Please provide a clear timeline and a clear step-by-step plan.

Idaho State University: Program Health

Appendix A: Program Action Plans - Administrative Council Feedback

Music MAST (CAL)

Thank you for your hard work, time, and effort throughout this Idaho State Board of Education initiated process. In the spirit of continuous improvement, please consider the feedback from the Administrative Council provided below.

REVIEW FROM ADMINISTRATIVE COUNCIL

- If there are other metrics relevant to the success of Music MAST that are either concerning or have not been articulated in the proposed Action Plan, please describe these.
 - a. Music classes are not the typical classroom full of students. How to deal with individual lessons / how this relates to classes needs to be determined.
- Do you need additional clarification on their proposed action plan? If yes, please list the clarification you need.
- Please provide any additional Information for Music MAST that will help this program move their action plan forward
 - a. It is suggested to renew focus on advising

Additional Comments: How might this program increase enrollment? Please provide a clear timeline and a clear step-by-step plan.

Idaho State University: Program Health

Appendix A: Program Action Plans - Administrative Council Feedback

Philosophy-GRAD, CAL

*New program, focus on Biomedical Ethics

Thank you for your hard work, time, and effort throughout this Idaho State Board of Education initiated process. In the spirit of continuous improvement, please consider the feedback from the Administrative Council provided below.

REVIEW FROM ADMINISTRATIVE COUNCIL

- If there are other metrics relevant to the success of Philosophy-GRAD that are either concerning or have not been articulated in the proposed Action Plan, please describe these.
- Do you need additional clarification on their proposed action plan? If yes, please list the clarification you need.
- Please provide any additional Information for Philosophy-GRAD that will help this program move their action plan forward
 - a. The medical ethics addition is important—make connections with KDHS and COB Heath Admin.
 - b. It would be useful to identify specific enrollment or other goals and outcomes associated with the action plan.
 - c. This program is new, low cost, and serves our health mission

Additional AC Comments: This program connects well with the University mission and is a great idea.

Idaho State University: Program Health

Appendix A: Program Action Plans - Administrative Council Feedback

Philosophy-UG, CAL

Thank you for your hard work, time, and effort throughout this Idaho State Board of Education initiated process. In the spirit of continuous improvement, please consider the feedback from the Administrative Council provided below.

REVIEW FROM ADMINISTRATIVE COUNCIL

- If there are other metrics relevant to the success of Philosophy-UG that are either concerning or have not been articulated in the proposed Action Plan, please describe these.
 - a. Biomedical and pre-law connections are excellent
- Do you need additional clarification on their proposed action plan? If yes, please list the clarification you need.
- Please provide any additional Information for Philosophy-UG that will help this program move their action plan forward
 - a. It would be helpful to establish specific enrollment goals associated with the action plan.
 - b. Great plan focused on increasing student demand, various delivery options, Biomedical Ethics Certification online, support this through advising

Additional AC Comments: This plan looks really good.

Idaho State University: Program Health

Appendix A: Program Action Plans - Administrative Council Feedback

Certificate in Russian-ASSO, CAL

PROGRAM SLATED FOR ELIMINATION

Thank you for your hard work, time, and effort throughout this Idaho State Board of Education initiated process. In the spirit of continuous improvement, please consider the feedback from the Administrative Council provided below.

REVIEW FROM ADMINISTRATIVE COUNCIL

- If there are other metrics relevant to the success of Certificate in Russian-ASSO that are either concerning or have not been articulated in the proposed Action Plan, please describe these.
 - a. Program elimination is suggested
- Do you need additional clarification on their proposed action plan? If yes, please list the clarification you need.
- Please provide any additional Information for Certificate in Russian-ASSO that will help this program move their action plan forward
 - a. I believe this program has been "on hold" for 5 years.

Additional AC Comments: Please move forward with program elimination.

Idaho State University: Program Health

Appendix A: Program Action Plans - Administrative Council Feedback

Shoshoni-ASSO, CAL

Thank you for your hard work, time, and effort throughout this Idaho State Board of Education initiated process. In the spirit of continuous improvement, please consider the feedback from the Administrative Council provided below.

REVIEW FROM ADMINISTRATIVE COUNCIL

- If there are other metrics relevant to the success of Shoshoni-ASSO that are either concerning or have not been articulated in the proposed Action Plan, please describe these.
 - a. It is valuable to our community and the tribe
 - b. It would be helpful to review longitudinal enrollment and student success data for the program.
- Do you need additional clarification on their proposed action plan? If yes, please list the clarification you need.
 - a. It would be helpful to understand specific resource requests.
- Please provide any additional Information for Shoshoni-ASSO that will help this program move their action plan forward
 - a. It would be helpful to establish specific enrollment and other goals associated with the action plan.
 - b. Marketing and advising should be of importance in this plan.

Additional Comments: Administrative Council is in complete support of this program and would like for it to be successful.

Idaho State University: Program Health

Appendix A: Program Action Plans - Administrative Council Feedback

Certificate in Spanish-UGRD, CAL

Thank you for your hard work, time, and effort throughout this Idaho State Board of Education initiated process. In the spirit of continuous improvement, please consider the feedback from the Administrative Council provided below.

REVIEW FROM ADMINISTRATIVE COUNCIL

- If there are other metrics relevant to the success of Certificate in Spanish-UGRD that are either concerning or have not been articulated in the proposed Action Plan, please describe these.
- Do you need additional clarification on their proposed action plan? If yes, please list the clarification you need.
 - a. It would be helpful to review longitudinal enrollment, retention, and completion data.
 - b. Are additional resources needed to accomplish advertising and outreach actions?
- Please provide any additional Information for Certificate in Spanish-UGRD that will help this program move their action plan forward
 - a. It would be helpful to establish specific enrollment and related goals associated with the action plan.
 - b. Make closer linkage with the Health Sciences/PA programs.

Additional Comments: This program is mission critical.

Idaho State University: Program Health

Appendix A: Program Action Plans - Administrative Council Feedback

Theatre-BACH, CAL

Thank you for your hard work, time, and effort throughout this Idaho State Board of Education initiated process. In the spirit of continuous improvement, please consider the feedback from the Administrative Council provided below.

REVIEW FROM ADMINISTRATIVE COUNCIL

- If there are other metrics relevant to the success of Theatre-BACH that are either concerning or have not been articulated in the proposed Action Plan, please describe these.
 - a. This was a well-written and robust action plan. Having some more concrete details to realize the success of the action steps would help clarify how this plan will be realized. For example, working closely with the new university retention program is a great idea; what, specifically, does this mean and how can it be realized? When it comes to developing more endowed scholarships, is there a desired number of scholarships? An ideal amount of funds available?
 - b. Resource requests should be tied to the college budget.
- Do you need additional clarification on their proposed action plan? If yes, please list the clarification you need.
 - a. Where will resources come from? Resource requests should be tied to the college budget.
- Please provide any additional Information for Theatre-BACH that will help this program move their action plan forward
 - a. Identification of where additional resources are coming from in the college is necessary.

Additional Comments: Please provide more specific clarity on the action plan and resource allocation.

Idaho State University: Program Health

Appendix A: Program Action Plans - Administrative Council Feedback

Theatre-MAST, CAL

*THIS PROGRAM HAS BEEN APPROVED FOR ELIMINATION (SBOE AUGUST 2021)

Thank you for your hard work, time, and effort throughout this Idaho State Board of Education initiated process. In the spirit of continuous improvement, please consider the feedback from the Administrative Council provided below.

REVIEW FROM ADMINISTRATIVE COUNCIL

- If there are other metrics relevant to the success of Theatre-MAST that are either concerning or have not been articulated in the proposed Action Plan, please describe these.
- Do you need additional clarification on their proposed action plan? If yes, please list the clarification you need.
- Please provide any additional Information for Theatre-MAST that will help this program move their action plan forward

TAB 1 Page 23

Idaho State University: Program Health

Appendix A: Program Action Plans - Administrative Council Feedback

Business Administration-GRAD

PROGRAM SLATED FOR DISCONTINUATION CERT, COB

Thank you for your hard work, time, and effort throughout this Idaho State Board of Education initiated process. In the spirit of continuous improvement, please consider the feedback from the Administrative Council provided below.

REVIEW FROM ADMINISTRATIVE COUNCIL

- If there are other metrics relevant to the success of Business Administration-GRAD that are either concerning or have not been articulated in the proposed Action Plan, please describe these.
 - a. Program elimination
- Do you need additional clarification on their proposed action plan? If yes, please list the clarification you need.
- Please provide any additional Information for Business Administration-GRAD that will help this program move their action plan forward
 - a. Recommend program elimination

Additional Comments: Agree with recommended discontinuation.

Idaho State University: Program Health

Appendix A: Program Action Plans - Administrative Council Feedback

Business-ASSOC, COB

Thank you for your hard work, time, and effort throughout this Idaho State Board of Education initiated process. In the spirit of continuous improvement, please consider the feedback from the Administrative Council provided below.

REVIEW FROM ADMINISTRATIVE COUNCIL

- If there are other metrics relevant to the success of Business-ASSOC that are either concerning or have not been articulated in the proposed Action Plan, please describe these.
 - a. Comes with offerings for other programs
- Do you need additional clarification on their proposed action plan? If yes, please list the clarification you need.
- Please provide any additional Information for Business-ASSOC that will help this program move their action plan forward
 - a. We appreciate this program from a student success lens. Can we track graduates and encourage them to return in future years to complete their BA/BS?
 - b. It would be interesting to know the student impact of this program (while a student and as alumnae).

Additional Comments: This is a student centered program.

Idaho State University: Program Health

Appendix A: Program Action Plans - Administrative Council Feedback

General Business-BACH, COB

Thank you for your hard work, time, and effort throughout this Idaho State Board of Education initiated process. In the spirit of continuous improvement, please consider the feedback from the Administrative Council provided below.

REVIEW FROM ADMINISTRATIVE COUNCIL

- If there are other metrics relevant to the success of General Business-BACH that are either concerning or have not been articulated in the proposed Action Plan, please describe these.
 - a. Utilizes classes from other programs-- basically free
- What impact does this program have on student recruitment, retention, and completion?
- Do you need additional clarification on their proposed action plan? If yes, please list the clarification you need.
- Please provide any additional Information for General Business-BACH that will help this program move their action plan forward

Additional Comments: This is a student centered program and it is important to keep this option for our students.

Idaho State University: Program Health

Appendix A: Program Action Plans - Administrative Council Feedback

Taxation-MAST, COB

PROGRAM SLATED FOR DISCONTINUATION

Thank you for your hard work, time, and effort throughout this Idaho State Board of Education initiated process. In the spirit of continuous improvement, please consider the feedback from the Administrative Council provided below.

REVIEW FROM ADMINISTRATIVE COUNCIL

- If there are other metrics relevant to the success of Taxation-MAST that are either concerning or have not been articulated in the proposed Action Plan, please describe these.
 - a. Program elimination
- Do you need additional clarification on their proposed action plan? If yes, please list the clarification you need.
- Please provide any additional Information for Taxation-MAST that will help this program move their action plan forward
 - a. Recommend elimination

Additional Comments: Support discontinuation and elimination.

Idaho State University: Program Health

Appendix A: Program Action Plans - Administrative Council Feedback

Economics BS/BBA, COB

Thank you for your hard work, time, and effort throughout this Idaho State Board of Education initiated process. In the spirit of continuous improvement, please consider the feedback from the Administrative Council provided below.

REVIEW FROM ADMINISTRATIVE COUNCIL

- If there are other metrics relevant to the success of Economics BS/BBA that are either concerning or have not been articulated in the proposed Action Plan, please describe these.
- Do you need additional clarification on their proposed action plan? If yes, please list the clarification you need.
 - a. Has the elimination of the BA program completed the necessary steps for program elimination?
- Please provide any additional Information for Economics BS/BBA that will help this program move their action plan forward

Additional Comments: The action plan needs to have specific action items including a clear timeline.

Idaho State University: Program Health

Appendix A: Program Action Plans - Administrative Council Feedback

Athletic Training-Mast, COE

Thank you for your hard work, time, and effort throughout this Idaho State Board of Education initiated process. In the spirit of continuous improvement, please consider the feedback from the Administrative Council provided below.

REVIEW FROM ADMINISTRATIVE COUNCIL

- If there are other metrics relevant to the success of Athletic Training-Mast that are either concerning or have not been articulated in the proposed Action Plan, please describe these.
- Do you need additional clarification on their proposed action plan? If yes, please list the clarification you need.
- Please provide any additional Information for Athletic Training-Mast that will help this program move their action plan forward
 - a. Please address accreditation requirements, including staffing, facilities, and move to KDHS.

Additional Comments: Please provide some additional detail and a clear timeline within your update.

Idaho State University: Program Health

Appendix A: Program Action Plans - Administrative Council Feedback

Deaf Education-Mast, COE

Thank you for your hard work, time, and effort throughout this Idaho State Board of Education initiated process. In the spirit of continuous improvement, please consider the feedback from the Administrative Council provided below.

REVIEW FROM ADMINISTRATIVE COUNCIL

- If there are other metrics relevant to the success of Deaf Education-Mast that are either concerning or have not been articulated in the proposed Action Plan, please describe these.
- Do you need additional clarification on their proposed action plan? If yes, please list the clarification you need.
- Please provide any additional Information for Deaf Education-Mast that will help this program move their action plan forward
 - a. It would be helpful to establish enrollment, student success, and related goals for the program as part of the action plan and ISU Deaf Education Revitalization Plan. It would also be helpful to understand more about the pros and cons of moving the program to Meridian.
 - b. We have the statewide responsibility for this program.

Additional Comments: Please help us to understand why Pocatello is the best fit for this program's location for offerings? Please provide information regarding the additions the new faculty member will provide in terms of the success of this program? Please include collaborative/synergy building information with regard to other aligned health programs.

Idaho State University: Program Health

Appendix A: Program Action Plans - Administrative Council Feedback

Early Childhood Education-Bach, COE

Thank you for your hard work, time, and effort throughout this Idaho State Board of Education initiated process. In the spirit of continuous improvement, please consider the feedback from the Administrative Council provided below.

REVIEW FROM ADMINISTRATIVE COUNCIL

- If there are other metrics relevant to the success of Early Childhood Education-Bach that are either concerning or have not been articulated in the proposed Action Plan, please describe these.
 - a. It would also be helpful to know more about faculty:student ratios in light of the program narrative. Please help us to understand the "right size" of this program.
- Do you need additional clarification on their proposed action plan? If yes, please list the clarification you need.
- Please provide any additional Information for Early Childhood Education-Bach that will help this
 program move their action plan forward
 - a. In light of the narrative note about labs and classrooms, can faculty and students work with ISU's Early Learning Center?
 - b. Develop ties with CSI and COT to attract AA students in order to increase recruiting

Additional Comments: Please provide additional detail and a timeline for this action plan. Where are our alumni placed in the workforce? Please discuss workforce needs of rural Idaho.

Idaho State University: Program Health

Appendix A: Program Action Plans - Administrative Council Feedback

Early Childhood-Mast, COE

PROGRAM SLATED FOR DISCONTINUATION

Thank you for your hard work, time, and effort throughout this Idaho State Board of Education initiated process. In the spirit of continuous improvement, please consider the feedback from the Administrative Council provided below.

REVIEW FROM ADMINISTRATIVE COUNCIL

- If there are other metrics relevant to the success of Early Childhood-Mast that are either concerning or have not been articulated in the proposed Action Plan, please describe these.
- Do you need additional clarification on their proposed action plan? If yes, please list the clarification you need.
- Please provide any additional Information for Early Childhood-Mast that will help this program move their action plan forward
 - a. Doesn't make economic sense. (i.e. the job market does not support expensive training)
 - b. Recommend elimination

Additional Comments: Please move forward with program discontinuation.

Idaho State University: Program Health

Appendix A: Program Action Plans - Administrative Council Feedback

Educational Leadership-Mast COE

Thank you for your hard work, time, and effort throughout this Idaho State Board of Education initiated process. In the spirit of continuous improvement, please consider the feedback from the Administrative Council provided below.

REVIEW FROM ADMINISTRATIVE COUNCIL

- If there are other metrics relevant to the success of Educational Leadership-Mast that are either concerning or have not been articulated in the proposed Action Plan, please describe these.
 - a. Re-structuring looks good
- Do you need additional clarification on their proposed action plan? If yes, please list the clarification you need.
- Please provide any additional Information for Educational Leadership-Mast that will help this program move their action plan forward
 - a. It would be helpful to establish specific enrollment goals and/or other outcomes associated with the restructuring plan.
 - b. Program needs to refocus, curriculum revision and outreach; needs to provide a direct path for M.Ed. students into Ed.D. Program

Additional Comments: This seems like a well thought out plan for improvement! Please provide additional detail and a timeline for the plan (i.e., enrollment targets).

31

PPGA TAB 1 Page 33

Idaho State University: Program Health

Appendix A: Program Action Plans - Administrative Council Feedback

Instructional Design & Technology-Doct, COE

Thank you for your hard work, time, and effort throughout this Idaho State Board of Education initiated process. In the spirit of continuous improvement, please consider the feedback from the Administrative Council provided below.

REVIEW FROM ADMINISTRATIVE COUNCIL

- If there are other metrics relevant to the success of Instructional Design & Technology-Doct that
 are either concerning or have not been articulated in the proposed Action Plan, please describe
 these.
- Do you need additional clarification on their proposed action plan? If yes, please list the clarification you need.
- Please provide any additional Information for Instructional Design & Technology-Doct that will help this program move their action plan forward
 - a. It would be helpful to develop specific enrollment and other related goals associated with the improvement plan.
 - b. Could the program offer related professional development opportunities?

Additional Comments: Please provide additional rationale for transitioning this program to a PhD program. Please provide a specific timeline with clear expectations. Time bound enrollment goals would be helpful. Please include metrics on website data and job prospects.

Idaho State University: Program Health

Appendix A: Program Action Plans - Administrative Council Feedback

Instructional Design & Technology-Mast, COE

Thank you for your hard work, time, and effort throughout this Idaho State Board of Education initiated process. In the spirit of continuous improvement, please consider the feedback from the Administrative Council provided below.

REVIEW FROM ADMINISTRATIVE COUNCIL

- If there are other metrics relevant to the success of Instructional Design & Technology-Mast that
 are either concerning or have not been articulated in the proposed Action Plan, please describe
 these.
- Do you need additional clarification on their proposed action plan? If yes, please list the clarification you need.
- Please provide any additional Information for Instructional Design & Technology-Mast that will help this program move their action plan forward
 - a. It would be helpful to develop specific enrollment and other related goals associated with the improvement plan. It seems that IDT professional development courses are a good idea regardless. These could potentially be bundled into a certificate aligned with workforce needs.
 - b. Increase marketing and recruitment, offer related professional development opportunity

Additional Comments: Please explain how this program aligns with workforce demand. Please explain how this degree ties into the need for the PhD. Please provide a specific timeline with clear expectations for the action plan. Time bound enrollment goals would be helpful.

Appendix A: Program Action Plans - Administrative Council Feedback

Literacy-MAST (COE)

Thank you for your hard work, time, and effort throughout this Idaho State Board of Education initiated process. In the spirit of continuous improvement, please consider the feedback from the Administrative Council provided below.

REVIEW FROM ADMINISTRATIVE COUNCIL

- If there are other metrics relevant to the success of Literacy-MAST that are either concerning or have not been articulated in the proposed Action Plan, please describe these.
 - a. How will the faculty workload issue (a reason for not running the program of late) be addressed?
- Do you need additional clarification on their proposed action plan? If yes, please list the clarification you need.
 - a. Faculty workload
- Please provide any additional Information for Literacy-MAST that will help this program move their action plan forward
 - a. It would be helpful to identify specific enrollment and other goals associated with a program restart.
 - b. Please discuss why resurrecting the program is a good idea
 - c. Revise curriculum and realign to current standards; convert to online delivery; market program

Additional Comments: Please explain the rationale for bringing back this program. How does this align with workforce needs?

Idaho State University: Program Health

Appendix A: Program Action Plans - Administrative Council Feedback

Special Education-Bach, COE

Thank you for your hard work, time, and effort throughout this Idaho State Board of Education initiated process. In the spirit of continuous improvement, please consider the feedback from the Administrative Council provided below.

REVIEW FROM ADMINISTRATIVE COUNCIL

- If there are other metrics relevant to the success of Special Education-Bach that are either concerning or have not been articulated in the proposed Action Plan, please describe these.
- Do you need additional clarification on their proposed action plan? If yes, please list the clarification you need.
- Please provide any additional Information for Special Education-Bach that will help this program move their action plan forward
 - a. It would be helpful to identify specific enrollment and other goals associated with the proposed action plan.
 - b. Meet QM standards for online classes; support undergraduate behavioral certification in collaboration with Clinical Psychology

Additional Comments: Please provide additional information regarding the size of the programs at our sister institutions across the state. Are the programs thriving? Are we in need of stronger collaboration with our sister institutions?

Please provide a two year enrollment target.

Idaho State University: Program Health

Appendix A: Program Action Plans - Administrative Council Feedback

Special Education-Mast, COE

Thank you for your hard work, time, and effort throughout this Idaho State Board of Education initiated process. In the spirit of continuous improvement, please consider the feedback from the Administrative Council provided below.

REVIEW FROM ADMINISTRATIVE COUNCIL

- If there are other metrics relevant to the success of Special Education-Mast that are either concerning or have not been articulated in the proposed Action Plan, please describe these.
- Do you need additional clarification on their proposed action plan? If yes, please list the clarification you need.
 - a. As this program has not been active for 5 years, how does revitalizing this program fit with the future of the college and university?
- Please provide any additional Information for Special Education-Mast that will help this program move their action plan forward
 - a. It would be helpful to include faculty workload information. It would also be helpful to provide more information about the proposed fee structure to support the simulation lab.
 - b. Program is currently dormant
 - c. Streamline curriculum; offer graduate behavioral certification; communication and advising plans; purchase simulation lab
 - d. Identify where resources for Simulation Lab will come from.

Additional Comments: This program is already suspended. Please provide the rationale for bringing this program back. Please provide additional information as to how this aligns with the deaf ed curriculum? Is this aligned with other programs of interest?

Idaho State University: Program Health

Appendix A: Program Action Plans - Administrative Council Feedback

Civil Engineering-MAST, COSE

Thank you for your hard work, time, and effort throughout this Idaho State Board of Education initiated process. In the spirit of continuous improvement, please consider the feedback from the Administrative Council provided below.

REVIEW FROM ADMINISTRATIVE COUNCIL

- If there are other metrics relevant to the success of Civil Engineering-MAST that are either concerning or have not been articulated in the proposed Action Plan, please describe these.
 - a. Faculty in this program are strong researchers. That can also help with drawing students.
- Do you need additional clarification on their proposed action plan? If yes, please list the clarification you need.
 - a. More clarity about needed resources and how these resources are included in the college budget would be helpful.
- Please provide any additional Information for Civil Engineering-MAST that will help this program move their action plan forward.
 - a. It would be helpful to establish specific enrollment goals and other outcomes associated with the action plan. Also, the program narrative requested a need for additional faculty and faculty salaries in addition to GAs while the action plan only addressed GAs. All resource requests should be tied to the college budget.

Additional AC Recommendations: This is a good plan! A more clear timeline for implementation and aligning resource needs to the college budget is necessary. Please note that the GA distribution process is a university-wide process based on particular metrics and is not tied to the Program Health process.

Additional Dean's Comments: The Department should emphasize the need for more GTA's and grant-derived GRA's in order to grow graduate enrollment. Please base enrollment projections on additional GA support of both forms and discuss projected enrollment if no additional support is forthcoming.

The Dean will comment on College efforts to create a new vision and identity for ISU Engineering.

Idaho State University: Program Health

Appendix A: Program Action Plans - Administrative Council Feedback

Electrical Engineering-BACH, COSE

Thank you for your hard work, time, and effort throughout this Idaho State Board of Education initiated process. In the spirit of continuous improvement, please consider the feedback from the Administrative Council provided below.

REVIEW FROM ADMINISTRATIVE COUNCIL

- If there are other metrics relevant to the success of Electrical Engineering-BACH that are either concerning or have not been articulated in the proposed Action Plan, please describe these.
- Do you need additional clarification on their proposed action plan? If yes, please list the clarification you need.
 - a. It would be helpful to quantify the requested space, faculty and other resources referenced in the action plan. All resource requests need to be tied to the college budget.
- Please provide any additional Information for Electrical Engineering-BACH that will help this program move their action plan forward.
 - a. It would be helpful to identify specific enrollment and other related goals associated with the action plan.

Additional AC Recommendations: The Administrative Council supports restructuring and re-envisioning and further supports reallocation of resources if this is appropriate for the college budget planning process.

Additional Dean's comments: The Department should include in the updated action plan mention of how the success of the CE MS will directly impact the success of the BS Program.

The Dean will highlight how this effort directly applies to our collective attempts to create a new vision and identity for ISU Engineering.

Idaho State University: Program Health

Appendix A: Program Action Plans - Administrative Council Feedback

Engineering & Applied Sci.-DOCT, COSE

Thank you for your hard work, time, and effort throughout this Idaho State Board of Education initiated process. In the spirit of continuous improvement, please consider the feedback from the Administrative Council provided below.

REVIEW FROM ADMINISTRATIVE COUNCIL

- If there are other metrics relevant to the success of Engineering & Applied Sci.-DOCT that are either concerning or have not been articulated in the proposed Action Plan, please describe these.
 - a. We recognize the challenge of parsing out enrollment, capacity and other data for this program.
 - b. The current five year graduation rate is 2 students / year. What is the goal number of graduates?
- Do you need additional clarification on their proposed action plan? If yes, please list the clarification you need.
- Please provide any additional Information for Engineering & Applied Sci.-DOCT that will help this
 program move their action plan forward.
 - a. It would be helpful to establish specific enrollment, graduation, or other related goals connected with the improvement plan. It would also be helpful to quantify requested resources and align those with the college budget process.

Additional AC Recommendations: Please provide additional information regarding enrollment goals and alignment of resource needs to the college budget. The Administrative Council supports restructuring and re-envisioning and further supports reallocation of resources if this is appropriate for the college budget planning process.

Additional Dean's Comments: The Department should emphasize the need for more GTA's and grant-derived GRA's in order to grow graduate enrollment. Please base enrollment projections on additional GA support of both forms and discuss projected enrollment if no additional support is forthcoming.

The Dean will comment on College efforts to create a new vision and identity for ISU Engineering.

Idaho State University: Program Health

Appendix A: Program Action Plans - Administrative Council Feedback

.

Environmental Engineering-MAST, COSE

Thank you for your hard work, time, and effort throughout this Idaho State Board of Education initiated process. In the spirit of continuous improvement, please consider the feedback from the Administrative Council provided below.

REVIEW FROM ADMINISTRATIVE COUNCIL

- If there are other metrics relevant to the success of Environmental Engineering-MAST that are either concerning or have not been articulated in the proposed Action Plan, please describe these.
- Do you need additional clarification on their proposed action plan? If yes, please list the clarification you need.
- Please provide any additional Information for Environmental Engineering-MAST that will help this program move their action plan forward.
 - a. It would be helpful to develop specific enrollment goals and other outcomes associated with the action plan.

Additional AC Recommendations: Please provide additional information regarding enrollment goals and alignment of resource needs to the college budget. The Administrative Council supports restructuring and re-envisioning and further supports reallocation of resources if this is appropriate for the college budget planning process.

Additional Dean's Comments: The Department needs to seriously evaluate the future of both Env Eng graduate programs.

Idaho State University: Program Health

Appendix A: Program Action Plans - Administrative Council Feedback

Environmental Science Mgt-MAST, COSE

Thank you for your hard work, time, and effort throughout this Idaho State Board of Education initiated process. In the spirit of continuous improvement, please consider the feedback from the Administrative Council provided below.

REVIEW FROM ADMINISTRATIVE COUNCIL

- If there are other metrics relevant to the success of Environmental Science Mgt-MAST that are either concerning or have not been articulated in the proposed Action Plan, please describe these.
 - They have an endowment and this program allows for interdisciplinary study AMONG colleges —a strength
 - b. It would be helpful to review longitudinal enrollment and completion data.
- Do you need additional clarification on their proposed action plan? If yes, please list the clarification you need.
- Please provide any additional Information for Environmental Science Mgt-MAST that will help this
 program move their action plan forward.
 - a. While the narrative identifies critical need for laboratory space, faculty and faculty salary increases, these needs aren't addressed in the action plan. The dean references the primary rationale for keeping the program is faculty tenure status while the program narrative references growing demand. It would be helpful to articulate specific enrollment and/or other outcomes associated with the action plan.

Additional AC Recommendations: Please provide additional information regarding enrollment goals and alignment of resource needs to the college budget.

Additional Dean's Comments: The Department needs to seriously evaluate the future of both Env Enggraduate programs.

Idaho State University: Program Health

Appendix A: Program Action Plans - Administrative Council Feedback

Health Physics-ASSO, COSE

Thank you for your hard work, time, and effort throughout this Idaho State Board of Education initiated process. In the spirit of continuous improvement, please consider the feedback from the Administrative Council provided below.

REVIEW FROM ADMINISTRATIVE COUNCIL

- If there are other metrics relevant to the success of Health Physics-ASSO that are either concerning or have not been articulated in the proposed Action Plan, please describe these.
 - a. Used when needed by INL-- strengthens the INL connection
- Do you need additional clarification on their proposed action plan? If yes, please list the clarification you need.
- Please provide any additional Information for Health Physics-ASSO that will help this program move their action plan forward.

Additional AC Recommendations: How can faculty best engage and invest in this program? Please provide an updated plan with a clear timeline and work closely with the dean for future program plans. The Administrative Council supports restructuring and re-envisioning and further supports reallocation of resources if this is appropriate for the college budget planning process.

Additional Dean's Comments: Given the limited enrollment and faculty to support this degree the dean supports elimination.

Idaho State University: Program Health

Appendix A: Program Action Plans - Administrative Council Feedback

Health Physics-BACH, COSE

Thank you for your hard work, time, and effort throughout this Idaho State Board of Education initiated process. In the spirit of continuous improvement, please consider the feedback from the Administrative Council provided below.

REVIEW FROM ADMINISTRATIVE COUNCIL

- If there are other metrics relevant to the success of Health Physics-BACH that are either concerning or have not been articulated in the proposed Action Plan, please describe these.
 - a. Enrollment is expected to grow as new nuclear technologies expand in Idaho such as the Small Modular Reactors
- Do you need additional clarification on their proposed action plan? If yes, please list the clarification you need.
- Please provide any additional Information for Health Physics-BACH that will help this program move their action plan forward.
 - a. By Spring 2022, program will develop plan for sustainability

Additional AC Recommendations: How can faculty best engage and invest in this program? Please provide an updated plan with a clear timeline and work closely with the Dean for future program plans. The Administrative Council supports restructuring and re-envisioning and further supports reallocation of resources if this is appropriate for the college budget planning process.

Additional Dean's Comments: This is a very valuable program but it is unlikely that it will ever be a large program. Hence, it is difficult for the College to take a line from another department and apply it here. We need to determine the future of the program.

Idaho State University: Program Health

Appendix A: Program Action Plans - Administrative Council Feedback

Mathematics-ASSO (Teachers), COSE

PROGRAM ALREADY SLATED FOR PROGRAM ELIMINATION

Thank you for your hard work, time, and effort throughout this Idaho State Board of Education initiated process. In the spirit of continuous improvement, please consider the feedback from the Administrative Council provided below.

REVIEW FROM ADMINISTRATIVE COUNCIL

- If there are other metrics relevant to the success of Mathematics-ASSO (Teachers) that are either concerning or have not been articulated in the proposed Action Plan, please describe these.
 - a. Program elimination proposed
- Do you need additional clarification on their proposed action plan? If yes, please list the clarification you need.
- Please provide any additional Information for Mathematics-ASSO (Teachers) that will help this program move their action plan forward.

Additional Recommendations: Please move forward with program elimination.

Idaho State University: Program Health

Appendix A: Program Action Plans - Administrative Council Feedback

Mathematics-DOCT, COSE

Thank you for your hard work, time, and effort throughout this Idaho State Board of Education initiated process. In the spirit of continuous improvement, please consider the feedback from the Administrative Council provided below.

REVIEW FROM ADMINISTRATIVE COUNCIL

- If there are other metrics relevant to the success of Mathematics-DOCT that are either concerning or have not been articulated in the proposed Action Plan, please describe these.
 - a. Program will be reevaluated in 2023
- Do you need additional clarification on their proposed action plan? If yes, please list the clarification you need.
- Please provide any additional Information for Mathematics-DOCT that will help this program move their action plan forward.
 - a. Extensive plan for refocusing the department and aligning to current workforce needs; potential for substantial change in direction and focus of graduate programs

Additional Recommendations: Please move toward program elimination.

Additional Dean's Comments: This, along with the MS program, should be considered in light of the future direction of the Department. The Department has had and anticipates having a number of retirements in a relatively short period of time. Completely eliminating the graduate programs will constrain the future of the Department unnecessarily. The Dean supports bringing in an external chair upon the retirement of Dr. Derryberry. This chair would be charged with working with the Department and the Dean to chart the future of the Department and the role of graduate education in that future. In the meantime the Dean recommends that no additional students be admitted to either degree program.

Idaho State University: Program Health

Appendix A: Program Action Plans - Administrative Council Feedback

Mathematics-MAST, COSE

Thank you for your hard work, time, and effort throughout this Idaho State Board of Education initiated process. In the spirit of continuous improvement, please consider the feedback from the Administrative Council provided below.

REVIEW FROM ADMINISTRATIVE COUNCIL

- If there are other metrics relevant to the success of Mathematics-MAST that are either concerning or have not been articulated in the proposed Action Plan, please describe these.
- Do you need additional clarification on their proposed action plan? If yes, please list the clarification you need.
- Please provide any additional Information for Mathematics-MAST that will help this program move their action plan forward.
 - a. Extensive plan for refocusing the department and aligning to current workforce needs; potential for substantial change in direction and focus of graduate programs

Additional Recommendations: Please provide a shorter time-frame (end of spring 2023) for this action plan.

Additional Dean's Comments: This, along with the Doc Sci program, should be considered in light of the future direction of the Department. The Department has had and anticipates having a number of retirements in a relatively short period of time. Completely eliminating the graduate programs will constrain the future of the Department unnecessarily. The Dean supports bringing in an external chair upon the retirement of Dr. Derryberry. This chair would be charged with working with the Department and the Dean to chart the future of the Department and the role of graduate education in that future. In the meantime the Dean recommends that no additional students be admitted to either degree program.

Idaho State University: Program Health

Appendix A: Program Action Plans - Administrative Council Feedback

Mechanical Engineering-MAST, COSE

Thank you for your hard work, time, and effort throughout this Idaho State Board of Education initiated process. In the spirit of continuous improvement, please consider the feedback from the Administrative Council provided below.

REVIEW FROM ADMINISTRATIVE COUNCIL

- If there are other metrics relevant to the success of Mechanical Engineering-MAST that are either concerning or have not been articulated in the proposed Action Plan, please describe these.
- Do you need additional clarification on their proposed action plan? If yes, please list the clarification you need.
- Please provide any additional Information for Mechanical Engineering-MAST that will help this
 program move their action plan forward.
 - a. It would be helpful to develop enrollment and other related goals associated with the improvement plan.

Additional Recommendations:

Additional Dean's Comments: The Department should emphasize the need for more GTA's and grant-derived GRA's in order to grow graduate enrollment. Please base enrollment projections on additional GA support of both forms and discuss projected enrollment if no additional support is forthcoming.

The Dean will comment on College efforts to create a new vision and identity for ISU Engineering.

Idaho State University: Program Health

Appendix A: Program Action Plans - Administrative Council Feedback

Nuclear Science & Engineering-PSTB, COSE

PROGRAM ALREADY SLATED FOR PROGRAM ELIMINATION

Thank you for your hard work, time, and effort throughout this Idaho State Board of Education initiated process. In the spirit of continuous improvement, please consider the feedback from the Administrative Council provided below.

REVIEW FROM ADMINISTRATIVE COUNCIL

- If there are other metrics relevant to the success of Nuclear Science & Engineering-PSTB that are either concerning or have not been articulated in the proposed Action Plan, please describe these.
- Do you need additional clarification on their proposed action plan? If yes, please list the clarification you need.
- Please provide any additional Information for Nuclear Science & Engineering-PSTB that will help this program move their action plan forward.

Additional Recommendations: Please move forward with program elimination.

Idaho State University: Program Health

Appendix A: Program Action Plans - Administrative Council Feedback

Physics-ASSO, COSE

Thank you for your hard work, time, and effort throughout this Idaho State Board of Education initiated process. In the spirit of continuous improvement, please consider the feedback from the Administrative Council provided below.

REVIEW FROM ADMINISTRATIVE COUNCIL

- If there are other metrics relevant to the success of Physics-ASSO that are either concerning or have not been articulated in the proposed Action Plan, please describe these.
- Do you need additional clarification on their proposed action plan? If yes, please list the clarification you need.
- Please provide any additional Information for Physics-ASSO that will help this program move their action plan forward.
 - a. It would be helpful to establish specific enrollment and other related goals connected to the improvement plan.
 - b. It appears this program is currently inactive. Is it possible that we are leaving this on the books for INL Partnership?
 - c. Work closely with the Dean on Action Plan improvement

Additional Recommendations: Please provide information as to how this program ties to workforce needs. What career might someone move into with an associates degree? If this program does not align with workforce needs, elimination may be the best option here.

Additional Dean's Comments: This program remains moribund and the Dean is challenged to understand how it fits productively into the future of the Program. However, the Program is beginning a consultation with an outside entity, the goal of which is to help the department work together to develop a vision for the future. The fate of this program should await the outcome of that vision.

Idaho State University: Program Health

Appendix A: Program Action Plans - Administrative Council Feedback

Physics-DOCT, COSE

Thank you for your hard work, time, and effort throughout this Idaho State Board of Education initiated process. In the spirit of continuous improvement, please consider the feedback from the Administrative Council provided below.

REVIEW FROM ADMINISTRATIVE COUNCIL

- If there are other metrics relevant to the success of Physics-DOCT that are either concerning or have not been articulated in the proposed Action Plan, please describe these.
- Do you need additional clarification on their proposed action plan? If yes, please list the clarification you need.
- Please provide any additional Information for Physics-DOCT that will help this program move their action plan forward.
 - a. It would be helpful to develop enrollment and other related goals associated with the improvement plan.
 - b. This program needs a lot of work and it is important to do.

Additional AC Recommendations: How can the department interact more with INL and the accelerator program? How can faculty best engage and invest in this program? Please provide an updated plan with a clear timeline and work closely with the Dean for future program plans.

Additional Dean's Comments: The Program is beginning a consultation with an outside entity, the goal of which is to help the department work together to develop a vision for the future. The fate of this program should await the outcome of that vision.

Idaho State University: Program Health

Appendix A: Program Action Plans - Administrative Council Feedback

Physics-MAST, COSE

Thank you for your hard work, time, and effort throughout this Idaho State Board of Education initiated process. In the spirit of continuous improvement, please consider the feedback from the Administrative Council provided below.

REVIEW FROM ADMINISTRATIVE COUNCIL

- If there are other metrics relevant to the success of Physics-MAST that are either concerning or have not been articulated in the proposed Action Plan, please describe these.
- Do you need additional clarification on their proposed action plan? If yes, please list the clarification you need.
- Please provide any additional Information for Physics-MAST that will help this program move their action plan forward.
 - a. It would be helpful to develop enrollment and other related goals associated with the improvement plan.

Additional Recommendations: How can the department interact more with INL and the accelerator program? How can faculty best engage and invest in this program? Please provide an updated plan with a clear timeline and work closely with the Dean for future program plans.

Additional Dean's Comments: The Program is beginning a consultation with an outside entity, the goal of which is to help the department work together to develop a vision for the future. The fate of this program should await the outcome of that vision.

Idaho State University: Program Health

Appendix A: Program Action Plans - Administrative Council Feedback

Systems Engineering-MAST, COSE

Thank you for your hard work, time, and effort throughout this Idaho State Board of Education initiated process. In the spirit of continuous improvement, please consider the feedback from the Administrative Council provided below.

REVIEW FROM ADMINISTRATIVE COUNCIL

- If there are other metrics relevant to the success of Systems Engineering-MAST that are either concerning or have not been articulated in the proposed Action Plan, please describe these.
 - a. It would be helpful to review longitudinal enrollment, retention, completion, capacity, workforce and financial data.
- Do you need additional clarification on their proposed action plan? If yes, please list the clarification you need.
- Please provide any additional Information for Systems Engineering-MAST that will help this program move their action plan forward.
 - a. It would be helpful to develop enrollment and other related goals associated with the improvement plan. It would also be helpful to quantify needed resources and align these with the college budget.

Additional Recommendations: Discussing how this program can better align with the INL would be helpful. Please provide enrollment goals and align resource needs with the college budget.

Additional Dean's Comments: The Department should emphasize the need for more GTA's and grant-derived GRA's in order to grow graduate enrollment. Please base enrollment projections on additional GA support of both forms and discuss projected enrollment if no additional support is forthcoming.

The Dean will comment on College efforts to create a new vision and identity for ISU Engineering.

Idaho State University: Program Health

Appendix A: Program Action Plans - Administrative Council Feedback

Advanced Automation and Manufacturing Technology, COT

Thank you for your hard work, time, and effort throughout this Idaho State Board of Education initiated process. In the spirit of continuous improvement, please consider the feedback from the Administrative Council provided below.

REVIEW FROM ADMINISTRATIVE COUNCIL

- If there are other metrics relevant to the success of Advanced Automation and Manufacturing Technology that are either concerning or have not been articulated in the proposed Action Plan, please describe these..
 - a. The survey discussed is a very good idea and will provide more insight
- Do you need additional clarification on their proposed action plan? If yes, please list the clarification you need.
- Please provide any additional Information for Advanced Automation and Manufacturing Technology that will help this program move their action plan forward.
 - a. I appreciate the interest in developing more specific stackable credentials within this program. It would be helpful to establish quantifiable goals for enrollment and workforce outcomes
 - b. Improve outreach communications; identify more industry partners; create certificates for specific skills

Additional AC Recommendations. The plan looks good.

Idaho State University: Program Health

Appendix A: Program Action Plans - Administrative Council Feedback

Apprenticeship, COT

Thank you for your hard work, time, and effort throughout this Idaho State Board of Education initiated process. In the spirit of continuous improvement, please consider the feedback from the Administrative Council provided below.

REVIEW FROM ADMINISTRATIVE COUNCIL

- If there are other metrics relevant to the success of Apprenticeship that are either concerning or have not been articulated in the proposed Action Plan, please describe these.
 - a. Administrative changes that have been completed will help show reality of program
- Do you need additional clarification on their proposed action plan? If yes, please list the clarification you need.
- Please provide any additional Information for Apprenticeship that will help this program move their action plan forward.
 - a. It would be helpful to identify specific student enrollment, success, and job placement goals associated with the proposed action plan.
 - b. Increased use of PLA credit would be helpful.

Additional AC Recommendations: Please include a specific and realistic timeline in the Action Plan.

Idaho State University: Program Health

Appendix A: Program Action Plans - Administrative Council Feedback

BAS Applied Science, COT

Thank you for your hard work, time, and effort throughout this Idaho State Board of Education initiated process. In the spirit of continuous improvement, please consider the feedback from the Administrative Council provided below.

REVIEW FROM ADMINISTRATIVE COUNCIL

- If there are other metrics relevant to the success of BAS Applied Science that are either concerning or have not been articulated in the proposed Action Plan, please describe these.
- Do you need additional clarification on their proposed action plan? If yes, please list the clarification you need.
 - a. Please include more clarity on action steps.
- Please provide any additional Information for BAS Applied Science that will help this program move their action plan forward.
 - a. Increased outreach to AAS graduates is a good idea.

Additional AC Recommendations: Please provide additional specificity within the plan and a clear timeframe.

Idaho State University: Program Health

Appendix A: Program Action Plans - Administrative Council Feedback

Business Technology, COT

Thank you for your hard work, time, and effort throughout this Idaho State Board of Education initiated process. In the spirit of continuous improvement, please consider the feedback from the Administrative Council provided below.

REVIEW FROM ADMINISTRATIVE COUNCIL

- If there are other metrics relevant to the success of Business Technology that are either concerning or have not been articulated in the proposed Action Plan, please describe these.
- Do you need additional clarification on their proposed action plan? If yes, please list the clarification you need.
- Please provide any additional Information for Business Technology that will help this program move their action plan forward.
 - a. Faculty compensation was raised as an issue but not addressed in the action plan. It would be helpful to identify additional resources associated with Prong 3 of the action plan and align all resource requests with the college budget process.
 - b. Greater collaboration with College of Business; add specialized certificate in Cloud Computing (on SBOE Agenda for October 2021).

Additional AC Recommendations. Please provide a timeline for review of this action plan. Please utilize cross-university partnerships as the COT partners extremely well across the university.

Idaho State University: Program Health

Appendix A: Program Action Plans - Administrative Council Feedback

Civil Engineering Technology, COT

Thank you for your hard work, time, and effort throughout this Idaho State Board of Education initiated process. In the spirit of continuous improvement, please consider the feedback from the Administrative Council provided below.

REVIEW FROM ADMINISTRATIVE COUNCIL

- If there are other metrics relevant to the success of Civil Engineering Technology that are either concerning or have not been articulated in the proposed Action Plan, please describe these.
- Do you need additional clarification on their proposed action plan? If yes, please list the clarification you need.
 - a. More specificity on achieving enrollment, retention, graduation and workforce goals would be helpful.
- Please provide any additional Information for Civil Engineering Technology that will help this
 program move their action plan forward.
 - a. It would be helpful to articulate specific goals around enrollment, retention, graduation, articulation, and workforce outcomes.
 - b. Program is already seeing gains from actions taken over the last year, including 2+2 pathway with Surveying and Geomatics Engineering Technology

Additional AC Recommendations: It would be helpful for the program to track progress on enrollment annually and be sure to include this in the annual updates.

Idaho State University: Program Health

Appendix A: Program Action Plans - Administrative Council Feedback

Computerized Machining Technology, COT

Thank you for your hard work, time, and effort throughout this Idaho State Board of Education initiated process. In the spirit of continuous improvement, please consider the feedback from the Administrative Council provided below.

REVIEW FROM ADMINISTRATIVE COUNCIL

- If there are other metrics relevant to the success of Computerized Machining Technology that are either concerning or have not been articulated in the proposed Action Plan, please describe these.
 - a. Working with industry partners is very good.
- Do you need additional clarification on their proposed action plan? If yes, please list the clarification you need.
 - a. Please provide more clarity about specific actions and timeline.
- Please provide any additional Information for Computerized Machining Technology that will help this program move their action plan forward.
 - a. It would be helpful to establish specific improvement goals around enrollment and retention. It would also be helpful to articulate specific actions and resources needed to achieve these goals.
 - b. Develop strategies to increase retention; work with industry partners on recruitment and marketing

Additional AC Recommendations: Plan needs to include greater specificity. It would also be helpful to provide enrollment updates annually.

Idaho State University: Program Health

Appendix A: Program Action Plans - Administrative Council Feedback

Early Childhood Care and Education, COT

Thank you for your hard work, time, and effort throughout this Idaho State Board of Education initiated process. In the spirit of continuous improvement, please consider the feedback from the Administrative Council provided below.

REVIEW FROM ADMINISTRATIVE COUNCIL

- If there are other metrics relevant to the success of Early Childhood Care and Education that are either concerning or have not been articulated in the proposed Action Plan, please describe these.
 - a. Program weakness is outside of institution's control; no action warranted
- Do you need additional clarification on their proposed action plan? If yes, please list the clarification you need.
- Please provide any additional Information for Early Childhood Care and Education that will help this program move their action plan forward.
 - a. It would be helpful to understand if there are other training/educational pathways for individuals who want to go into this field? Perhaps stackable credentials for incumbent workers who want to progress into management roles?

Additional Recommendations: Please provide additional information regarding the numerous benefits of this program. Is it possible to run this program and charge a much lower tuition? Can this be transitioned to workforce training? Where are alumni being placed? Perhaps we can turn this into stackable certificates and offer a consolidated program during the summer as short duration courses.

Idaho State University: Program Health

Appendix A: Program Action Plans - Administrative Council Feedback

Energy Systems Mechanical Engineering Technology, COT

Thank you for your hard work, time, and effort throughout this Idaho State Board of Education initiated process. In the spirit of continuous improvement, please consider the feedback from the Administrative Council provided below.

REVIEW FROM ADMINISTRATIVE COUNCIL

- If there are other metrics relevant to the success of Energy Systems Mechanical Engineering Technology that are either concerning or have not been articulated in the proposed Action Plan, please describe these.
 - a. Working with industry partners is great.
- Do you need additional clarification on their proposed action plan? If yes, please list the clarification you need.
- Please provide any additional Information for Energy Systems Mechanical Engineering Technology that will help this program move their action plan forward.
 - a. It would be helpful to articulate specific enrollment and workforce outcome goals.
 - b. Increase recruiting and outreach to improve recognition; create certificates for specific skills and specialized certificate for industrial mechanic

Additional AC Recommendations: Moving forward, please provide annual reports on enrollment.

Idaho State University: Program Health

Appendix A: Program Action Plans - Administrative Council Feedback

Health Science-HSHO-BACH, COT

Thank you for your hard work, time, and effort throughout this Idaho State Board of Education initiated process. In the spirit of continuous improvement, please consider the feedback from the Administrative Council provided below.

REVIEW FROM ADMINISTRATIVE COUNCIL

- If there are other metrics relevant to the success of Health Science-HSHO-BACH that are either concerning or have not been articulated in the proposed Action Plan, please describe these.
- Do you need additional clarification on their proposed action plan? If yes, please list the clarification you need.
- Please provide any additional Information for Health Science-HSHO-BACH that will help this program move their action plan forward.
 - a. It would be helpful to have more specificity regarding plans for program promotion and collaboration with HO faculty. It would also be helpful to articulate specific enrollment and other quantifiable goals.
 - b. Streamline and update curriculum; purchase Digital Cadaver Lab table; need greater collaboration with Health Occupations program

Additional AC Recommendations: It would be helpful to have more information as to why students are completing a generalist degree rather than within KDHS. Please consider creating a strong alignment with KDHS.

Idaho State University: Program Health

Appendix A: Program Action Plans - Administrative Council Feedback

Law Enforcement, COT

Thank you for your hard work, time, and effort throughout this Idaho State Board of Education initiated process. In the spirit of continuous improvement, please consider the feedback from the Administrative Council provided below.

REVIEW FROM ADMINISTRATIVE COUNCIL

- If there are other metrics relevant to the success of Law Enforcement that are either concerning or have not been articulated in the proposed Action Plan, please describe these.
 - a. Administrative changes will help show the full usage of this program
- Do you need additional clarification on their proposed action plan? If yes, please list the clarification you need.
- Please provide any additional Information for Law Enforcement that will help this program move their action plan forward.
 - a. What are the program's goals and measures of success?
 - b. Please consider increased use of PLA credit to encourage non-degree seeking students to enroll in the program (good idea!).

Additional AC Recommendations: Please include more specific details and a timeline for program improvement.

Idaho State University: Program Health

Appendix A: Program Action Plans - Administrative Council Feedback

Paralegal Studies, COT

Thank you for your hard work, time, and effort throughout this Idaho State Board of Education initiated process. In the spirit of continuous improvement, please consider the feedback from the Administrative Council provided below.

REVIEW FROM ADMINISTRATIVE COUNCIL

- If there are other metrics relevant to the success of Paralegal Studies that are either concerning or have not been articulated in the proposed Action Plan, please describe these.
- Do you need additional clarification on their proposed action plan? If yes, please list the clarification you need.
- Please provide any additional Information for Paralegal Studies that will help this program move their action plan forward.
 - a. The micro credentialing concept is intriguing. What is the plan for addressing faculty availability?
 - b. Continue marketing and recruitment of dual-credit high school students; create online micro-certifications

Additional AC Recommendations: Good plan! Please provide a more clear timeline for implementation and review.

Idaho State University: Program Health

Appendix A: Program Action Plans - Administrative Council Feedback

Pharmacy Technology, COT

Thank you for your hard work, time, and effort throughout this Idaho State Board of Education initiated process. In the spirit of continuous improvement, please consider the feedback from the Administrative Council provided below.

REVIEW FROM ADMINISTRATIVE COUNCIL

- If there are other metrics relevant to the success of Pharmacy Technology that are either concerning or have not been articulated in the proposed Action Plan, please describe these.
 - a. Good adjustments, looking at how things are changing. Good connections with industry
- Do you need additional clarification on their proposed action plan? If yes, please list the clarification you need.
- Please provide any additional Information for Pharmacy Technology that will help this program move their action plan forward.
 - a. It would be helpful to articulate specific enrollment goals for the program.
 - b. Increase dual enrollment opportunities for high school students; collaborate with HIT program

Additional AC Recommendations: Add pipeline and alignment with KDHS. This may help build a stronger pipeline for the program.

Idaho State University: Program Health

Appendix A: Program Action Plans - Administrative Council Feedback

Respiratory Therapy, COT

Thank you for your hard work, time, and effort throughout this Idaho State Board of Education initiated process. In the spirit of continuous improvement, please consider the feedback from the Administrative Council provided below.

REVIEW FROM ADMINISTRATIVE COUNCIL

- If there are other metrics relevant to the success of Respiratory Therapy that are either concerning or have not been articulated in the proposed Action Plan, please describe these.
 - a. Please include information on current student headcount and credit hours.
- Do you need additional clarification on their proposed action plan? If yes, please list the clarification you need.
- Please provide any additional Information for Respiratory Therapy that will help this program move their action plan forward.
 - a. It would be helpful to clearly articulate required additional resources associated with the action plan (e.g. release time). It would also be helpful to establish enrollment and other quantifiable goals for the program.
 - b. Program is on the SBOE Agenda October 2021

Additional AC Recommendations: The plan looks good but it is difficult to decipher. Please provide regular enrollment updates and a clear step-by-step action plan and timeline.

Idaho State University: Program Health

Appendix A: Program Action Plans - Administrative Council Feedback

Unmanned Aerial Systems, COT

Thank you for your hard work, time, and effort throughout this Idaho State Board of Education initiated process. In the spirit of continuous improvement, please consider the feedback from the Administrative Council provided below.

REVIEW FROM ADMINISTRATIVE COUNCIL

- If there are other metrics relevant to the success of Unmanned Aerial Systems that are either concerning or have not been articulated in the proposed Action Plan, please describe these.
- Do you need additional clarification on their proposed action plan? If yes, please list the clarification you need.
- Please provide any additional Information for Unmanned Aerial Systems that will help this program move their action plan forward.
 - a. It would be helpful to identify specific student enrollment, success and job placement goals associated with the proposed action plan. It would also be helpful to assign budget figures to recommended actions and align those with the college budget process.
 - b. Work on job placement of graduates; increase enrollment and retention; upcoming program review will provide more guidance
 - c. Are regulations stopping the progression of the program?
 - d. Could the program consider aligning with Geosciences and GIS? 2

Additional AC Recommendations: Please provide a clear time

Idaho State University: Program Health

Appendix A: Program Action Plans - Administrative Council Feedback

Biopharmaceutical Analysis-DOCT/MAST/MSCP, KDHS

Thank you for your hard work, time, and effort throughout this Idaho State Board of Education initiated process. In the spirit of continuous improvement, please consider the feedback from the Administrative Council provided below.

REVIEW FROM ADMINISTRATIVE COUNCIL

- If there are other metrics relevant to the success of Biopharmaceutical Analysis-DOCT/MAST/MSCP that are either concerning or have not been articulated in the proposed Action Plan, please describe these.
 - a. This program should see enrollment increases
 - b. Current student headcount and credit hour production would be helpful
- Do you need additional clarification on their proposed action plan? If yes, please list the clarification you need.
 - a. More clarity about needed resources and funding sources and how these align with the college budget process will be helpful.
- Please provide any additional Information for Biopharmaceutical Analysis-DOCT/MAST/MSCP that will help this program move their action plan forward.
 - a. It would be helpful to identify specific student enrollment and success goals associated with the proposed action plan.
 - b. It would also be helpful to assign budget figures to recommended actions and align these with the college budget process.
 - c. Where will additional funding for lab renovation come from? How will Int'l recruitment efforts be expanded?

Additional AC Recommendations: This is a new program and should be given time to show progress.

Idaho State University: Program Health

Appendix A: Program Action Plans - Administrative Council Feedback

Dietetics-MAST with Dietetic Internship, KDHS

Thank you for your hard work, time, and effort throughout this Idaho State Board of Education initiated process. In the spirit of continuous improvement, please consider the feedback from the Administrative Council provided below.

REVIEW FROM ADMINISTRATIVE COUNCIL

- If there are other metrics relevant to the success of Dietetics-MAST with Dietetic Internship that
 are either concerning or have not been articulated in the proposed Action Plan, please describe
 these.
- Do you need additional clarification on their proposed action plan? If yes, please list the clarification you need.
 - a. Please include specific action items and associated resources.
 - b. Where will resources come from and how will these be aligned with the college budget process?
- Please provide any additional Information for Dietetics-MAST with Dietetic Internship that will help this program move their action plan forward.
 - a. It would be helpful to identify specific student enrollment and success goals associated with the proposed action plan.
 - b. Please explain faculty workload and compensation issues in alignment with the college budget process.

Additional AC Recommendations: Accreditation is moving in a new direction and this is the alignment to that accreditation. This looks good.

Idaho State University: Program Health

Appendix A: Program Action Plans - Administrative Council Feedback

Dietetics-MAST, KDHS

SLATED FOR DISCONTINUATION

Thank you for your hard work, time, and effort throughout this Idaho State Board of Education initiated process. In the spirit of continuous improvement, please consider the feedback from the Administrative Council provided below.

REVIEW FROM ADMINISTRATIVE COUNCIL

- If there are other metrics relevant to the success of Dietetics-MAST that are either concerning or have not been articulated in the proposed Action Plan, please describe these.
- Do you need additional clarification on their proposed action plan? If yes, please list the clarification you need.
 - a. Specific action items and associated resources.
- Please provide any additional Information for Dietetics-MAST that will help this program move their action plan forward.
 - a. Support elimination

Additional AC Recommendations: This is on the three year plan for closing. The plan for discontinuation needs to be clear with a timeline.

Idaho State University: Program Health

Appendix A: Program Action Plans - Administrative Council Feedback

Educational Interpreting-ASSO (SLS), KDHS

Thank you for your hard work, time, and effort throughout this Idaho State Board of Education initiated process. In the spirit of continuous improvement, please consider the feedback from the Administrative Council provided below.

REVIEW FROM ADMINISTRATIVE COUNCIL

- If there are other metrics relevant to the success of Educational Interpreting-ASSO (SLS) that are either concerning or have not been articulated in the proposed Action Plan, please describe these.
- Do you need additional clarification on their proposed action plan? If yes, please list the clarification you need.
 - a. More clarity about needed resources and how this would align with the college budget process would be helpful.
- Please provide any additional Information for Educational Interpreting-ASSO (SLS) that will help this program move their action plan forward.
 - a. It would be helpful to identify specific student enrollment and success goals associated with the proposed action plan.
 - b. Increase recruiting; outreach to alumni; request professional fees if aligned with SBOE guidelines

Additional Recommendations: Please explain the alignment with workforce training. Please explain further the three or four levels of sign language certification, where each one provides a legitimate career landing spot. This was approved for strategic investment. Mission critical.

Idaho State University: Program Health

Appendix A: Program Action Plans - Administrative Council Feedback

Educational Interpreting-BACH (SLI), KDHS

Thank you for your hard work, time, and effort throughout this Idaho State Board of Education initiated process. In the spirit of continuous improvement, please consider the feedback from the Administrative Council provided below.

REVIEW FROM ADMINISTRATIVE COUNCIL

- If there are other metrics relevant to the success of Educational Interpreting-BACH (SLI) that are either concerning or have not been articulated in the proposed Action Plan, please describe these.
- Do you need additional clarification on their proposed action plan? If yes, please list the clarification you need.
- Please provide any additional Information for Educational Interpreting-BACH (SLI) that will help this program move their action plan forward.
 - a. It would be helpful to identify specific student enrollment and success goals associated with the proposed action plan.
 - b. Increase recruiting; outreach to alumni; request professional fees

Additional AC Recommendations: This is part of ISU's strategic investment plan. This program historically has a low number of graduates, how might enrollment growth be supported?

Idaho State University: Program Health

Appendix A: Program Action Plans - Administrative Council Feedback

Emergency Management-ASSO, KDHS

Thank you for your hard work, time, and effort throughout this Idaho State Board of Education initiated process. In the spirit of continuous improvement, please consider the feedback from the Administrative Council provided below.

REVIEW FROM ADMINISTRATIVE COUNCIL

- If there are other metrics relevant to the success of Emergency Management-ASSO that are either concerning or have not been articulated in the proposed Action Plan, please describe these.
- Do you need additional clarification on their proposed action plan? If yes, please list the clarification you need.
- Please provide any additional Information for Emergency Management-ASSO that will help this
 program move their action plan forward.
 - a. We appreciate the comprehensive action plan with quantifiable objectives. It would be helpful to have a better understanding of workforce outcomes associated with the Associate degree.
 - b. Add homeland security; possibly convert to asynchronous delivery of courses?

Additional AC Recommendations: Please provide more information as to the need for both the Associates and the Bachelors degrees.

Idaho State University: Program Health

Appendix A: Program Action Plans - Administrative Council Feedback

Emergency Management-BACH, KDHS

Thank you for your hard work, time, and effort throughout this Idaho State Board of Education initiated process. In the spirit of continuous improvement, please consider the feedback from the Administrative Council provided below.

REVIEW FROM ADMINISTRATIVE COUNCIL

- If there are other metrics relevant to the success of Emergency Management-BACH that are either concerning or have not been articulated in the proposed Action Plan, please describe these.
- Do you need additional clarification on their proposed action plan? If yes, please list the clarification you need.
- Please provide any additional Information for Emergency Management-BACH that will help this program move their action plan forward.
 - a. We appreciate the comprehensive action plan with quantifiable objectives.

Additional Recommendations: This program has good enrollment. How can enrollment growth be supported? Please provide a more detailed description of actions. Please provide more information as to the need for both the Associates and the Bachelors degrees and workforce alignment.

Idaho State University: Program Health

Appendix A: Program Action Plans - Administrative Council Feedback

Fire Service Administration-ASSO, KDHS

Thank you for your hard work, time, and effort throughout this Idaho State Board of Education initiated process. In the spirit of continuous improvement, please consider the feedback from the Administrative Council provided below.

REVIEW FROM ADMINISTRATIVE COUNCIL

- If there are other metrics relevant to the success of Fire Service Administration-ASSO that are either concerning or have not been articulated in the proposed Action Plan, please describe these..
 - a. Follow up metrics from strategic investment
 - b. Online Fee approved by BAHR SP21, moved to online, very high potential for enrollment growth, with significant Idaho need
- Do you need additional clarification on their proposed action plan? If yes, please list the clarification you need.
- Please provide any additional Information for Fire Service Administration-ASSO that will help this program move their action plan forward.
 - a. We appreciate the comprehensive action plan with quantifiable objectives. It would be helpful to understand how cost/credit concerns will be addressed.
 - b. We have articulation agreements all over the U.S.
 - c. Please provide more information as to how/if we are meeting our enrollment targets.

Additional AC Recommendations: Please provide more specific information as to how this program fits into our mission. Please provide annual updates on enrollment and revenue projections.

Idaho State University: Program Health

Appendix A: Program Action Plans - Administrative Council Feedback

Fire Service Administration-BACH, KDHS

Thank you for your hard work, time, and effort throughout this Idaho State Board of Education initiated process. In the spirit of continuous improvement, please consider the feedback from the Administrative Council provided below.

REVIEW FROM ADMINISTRATIVE COUNCIL

- If there are other metrics relevant to the success of Fire Service Administration-BACH that are either concerning or have not been articulated in the proposed Action Plan, please describe these.
 - a. Follow up metrics related to strategic investment
 - b. Please include faculty workload information.
 - c. Online fee approved by BAHR SP21, moved fully online, Idaho/Community need, high potential for enrollment growth
- Do you need additional clarification on their proposed action plan? If yes, please list the clarification you need.
- Please provide any additional Information for Fire Service Administration-BACH that will help this program move their action plan forward.
 - a. We appreciate the detailed action plan with quantifiable objectives. The time to completion, while understood given the student population, could negatively impact ISU's funding in the new state allocation model.

Additional Recommendations: There is demand for this program. Please provide regular enrollment and revenue updates.

Idaho State University: Program Health

Appendix A: Program Action Plans - Administrative Council Feedback

Health Informatics-MAST, KDHS

Thank you for your hard work, time, and effort throughout this Idaho State Board of Education initiated process. In the spirit of continuous improvement, please consider the feedback from the Administrative Council provided below.

REVIEW FROM ADMINISTRATIVE COUNCIL

- If there are other metrics relevant to the success of Health Informatics-MAST that are either concerning or have not been articulated in the proposed Action Plan, please describe these.
 - a. Program has been substantially revised to better place it for success. In addition, will
 increase marketing; explore dual degree options; accelerated degree completion
 opportunities; opportunities with external partners; new degree tracks; new faculty
 position; collaborations with healthcare organizations
- Do you need additional clarification on their proposed action plan? If yes, please list the clarification you need.
 - a. Please provide additional clarity about needed resources and how these will align with the college budget process.
- Please provide any additional Information for Health Informatics-MAST that will help this
 program move their action plan forward.

Additional AC Recommendations: Since the student pipeline appears to still be problematic, please discuss specific strategies to increase enrollment. How can we increase publicity given that job placement is great and salaries are fantastic?

Idaho State University: Program Health

Appendix A: Program Action Plans - Administrative Council Feedback

Interprofessional Geriatric Certificate-GRAD, KDHS

Thank you for your hard work, time, and effort throughout this Idaho State Board of Education initiated process. In the spirit of continuous improvement, please consider the feedback from the Administrative Council provided below.

REVIEW FROM ADMINISTRATIVE COUNCIL

PPGA

- If there are other metrics relevant to the success of Interprofessional Geriatric Certificate-GRAD that are either concerning or have not been articulated in the proposed Action Plan, please describe these.
- Do you need additional clarification on their proposed action plan? If yes, please list the clarification you need.
- Please provide any additional Information for Interprofessional Geriatric Certificate-GRAD that will help this program move their action plan forward.
 - a. It would be helpful to include student enrollment goals. Also it would be helpful to specifically address questions regarding overlap/scaffolding within KDHS and workforce outcomes associated with certificate attainment.
 - b. Align certificates with other KDHS programs

Additional AC Recommendation: While there is low enrollment, we are seeing some increases in the undergraduate program. Keep this up and please provide annual enrollment updates. The plan looks good.

Idaho State University: Program Health

Appendix A: Program Action Plans - Administrative Council Feedback

Interprofessional Geriatric Certificate-UGRD, KDHS

Thank you for your hard work, time, and effort throughout this Idaho State Board of Education initiated process. In the spirit of continuous improvement, please consider the feedback from the Administrative Council provided below.

REVIEW FROM ADMINISTRATIVE COUNCIL

- If there are other metrics relevant to the success of Interprofessional Geriatric Certificate-UGRD that are either concerning or have not been articulated in the proposed Action Plan, please describe these.
 - a. Workforce alignment and outcomes.
- Do you need additional clarification on their proposed action plan? If yes, please list the clarification you need.
- Please provide any additional Information for Interprofessional Geriatric Certificate-UGRD that will help this program move their action plan forward.
 - a. It would be helpful to include student headcount/credit hour goals. It would also be helpful to specifically address questions about workforce impact and overlap/scaffolding within KDHS.
 - b. Align certificates with other KDHS programs

Additional AC Recommendations: Please provide annual enrollment updates. The plan looks good.

Idaho State University: Program Health

Appendix A: Program Action Plans - Administrative Council Feedback

Pre-Speech-Language Pathology-UGRD/Audiology UGRD PRE-PRO, KDHS

Thank you for your hard work, time, and effort throughout this Idaho State Board of Education initiated process. In the spirit of continuous improvement, please consider the feedback from the Administrative Council provided below.

REVIEW FROM ADMINISTRATIVE COUNCIL

- If there are other metrics relevant to the success of Pre-Speech-Language Pathology-UGRD/Audiology UGRD PRE-PRO that are either concerning or have not been articulated in the proposed Action Plan, please describe these.
 - a. Workforce alignment.
 - b. Gaining more info (SWOT, etc) is great.
- Do you need additional clarification on their proposed action plan? If yes, please list the clarification you need.
- Please provide any additional Information for Pre-Speech-Language Pathology-UGRD/Audiology
 UGRD PRE-PRO that will help this program move their action plan forward.
 - a. Please provide more specific information about workforce alignment. What specific niche is this program filling?
 - b. Conduct market analysis; might make sense restructure current program

Additional Recommendations: This is an important program for our many graduate programs. Good plan overall, just needs more information as stated above.

Idaho State University: Program Health

Appendix A: Program Action Plans - Administrative Council Feedback

Radiographic Science-CERT, KDHS

Thank you for your hard work, time, and effort throughout this Idaho State Board of Education initiated process. In the spirit of continuous improvement, please consider the feedback from the Administrative Council provided below.

REVIEW FROM ADMINISTRATIVE COUNCIL

- If there are other metrics relevant to the success of Radiographic Science-CERT that are either concerning or have not been articulated in the proposed Action Plan, please describe these.
 - a. Program growth limited by clinical training sites
 - b. This is a new program and needs to be given time to grow.
- Do you need additional clarification on their proposed action plan? If yes, please list the clarification you need.
- Please provide any additional Information for Radiographic Science-CERT that will help this program move their action plan forward.
 - a. Please address the feedback from Admin Council/Academic Affairs regarding establishing stackable micro-credentials to support student enrollment and completion.
 - b. Please identify 5-year student enrollment goals for the certificate program.
 - c. Increase marketing for the program.

Additional AC Recommendations: The program's enrollment will never be large due to clinical placements. Workforce needs will always be constant. This is a brand new program. Continue working to build support for this program.

Idaho State University: Program Health

Appendix A: Program Action Plans - Administrative Council Feedback

Rehab and Comm Sciences-DOCT, KDHS

Thank you for your hard work, time, and effort throughout this Idaho State Board of Education initiated process. In the spirit of continuous improvement, please consider the feedback from the Administrative Council provided below.

REVIEW FROM ADMINISTRATIVE COUNCIL

- If there are other metrics relevant to the success of Rehab and Comm Sciences-DOCT that are either concerning or have not been articulated in the proposed Action Plan, please describe these.
 - a. This is a new program; it needs time to grow.
- Do you need additional clarification on their proposed action plan? If yes, please list the clarification you need.
 - a. It would be helpful to amend the improvement plan to include: a 5-year student headcount and credit hour goals.
- Please provide any additional Information for Rehab and Comm Sciences-DOCT that will help this
 program move their action plan forward.
 - a. New program too soon to evaluate
 - b. Apply for WRGP; develop interprofessional learning opportunities in collaboration with Graduate School and College of Health; improve assessment process

Additional AC Recommendations: This program is only in their second year. It will only ever be 4-6 enrolled students yet it is mission critical. Continue working to build support for this program.



APPENDIX B

Mid-Cycle Review

ISU Program Prioritization Mid-Cycle Review: Executive Summary

Idaho State University's program prioritization process supports its strategic initiatives and institutional mission through appropriation of resources based on realistic and efficient program management and the needs of students. The goal of Program Prioritization is to support program growth and to ensure programs demonstrate the need for new, increased, or reallocated resources.

ISU's 5-year Program Prioritization report was submitted to the Idaho State Board of Education (SBOE) on June 29, 2021 and was approved by the SBOE at the August 2021 SBOE meeting. From June 2021 - November 2021, ISU has engaged in the following Program Prioritization action items with the goal of continuous improvement and to ensure successful implementation, assessment, and further decision making for programs in the bottom two quintiles and those that are triggered for evaluation:

- July 2021: Administrative Council reviewed program action plans and provided feedback.
- August 2021: Academic Affairs worked with college and departmental leadership to ensure clear and direct communication with regard to action plan expectations.
- November 2021: Programs submitted mid-term reports on action plan progress with approval from respective deans, for review by Academic Affairs and Administrative Council.

A total of 75 action plans 1 from all seven colleges were reviewed for this mid-cycle report.

College	Action Plans Submitted and Reviewed
COLLEGE OF ARTS AND LETTERS	15
COLLEGE OF BUSINESS	6
COLLEGE OF EDUCATION	10
COLLEGE OF HEALTH	14
COLLEGE OF PHARMACY	1
COLLEGE OF SCIENCE AND ENGINEERING	15
COLLEGE OF TECHNOLOGY	14

¹ Please note that 76 actions are included below. An action plan for the Masters of Theatre was not reviewed since it had already been approved for discontinuation at the August 2021 SBOE meeting.



Fall 2021 Mid-Cycle Review Categories

Program Discontinuations: 12	
Masters Degree in Theatre (August, 2021)	
Undergraduate Certificate (UGRD) in German	
Undergraduate Certificate (UGRD) in Russian	
Undergraduate Certificate (UGRD) in French	
Masters of Fine Arts	
Bachelor of Business Administration in Informatics	
Graduate Certificate in Business Administration	
Masters of Taxation	
Masters in Early Childhood Education	
Masters in Dietetics	
Associates Degree in Math	
Post Baccalaureate (PSTB) in Nuclear Science and Engineering	
New Program Proposals: 4	
Bachelor of Science in Respiratory Therapy (Approved October 2021)	
Masters of Science in Electrical and Computer Engineering (Approved October 2021)	
Online Masters of Science in Clinical Psychopharmacology (Approved December 2021)	
Certificate in Energy Systems Mechanical Engineering Technology	
Program Improvement Plan: 47	
Investment or Reallocation of Resources: 3	
Program Restructure: 9	
Other Innovation: 1	
Program Inactive: 1	

Several consistent action themes emerged across improvement plans. These themes suggest that programs are implementing improvement/restructuring plans and reallocating resources to deliver high quality educational experiences by: (a) creating streamlined pathways for students to move from undergraduate to graduate programs, (b) developing methods for increased retention, (c) expanding course delivery options (through Online Idaho for example), (d) aligning programs



with workforce needs, (e) utilizing Open Educational Resources to increase accessibility, and (f) working collaboratively with other academic units to increase efficient use of resources.

Potential Next Steps

The Mid-Cycle Program Health Action Plans will be reviewed and vetted by the Administrative Council at the beginning of Spring 2022. Academic Affairs will share this feedback with the deans.

Each academic dean will provide a Program Health overview of the progress their respective programs have made over the past year. The overview will focus on those programs within the lowest two quintiles yet may also include additional key information from other programs as well. This overview will be submitted by March 9, 2022 for review by the Administrative Council on March 16, 2022. If the Administrative Council deems additional information is needed, programs will submit updated Action Plans by May 8, 2022





Program Health Action Plan Mid-Year Update

College: College of Arts and Letters Program: Anthropology-BACH

Plan Category: Program Improvement Plan

1. Average number of degrees or certificates awarded over the past 5 years. 13.8

2. Student credit hours generated in the most recent fiscal year 4282

3. Please provide your response to the Administrative Council (August) suggestions/questions.

Thank you for your feedback that our plan is 'good and realistic' for sustainability, and that we are effectively assessing our program. Excluding the FTEs with reduced teaching loads is indeed a more accurate presentation of efficiency data.

Enrollment is tied to the overall enrollment of the university, which we cannot project. We do look at disaggregated enrollment data by program internally. Our breadth and scope of offerings is shaped by disciplinary standards, history, our location in the Great Basin and on Shoshoni lands, the regional student body, faculty expertise, and the job market. We actively encourage student meetings with advisors but students can enroll without these meetings. We advertise that this is mandatory but some slip through the cracks. Our fall majors meeting will hopefully address this.

We have submitted the proposal for the Forensic Certificate and are developing the CRM for 2022. We are also developing the alumni survey. Tracking alumni who have left ISU and the region is difficult. We would be interested in how to access contact information once a student graduates in order to implement this survey. In the meantime, we will use social media to solicit alumni responses.

- **4.** Please provide details and a timeline for your Action Plan. Our action plan identified actions initiated in Spring 2021 and into Fall/Spring 2022. Most of the efforts are ongoing.
 - Revise program level outcomes. (In progress) Map curriculum to program level outcomes. (Completed for the current catalog)
 - Launch a comprehensive marketing plan. (In progress)
 - Create a student survey for end-of-program assessment. (Completed)
 - Implement a Fall Majors meeting. (On hold because of Covid)
 - Introduce a skills-based intervention workshop series to improve student skills in and out of the classroom, time to graduation, student success, and graduation rates. (Incorporated into classes)

PPGA TAB 1 Page 87

- Submit proposals for a Certificate in Cultural Resources Management (In development for Fall 2022 submission) and a Certificate in Forensic Anthropology. (Completed)
- Market our dual teaching certificate/Anthropology major pathway more effectively. (In progress)
- 5. What (if any) changes and/or progress have you made since the original submission of your Action Plan that will help the program move forward?
 We have initiated the development of marketing materials with Marketing & Communications that will be less descriptive and more about what Anthropology can do for students and the public. This will include the benefits of the dual teaching certificate. We have a tidy curricular map now and will continue to review as needed as we revise our program level outcomes. A student survey for end-of-program assessment was created and implemented in spring 2021. We will conduct this annually and use the results for improvement for our curriculum, capstone course, and overall department culture. In lieu of separate workshops, we have begun a more deliberate incorporation of skills development in our courses in information literacy, reading/writing skills, time management, communication, and strategies for student success. We have proposed the Forensic Sciences certificate to the UCC September 2021 and the CRM certificate is in development for the 2022 deadline.
- **6.** Please provide any additional information. N/A
- If you are requesting additional resources, what additional resources might you need?
 Please provide a simple budget.
 N/A
- **8.** Please select your Dean's email address kanditurleyames@isu.edu
- **9.** DEAN RESPONSE ONLY If the program has requested resources, where will the requested resources come from (e.g., reallocation, strategic investment, etc.)? Dean determined no response was needed

PROAR



Program Health Action Plan Mid-Year Update

College: College of Arts and Letters

Program: Art-BACH

Plan Category: Program Improvement Plan

1. Average number of degrees or certificates awarded over the past 5 years. 11.6 BACH (highlighted number)

2. Student credit hours generated in the most recent fiscal year 4420 BACH 2021, 5061 BACH 2020

3. Please provide your response to the Administrative Council (August) suggestions/questions.

(Suggestions from Administrative Council =

REVIEW FROM ADMINISTRATIVE COUNCIL (received by our Department on 9/24/21)

- 1. If there are other metrics relevant to the success of Art-BACH that are either concerning or have not been articulated in the proposed Action Plan, please describe these.
 - a. Retention was referenced as an issue. It would be helpful to see longitudinal retention data.

We will request longitudinal data from the Office of Institutional Research.

- 2. Please provide any additional Information for Art-BACH that will help this program move their action plan forward
 - a. It would be helpful to establish specific retention, enrollment, and/or other objectives associated with the action plan.
 - Our department will participate in Navigate program.
 - We will discuss potential specific objectives in Spring 2022.
 - b. While lots of helpful information was included, there needs to be more focused action steps.

Action Steps:

- i. Participate in the Navigate program.
- ii. Pursue meta majors.
- iii. Roll out our new approved BFA in Digital Media with Communication, Media and Persuasion.
- iv. Request longitudinal data from the Office of Institutional Research.
- v. Discuss potential specific objectives in Spring 2022.
- c. Pursue Meta majors as retention aid and work with Career Center/Alumni Office/AA for infrastructure to obtain alumni data

Our department will pursue meta majors as a retention aid.

We support ISU creating the infrastructure to obtain alumni data.

Additional Comments: While the Administrative Council does not support the new FTE, the collaboration in the proposal looks great.



- **4.** Please provide details and a timeline for your Action Plan. We will meet again as a department in Spring 2022 to review our Action Plan.
- 5. What (if any) changes and/or progress have you made since the original submission of your Action Plan that will help the program move forward? The new CMP/Art BFA Digital Media proposal has been approved as a new degree for the 2022-2023 catalog year. This new BFA will be housed in the Department of Art. In order to meet student and workforce needs, this new Bachelor of Fine Arts program in Digital Media merges the curricula in Art and CMP, creating an interdisciplinary degree within the expanding fields of design and media. This degree program combines existing faculty, facilities, and courses in the two departments, providing students with cutting edge courses that address skills and knowledge needed for emerging communication technologies and media.
- **6.** Please provide any additional information. N/A
- If you are requesting additional resources, what additional resources might you need?
 Please provide a simple budget.
 N/A
- **8.** Please select your Dean's email address kanditurleyames@isu.edu
- **9.** DEAN RESPONSE ONLY If the program has requested resources, where will the requested resources come from (e.g., reallocation, strategic investment, etc.)? Dean determined no response was needed





Program Health Action Plan Mid-Year Update

College: College of Arts and Letters

Program: Art-MAST

Plan Category: Program Discontinuation

- **1.** Average number of degrees or certificates awarded over the past 5 years. 1.8 MFA (highlighted number)
- 2. Student credit hours generated in the most recent fiscal year 127 MFA 2021, 123 MFA 2020
- **3.** Please provide your response to the Administrative Council (August) suggestions/questions.

(Suggestions from Administrative Council =

REVIEW FROM ADMINISTRATIVE COUNCIL (received by our Department on 9/24/21)

- 1. Please provide any additional Information for Art-MAST that will help this program move their action plan forward
 - Many Art grad classes are taught as independent studies. This likely needs to be addressed. Maybe the grad seminar will help?
 Our department plans to offer graduate seminars starting in Spring 2022.
 - b. I appreciate the difficult decision to suspend MFA admissions for AY2021-2022. In considering the future of the program, it would be helpful to assess student demand.
 - c. The action plan proposes various ideas for improvement. It would be helpful to determine which actions should move forward and associate them with specific enrollment goals or other outcomes.
 - d. Currently on hold (would like to try to implement and then will reconsider), restructure GTA teaching, hire a studio tech.

Additional Comments from AC: It is the overall suggestion to discontinue this program and stop taking new students until overall the department has the time to determine how they will fix this program.

We have agreed to suspend MFA admissions for AY 2021-2022. Our plan is to implement the Action Plan for AY 2021-2022 and then reconsider the future of the MFA program in Spring 2022.

- 4. Please provide details and a timeline for your Action Plan.
 We will meet again as a department in Spring 2022 to review our Action Plan.
- **5.** What (if any) changes and/or progress have you made since the original submission of your Action Plan that will help the program move forward? We have suspended MFA admissions for 21-22.



We had one new graduate student who had already been admitted for Fall 2021 and they co-taught as a Teaching Assistant for Drawing I in Fall 2021.

We have not been provided funding for course releases for supervising more than 2 graduate students at a time.

Our department plans to offer graduate seminars starting in Spring 2022.

We have not been provided funding to hire a studio technician to maintain and upgrade our facilities. This support would allow our faculty to focus on teaching, research and service.

We support ISU creating the infrastructure to obtain alumni data.

- **6.** Please provide any additional information. N/A
- If you are requesting additional resources, what additional resources might you need?
 Please provide a simple budget.
 N/A
- **8.** Please select your Dean's email address kanditurleyames@isu.edu
- **9.** DEAN RESPONSE ONLY If the program has requested resources, where will the requested resources come from (e.g., reallocation, strategic investment, etc.)? Dean determined no response was needed





Program Health Action Plan Mid-Year Update

College: College of Arts and Letters Program: Communication-MAST Plan Category: Program Restructure

1. Average number of degrees or certificates awarded over the past 5 years. 5.2

Student credit hours generated in the most recent fiscal year 240 SCH

3. Please provide your response to the Administrative Council (August) suggestions/questions.

The Administrative Council provided two suggestions: 1) Identify specific enrollment and retention goals; and 2) Develop a 4+1 program for the Communication Master's Degree. Response to #1: The Department will meet to identify specific enrollment and retention goals before the end of this year. Response to #2: The Department is currently submitting the proper language that allows undergraduate students to begin taking up to 9 credits at the 5000-level to not only count toward their undergraduate degree but to count toward the graduate degree, as well. This can be done once the student has completed 90 undergraduate credits. Students may also take and count CMP 6601 to count as an upper division undergraduate elective and have it count toward their Master's degree.

4. Please provide details and a timeline for your Action Plan.

Our short-term action plan involved drip advertising aimed at graduating seniors and creating fully online options (using synchronous online technology) for the Communication Master's degree. Both of these were accomplished in January and February 2021. We also applied for and received an additional GTA from the Graduate School's GA Pilot Program.

Our long-term action plan included an extensive advertising campaign by utilizing targeted social media ads. All of these have been implemented and are ongoing. Our long-term plans include the development of a 4+1 plan for the program and we are in the process of creating this now. We are also offering summer 5000-level courses to help students to graduation more quickly. Every element of our action plan is either on schedule or ahead of schedule.

5. What (if any) changes and/or progress have you made since the original submission of your Action Plan that will help the program move forward? No changes are necessary right now. In fact, with the help of the Graduate School and the College of Arts & Letters, our plan has succeeded beyond our expectations.



Between 2017 and 2020 we averaged 203 MAST student credit hours a year. In 2021, we showed an increase to 240 student credit hours. Whereas the average number of active graduate students in the department hovered around 17, we are now at 24 active students. We also have several students getting their Master's degree who do not live in S.E. Idaho, including Northern Idaho, Boise, and Mexico (a former Idaho resident who moved there for work). We expect the flexibility offered by our program to continue to attract students from out of town and out of state.

- **6.** Please provide any additional information. We will continue to advertise the program and institute other elements of the action plan throughout this year.
- 7. If you are requesting additional resources, what additional resources might you need? Please provide a simple budget.
 No additional resources needed at this time.
- **8.** Please select your Dean's email address kanditurleyames@isu.edu
- **9.** DEAN RESPONSE ONLY If the program has requested resources, where will the requested resources come from (e.g., reallocation, strategic investment, etc.)? Dean determined no response was needed





Program Health Action Plan Mid-Year Update

College: College of Arts and Letters

Program: French-UGRD

Plan Category: Improvement Plan Program Discontinuation

1. Average number of degrees or certificates awarded over the past 5 years. 0.4

- 2. Student credit hours generated in the most recent fiscal year 592
- **3.** Please provide your response to the Administrative Council (August) suggestions/questions.

We do not need additional clarification. The department has increased advertising and efforts are made to help our Certificate and Minor students complete their degrees. As a factor to restart or discontinue the program, we are looking at student demands for the 100/200-level courses over a period of 3-4 years.

- **4.** Please provide details and a timeline for your Action Plan.

 The average enrollment over a period 3-4 years will tell whether a restart or discontinue. Also, as we teach out the Certificate and Minor students in Spring 2022, we will see whether demands for the certificate program remains.
- 5. What (if any) changes and/or progress have you made since the original submission of your Action Plan that will help the program move forward?
 One obvious progress is the teach out plan for our current Certificate and Minor students. At the end of Spring 2022, all the Certificate and Minor students in the program would have all graduated.
- 6. Please provide any additional information. If we surpass the 592 in enrollment in Spring 2022, then we can see whether we are trending towards the desired direction. French plays an important role in the English and Graduate program.
- If you are requesting additional resources, what additional resources might you need? Please provide a simple budget. NA
- **8.** Please select your Dean's email address kanditurleyames@isu.edu
- **9.** DEAN RESPONSE ONLY If the program has requested resources, where will the requested resources come from (e.g., reallocation, strategic investment, etc.)? Dean determined no response was needed





Program Health Action Plan Mid-Year Update

College: College of Arts and Letters

Program: German-UGRD

Plan Category: Program Discontinuation

1. Average number of degrees or certificates awarded over the past 5 years. 1.2

2. Student credit hours generated in the most recent fiscal year 312

3. Please provide your response to the Administrative Council (August) suggestions/questions.

The plan suggests terminating the degree, keeping 100/200-level classes. The department agreed with this plan. As with the Russian program, we will teach the lower-level classes when there are demands for them.

- **4.** Please provide details and a timeline for your Action Plan. This Fall semester, we scheduled GERM 1101 and 2202. Both classes generated 232 credit hours. This is a big leap from the total 108 credits in Spring 2021.
- 5. What (if any) changes and/or progress have you made since the original submission of your Action Plan that will help the program move forward? For Spring 2022, we are scheduling GERM 1102 and 2202 with the hope that those students who took the Fall courses will continue with the Spring sequences. As a reminder, we are using an Adjunct to teach these lower-level course. So far, this has been cost-effective.
- Please provide any additional information. If the enrollments drop in the Spring, we will wind down the course schedules to 100-level.
- If you are requesting additional resources, what additional resources might you need? Please provide a simple budget. NA.
- **8.** Please select your Dean's email address kanditurleyames@isu.edu
- **9.** DEAN RESPONSE ONLY If the program has requested resources, where will the requested resources come from (e.g., reallocation, strategic investment, etc.)? Dean determined no response was needed





Program Health Action Plan Mid-Year Update

College: College of Arts and Letters

Program: Japanese-UGRD

Plan Category: Program Improvement Plan

1. Average number of degrees or certificates awarded over the past 5 years. 0.8

2. Student credit hours generated in the most recent fiscal year 431

- **3.** Please provide your response to the Administrative Council (August) suggestions/questions.
 - a. This Fall, Japanese generated 431 credit hours. Last spring, it got 263 credit hours. That is about 63 percent increase in enrollments.
 - b. Judged by the 63 percent increase, it will lead to a shortfall in enrollment if the program was discontinued. Moreover, the Japanese program was a leader in ISU study abroad initiative before the pandemic. It will continue to play this role, which aligns with ISU's Learning and Discovery, and Access and Opportunity, Strategic Plans.
- 4. Please provide details and a timeline for your Action Plan. While we have made some substantial progress, we expect to further this as soon as the COVID-19 disruptions are over. The department will increase Japanese activities to create more awareness within the community and increase interest. Promote the Japan Club, weekly conversations, group study, and tutoring. Forge closer connections to our IPO (International Program Office) to promote our sister institutions' future exchange programs. With the new \$195,000 endowment, the department is optimistic about activating activities to promote interests and a more vigorous Japanese program in a couple of years.
- 5. What (if any) changes and/or progress have you made since the original submission of your Action Plan that will help the program move forward? Yes, there is strong a Japanese programs in our high schools that can feed into the Japanese program. This is particularly with Poky High School and Highland High School. 1. We are restructuring our advising strategies. We had more Minors degree students than the Certificate Students. Going forward, our plan is to get our students through the Certificate program before encouraging those who want to pursue the Minors.
- 6. Please provide any additional information. Our Japanese full-time faculty is retiring in May 2022. We want the permission of Academic Affairs to start the hire process for her replacement in Fall 2022.



- 7. If you are requesting additional resources, what additional resources might you need? Please provide a simple budget.

 Hire a full time lecturer to replace Ms. Sanae Johnsen who is retiring in May 2022.
- **8.** Please select your Dean's email address kanditurleyames@isu.edu
- **9.** DEAN RESPONSE ONLY If the program has requested resources, where will the requested resources come from (e.g., reallocation, strategic investment, etc.)? Before we can commit this position, we will need a letter of resignation from Ms. Johnsen. We would hope that the department would commit to hiring an lecturer who could teach both Japanese and Mandarin.





Program Health Action Plan Mid-Year Update

College: College of Arts and Letters

Program: Music-BACH

Plan Category: Investment or Reallocation of Resources

1. Average number of degrees or certificates awarded over the past 5 years. 12.6

Student credit hours generated in the most recent fiscal year 1378

3. Please provide your response to the Administrative Council (August) suggestions/questions.

I understand that Music incurs significantly more expenses than most other departments; we all are specialists in our respective fields, and therefore cannot replace each other in applied studio teaching (i.e., trumpet vs voice) or many instances of classroom teaching (i.e., choral conducting vs music technology). Gen ed courses and some core curriculum courses (music history, music theory, aural skills) are much more interchangeable, and we work these through the faculty on rotation.

Further Clarification of Needed Resources:

Funding for student scholarships: our programs/ faculty are first-class, but expenses are only going up!

- Music students incur additional significant expenses outside of mainstay textbooks and course "lab" fees: recital accompanists, equipment/maintenance, music, annual software licensing
- Be competitive with surrounding programs (Montana, Utah, Oregon) for recruitment and retention
- Unexplained significant downturns in Music endowment scholarships
- Further expansion of facility space: we are already maxed out
- band and choir rehearsal rooms currently exceed maximum capacity for numbers and OSHA-recommended safety levels for sound. Large ensembles are regularly utilizing Goranson and Jensen Halls as a temporary solution. (This is particularly notable, for our enrollment numbers are currently down due to COVID-19.)
- Classroom space in Fine Arts greatly limits our offerings within weekday schedules; some courses do well online (Music Apprec), and many generate more enrollment with in-person options (History of Rock or Jazz). We currently use ensemble rehearsal spaces as classroom space during peak class times; this also severely limits when our smaller chamber ensembles can rehearse. We also currently use the computer and piano labs for teaching outside of tech/piano courses.
- Departmental storage. All of the following needs to remain in the FA building: band, orchestra, and choir sheet music libraries; instruments for brass,

ROAR

woodwind, percussion, and string methods courses; percussion inventory; music technology inventory; student lockers.

4. Please provide details and a timeline for your Action Plan. Fall 2021

August: official start of BCM (Commercial Music) degree program; third-floor space in FA goes through asbestos abatement in prep for occupation of additional practice rooms (specifically for Preparatory program teaching), two faculty offices/studios, and one Reed Room for reed-making instruction and housing of department-owned equipment) September: open and advertise two tenure-track positions

October: clean up all Music advising lists (from College on down); all faculty advisors instructed to communicate with Karen Fullmer about any lost DegreeWorks access;

Recruitment Committee reinstated to discuss new directions for outreach

November: mandatory advising sessions with all music majors for Spring registration; review all applicants for vacancies; start funding conversations with administration

December: phone interviews for open positions; LAH is reinstated Spring 2022

January: reference checks for final candidates; new recruitment initiatives implemented February: on-campus interviews for open positions

Spring/summer 2022: move into renovated 3rd-floor space/better reallocate vacant spaces for maximum department functionality

- 5. What (if any) changes and/or progress have you made since the original submission of your Action Plan that will help the program move forward? As the Music Department cannot support full summer course offerings/enrollment, our Action Plan has been actively in place for only a mere 2 months now. However, in that short time, we have opened and are now advertising two open tenure-track positions of great significance to departmental recruitment: Director of Bands and Director of Orchestral Activities. Applications are starting to filter in, and the search committees have started preliminary evaluations. I look forward to tracking greater evidence of departmental progress and change as the academic year progresses.
- 6. Please provide any additional information.

The COVID-19 pandemic has put a huge constraint on the Music Department's recruitment and outreach efforts. We completely depend on campus-hosted events (Choral Invitational, Marching Band Invitational, Marching Band Leadership Camp, Concert Band Festival, Jazz Fest, Day of Percussion, Summer Institute for Piano and Strings) and individual faculty school visits to populate our program. Active recruitment on our end is necessary for us to also be able to offer cultural support and value to the ISU community, ISU brand, ISU administrative events, and surrounding community. Zoom recruitment sessions will never replace face-to-face musical instruction/activity. I am not comfortable compelling my faculty to offer in-person recruitment activities without - at the VERY least - a mask mandate throughout the regional school districts. We are certainly engaging in phone/email/social media/virtual conference interaction with both directors and students, yet our declined enrollments for AY20 and AY21 speak loudly as results of virtual recruitment.



7. If you are requesting additional resources, what additional resources might you need? Please provide a simple budget.

Reinstatement of Staff Accompanist position: \$40,000.00 (immediate need; position was lost, but need still very much present with all majors/minors utilizing accompanists for juries/recitals)

Tenure-track line, low strings instructor: \$55,000.00 (immediate need; integral to ongoing health/population of robust strings/orchestra program.)

Remodel of FA 216/computer lab suite as expansion for Commercial Music program: \$???? (next 2 years; possible DPW project? Integral to growth of new BCM degree program/recruitment)

Tenure-track line, BCM (commercial music) instructor: \$55,000.00 (next 2 years; integral to BCM degree/recruitment)

Staff position, Preparatory Program Administrator: \$40,000.00 (next 4 years: would significantly increase community outreach; one administrator for voice/string/piano prep programs. Could potentially look at expansion for comprehensive Arts Preparatory Program.)

Staff position, Music Marketing and Promotions: \$45,000.00 (next 4-6 years; we offer the most open-to-community cultural events each year, which warrants a localized position) Piano purchase/utilization of space in Frasier: \$???? (next 5-10 years, capital improvement issue)

- **8.** Please select your Dean's email address kanditurleyames@isu.edu
- 9. DEAN RESPONSE ONLY If the program has requested resources, where will the requested resources come from (e.g., reallocation, strategic investment, etc.)? The staff accompanist position was lost in the last round of budget cuts. The college is committed to offering competitive salaries for the two open positions (i.e., Director of Bands, Artistic Director) from reallocations. In the future, we plan to covert the low strings position to tenure-track. Other new positions are simply not possible at this time. We encourage the department to put in a facilities request for capital improvements.





Program Health Action Plan Mid-Year Update

College: College of Arts and Letters

Program: Music-MAST

Plan Category: Program Improvement Plan

1. Average number of degrees or certificates awarded over the past 5 years.

2. Student credit hours generated in the most recent fiscal year 6

3. Please provide your response to the Administrative Council (August) suggestions/questions.

This program will never generate an extraordinary number of credit hours, for our local demographic has either already completed the program, or simply cannot afford to enroll. There will most likely be some renewed interest in the MMEd whenever we have faculty turnover within the local school districts, but that is not something we can depend on each year.

That being said, I fully support a structural change of the MMEd program:

- convert the degree to be fully online, with no residency requirement. At present, there are only two courses that have remained in-person: graduate-level Music Theory, and graduate-level Music Curriculum. We could then promote the degree across the entire state, rather than limit ourselves to those in/around Southeast Idaho.
- offer graduate scholarships (assistantships? see below) to make it more cost-effective for those on public school salaries; \$500/credit is very expensive, especially for those teachers also supporting a family.
- offer the MMEd summer course(s) to start in later sessions, for public schools in Idaho are still in session through the end of May
- consider lowering the minimum cohort of students to 6, rather than the current 8
- have a pool of ISU Music faculty to rotate teaching load, so no one feels burned out/locked into teaching every summer when a cohort is in place
- 4. Please provide details and a timeline for your Action Plan.

AY21-22: start conversations about the possibility of graduate student scholarship allocation. I originally entertained the idea of establishing Graduate Assistantships, but am less enthusiastic about only being able to give positions/awards to one or two students out of 6-8. I want to be able to help everyone enrolled, if only a little. Summer22: establish a working list of Music faculty that would be willing/qualified to teach the required courses

Summer22: start converting Music Theory and Music Curriculum to online formats; troubleshoot details



- 5. What (if any) changes and/or progress have you made since the original submission of your Action Plan that will help the program move forward?
 We currently have one student finishing an online class during Fall21 to fulfill her requirements for a Master in Education (K-12/secondary) with an elective certification in Music. This class was opened specifically for her to be able to finish the degree by December21. We have one other student who has completed all Music coursework as of Summer19 and is working on finishing College of Education courses and his Capstone project; his progress/degree completion now lies within the College of Ed.
- 6. Please provide any additional information. Our current threshold to begin a new MMEd sequence/cohort is 8 students; I wonder if that will ever be a practical number, even with moving the degree completely online. I would like to reiterate Thom Hasenpflug's statement in our Program Action Plan: on the department's side, this degree doesn't cost but only a faculty member course contract (possibly two) for a summer session, and so I would like to see the MMEd remain on our books. It has proven a valuable resource/opportunity for our local teachers for many years now, and I believe we can continue to make a difference within a much wider demographic with the proposed changes outlined above.
- 7. If you are requesting additional resources, what additional resources might you need? Please provide a simple budget. Endowed Scholarships, specifically for graduate study: \$???? Graduate Assistantships: \$????
- **8.** Please select your Dean's email address kanditurleyames@isu.edu
- **9.** DEAN RESPONSE ONLY If the program has requested resources, where will the requested resources come from (e.g., reallocation, strategic investment, etc.)? I encourage the department to work with our director of development to locate donor support. The program may also consider moving to fully online and self-support. That might make it competitive beyond the boundaries of the state like the MA in Spanish program and not draw upon limited college resources.





Program Health Action Plan Mid-Year Update

College: College of Arts and Letters

Program: Philosophy-GRAD

Plan Category: Program Improvement Plan

1. Average number of degrees or certificates awarded over the past 5 years.

2. Student credit hours generated in the most recent fiscal year

3. Please provide your response to the Administrative Council (August) suggestions/questions.

The Administrative Council offered two suggestions. Here is our brief comment on each of these:

"a. The medical ethics addition is important--make connections with KDHS and COB Health Admin."

We agree that the graduate certificate is important opportunity for students in the health sciences, and we will continue to connect with KDHS to make sure students are aware of this opportunity.

"b. It would be useful to identify specific enrollment or other goals and outcomes associated with the action plan."

Because the graduate certificate is so new, we have hesitated to set specific enrollment and graduation targets. We of course hope that many students will be interested. Perhaps we can set an initial target of awarding 1-2 certificates each year. It is important to realize, in this context, that the program piggy-backs on the undergraduate certificate

and is therefore extremely low cost. We want enrollment to be as high as possible, but the program is worth continuing even at low levels.

"c. This program is new, low cost, and serves our health mission." We agree an appreciate the support.

- **4.** Please provide details and a timeline for your Action Plan.
 - 3 main components:
 - 1. Promote the Graduate Certificate in Biomedical Ethics. Identify programs at ISU that are relevant, contact graduate directors to make students aware of the opportunity. (Spring 2021/ongoing)
 - 2. Maintain/enhance flexibility in delivery mode of graduate courses. Offer courses in the Graduate certificate online, and where possible offer other 5-level PHIL courses online. (Fall 2021/ongoing)



- 3. Promote graduate coursework in philosophy. Identify programs at ISU for which 1 or more graduate courses in philosophy are relevant. Contact directors to make students aware of these courses. (Fall 2021/ongoing)
- 5. What (if any) changes and/or progress have you made since the original submission of your Action Plan that will help the program move forward? My predominant focus this fall has been on the undergraduate program, and so I have made less progress to-date on this action plan. We are beginning to make connections, though, with graduate programs in the health sciences. Interestingly, initial interest in the program seems to be coming from ISU faculty, i.e., faculty who are interested in completing this certificate. This is not something we had anticipated, but it is very welcome and may help us promote the program.
 We are also currently pursuing connections with the graduate program in Political Science, with the goal of seeing Philosophy faculty, to the extent possible, teaching courses in Political Theory. This would be beneficial both to their graduate program and our undergraduate program.
- **6.** Please provide any additional information. It may be worth emphasizing again that we are able to run our graduate courses and certificate at essentially zero cost. We are very interested in seeing robust graduate enrollments in philosophy, but it is worth remembering that these courses and certificate are worth continuing even at very low enrollments.
- If you are requesting additional resources, what additional resources might you need?
 Please provide a simple budget.
 N/A
- **8.** Please select your Dean's email address kanditurleyames@isu.edu
- **9.** DEAN RESPONSE ONLY If the program has requested resources, where will the requested resources come from (e.g., reallocation, strategic investment, etc.)? Dean determined no response was needed





Program Health Action Plan Mid-Year Update

College: College of Arts and Letters

Program: Philosophy-UG

Plan Category: Program Improvement Plan

1. Average number of degrees or certificates awarded over the past 5 years. 4.8

- **2.** Student credit hours generated in the most recent fiscal year 2905
- **3.** Please provide your response to the Administrative Council (August) suggestions/questions.

The Administrative Council offered two suggestions. Here is our brief comment on each of these:

"a. It would be helpful to establish specific enrollment goals associated with the action plan."

We were hesitant to include specific enrollment goals in our original action plan, since enrollment, in the end, depends on things that are outside our control, such as overall university enrollment and the interest of individual students. We have focused instead on specific, concrete steps we can take to make sure that students are aware of our programs and give them the opportunity to consider them.

With this in mind, though, we think it would be reasonable to hope to double our current annual degrees and certificates awarded over the next five years. We currently average about 5 degrees/certificates awarded per year, and so we would aim to increase this number to 10 per year.

"b." Great plan focused on increasing student demand, various delivery options, Biomedical Ethics Certification online, support this through advising."

We appreciate this feedback and support. We do want to prioritize flexibility in delivery, so that our programs are available as much as possible both to students who prefer an in-seat experience as well as those who need online access. This flexibility is particularly important for the Biomedical Ethics Certificate, and we plan to continue to make it available for completion online.

- **4.** Please provide details and a timeline for your Action Plan.
 - 4 main components:
 - Maintain/enhance flexibility in the delivery mode for undergraduate courses. (Fall 2021/ongoing). Includes making introductory courses, and courses for the Biomedical Ethics Certificate, available online.
 - 2. Promote Philosophy Major. Includes advertising the new Carl A. Levenson scholarship to our majors and minors (spring 2021 and ongoing), assembling a



- list of past graduates (fall 2021), and creating materials showcasing these graduates (fall 2021).
- 3. Promote upper-division courses in philosophy. Reach out to students who have completed 2 courses in philosophy, and pre-law majors in other programs, making them aware of the philosophy major and minor as options. (Spring 2021/ongoing.)
- 4. Promote the Biomedical Ethics Certificate. Reach out to all students who have completed PHIL 1103 and 2230 and making them aware of the certificate, as well as making sure that all students in PHIL 2230 each semester are aware of the certificate. (Spring 2021/ongoing)
- 5. What (if any) changes and/or progress have you made since the original submission of your Action Plan that will help the program move forward?
 We have not made changes to our action plan, but our implementation is well underway. Some main initial areas of progress:
 In connection with 2 above, we have awarded the inaugural Carl Levenson scholarship. Mike Roche has also been awarded an internal grant to compile a list of our past graduates and arrange to conduct interviews with them. He began this work over the summer and is currently editing the initial videos.
 In connection with 3, we have compiled a currently list of students who have completed 2 courses in philosophy, and we are in the process of contacting all of them.
 In connection with 4, we have compiled a list of all students who have completed 1103 and 2230 and have contacted them with information about the certificate. We are also
- 6. Please provide any additional information. We think it is important emphasize the ongoing strength of our undergraduate program. The program was judged to be strong overall in the original Program Health process. The program now consists of 5 1/2 full-time faculty (3 1/2 tenure-track, 2 non-tenure-track). With 2900 SCH in the last year, the program would seem to have one of the strongest SCH/FTE ratios at the university. We do have room to grow, however, and are happy to make these outreach efforts.
- If you are requesting additional resources, what additional resources might you need?
 Please provide a simple budget.
 N/A
- **8.** Please select your Dean's email address kanditurleyames@isu.edu

providing this information to current students in 2230.

9. DEAN RESPONSE ONLY - If the program has requested resources, where will the requested resources come from (e.g., reallocation, strategic investment, etc.)? Dean determined no response was needed





Program Health Action Plan Mid-Year Update

College: College of Arts and Letters

Program: Russian-ASSO

Plan Category: Program Discontinuation

1. Average number of degrees or certificates awarded over the past 5 years.

Student credit hours generated in the most recent fiscal year

3. Please provide your response to the Administrative Council (August) suggestions/questions.

The Administrative Council suggested program elimination. Our department do not need additional clarification for the suggested action plan.

- 4. Please provide details and a timeline for your Action Plan. On April 12, 2021, the Department of Global Studies and Languages held a final discussion meeting and accepted the verdict of elimination. The faculty also voted to offer RUSSIAN 100/200-level courses only when there are enough demands to meet minimum enrollment for cost-effective teaching.
- 5. What (if any) changes and/or progress have you made since the original submission of your Action Plan that will help the program move forward? We are moving forward with the elimination plan. Thus, only RUSSIAN 1101 was scheduled in Fall 2021. None will be scheduled for Spring 2021. Going forward, we will only offer 1101 in the Fall when there are enough demands to meet the required minimum enrollment.
- **6.** Please provide any additional information. None.
- If you are requesting additional resources, what additional resources might you need? Please provide a simple budget. NA
- **8.** Please select your Dean's email address kanditurleyames@isu.edu
- **9.** DEAN RESPONSE ONLY If the program has requested resources, where will the requested resources come from (e.g., reallocation, strategic investment, etc.)? Dean determined no response was needed





Program Health Action Plan Mid-Year Update

College: College of Arts and Letters

Program: Shoshoni-ASSO

Plan Category: Program Improvement Plan

1. Average number of degrees or certificates awarded over the past 5 years.

Student credit hours generated in the most recent fiscal year128

3. Please provide your response to the Administrative Council (August) suggestions/questions.

Value of the Program to the Shoshone-Bannock Tribes: The Shoshone-Bannock Tribes have expressed a need for well-qualified language teachers who have skills in both the language and in teaching. We are in the process of developing an additional certificate in Indigenous Language Teaching, for which Shoshone classes would be required, and, that, therefore, could attract more students to the program, as students could complete a Shoshone AA and a certificate and teach for the Tribes in community classes. Longitudinal Assessment: Longitudinal enrollment and student success data for the Shoshone AA is part of our future plan for program learning outcomes and health assessment. We are in the process of developing direct measures of student learning outcomes of the Shoshone AA and indirect measures, such as student exit surveys, alumni surveys, and student program satisfaction surveys for students enrolled in, leaving, and completing the program.

- 4. Please provide details and a timeline for your Action Plan.
 - 1. Develop marketing materials targeting Shoshone-Bannock Tribal citizens and existing students. (Ongoing)
 - 2. Review existing budget to allocate funds to marketing (Completed. Funds were cut during one of many budget cuts.)
 - 3. Advise students who are completing a Linguistics minor to consider Shoshoni to fulfill the language requirement. (Ongoing)
 - 4. Launch a targeted marketing campaign (Initiated)
 - 5. Propose additional dual enrollment courses within the AA program. (In discussion)
 - 6. Review the American Indian Studies minor requirements (Completed)
 - 7. Develop a Certificate in Indigenous Language Teaching. (In discussion)
 - 8. Hiring a full-time instructor (In discussion, but the budget is not available)
 - 9. Developing a BA in AIS or a Certificate. (In discussion)



5. What (if any) changes and/or progress have you made since the original submission of your Action Plan that will help the program move forward?

Advising is conducted each semester for all students enrolled in the Shoshone AA. The AIS Director provides a detailed graduation plan listing courses needed, including electives, and calculating credits required.

The AIS Director is building a network of regional directors to share resources and advertising to students. Program marketing has been occurring through ANTHRODAY, Bengal Visit, and Experience ISU. Additional marketing requires funds to create fliers, posters, social media posts, and print the same. A course release would enable the Director to implement the plan and enable high school and community college visits and collaboration with the Shoshone-Bannock Tribes.

The AIS Director also collaborated with the Office of Equity and Inclusion and Native American Student Services to draft a proposal to hire a university-wide dedicated Native American recruitment and retention specialist to increase enrollment in the AA in Shoshoni and across the university toward designating ISU as a Native-serving institution.

6. Please provide any additional information.

Enrollment and other Goals: This is a needed step, but needs to be conducted in collaboration with the Shoshone-Bannock Tribes and the Department and the goals need to be realistic. The enrollment goals for an AA degree in the Shoshoni Language cannot be expected to be normed in comparison with programs with a much wider applicability and draw. Given that the percentage of Native American students, of all Nations, at ISU is around 3.5%, enrollment will never compare to that of English, Engineering, Psychology, or Pharmacy. Other goals for the program could include using it to support the proposed certificate in Indigenous Language Teaching, revising the requirements to include courses such as Indigenous language teaching theory and methods and to refocus on the language, and including already existing courses, such as Phonetics, with options to focus the course in Shoshoni language through projects.

7. If you are requesting additional resources, what additional resources might you need? Please provide a simple budget.

The AANT04 adjunct budget is \$8,800. The cost for one 4 credit adjunct section is \$5448, so the amount needed cover our adjunct for SHOS 1101 and 1102 is \$10,896, requiring CAL to cover the overage of \$2,416y. The AIS Director has a full course load covering required courses for the Linguistics and AIS minors, therefore required courses for the Shoshoni AA go unoffered, including Shoshoni Folklore, Federal Indian Law, and Native American Arts. This last course was specifically requested by the Tribes and potentially expanded into a certificate under the MOA. SHOS 2201 and 2202 have not been offered for years.

A budget increase supports offering required courses more often and at all and marketing and recruiting for the program.

3 additional adjunct sections annually: 12618

Marketing (materials, consultation fees for design/content, travel for site visits): 3500

Speaker Series: 1500

Director's Course release: 4362

Total: 21980



- 8. Please select your Dean's email address kanditurleyames@isu.edu
- **9.** DEAN RESPONSE ONLY If the program has requested resources, where will the requested resources come from (e.g., reallocation, strategic investment, etc.)? The college will allocate resources for adjuncts based upon demand. We recognize that this will be at lower levels and have done this routinely. We now have a marketing coordinator who could be helpful, and we are interested in learning more about the teaching degree/program.





Program Health Action Plan Mid-Year Update

College: College of Arts and Letters

Program: Spanish-UGRD

Plan Category: Program Improvement Plan

1. Average number of degrees or certificates awarded over the past 5 years. 0.6

2. Student credit hours generated in the most recent fiscal year 933

3. Please provide your response to the Administrative Council (August) suggestions/questions.

In line with the Administrative Council's advice and our Action Plan response, we are taking immediate steps to increase enrollment and the number of the certificate-seeking students. While, expanding our advertising, we are also asking students in the KDHS programs to pursue a certificate in Spanish, which increases their employment potentials. Our online classes also make it possible for students outside Southeastern Idaho to more classes towards completing this Certificate program.

4. Please provide details and a timeline for your Action Plan. This semester, the Certificate program generated 933 credit hours. If this trend continues in the next 2-3 years, we have enough to conclude that the Certificate program is up where we want it.

- **5.** What (if any) changes and/or progress have you made since the original submission of your Action Plan that will help the program move forward?
 - 1. Creased advertising/advising.
 - 2. Closer connection with students in the various Health Sciences programs.
 - 3. Capacity to offer this program fully online.
- **6.** Please provide any additional information. None.
- If you are requesting additional resources, what additional resources might you need? Please provide a simple budget. NA.
- **8.** Please select your Dean's email address kanditurleyames@isu.edu
- **9.** DEAN RESPONSE ONLY If the program has requested resources, where will the requested resources come from (e.g., reallocation, strategic investment, etc.)? Dean determined no response was needed





Program Health Action Plan Mid-Year Update

College: College of Arts and Letters

Program: Theatre-BACH

Plan Category: Program Improvement Plan

1. Average number of degrees or certificates awarded over the past 5 years. Thea UG-5.8. In FY21 we had 11 graduates

2. Student credit hours generated in the most recent fiscal year
For Theatre BACH only the credit hours are 2,988. Thea MA-90, DANC-985, DAAC-492

3. Please provide your response to the Administrative Council (August) suggestions/questions.

This spring Theatre will begin working with the new university retention program, Navigate. This will help us to better communicate with incoming students that sometimes "disappear" into the system or fall out of touch with the major. Usually, if we can get students directly involved with production credits (THEA 1191) for an upcoming show they will keep coming back. That is where their passion and connection for the discipline is anchored. Other 1000 and 2000 level classes will also be tagged to the Navigate system.

Looking at desired number of scholarships, it might be better suited for amount of funding instead of number of scholarships. If we could triple our amount of funding (current allotment approximately 30k) then recruiting could drastically expand our enrollment, retention and ultimately our program.

4. Please provide details and a timeline for your Action Plan. Our goal is to establish consistent funding amounts for both incoming and returning students scholarships by this next spring's recruiting season. In order to be competitive with other universities, we must obtain higher dollar amount rewards and be able to offer the awards much sooner in the spring season, as early as January. We have not heard back from our Development Officer regarding Sponsorship; however, we are hopeful for something this spring.

5. What (if any) changes and/or progress have you made since the original submission of your Action Plan that will help the program move forward? In August, SOPA faculty met to discuss expanding scholarship fundraising efforts since the Gala Fundraiser was not an option for December 2021. Next, myself and Music Chair met with Stuart Summers in MarComm to discuss options for greater exposure within the university and regional community. Then, met with Dean Turley-Ames and Development Officer to discuss the possibility of obtaining Community Sponsors for a production or full-season. My hope is that obtaining a regular community sponsor will further engage audience participation and fulfill in part greater funding for our program.



Additionally, this fall we improved and updated our STARS Scholarship fundraising campaign for patrons. These updates have allowed patrons to donate directly to the program from a QR code located directly on their Playbill.

- 6. Please provide any additional information.
 - When there is a full house in the audience the retention of students goes very high. When more scholarship funding can be offered to incoming and returning students the grades improve and enrollment numbers continue to climb.
 - We were also planning to contact patrons to ask if they would like to contribute to the campaign, however have learned that the university is not allowing that from departments at this time.
- **7.** If you are requesting additional resources, what additional resources might you need? Please provide a simple budget.
 - Continued support from the College Development Officer to help establish and retain community sponsorship and scholarship fundraising efforts.
 - The university scholarship campaign that President Satterlee introduced last August could also come to our aid if funding was distributed to departments.
- **8.** Please select your Dean's email address kanditurleyames@isu.edu
- 9. DEAN RESPONSE ONLY If the program has requested resources, where will the requested resources come from (e.g., reallocation, strategic investment, etc.)? We all need work collaboratively with both our development officer and the cooperate development officer. We are making some progress on student scholarships but season sponsors would really help the department recruit and maintain students and put on high level productions.





Program Health Action Plan Mid-Year Update

College: College of Business Program: BBA in Informatics

Plan Category: Program Discontinuation

1. Average number of degrees or certificates awarded over the past 5 years. 14.5

- 2. Student credit hours generated in the most recent fiscal year 1426
- **3.** Please provide your response to the Administrative Council (August) suggestions/questions.

This program is to be discontinued. The metrics for future students in this program show a massive decline in interest in the program

- 4. Please provide details and a timeline for your Action Plan.
 We are in the process of discontinuing the program with both the UCC and the SBOE.
 The program should be removed from the catalog in AY 2022-2023 and a teach out plan executed over the next 5 years to help any students that need to finish the program
- 5. What (if any) changes and/or progress have you made since the original submission of your Action Plan that will help the program move forward?
 This is the first stated submission for this program. We requested that it be added to the program health process once our new population numbers came out for AY 2021.
- **6.** Please provide any additional information. n/a
- 7. If you are requesting additional resources, what additional resources might you need? Please provide a simple budget. n/a
- **8.** Please select your Dean's email address shanehunt@isu.edu
- 9. DEAN RESPONSE ONLY If the program has requested resources, where will the requested resources come from (e.g., reallocation, strategic investment, etc.)? No resources have been requested





Program Health Action Plan Mid-Year Update

College: College of Business

Program: Business Administration-GRAD CERT

Plan Category: Program Discontinuation

1. Average number of degrees or certificates awarded over the past 5 years. 0.2

Student credit hours generated in the most recent fiscal year

Please provide your response to the Administrative Council (August) suggestions/questions.We are discontinuing this program

- **4.** Please provide details and a timeline for your Action Plan. We have already removed the program from the Catalog. We are working on the SBOE paperwork to remove this program fully in AY 2021-2022
- 5. What (if any) changes and/or progress have you made since the original submission of your Action Plan that will help the program move forward?
 n/a
- **6.** Please provide any additional information. n/a
- 7. If you are requesting additional resources, what additional resources might you need? Please provide a simple budget. n/a
- **8.** Please select your Dean's email address shanehunt@isu.edu
- **9.** DEAN RESPONSE ONLY If the program has requested resources, where will the requested resources come from (e.g., reallocation, strategic investment, etc.)? No resources have been requested





Program Health Action Plan Mid-Year Update

College: College of Business Program: Business-ASSOC

Plan Category: Program Improvement Plan

courses as part of our BBA

- **1.** Average number of degrees or certificates awarded over the past 5 years. 17.2
- 2. Student credit hours generated in the most recent fiscal year n/a all courses are part of the BBA
- 3. Please provide your response to the Administrative Council (August) suggestions/questions.
 This program is our entire BBA core classes that are less that the 3000 level. This program truly requires zero resources as we will need to continue to teach all the of the
- **4.** Please provide details and a timeline for your Action Plan. We continue to advise students of the benefits of using the AS in Business to "lock in their credits." This push has led to in an increasing number of degree awarded.
- 5. What (if any) changes and/or progress have you made since the original submission of your Action Plan that will help the program move forward? none
- 6. Please provide any additional information.
- **7.** If you are requesting additional resources, what additional resources might you need? Please provide a simple budget.
- **8.** Please select your Dean's email address shanehunt@isu.edu
- **9.** DEAN RESPONSE ONLY If the program has requested resources, where will the requested resources come from (e.g., reallocation, strategic investment, etc.)? No resources have been requested

ROAR



Program Health Action Plan Mid-Year Update

College: College of Business

Program: Economics

Plan Category: Program Improvement Plan

1. Average number of degrees or certificates awarded over the past 5 years. 6.2

2. Student credit hours generated in the most recent fiscal year 2682

3. Please provide your response to the Administrative Council (August) suggestions/questions.

We are submitting our mid-year action plan for the Economics program in the College of Business - please note that this was not one of the options listed under 'programs' to be selected in the dropdown menu.

As indicated in our initial action plan, we have made strides to grow the number of majors in our program (e.g., number of majors for the last five years was 8, 3, 2, 5, and 13 from FY 2017-2021, in order) and will focus on continuing to do so. In addition, the elimination of the BA program has completed the necessary steps for program elimination.

We would also like to point out other informal metrics of success that we would like share with the committee that attests to the success of our Economics program. We regularly have our Economics students representing our program by competing in national-level competitions. One student won the Sustainable Development Goals competition for the United Nations Association. Another economics student was selected as a finalist for best undergraduate paper award for the International Atlantic Economics Association and came in first in the competition in October 2021.

4. Please provide details and a timeline for your Action Plan.

As noted in the initial Action Plan submitted, a number of the changes we made took effect in 2018 (addition of the flexible BBA) and early 2021 (modification of the BBA program). As such, we are unlikely to see implications of these changes as of right now since it will not be reflected in the catalog changes.

We plan on assessing the number of BBA and BS students every year to determine if further steps (e.g., program changes/modification) may be appropriate. In May 2022, we will generate the appropriate numbers and review our program and course offerings. In addition, we will continue to work with our advising team in the College of Business to discuss student needs.



- 5. What (if any) changes and/or progress have you made since the original submission of your Action Plan that will help the program move forward? As noted in the Action Plan, program modifications were made in the flexible BBA Economics major, along with the changes associated with those in February 2021. Currently, we are in the third year of the BBA program and the changes made last spring (February 2021) will take effect in the 2022-2023 catalog. As such, we are waiting for results. We will assess this in May 2023.
- 6. Please provide any additional information. Beyond lower division courses that we offer within the College of Business, the Economics department provides support across the College of Business in upperdivision courses and the graduate program. The Economics program teaches for the Masters of Business Administration program (MBA6610), the Healthcare Administration Program (HCA4440/5540), and cross-lists a course with the finance department (FIN4447).
- 7. If you are requesting additional resources, what additional resources might you need? Please provide a simple budget.
 We are not requesting additional resources for our program at this time.
- **8.** Please select your Dean's email address shanehunt@isu.edu
- **9.** DEAN RESPONSE ONLY If the program has requested resources, where will the requested resources come from (e.g., reallocation, strategic investment, etc.)? No resources have been requested





Program Health Action Plan Mid-Year Update

College: College of Business

Program: General Business-BACH Plan Category: Other Innovation

1. Average number of degrees or certificates awarded over the past 5 years. 6.4

- Student credit hours generated in the most recent fiscal year n/a
- **3.** Please provide your response to the Administrative Council (August) suggestions/questions.

The BBA in General Business is a degree based upon the BBA core and different electives. This degree is mostly used by students that need to leave ISU with a degree but before they can complete a full degree in either MGT/MKTG/FIN/ECON or ACCT. We do not fund this program directly but keep it as a backup plan for students.

- **4.** Please provide details and a timeline for your Action Plan. Our action is to do nothing with this program other than use it as a backup plan for our regular BBA students.
- **5.** What (if any) changes and/or progress have you made since the original submission of your Action Plan that will help the program move forward? As a backup degree plan, we are not planning on any changes to this program.
- 6. Please provide any additional information. Admin Council has also chimed in on this program and they realize that this program is not designed for growth. This program is truly designed to help students with life changes during their schooling.
- **7.** If you are requesting additional resources, what additional resources might you need? Please provide a simple budget.
- **8.** Please select your Dean's email address shanehunt@isu.edu
- **9.** DEAN RESPONSE ONLY If the program has requested resources, where will the requested resources come from (e.g., reallocation, strategic investment, etc.)? No resources have been requested





Program Health Action Plan Mid-Year Update

College: College of Business Program: Taxation-MAST

Plan Category: Program Discontinuation

- **1.** Average number of degrees or certificates awarded over the past 5 years. 2.6
- 2. Student credit hours generated in the most recent fiscal year n/a
- Please provide your response to the Administrative Council (August) suggestions/questions.
 This program is being discontinued.
- **4.** Please provide details and a timeline for your Action Plan. We have already removed the program from the catalog. We will finish the SBOE paperwork during the 2021-2022 academic year.
- 5. What (if any) changes and/or progress have you made since the original submission of your Action Plan that will help the program move forward?
 n/a
- **6.** Please provide any additional information. n/a
- 7. If you are requesting additional resources, what additional resources might you need? Please provide a simple budget. n/a
- **8.** Please select your Dean's email address shanehunt@isu.edu
- **9.** DEAN RESPONSE ONLY If the program has requested resources, where will the requested resources come from (e.g., reallocation, strategic investment, etc.)? No resources have been requested





Program Health Action Plan Mid-Year Update

College: College of Education
Program: Athletic Training-Mast
Plan Category: Program Restructure

1. Average number of degrees or certificates awarded over the past 5 years. 5.8

2. Student credit hours generated in the most recent fiscal year 206

3. Please provide your response to the Administrative Council (August) suggestions/questions.

Standard 21 The program is administratively housed with similar health care profession programs that are subject to specialized programmatic accreditation.

Response: The move to KDHS discussion has begun among the College of Education, KDHS, the deans, and provost.

Standard 41 Program faculty numbers are sufficient to meet the needs of the athletic training program and must include a minimum of three core faculty.

Compliance with the requirement that the program has a minimum of three core faculty is required after July 1, 2023.

Response: The university is aware of this. The search is slated to start in July 2022. Standard 51 The available technology, the physical environment, and the equipment are of sufficient quality and quantity to meet program needs, including the following: 51A Classrooms and labs are of adequate number and size to accommodate the number of students, and they are available for exclusive use during class times. 51B Necessary equipment required for teaching a contemporary athletic training curriculum is provided.

51C Offices are provided for program staff and faculty on a consistent basis to allow program administration and confidential student counseling.

51D The available technology is adequate to support effective teaching and learning. Response: The remodel of the MSAT classroom and lab was scheduled to begin in May.

4. Please provide details and a timeline for your Action Plan.

Discussions for the move to KDHS place the timeline at July 2022 for the move.

However, there are several factors that need to be agreed upon by both colleges and that is a work in progress.

The third core faculty search should begin in July 2022. There are discussions about finances and where the money will come from to support a 3rd faculty member.



The remodel is not on schedule. It was supposed to start in April/May of 2021 and be finished by December 2021. At this time, there has been no work started because it is all dependent on the HVAC remodel, which started at the end of August.

- 5. What (if any) changes and/or progress have you made since the original submission of your Action Plan that will help the program move forward?
 I cannot speak for Dr. Rex Force, Dr. Teresa Conner, or Dr. Karen Appleby. The decision is with them.
- 6. Please provide any additional information. There are several innovative projects that would be helpful to the program. The ISU Simulation Center requires funding for training. The Lifestyle Medicine Post-Graduate Residency and the Clinical Doctorate of Sports Medicine was presented to the State Board of Education by the Physician Assistant program and has not been approved (or denied). The MSAT/PA pathway is continuing to be worked on.
- 7. If you are requesting additional resources, what additional resources might you need? Please provide a simple budget.

 ISU Simulation Center Approximately \$26,000 over 3 years (\$8,475.00/year), but it would lead to a self-sustaining program on campus and a resource for other universities in the area
- **8.** Please select your Dean's email address jeanmcgivneyburel@isu.edu
- 9. DEAN RESPONSE ONLY If the program has requested resources, where will the requested resources come from (e.g., reallocation, strategic investment, etc.)? As indicated here, discussions are underway regarding moving the MSAT program from the COE to KDHS by July 2, 2022. More details should be available as discussions continue throughout the 2021-22 AY.





Program Health Action Plan Mid-Year Update

College: College of Education Program: Deaf Education-Mast

Plan Category: Program Restructure

1. Average number of degrees or certificates awarded over the past 5 years.

Student credit hours generated in the most recent fiscal year

3. Please provide your response to the Administrative Council (August) suggestions/questions.

Enrollment goals

Current Enrollment = 4 (Fall 2021)

Growth of 3 new students per semester.

Expand enrollment opportunities across country

Student Success/Outcomes

Will be measured against the program outcomes with work to align to the national Council on the Education of the Deaf standards (https://councilondeafed.org/standards/). Relocating Program to Meridian Campus

Pros

Ada School District (host of larger program for Deaf/HH students) provides opportunities for field experiences.

Larger Deaf community for immersion in the target language of instruction, provides increased knowledge of the students being served in the program

Stronger collaborative relationship with SLI program located at Meridian - ISU campus due to close proximity

Cons

Faculty member has already been hired and is a residence of Pocatello

Southeast Idaho provides opportunities to strengthen community connections to ISU through collaboration with programs serving DHH students

Opportunities to provide access to resources in rural areas to meet the needs of DHH K-12 students that already exist in the Boise/Meridian area.

Program is an online synchronous program, location does not impact student enrollment in the program. The program already has students enrolled from Boise, Twin Falls, and Utah.

Pocatello provides a cohesiveness to services needed throughout the whole state of Idaho. Meridian/Boise is already rich in resources for DHH students

Pocatello and Meridian are about equidistant from the primary field experience opportunities (Idaho School for the Deaf and Blind, Gooding Idaho).

New faculty Member

Has years of experience with the unique culture of Southeast Idaho

Connections with Gallaudet University, will allow continuous access to current research and best practices for DHH students.

Synergies and Collaboration with Health Professions



Expertise has been sought to collaborate in an interdisciplinary conference called "Seeing Through the Masks" (February 2021) with plans to host a similar collaboration annually.

4. Please provide details and a timeline for your Action Plan.

Phase II of the "ISU Deaf Education Revitalization Plan" has been completed with the hiring of a new faculty member (Fall 2021).

Phase III will be a review of the curriculum. This will occur as courses are developed and taught to identify more appropriate names for courses and potentially a renumbering to accommodate cross listing with undergraduate courses if needed (begins January 2022)

Additionally, a Parent Education Group will be established in the first year of the program to support local parents and future teachers in a collaborative space.

5. What (if any) changes and/or progress have you made since the original submission of your Action Plan that will help the program move forward?

Progress made is the enrollment of students into the program (Fall 2021: Enrolled = 3, Defer = 1).

Email inquiries increased seeking information regarding the program (2018 - 2021 = 139 inquiries made).

Partnership between COE and a national research firm will support program goals with national marketing goals to increase enrollment.

Hired two highly qualified adjunct faculty members to assist with instruction of courses and provide diverse perspectives for students (Summer 2022).

Will determine needed enrollment to increase the number of faculty for program quality. Visited local deaf education classroom to conduct a needs assessment regarding teacher education for D/HH students.

Established collaboration with local teacher of the deaf in effort to optimize resource sharing and potential observation/placement opportunities.

Incorporate instruction for future educators to address unique needs of Deaf-Disabled population.

Please provide any additional information. N/A

If you are requesting additional resources, what additional resources might you need?
 Please provide a simple budget.
 N/A

8. Please select your Dean's email address jeanmcgivneyburel@isu.edu

9. DEAN RESPONSE ONLY - If the program has requested resources, where will the requested resources come from (e.g., reallocation, strategic investment, etc.)? This is a new program and is the only program of its kind in the state. The program faculty are working hard to grow enrollment.





Program Health Action Plan Mid-Year Update

College: College of Education

Program: Early Childhood Education-Bach Plan Category: Program Improvement Plan

1. Average number of degrees or certificates awarded over the past 5 years.

Student credit hours generated in the most recent fiscal year NA

3. Please provide your response to the Administrative Council (August) suggestions/questions.

Please check the link for the answers

https://docs.google.com/document/d/1CcL3f7xwBn6lSR7LyCdzUCGjdSLrAZ2q_u2EYnUzJJk/edit

4. Please provide details and a timeline for your Action Plan.

By the end of the 2022 fiscal year, we will;

Reach out to seek additional collaboration opportunities with the ISU Early Learning Center.

Collaborate with COT to improve enrollment and track the progress of students in the program.

Collaborate to work on the Early Childhood-AA (CSI/CEI) and Early Childhood-BACH(ISU) simultaneously.

Seek additional collaboration opportunities with the Early childhood Center at ISU.

- 5. What (if any) changes and/or progress have you made since the original submission of your Action Plan that will help the program move forward? NA
- **6.** Please provide any additional information. NA
- **7.** If you are requesting additional resources, what additional resources might you need? Please provide a simple budget.

Travel budget up to \$1000 for visiting schools in school district #25 and rural areas of Idaho.

8. Please select your Dean's email address jeanmcgivneyburel@isu.edu



9. DEAN RESPONSE ONLY - If the program has requested resources, where will the requested resources come from (e.g., reallocation, strategic investment, etc.)? We will use Albion revenue to support the travel budget requested. High quality early childhood education paves the way for later college and career success. While the profession is not lucrative, the benefits of early education investments are significant, generating approximately \$7 for every dollar invested. The COE can use Albion revenue to provide scholarships to early childhood majors. A commitment by the State of ID to invest in high quality preschool education (including improved pay for teachers) would also help to incentivize students to pursue this degree.





Program Health Action Plan Mid-Year Update

College: College of Education Program: Early Childhood-Mast

Plan Category: Program Discontinuation

1. Average number of degrees or certificates awarded over the past 5 years. N/A Program suspended

2. Student credit hours generated in the most recent fiscal year 0

3. Please provide your response to the Administrative Council (August) suggestions/questions.

We recommended program elimination in 2021 based on the fact that we haven't had significant inquiries about the program in the last three years. We still maintain the same recommendation.

4. Please provide details and a timeline for your Action Plan. N/A

- 5. What (if any) changes and/or progress have you made since the original submission of your Action Plan that will help the program move forward? N/A
- **6.** Please provide any additional information. N/A
- If you are requesting additional resources, what additional resources might you need?
 Please provide a simple budget.
 N/A
- **8.** Please select your Dean's email address jeanmcgivneyburel@isu.edu
- 9. DEAN RESPONSE ONLY If the program has requested resources, where will the requested resources come from (e.g., reallocation, strategic investment, etc.)? Dean determined no response was needed





Program Health Action Plan Mid-Year Update

College: College of Education

Program: Educational Leadership-Mast Plan Category: Program Restructure

- 1. Average number of degrees or certificates awarded over the past 5 years. As a program only three years old, we are just now beginning to graduate students. We have graduate 3 student so far (2 in Spring 2020 and 1 in Fall 2020). (.
- Student credit hours generated in the most recent fiscal year
 84 student credit hours were generated in FY 21(Fall 2020 Summer 2021)
- **3.** Please provide your response to the Administrative Council (August) suggestions/questions.

Feedback from Administrative Council was focused on enrollment targets and providing a direct path to the Ed.D. program. We feel we can grow enrollment in this program by four (4) additional student for the next two year, with more robust growth in subsequent years as marketing begins to take-hold. The program redesign is developed to "dovetail" with the Ed.D. in Higher Education Administration. This work is in process.

4. Please provide details and a timeline for your Action Plan.

Fall 2021 Submit graduate catalog & program documentation to University Graduate Council & Graduate School

Fall 2021 Arrange recruiting visits with Idaho Community Colleges & 4-year institutions; Admit new students;

Spring 2022 Arrange recruiting visits with Idaho Community Colleges & 4-year institutions; Admit new students; Develop Fall 2022 schedule

Spring 2022 Update graduate Catalog to reflect changes to the M.Ed. in Educational Leadership program & its alignment with the Ed.D. in Higher Education

Administration

Spring 2022 Continue recruitment of students to the new M.Ed. in Ed. Leadership program

Summer 2022 Admit new students

Fall 2022 Begin revised M.Ed. program (courses) in Ed. Leadership (post-secondary)

Spring 2023 Solicit, analyze, & interpret student feedback re: program changes

5. What (if any) changes and/or progress have you made since the original submission of your Action Plan that will help the program move forward? Program and aligned course proposals have been submitted to University Graduate Council for review and action.



Course rotations have been developed for the revised M.Ed. in Ed. Leadership. Marketing materials are being develop, pending program approval, for distribution to prospective students at Idaho post-secondary institutions.

A new course (EDLH 6699-03: Student Development Theory) is being developed as a "core" course.

A revised version of EDLA 6649: Issues in Education Administration (K-12) has been developed and submitted to the Graduate Council for approval. This course EDLH 6649: Issues in Educational Leadership will include topics specific to higher education.

6. Please provide any additional information.

The M.Ed. in Ed. Leadership is a new program (less than 3 years old). The revisions being proposed are in response to an expressed demand from current and prospective student to make the program more applicable to the conditions they deal with on a consistent basis in their work environments. This program will leverage existing courses and faculty resources.

This M.Ed. program is being developed to "dovetail" seamlessly with the Ed.D. in Higher Education Administration.

- **7.** If you are requesting additional resources, what additional resources might you need? Please provide a simple budget.
 - We believe we can launch this program with existing resources. However, should this program grow in the way we envision it in the next five year, we anticipate the need for an additional faculty member to service this and the Ed. D. programs. That position "may" come from "re-purposing" existing faculty lines within the College or may require the addition of a new faculty line.
- **8.** Please select your Dean's email address jeanmcgivneyburel@isu.edu
- **9.** DEAN RESPONSE ONLY If the program has requested resources, where will the requested resources come from (e.g., reallocation, strategic investment, etc.)? This is a relatively new program and the program faculty have a clear plan for growth in the years ahead.





Program Health Action Plan Mid-Year Update

College: College of Education

Program: Instructional Design & Technology-Doct

Plan Category: Program Improvement Plan

1. Average number of degrees or certificates awarded over the past 5 years. 2.6

2. Student credit hours generated in the most recent fiscal year 422

3. Please provide your response to the Administrative Council (August) suggestions/questions.

Our program is already online as an asynchronous program.

According to Devlin Peck, Instructional Designers are in high demand with salaries averaging around \$80,000 peer year.

https://www.devlinpeck.com/posts/instructional-designer-report-2021

We are looking into the program providing professional development opportunities. Please see the timeline below.

Until a third faculty member is hired, it is not realistic to revive the PhD program. Our rationale for bringing it back is the number of potential candidates that tell us they are looking for a PhD compared to and EdD.

4. Please provide details and a timeline for your Action Plan.

The Doctorate of Education in Instructional Design & Technology faces a lack of enrollment. To address this, the program proposes increase its national visibility, improve recruiting materials , and find additional revenue by developing professional development courses available through the Albion Center.

Fall 2021

Visibility

Attend AECT conference (November)

Maintain service in national organization (AECT)

Recruiting

Complete brochure and gain MarCom approval

Send out brochure in mass emailing

Review current IDT website, plan changes

Develop response to potential student leads and systematize the process

Professional Development

Create list of potential PD courses

Refine and prioritize PD courses for development

Select first target audience (K-12, University, Business, etc.)



Spring 2022

Visibility

Work with students to develop articles or presentations

Recruiting

Re-send out brochure in mass emailing – start program in fall 2022 Professional Development

Create first PD course and offer it through the Albion Center

- 5. What (if any) changes and/or progress have you made since the original submission of your Action Plan that will help the program move forward?

 The original timeline for the IDT electronic brochure has slipped about 2 months, partially due to the maternity leave of the college's marketing director.

 With the hiring of the CoE's graduate director, the plans for initial contact of potential students is being worked out. Therefore, more detail on what the process will be going forward will be available for next year's report.
- 6. Please provide any additional information. In the last several years, our credit hour production has been rising steadily. The increase over last year's represents an additional 90 credits, which translate to about six new students taking an entire year's worth of credits (~15). Over the last 2 years, 8 doctoral level students have made scholarly presentations or have co-authored/co-edited journal articles or books with the two faculty in the program. This is a major part of our plan to increase ISU's visibility with the ID&T fields.
- 7. If you are requesting additional resources, what additional resources might you need? Please provide a simple budget.
 We are not currently requesting additional resources. That may change for next year though!
- **8.** Please select your Dean's email address jeanmcgivneyburel@isu.edu
- 9. DEAN RESPONSE ONLY If the program has requested resources, where will the requested resources come from (e.g., reallocation, strategic investment, etc.)? While the IDT program faculty are not requesting additional resources, we will be investing in digital marketing to better advertise the program and recruit students. In Spring of 2022 we will also begin our first round of COE competitive graduate funding to provide scholarships for up to 40 students per year, which we believe should help boost graduate enrollment.





Program Health Action Plan Mid-Year Update

College: College of Education

Program: Instructional Design & Technology-Mast

Plan Category: Program Improvement Plan

1. Average number of degrees or certificates awarded over the past 5 years.

2. Student credit hours generated in the most recent fiscal year 422

3. Please provide your response to the Administrative Council (August) suggestions/questions.

Our program is already online as an asynchronous program.

According to Devlin Peck, Instructional Designers are in high demand with salaries averaging around \$80,000 peer year.

We are looking into the program providing professional development opportunities. Please see the timeline below.

4. Please provide details and a timeline for your Action Plan. Last's years program health plan had three focus areas: increasing visibility of the program nationally, creating new recruiting materials, and creation of professional development courses that might serve as an enticement for joining the master's program.

Fall 2021

Visibility

Attend AECT and NRMERA conferences (October/November)

Maintain service in national organization (AECT)

Recruiting

Complete brochure and gain MarCom approval

Send out brochure in mass emailing

Review current IDT website, plan changes

Develop response to potential student leads and systematize the process Response type, templates, timing, etc.

Professional Development

Create list of potential PD courses

Refine and prioritize PD courses for development

Select first target audience (K-12, University, Business, etc.)

Spring 2022

Visibility



Work with students to develop articles or presentations Recruiting

Re-send out brochure in mass emailing – start program in fall 2022

Summer 2022

Professional Development

Create first PD course and offer it through the Albion Center

- 5. What (if any) changes and/or progress have you made since the original submission of your Action Plan that will help the program move forward? The original timeline for the IDT electronic brochure has slipped about 2 months, partially due to the maternity leave of the college's marketing director. With the hiring of the CoE's graduate director, the plans for initial contact of potential students is being worked out. Therefore, more detail on what the process will be going forward will be available for next year's report.
- 6. Please provide any additional information. In the last several years, our credit hour production has been rising steadily. The increase over last year's represents an additional 90 credits, which translate to about six new students taking an entire year's worth of credits (~15). Over the last 2 years, 6 masters level students have made scholarly presentations or have co-authored/co-edited journal articles or books with the two faculty in the program. This is a major part of our plan to increase ISU's visibility with the ID&T fields.
- 7. If you are requesting additional resources, what additional resources might you need? Please provide a simple budget.
 We are not currently requesting additional resources. That may change for next year though!
- **8.** Please select your Dean's email address jeanmcgivneyburel@isu.edu
- 9. DEAN RESPONSE ONLY If the program has requested resources, where will the requested resources come from (e.g., reallocation, strategic investment, etc.)? While the IDT program faculty are not requesting additional resources, we will be investing in digital marketing to better advertise the program and recruit students. In Spring of 2022 we will also begin our first round of COE competitive graduate funding to provide scholarships for up to 40 students per year, which we believe should help boost graduate enrollment.

ROAR



Program Health Action Plan Mid-Year Update

College: College of Education

Program: Literacy-Mast

Plan Category: Program Improvement Plan

1. Average number of degrees or certificates awarded over the past 5 years. 2.2

Student credit hours generated in the most recent fiscal year

3. Please provide your response to the Administrative Council (August) suggestions/questions.

Q1. This question can only be answered in full once we have revived the program and determined the enrollment numbers. If revival is successful with adequate enrollment, faculty workload will be redistributed, and possibly another faculty member hired. For example, faculty who taught in the M.Ed. Literacy program also teach in the Master of Arts in Teaching (MAT) program and the undergraduate Teacher Education Program (TEP). Both the MAT and TEP have significantly higher enrollment than the M.Ed. Literacy did, so faculty were reallocated to those programs. If the M.Ed. Literacy is rebooted with strong enrollment, reallocation will occur.

Q2. Program restart goal: 10 students.

Associated goals:

- * Increase marketing of the program through social media platforms
- * Increase marketing through direct outreach to teachers in schools and districts throughout Idaho and beyond
- * Specifically target rural schools to support literacy in remote areas that may not have adequate funding, literacy coaches, literacy specialists
- * Promote a community of literacy professionals who engage in rich conversations about best practices
- * Candidates will deepen their understanding of how the Idaho Comprehensive Literacy Plan impacts their students and their teaching
- Q3. The State of Idaho's updated 2020 Comprehensive Literacy Plan calls on institutions of higher education to "collaborate with the state, districts, and schools to facilitate and participate in efforts to align the strategies, research, and assessment practices taught during educator preparation with those implemented by practicing teachers, and ensure all are aligned to the science of reading" (SBE, 2020, p. 25). The purpose of the M.Ed. Literacy program is to improve practicing teachers' instructional and pedagogical knowledge and practices, research knowledge and research-based practices in literacy, and literacy leadership in their schools and districts, thereby working to meet that call from the State.



(Qs 4 & 5 below)

4. Please provide details and a timeline for your Action Plan.

2021-2023 -- Program updates:

- * course updates and revisions to align to current standards;
- * assessment updates to align to current standards;
- * program alignment to Literacy K-12 and/or Literacy Teacher Leader endorsement requirements
- * Faculty request summer stipends and/or course releases to work on the revision of the program

2022-2023 -- Market the program. For example:

- * To alt-route elementary teachers (e.g. ABCTE) to strengthen literacy instruction
- * Endorsement option Literacy K-12 assists teachers with Title I and reading specialist positions
- * Endorsement option Literacy Teacher Leader assists with instructional coach positions
- * To teachers who want a master's degree that helps them be better teachers, not helps them leave the classroom
- \sim Anecdotally, requests for the program have increased

2023-2024 -- Restart revised program

- * Two-year course rotation with scheduled overlaps to allow for incoming cohorts each year
- * Fully online

program.

- 5. What (if any) changes and/or progress have you made since the original submission of your Action Plan that will help the program move forward? Although the M.Ed. Literacy program has been suspended, the faculty's work on literacy has not. Two of the three literacy faculty serve on the state Idaho Higher Education Literacy Partnership team, providing input into the state's literacy plan, certification assessments, and statewide literacy teacher preparation expectations. Literacy courses have been developed/revised for the MAT program, and literacy courses in the undergraduate program have been revised and updated. With this foundational work, the literacy faculty are prepared to move forward with the alignment and development work needed to successfully relaunch the M.Ed. Literacy program. These faculty understand the need for a robust, research-based M.Ed. Literacy
- **6.** Please provide any additional information.
 - Q4. This work is underway; however, the intensive work depends on the approval of the action plan. If stipends could be provided for summer 2022/2023 to complete the work, the program would be more robust and ready for relaunch in fall 2023. We plan to take all courses through ISU Quality+. We are collaboratively working with the COE Director of Marketing. Offering a fully online program may assist with recruitment of graduate students to ISU (especially alumni).
 - Q5. There is a teacher shortage across the state of Idaho, especially in rural and remote areas. Reviving this fully online program can help meet the needs of teachers in those rural districts. The workforce calls for updated literacy skills that respond to the changing environment. The current teacher workforce is heavily interested in fully online programs that they are able to complete while continuing to teach full-time.

PPGAAR

- 7. If you are requesting additional resources, what additional resources might you need? Please provide a simple budget.

 Summer stipends for two summers, or possible course release to work on ongoing realignment of curriculum to program and state standards and endorsement requirements. Professional development funding to attend IRI or professional training. Estimated \$25,000, including stipends for three faculty and professional development.
- **8.** Please select your Dean's email address jeanmcgivneyburel@isu.edu
- 9. DEAN RESPONSE ONLY If the program has requested resources, where will the requested resources come from (e.g., reallocation, strategic investment, etc.)? The COE is willing to invest Albion revenue in marketing and curriculum development to restart the MA in Literacy program with the goal of enrolling 10 new graduate students each year. We imagine that the competitive graduate funding program the COE is launching in 2022 will help attract graduate students to this program.





Program Health Action Plan Mid-Year Update

College: College of Education

Program: Special Education-Bach

Plan Category: Program Improvement Plan

1. Average number of degrees or certificates awarded over the past 5 years.

2. Student credit hours generated in the most recent fiscal year 99

3. Please provide your response to the Administrative Council (August) suggestions/questions.

6 different questions have been asked, therefore we could not include all the answers here. Please check the link for the answers. Thanks,

 $\frac{https://docs.google.com/document/d/1Kr05HtqkWLlcVj6wqELb5bNzaP_cfS46ipE66CnB}{W74/edit}$

4. Please provide details and a timeline for your Action Plan.

Revision of class will contunie during the Fall 2022 for meeting QM standards.

Revision of program to meet BCABA Fall 2022

Develop recruitment materials for the program and align as needed.

5. What (if any) changes and/or progress have you made since the original submission of your Action Plan that will help the program move forward?
Our goal will be the same and we will make sure to reach the goal that we listed in our program action plan.

6. Please provide any additional information.

7. If you are requesting additional resources, what additional resources might you need? Please provide a simple budget.

To support the recruitment of students we propose having a budget to support recruitment materials

and outreach. We propose the use of travel funds of \$500 to travel to schools as necessary when

virtual recruitment is not possible starting Spring 2022 (continued from the proposed budget for fall 2021).

8. Please select your Dean's email address jeanmcgivneyburel@isu.edu



9. DEAN RESPONSE ONLY - If the program has requested resources, where will the requested resources come from (e.g., reallocation, strategic investment, etc.)? We will use Albion revenue to support the travel budget requested. There is a critical shortage of special educators in the State of ID and across the country so investing in this program and working to attract more majors is critical to the quality of public education.





Program Health Action Plan Mid-Year Update

College: College of Education

Program: Special Education-Mast

Plan Category: Program Improvement Plan

1. Average number of degrees or certificates awarded over the past 5 years. N/A as the program was suspended due to lack of faculty.

2. Student credit hours generated in the most recent fiscal year N/A credit hours generated from Fall 2020-Spring 2021

3. Please provide your response to the Administrative Council (August) suggestions/questions.

All master's programs at ISU include the core EDUC 6601, 6602, and 6610 classes. Individual program classes are specific to the concentration domain. There is very little overlap with Deaf Ed. in the content as the MED SPED has a focus on general special education needs and working through challenging behaviors.

While SPED is part of the teacher preparation program, there are significant differences and added support due to the specialization required to support students of differing abilities. Special education is unique and requires additional legal knowledge and specialized care for individuals with autism, severe and profound disabilities, and intellectual disabilities. SPED is more closely related to clinical psychology and school psychology due the difference required in assessment to diagnose disabilities.

4. Please provide details and a timeline for your Action Plan.

Develop and finalize marketing materials (Fall 2021)

Market to regions 4,5,& 6 through listservs and school visits as appropriate (Fall 2021/Spring 2022)

Recruit the next cohort of 7-10 students to start Summer 2022. (Fall -Spring 2021/2022)

- 5. What (if any) changes and/or progress have you made since the original submission of your Action Plan that will help the program move forward?
 We planned to recruit 10 students; we have recruited 10; however. Students were enrolled in cohort 1 in summer 2021 and are currently enrolled in classes Fall 2021. Continued recruitment is happening through emails to former students, students who have inquired about the program, and listservs for teachers across the state of Idaho. Travel funds have not been used due to COVID; however, site visits will be conducted provided travel is safe with current conditions. Regular meetings are held between faculty, program work is still underway, and we are working on our CEC accreditation.
- **6.** Please provide any additional information.



- We will not be pursuing the development of the simulation lab until recruitment is stable and we are able to maintain 7-10 new recruits each summer.
- **7.** If you are requesting additional resources, what additional resources might you need? Please provide a simple budget.
 - To support the recruitment of students we propose having a budget to support recruitment materials and outreach. We propose the use of travel funds of \$500 to travel to schools as necessary when virtual recruitment is not possible starting Spring 2022 (continued from the proposed budget for fall 2021).
- **8.** Please select your Dean's email address jeanmcgivneyburel@isu.edu
- 9. DEAN RESPONSE ONLY If the program has requested resources, where will the requested resources come from (e.g., reallocation, strategic investment, etc.)? We will be using Albion revenue to support the \$500 recruitment budget requested. We will also be investing in digital marketing to enhance program visibility and enroll students. In Spring of 2022 we will also begin our first round of COE competitive graduate funding to provide scholarships for up to 40 students per year, which we believe should help boost graduate enrollment.





Program Health Action Plan Mid-Year Update

College: Kasiska Division of Health Sciences

Program: Dietetics-MAST

Plan Category: Program Discontinuation

1. Average number of degrees or certificates awarded over the past 5 years.

2. Student credit hours generated in the most recent fiscal year 449

3. Please provide your response to the Administrative Council (August) suggestions/questions.

The program was developed to offer a master's degree to practicing dietitians. We have seen minimal demand from practicing dietitians and at the same time, experienced advising Master of Science in Nutrition with Dietetic Internship (MS-DI) capstone projects. The faculty now have a firm grasp of what our graduate program involves. The department considered what would be required to grow the MS in Nutrition and in light of minimal demand, the impact of advising the capstone projects when the MS-DI fills all 18 seats, and reduced number of potential students as the requirement for a graduate degree for eligibility to take the national registration exam nears, the faculty voted unanimously to close the MS in Nutrition standalone program. The faculty prefers to direct their limited time and other resources into the MS-DI students.

The program is not generating significant revenue. Of the handful of students, most did not pay full tuition so the loss to the university is minimal.

We propose to close the program to applications effective immediately, but leave the program in the catalog. We plan to teach out our last admitted students and then pursue a program closing proposal to the State Board. Our MS standalone students are all part-time so this is expected to take until approximately 2024.

Does the action need to be incorporated into the three-year plan?

Yes, because this is a program elimination action that could go into effect during 2024 it went on the three-year plan.

- 4. Please provide details and a timeline for your Action Plan. We propose to close the program to applications effective immediately, but leave the program in the catalog. We plan to teach out our last admitted students and then pursue a program closing proposal to the State Board. Our MS standalone students are all part-time so this is expected to take until approximately 2024.
- **5.** What (if any) changes and/or progress have you made since the original submission of your Action Plan that will help the program move forward?



This program is not accepting new applications and will not move forward. Our resources are directed to our MS in Nutrition with Dietetic Internship.

- **6.** Please provide any additional information. None.
- 7. If you are requesting additional resources, what additional resources might you need? Please provide a simple budget. None.
- **8.** Please select your Dean's email address teresaconner@isu.edu
- **9.** DEAN RESPONSE ONLY If the program has requested resources, where will the requested resources come from (e.g., reallocation, strategic investment, etc.)? No resources requested. I support the program faculty's decision to close the program with a planned teach out.



TAB 1 Page 143



Program Health Action Plan Mid-Year Update

College: Kasiska Division of Health Sciences

Program: Dietetics-MAST with Dietetic Internship

Plan Category: Investment or Reallocation of Resources

1. Average number of degrees or certificates awarded over the past 5 years.

2. Student credit hours generated in the most recent fiscal year 449

3. Please provide your response to the Administrative Council (August) suggestions/questions.

The teaching load of faculty members in our department is extensive and we do not have adequate faculty members nor funding for adjuncts to take on courses for department members serving in administrative roles. The department requests a course release for administrative duties. Our graduate faculty, including the undergraduate program director discussed above, devote significant effort to securing research funding and conducting research and also serve as capstone committee chairs which are integral to providing a robust graduate experience for our MS/DI students. That responsibility is captured in a three-credit course section for each of them, however, they each advise six capstone projects with no workload adjustments. As the profession moves to requiring a graduate degree for eligibility to take the national registration exam, the need for PhD faculty increases. As department clinical track faculty are replaced through attrition, it is critical that those positions be replaced with tenure-track faculty with PhDs. An entry level 9-month assistant professor can expect an \$80,000 salary at another institution. That means increasing appropriated funds to offer competitive salaries as the program competes for high caliber faculty with other institutions facing the same changes.

This department has struggled to hire dietetics faculty with PhDs willing to accept current ISU salary amounts and has resorted to hiring master's prepared clinical track faculty because of repeated failed PhD tenure-track searches. Moving Patricia Marincic into our department brought a critically-needed PhD faculty member. That position is dividing the capstone project advising and teaching department graduate courses. The addition of Patty's position addresses several of the concerns. Patty's position within the department serves a crucial role and is needed permanently to maintain a strong department research portfolio, reasonable workloads, and reduce risks of burnout and attrition.

The department requests that Patty's position be funded permanently from appropriated dollars.



This program was flagged in the lowest quintile because it is new and the information was due before graduating our first cohort. We were a post-bacc certificate Dietetic Internship that ran for two semesters (standard academic year) and the new version is

4. Please provide details and a timeline for your Action Plan.

- Internship that ran for two semesters (standard academic year) and the new version is now a four semester master's degree granting program. Our timeline is similar to the previous certificate prior to adding the graduate degree. We recruit in fall semester for spring applications for the four semester program. Students now go to rotations in spring, summer, and second fall semester. We collect student learning outcomes all through the program. We will follow this established timeline for the foreseeable future.
- 5. What (if any) changes and/or progress have you made since the original submission of your Action Plan that will help the program move forward? We graduated our first cohort of MS-DI interns in December 2020 (14 graduates). We improved our assessment plan. We will collect our first post-graduation program outcomes data this December. We will have all the data required for future health assessments.
- **6.** Please provide any additional information. None.
- **7.** If you are requesting additional resources, what additional resources might you need? Please provide a simple budget.
 - The response discussed the need to maintain Patty Marincic's position in our department. This need remains. Dr. Marincic is a tenured full professor on an 11-month contract. Her FY21 salary with fringe was \$128,385.
- **8.** Please select your Dean's email address teresaconner@isu.edu
- 9. DEAN RESPONSE ONLY If the program has requested resources, where will the requested resources come from (e.g., reallocation, strategic investment, etc.)? The college will work with KDHS to maintain this allocated faculty position in the Dietetics program. I support the program's faculty plan for this new program with good potential to successfully grow enrollments. I will work with KDHS to support the allocation of Dr. Marincic's position to the program.





Program Health Action Plan Mid-Year Update

College: Kasiska Division of Health Sciences
Program: Educational Interpreting-ASSO (SLS)
Plan Category: Program Improvement Plan

1. Average number of degrees or certificates awarded over the past 5 years.

- 2. Student credit hours generated in the most recent fiscal year 849
- **3.** Please provide your response to the Administrative Council (August) suggestions/questions.

A recent review of the Administrative Council report gives some feedback that we need clarification before we can move forward on implementing.

- Professional fees: Our understanding is that the SLS program is not eligible for professional fees because it does not qualify students "to practice a professional service involving expert and specialized knowledge...." (ISBE Policy V.R.3.b.iii.1.a.i) We are open to this, if Admin Council sees that differently.
- We are uncertain what "four levels of sign language certification" refers to, as we
 do not know of a certification for Sign Language Studies or American Sign
 Language at an Associate's degree level. There are some certification-related
 careers that require a minimum of a Bachelor's degree--namely Deaf Education
 (teacher certification) and Sign Language Interpreting (national certification);
 those are not part of our action plan at this level.
- Workforce training: This is not specifically in our current plan; would you like this
 added to the next phase, after the concurrent enrollment initiative is
 implemented? As noted in our strategic investment request: "skill and experience
 in using ASL make employees more attractive to employers. Signing with coworkers and customers who use ASL enhances their workplace satisfaction and
 customer satisfaction." The Society for Human Resource Management (SHRM)
 has published case studies reviewing the benefits of colleagues learning ASL to
 work with Deaf employees.
- **4.** Please provide details and a timeline for your Action Plan.

Additional sections of ASL 1 and 2 are added for this academic year, with corresponding Early College Program/concurrent enrollment sections.

Nov 6, we will announce to ASL teachers that we are offering concurrent enrollment of all SLS courses, including those beyond what high schools offer.

We have made progress contacting high schools; the faculty member planned for this activity has accepted a new position. Pursuing this aspect in earnest will have to wait for hiring a new faculty member next year.



Information about the SLS minor and the SLS A.S. degree are being added to the Introduction to Communication Professions class. Meetings with other departments will be scheduled in Spring 2022. At their request, discussions with Idaho RID for a statewide recruiting plan is on hold until their internal changes are resolved. SLS Alumni survey will be distributed Spring semester.

- 5. What (if any) changes and/or progress have you made since the original submission of your Action Plan that will help the program move forward? Using a strategic investment, we have increased the number of SLS offerings. We have added concurrent enrollment sections for all SLS courses. Nine of the thirteen courses are available online.
 To market the In-depth relationship building with school districts will be a responsibility for a new faculty member being hired. In the meantime, we are developing a preparatory contact list.
- **6.** Please provide any additional information. Sign Language Studies program has traditionally supported minors in SLS and Deaf Education rather than gradues of the A.S. degree.
- 7. If you are requesting additional resources, what additional resources might you need? Please provide a simple budget. Not applicable
- **8.** Please select your Dean's email address teresaconner@isu.edu
- 9. DEAN RESPONSE ONLY If the program has requested resources, where will the requested resources come from (e.g., reallocation, strategic investment, etc.)? I recommend that the faculty develop a workforce impact statement. Statistics on numbers of individuals in Idaho and the Rocky Mountain West who depend on ASL for communication—and their employment would support the impact on workforce needs.





Program Health Action Plan Mid-Year Update

College: Kasiska Division of Health Sciences
Program: Educational Interpreting-BACH (SLI)
Plan Category: Program Improvement Plan

1. Average number of degrees or certificates awarded over the past 5 years. 7.2

- 2. Student credit hours generated in the most recent fiscal year 542
- **3.** Please provide your response to the Administrative Council (August) suggestions/questions.

Per accreditation guidelines, 12 students per class is the maximum recommended number. We are limited to allow no more than 15 per class. The past couple of years, we have admitted the maximum 15, knowing attrition will likely bring us to the guideline of 12. This represents an increase over prior years' admissions.

SLI being part of ISU's strategic investment plan is new information to us. We look forward to learning more details of what that commitment means.

4. Please provide details and a timeline for your Action Plan.

Recruiting plan is in process. Some aspects, particularly working with high schools, will be implemented when our new faculty member begins in Fall 2022.

SLI alumni survey will be sent by semester end. SLS & minors survey is planned for next semester.

Professional fee request will be submitted this academic year.

- 5. What (if any) changes and/or progress have you made since the original submission of your Action Plan that will help the program move forward? Not applicable
- **6.** Please provide any additional information.

Our program recently won a \$2+ million dollar Federal grant from the Rehabilitation Services Administration. This brings additional recognition to our program. Implementation of our recruiting program has not been as ambitious as anticipated because our attention has been diverted to start-up efforts for this grant. We are now advertising for a project manager to take on the grant work sustainably, which will allow us to return focus to recruiting.

7. If you are requesting additional resources, what additional resources might you need? Please provide a simple budget. Not applicable



- **8.** Please select your Dean's email address teresaconner@isu.edu
- 9. DEAN RESPONSE ONLY If the program has requested resources, where will the requested resources come from (e.g., reallocation, strategic investment, etc.)? I strongly support this high need program for Idahoans with hearing challenges. The department has received a significant and highly competitive grant and faculty are working to grow enrollment with the addition of a new faculty member. They have an initial strategy in place for recruitment





Program Health Action Plan Mid-Year Update

College: Kasiska Division of Health Sciences Program: Emergency Management-ASSO Plan Category: Program Improvement Plan

1. Average number of degrees or certificates awarded over the past 5 years. Please refer to data for the BS in EMGT

2. Student credit hours generated in the most recent fiscal year Please refer to data for the BS in EMGT

3. Please provide your response to the Administrative Council (August) suggestions/questions.

Please refer to data for the BS in EMGT

4. Please provide details and a timeline for your Action Plan. Please refer to data for the BS in EMGT

5. What (if any) changes and/or progress have you made since the original submission of your Action Plan that will help the program move forward? Please refer to data for the BS in EMGT

6. Please provide any additional information. Please refer to data for the BS in EMGT

7. If you are requesting additional resources, what additional resources might you need? Please provide a simple budget. Please refer to data for the BS in EMGT

8. Please select your Dean's email address teresaconner@isu.edu

9. DEAN RESPONSE ONLY - If the program has requested resources, where will the requested resources come from (e.g., reallocation, strategic investment, etc.)? Funds for updating marketing materials per BS in EMGT report will be allocated from professional fees or operating budgets in the dean's office. We will work with IR and other data sources to identify enrollment information required for this report. Transition between college homes and new college has made it difficult to extract accurate data.





Program Health Action Plan Mid-Year Update

College: Kasiska Division of Health Sciences Program: Emergency Management-BACH Plan Category: Program Improvement Plan

- Average number of degrees or certificates awarded over the past 5 years.
 The spreadsheet did not combine HSEM and EMGT (majority of students updated their major to HSEM)
- Student credit hours generated in the most recent fiscal year
 Data unavailable The spreadsheet did not combine HSEM and EMGT (majority of students updated their major to HSEM)
- 3. Please provide your response to the Administrative Council (August) suggestions/questions. Please see HSEM Program Health Action Plan Update 10/2021: https://docs.google.com/document/d/1XzyvWf94FM4Wsqfx o5aJbVarHUUsBab/edit?us p=sharing&ouid=104172526382428404795&rtpof=true&sd=true
- 4. Please provide details and a timeline for your Action Plan. Please see HSEM Program Health Action Plan Update 10/2021: https://docs.google.com/document/d/1XzyvWf94FM4Wsqfx_o5aJbVarHUUsBab/edit?us p=sharing&ouid=104172526382428404795&rtpof=true&sd=true
- 5. What (if any) changes and/or progress have you made since the original submission of your Action Plan that will help the program move forward?
 Please see HSEM Program Health Action Plan Update 10/2021:
 https://docs.google.com/document/d/1XzyvWf94FM4Wsqfx o5aJbVarHUUsBab/edit?us
 p=sharing&ouid=104172526382428404795&rtpof=true&sd=true
- 6. Please provide any additional information. The HSEM program is evaluating options to identify upper division level courses in the BS degree program that could be developed and offered to satisfy both the BS level (4XXX) and the MS level (5XXX). Providing dual credit options as an incentive for BS students who plan to pursue the HSEM graduate degree.
- 7. If you are requesting additional resources, what additional resources might you need? Please provide a simple budget. The HSEM program is requesting \$1,000 to update pop up banner and marketing materials that still contain the Concordia University-Portland name and logo (HSEM program was acquired from CUP in 2020).
- **8.** Please select your Dean's email address teresaconner@isu.edu



9. DEAN RESPONSE ONLY - If the program has requested resources, where will the requested resources come from (e.g., reallocation, strategic investment, etc.)? Funds for corrections/updates to the marketing materials may come from reallocation by the dean's office of professional or operating funds. We will work with IR and other data sources to identify enrollment information required for this report. Transition between college homes and new college has made it difficult to extract accurate data.





Program Health Action Plan Mid-Year Update

College: Kasiska Division of Health Sciences Program: Fire Service Administration-ASSO Plan Category: Program Improvement Plan

1. Average number of degrees or certificates awarded over the past 5 years. Please refer to data for the BS in FSA

2. Student credit hours generated in the most recent fiscal year Please refer to data for the BS in FSA

3. Please provide your response to the Administrative Council (August) suggestions/questions.

Please refer to data for the BS in FSA

4. Please provide details and a timeline for your Action Plan. Please refer to data for the BS in FSA

5. What (if any) changes and/or progress have you made since the original submission of your Action Plan that will help the program move forward? Please refer to data for the BS in FSA

6. Please provide any additional information. Please refer to data for the BS in FSA

7. If you are requesting additional resources, what additional resources might you need? Please provide a simple budget.

Please refer to data for the BS in FSA

8. Please select your Dean's email address teresaconner@isu.edu

9. DEAN RESPONSE ONLY - If the program has requested resources, where will the requested resources come from (e.g., reallocation, strategic investment, etc.)? Resources to update the marketing display will be reallocated from professional fees or operating budget in the dean's office. The dean's office will allocate additional travel dollars to assist with attending local and/or national as available. I am working to allocate funds to support marketing through purchase of a new pop-up display for recruitment fairs. The dean's office will allocate additional travel funds for marketing as the college budget is built.





Program Health Action Plan Mid-Year Update

College: Kasiska Division of Health Sciences
Program: Fire Service Administration-BACH
Plan Category: Program Improvement Plan

- **1.** Average number of degrees or certificates awarded over the past 5 years. 3.8
- **2.** Student credit hours generated in the most recent fiscal year 256
- Please provide your response to the Administrative Council (August) suggestions/questions. NA
- 4. Please provide details and a timeline for your Action Plan. Link provided to Google Doc with Action Plan updates https://docs.google.com/document/d/1A3TCrunSGxJkk3xY0Wlx20YLJfVKeX_M/edit#he-ading=h.gjdqxs
- 5. What (if any) changes and/or progress have you made since the original submission of your Action Plan that will help the program move forward? Action Plan was created in Spring 2021 and no changes have been made at this point.
- **6.** Please provide any additional information.
- 7. If you are requesting additional resources, what additional resources might you need? Please provide a simple budget. Action Plan calls for additional marketing and attending local and national conferences. The current table display used in the Emergency Services Dept. is from 2007 and is outdated. An new investment of \$1,000. could be used to update the table display for attending conferences.
- **8.** Please select your Dean's email address teresaconner@isu.edu
- 9. DEAN RESPONSE ONLY If the program has requested resources, where will the requested resources come from (e.g., reallocation, strategic investment, etc.)? Resources to update the marketing display will be reallocated from professional fees or operating budget in the dean's office. The dean's office will allocate additional travel dollars to assist with attending local and/or national as available. I am working to allocate funds to support marketing through purchase of a new pop-up display for recruitment fairs. The dean's office will allocate additional travel funds for marketing as the college budget is built.





Program Health Action Plan Mid-Year Update

College: Kasiska Division of Health Sciences

Program: Health Informatics-MAST

Plan Category: Program Improvement Plan

1. Average number of degrees or certificates awarded over the past 5 years. Average: 0.8 Students Graduated: 4

- Student credit hours generated in the most recent fiscal year 2020-21 Hours: 6 2020-21 Enrollment: 2 Fall 2021 Hours: 9 Fall 2021 Students Enrolled: 4
- **3.** Please provide your response to the Administrative Council (August) suggestions/questions.

Conferences: MSHI marketing to broad audiences by promoting at informatics conferences and career fairs, and advertising on professional organization boards. American Medical Informatics Association (AMIA) and HIMSS conferences will be the focus. Dr. Velma Payne (program director) is attending the AMIA conference (Nov 2021). Other conferences include an Informatics Summit (March 2022), HIMSS Conference (March 2022), Clinical Informatics Conference (May 2022), and AMIA Conference (Nov 2022).

Digital Campaign: Digital marketing will target prime areas and locations of universities offering undergraduate degrees / MSHI feeders. Branded emails will be sent to prospective students, industry partners, and individuals who started but did not complete an application.

Expert/Industry Collaborations: ICOM MOU is underway. Dr. Payne continues to establish Advisory Board and collaborations with healthcare organizations, seeking council on marketing and promotion techniques.

Admission Requirements: Revision of the admission requirements to eliminate the GRE requirement is being considered. Prospective students have expressed apprehension on taking the GRE. This option should be carefully reviewed, as the MSHI degree is a technical degree, and the GRE provides a mechanism for the admissions committee to assess individuals' ability to handle technical components of the MSHI program. Expand Informatics Offerings: Dr. Payne is investigating opportunities to collaborate with Nursing and is developing a Nursing Informatics track to be offered in the MSHI. A Nursing Informatics certificate, a potential feeder to MSHI, is being considered. Other dual degree opportunities are being investigated and will be established where the union makes sense. The viability of developing an offering a BS in Health Informatics at ISU is being investigated. An analysis of BSHI offerings at other universities is being



performed; a decision will be made upon completion of the analysis. This option would not be an immediate feeder for the MSHI due to the length of time it

- **4.** Please provide details and a timeline for your Action Plan.
 - Conference Promotion Nov 2021, March 2022 (two conferences), May 2022, Nov 2022
 - Digital Marketing Campaign & Branded Email Distribution Quarterly distribution in 2021 and 2022
 - Expert and Industry Partnerships and Consultation 2021 Q4, 2022 Q1-Q2; beyond as necessary
 - Expand Informatics Offerings Within the 2022-23 academic year
 - Advertising on Tech and Higher Education Boards remainder of 2021 and throughout 2022
- **5.** What (if any) changes and/or progress have you made since the original submission of your Action Plan that will help the program move forward?
 - Promotional video created/posted on Department and MSHI website
 - Promotional flyer created by Lee Ann Waldron
 - Digital marketing campaign on Facebook, Instagram, Snapchat, Google Ads
 - MSHI alumni asked to promote program Several alumni posted MSHI video and flyer on social media
 - Branded emails sent to individuals expressing interest in program but did not apply, and those who started but did not submit an application
 - Branded emails sent to Idaho-based healthcare executives providing MSHI information
 - MSHI promoted through WWAMI and AHEC newsletters
 - Collaboration with BSU to promote to BSU undergraduate healthcare students
 - Velma Payne is investigating options Nursing Informatics track and seeking advice from industry experts and reviewing current NI offerings at other institutions
 - Velma Payne contacts individuals who have expressed interest in the program, and continues to establish collaborations with informatics experts to seek council on successful promotion strategies
- **6.** Please provide any additional information.
 - COVID has impacted MSHI in several ways including the inability to travel to promote the program at conferences, career fairs, within healthcare organizations, etc. Prospective students and interested individuals have indicated COVID has been a factor in their decision to not pursue the MSHI due to loss of family members and financial reasons. Current students pursuing the MSHI who work in a healthcare environment are taking a break from taking classes due to the overwhelming stress of COVID and the impact it has had on their mental health.
 - A substantial amount of Dr. Payne's time the last two academic years was devoted to supporting CoB BBA Health Informatics program per the MOU Dr. Rex Force and Dr. Joanne Tokle established, which reduced the amount of time she could devote to MSHI promotion, etc. Students completed BBA-HI in Spring 2021. Dr. Payne can finally focus on MSHI.
- **7.** If you are requesting additional resources, what additional resources might you need? Please provide a simple budget.

POAR

CAHIIM accreditation requirement is "the number of full-time faculty appointed at the rank of assistant, associate, or full professor must be sufficient to ensure that teaching, research and service goals of the program are met" and "Size of the faculty complement in relationship to the size of the number of enrolled students in the program must support and encourage effective and regular student/faculty interactions".

CAHIIM does not consider one full-time faculty, who also serves as program director, sufficient to support program and students. Velma Payne is a member of the CAHIIM Health Informatics Accreditation Council (HIAC) and has been involved discussions where HIAC expressed concern regarding adequate faculty supporting programs. MSHI accreditation may be impacted without adequate faculty supporting the program. Data shows accreditation increases enrollment. Attention to accreditation requirements and by demonstrating the program has adequate resources is essential. One clinical faculty cost budgeted at \$67,000 annually.

- **8.** Please select your Dean's email address teresaconner@isu.edu
- 9. DEAN RESPONSE ONLY If the program has requested resources, where will the requested resources come from (e.g., reallocation, strategic investment, etc.)? Recommend that faculty experts from the home department be engaged for their teaching expertise in order to offload the current program director. This program is an important contemporary program in health sciences. Avenues to build enrollment through partnerships with other programs such as nursing, pharmacy and medicine are being explored along with a Bachelor's program that would create a direct pipeline.





Program Health Action Plan Mid-Year Update

College: Kasiska Division of Health Sciences

Program: Interprofessional Geriatric Certificate-GRAD

Plan Category: Program Improvement Plan

1. Average number of degrees or certificates awarded over the past 5 years. 0.2

Student credit hours generated in the most recent fiscal year

3. Please provide your response to the Administrative Council (August) suggestions/questions.

Thank you.

There has been an enrollment increase noted in the first course of the Certificate (DHS 4402/5502). In Fall 2021 the undergraduate course was full with 25 students and the GRADUATE course had 5 students showing that it is a popular elective for many health science students, many of whom are in professional programs. We are working to better promote the subsequent courses in the Certificate as well (last year only 3 students enrolled in DHS 4403/5503). Our enrollment goal is for 5 students per year to complete the graduate certificate (10 to complete the undergraduate certificate). This will only be possible by working with professional programs and by better promotion of the other 2 courses in the Certificate. This is more difficult for graduate students who have very lock-step programs without much room for elective coursework.

4. Please provide details and a timeline for your Action Plan. In November 2021, will speak with students enrolled in DHS 4402/5502 to reiterate that the course is the first in a series of three courses that leads to the Geriatric Certificate. In Spring 2022, will work with Pharmacy and Nursing Programs to create internship opportunities within the professional curriculum that will also satisfy requirements for DHS 4404/5504 (Geriatric Internship).

Promotion of the Certificate is ongoing with Experience ISU Day and when health science program advisers meet with students. The graduate students thus far have been mainly drawn from the Doctor of Nursing Practice students.

5. What (if any) changes and/or progress have you made since the original submission of your Action Plan that will help the program move forward? The fact that DHS 4402 is full in Fall 2021 is significant (5 students in the graduate course 5502 is also a great improvement) and shows that there is a group of students interested in care of older adults. We have revamped the online DHS 4403/45503 course to make it more attractive to students by bringing in guest speakers and content experts in geriatric care and sharing the course syllabus with DHS 4402/5502 students.



We have been working with professional programs to find ways to integrate existing clinical practicum experiences into DHS 4404 --the final course in the Certificate. If this pathway is made clear and easy to navigate for students, we are certain we can increase the number of students who complete the Certificate.

Working with Lee Ann Hancock in the KDHS Marketing Office, we have created rack cards and other promotional materials for the Geriatric Certificate.

- **6.** Please provide any additional information.
 - We continue to tracking metrics related to certificate production on a yearly basis. The field of geriatric care is growing in importance and we are confident that more of our health science students will avail themselves of the opportunity to receive this education and receive this certificate in response to our increased efforts. Sister Anthony Marie Greving is to be commended in particular for her efforts to promote care of older adults and this Certificate option for our students.
 - Students in the DNP program in particular will benefit from specific expertise in working with older adults.
- **7.** If you are requesting additional resources, what additional resources might you need? Please provide a simple budget.
 - We are requesting no additional resources. The resources within the KDHS for promotion of health sciences generally can be utilized to include the Geriatric Certificate.
- **8.** Please select your Dean's email address teresaconner@isu.edu
- **9.** DEAN RESPONSE ONLY If the program has requested resources, where will the requested resources come from (e.g., reallocation, strategic investment, etc.)? Dean determined no response was needed





Program Health Action Plan Mid-Year Update

College: Kasiska Division of Health Sciences

Program: Interprofessional Geriatric Certificate-UGRD

Plan Category: Program Improvement Plan

1. Average number of degrees or certificates awarded over the past 5 years. 15 (3 per year)

- Student credit hours generated in the most recent fiscal year
- **3.** Please provide your response to the Administrative Council (August) suggestions/questions.

Thank you. There has been an enrollment increase noted in the first course of the Certificate (DHS 4402/5502). In Fall 2021 the course was full with 25 students showing that it is a popular elective for many health science students, many of whom are in professional programs. We are promoting the subsequent courses in the Certificate as well (last year only 3 students enrolled in DHS 4403/5503). Our enrollment goal is for 10 students per year to complete the certificate. This will only be possible by working with professional programs and by better promotion of the other 2 courses in the Certificate.

- 4. Please provide details and a timeline for your Action Plan. In November 2021, will speak with students enrolled in DHS 4402 to reiterate that the course is the first in a series of 3 courses that leads to the Geriatric Certificate. In Spring 2022, will work with Pharmacy and Nursing Programs to create internship opportunities within the professional curriculum that will also satisfy requirements for DHS 4405 (Geriatric Internship).
 Promotion of the Certificate is engained with Experience ISLL Day and when Dre Health
 - Promotion of the Certificate is ongoing with Experience ISU Day and when Pre-Health Advisers meet with BS in Health Sciences students.
- 5. What (if any) changes and/or progress have you made since the original submission of your Action Plan that will help the program move forward?

 The fact that DHS 4402 is full in Fall 2021 is significant and shows that there is a group

of students interested in care of older adults. We have revamped the online DHS 4403 course to make it more attractive to students by bringing in guest speakers and content experts in Geriatric Care and sharing the course syllabus with DHS 4402 students. We have been working with professional programs to find ways to integrate existing clinical practicum experiences into DHS 4404 --the final course in the Certificate. If this pathway is made clear and easy to navigate for students, we are certain we can increase the number of students who complete the Certificate.

Working with Lee Ann Hancock in the KDHS Marketing Office, we have created rack cards and other promotional materials for the Geriatric Certificate.



- **6.** Please provide any additional information. We continue to tracking metrics related to certificate production on a yearly basis. The field of geriatric care is growing in importance and we are confident that more of our health science students will avail themselves of the opportunity to receive this education and receive this certificate in response to our increased efforts. Sister Anthony Marie Greving is to be commended in particular for her efforts to promote care of older adults and this Certificate option for our students.
- 7. If you are requesting additional resources, what additional resources might you need? Please provide a simple budget. We are requesting no additional resources. The resources within the KDHS for promotion of health sciences generally can be utilized to include the Geriatric Certificate.
- **8.** Please select your Dean's email address teresaconner@isu.edu
- 9. DEAN RESPONSE ONLY If the program has requested resources, where will the requested resources come from (e.g., reallocation, strategic investment, etc.)? Dean determined no response was needed



TAB 1 Page 161



Program Health Action Plan Mid-Year Update

College: Kasiska Division of Health Sciences

Program: Pre-Speech-Language Pathology-UGRD/Audiology UGRD PRE-PRO

Plan Category: Program Restructure

Average number of degrees or certificates awarded over the past 5 years.
 (newly tracking as a certificate) FY 20 there were 4 certificates; FY 21 there were 22 certificates

- Student credit hours generated in the most recent fiscal year 4016 (However, all SCH data are combined for all of CSD ugrad courses on the spreadsheet provided by IR, so these numbers don't represent data for this particular program/certificate)
- **3.** Please provide your response to the Administrative Council (August) suggestions/questions.

Background: This Pre-Professional Program (online curriculum) was one of the first in the county when it began over 10 years ago (with no additional support other than existing resources and new professional fees). Enrollment at its peak was in the mid 100's in the mid 2000's. Many other programs have since been created, resulting in increased competition; enrollment is currently close to 40 - 50 students. In addition, trends across the country reveal an overall decrease in the number of undergraduate and pre-professional students enrolled in Communication Sciences & Disorders (CSD) BS programs. It's difficult to pinpoint the reasons for this, but some factors may include the limited employment opportunities with a BS degree in CSD; the degree is mainly a preparation degree for graduate studies in Speech-Language Pathology or Audiology. Proposed Actions

Improvements: Gather additional data regarding curriculum/costs, etc. of other comparable programs for accurate comparisons. Work with the eISU Marketing and Communications Coordinator to create an appropriate survey to gather current and former student feedback regarding why ISU was chosen, what factors affected their decision and other relevant questions. We have already scaled back the frequency of course offerings due to less demand, but additional changes and improvements could be made based on additional feedback. This plan would focus on strengthening the current model.

Restructure/Other Innovations: Could focus on expanding/restructuring the current model. Discussions have circulated regarding making the pre-professional offerings into a "2nd BS Degree" (other models are out there); discussions have also occurred regarding creating a CSD BS degree in a completely online format since many of the courses are already offered online for the pre-pro program; continued conversations with Blake Beck and others regarding the feasibility of this will continue. If an expansion is proposed, proper personnel and financial support would be needed.

4. Please provide details and a timeline for your Action Plan. Conduct a survey (working with eISU Marketing and Communications) of alumni for the purposes of marketing, and develop/implement marketing tools to attract more students.



Progress: Elapsed time since goal has been written/approved by Program Health Committee has been inadequate to address. Target is to initiate a survey in Spring of 2022.

Explore potential to expand Pre-Professional Certificate into a "2nd BS Degree", with the intent that it be offered online, to mirror the on campus BS degree. Progress: Elapsed time since goal has been written/approved by Program Health Committee has been inadequate, though discussions with Blake Beck about the feasibility of e-ISU to support such a program have been initiated. Target is to initiate in late Spring and work on Summer of 2022.

- 5. What (if any) changes and/or progress have you made since the original submission of your Action Plan that will help the program move forward? Relevant information provided in earlier question "Please provide details and a timeline for your Action Plan."
- 6. Please provide any additional information. The courses offered for this certificate are some of the same courses offered for our CSD BS degree, but created to be offered completely online, asynchronously as separate offerings to appeal to individuals who are working in other fields/completing degrees in other areas who desire the flexibility of an asynchronous offering. This program was implemented without any additional university funding/resources and relied on a professional fee to cover costs of online course creation and many overload contracts for existing faculty to teach these courses. With declines in enrollment in recent years due to proliferation of other universities offering a similar program, the overall CSD budget has declined, along with some of the expenses (less overload contracts), as well. We've worked to reduce the frequency of course offerings and evaluated the curriculum relative to peer institutions.
- 7. If you are requesting additional resources, what additional resources might you need? Please provide a simple budget. We haven't had enough time to develop our specific plans and needs for a budget; if ISU resources for surveys, marketing and promotion aren't sufficient, we may need funds to assist with these efforts.
- **8.** Please select your Dean's email address teresaconner@isu.edu
- 9. DEAN RESPONSE ONLY If the program has requested resources, where will the requested resources come from (e.g., reallocation, strategic investment, etc.)? I support the data collection process proposed so that a determination of whether another credential best meets potential enrollees' needs. Recommend a budget study to examine best budgetary model for the program.

PAR



Program Health Action Plan Mid-Year Update

College: Kasiska Division of Health Sciences

Program: Radiographic Science-CERT Plan Category: Program Restructure

1. Average number of degrees or certificates awarded over the past 5 years. 1.4

2. Student credit hours generated in the most recent fiscal year 250

3. Please provide your response to the Administrative Council (August) suggestions/questions.

The DMS program has met its benchmark enrollment of 6 students/cohort/year. Eight students enrolled in the current entering cohort representing a 25% increase in cohort size.

In regards to the suggestion of micro-credentials, the program is exploring joint certificate offerings with other health professions both for currently enrolled students and working professionals.

In order to meet the goal of accepting at least 6 students per cohort each year, the DMS program will continue to increase marketing efforts.

4. Please provide details and a timeline for your Action Plan.

The RS Cert (DMS) program is currently in its third year of students. This program is new and outcomes are in the process of being collected. Since this is a self-supported funding model, increased enrollment will lead to additional resources for the program. Enrollment in the program (which started its 3rd cohort in May 2021) has increased each year. Increased marketing efforts and awareness of the program has led to the increased enrollment. It is expected that enrollment will remain stable or increase in future years. It is also important to continue the DMS program because of its partnership with Portneuf Medical Center (PMC) and the critical need for ultrasonographers. PMC is funding 0.175 FTE for program instruction. The DMS program is also partnered with the Medical Residency program and the PA program to provide POCUS instruction to the residents and PA students.

5. What (if any) changes and/or progress have you made since the original submission of your Action Plan that will help the program move forward? The program also just developed a 4 semester option instead of the established 3 semester track. The heavy course load and clinical requirements of the 3 semester program was identified as a barrier for some students to complete the program. All the coursework is the same, but the new option spreads the course load and clinical requirements of the 3 semester program over 4 semesters. This option has only recently



been approved and the cohort accepted in 2021 was the first given the option to choose between the 3 semester and 4 semester tracks.

Overall the plan is to increase enrollment through marketing and give the program time to fully develop reliable data and outcomes over time.

- **6.** Please provide any additional information.
 - Though sonography iprogram is new to Idaho State (only 3 years old), the need for sonography education is already greatly expanding. This is demonstrated by the Family Medical Residency program partnering with Health West to hire a full-time sonographer for their needs. The FMR program realized how valuable sonography education is for the medical residents because of the education and training provided by the DMS program faculty. Needs for educated and trained sonographers has increased because of COVID to diagnose lung and venous pathology. There are also more job openings throughout the region than can currently be met. We are continuously receiving requests for graduates to be ready to work in the field. This increasing demand shows how valuable the DMS program is in our region.
- 7. If you are requesting additional resources, what additional resources might you need? Please provide a simple budget.
 In order to expand and offer a micro credential for a number of health science programs, an additional .5 FTE is needed.
- **8.** Please select your Dean's email address teresaconner@isu.edu
- 9. DEAN RESPONSE ONLY If the program has requested resources, where will the requested resources come from (e.g., reallocation, strategic investment, etc.)? COH will work with the KDHS to fund an additional 0.5 FTE as the enrollment continues to grow and through partnerships with other programs and agencies.. This is a new program with strong workforce data to support need. The program is building enrollment and has exceeded the initial benchmark of 6 by enrolling 8 students. Addition of a 0.5 FTE would allow the program to grow a highly desirable micro credential sought by PT's and chiropractors. This training would also be attractive to ATC's and NP's. Reallocation of funds and student cohort growth are potential sources of funding.





Program Health Action Plan Mid-Year Update

College: Kasiska Division of Health Sciences Program: Rehab and Comm Sciences-DOCT Plan Category: Program Improvement Plan

1. Average number of degrees or certificates awarded over the past 5 years.

2. Student credit hours generated in the most recent fiscal year 51

3. Please provide your response to the Administrative Council (August) suggestions/questions.

The program is planning to apply to WRGP, at the approval of the Interim Associate Dean and Dean of the College of Health.

A 5-year student headcount is difficult to predict for a PhD program, but one can certainly be estimated with the understanding that the estimation may be far off actual numbers.

4. Please provide details and a timeline for your Action Plan.

Completed Fall 2021:

Reviewed program with Associate Dean / College of Health Dean Enforced syllabi requirement for independent courses

Met with Graduate School and College of Health to start discussing course creation to benefit all upper division graduate programs with health science interprofessional learning opportunities.

Future plans:

Continue to request four graduate teaching positions. end of Fall 2021
Apply for the Western Regional Graduate Program (WRGP) Fall 2021
PhD in RCS Executive Council members and Program Directors will attend at least one department faculty meeting to summarize the program, address questions, and request feedback/suggestions from the SRCS faculty regarding the PhD program. Fall 2021
Submit Program Manual updates to SRSC graduate faculty. January 2022
Review and update the PhD in RCS curriculum mapping. Spring 2022
Create a GTA guiding document includeing roles and responsibilities. Spring 2022
Discuss (fall 2021) creating independent study / experimental course for professional topics

5. What (if any) changes and/or progress have you made since the original submission of your Action Plan that will help the program move forward?



Dates have changed regarding timeline for accomplishing benchmarks. The new timeline is more realistic given challenges of COVID.

6. Please provide any additional information. Identify budget needs Spring 2022. Meet with Dean to discuss budget needs Spring 2022. Present preliminary budget proposal Spring-Summer 2022.

7. If you are requesting additional resources, what additional resources might you need? Please provide a simple budget.
We currently do not have a budget. A budget is requested to support the program. A budget request will be made to COH and KDHS. An initial budget request will be developed with the Dean of COH.

- **8.** Please select your Dean's email address teresaconner@isu.edu
- 9. DEAN RESPONSE ONLY If the program has requested resources, where will the requested resources come from (e.g., reallocation, strategic investment, etc.)? A part-time staff assistant (.25 FTE) will be formally allocated to the program from the dean's office. Professional fees will be reallocated from the dean's office to support initial budget development. Discussed reassignment of a part-time staff to support the program and committed to developing a budget through the university budgeting process.





Program Health Action Plan Mid-Year Update

College: Kasiska Division of Health Sciences

Program: Biopharmaceutical Analysis-DOCT/MAST/MSCP

Plan Category: New Program Proposal

1. Average number of degrees or certificates awarded over the past 5 years. 3

2. Student credit hours generated in the most recent fiscal year 1140

3. Please provide your response to the Administrative Council (August) suggestions/questions.

MSCP

The MSCP program believes the suggestions provided by the Administrative Council accurately reflect the current challenges we have and provide appropriate guidance for moving forward in the future. The program enrolled 3 new students 2020-2021 and 2 new students in 2021-2022. The program has already admitted 2 Navy Psychologists for 2022-2023 and had a student defer enrollment to 2022-2023. A comment was made asking for, "More clarity about needed resources and funding sources and how these align with the college budget process will be helpful." The MSCP program is predominantly funded by Appropriated funds (APHR13, \$743,452.00 annually). This covers faculty salaries, professional salaries, adjunct pay, fringe allocations, travel, services, and advertising. MSCP also has a small local budget (LPHR44). BPSCI

The BPSCI program had a significant student enrollment (75%) increase in Spring and Fall 2021. A total of 9 grad students have been recruited, including 6 PhD students and 3 MS students. BPSCI currently has a total of 21 graduate students. In terms of budget process, BPSCI has a dept local budget (LPHR17) with additional appropriated funds for faculty lines. Budget is requested by the Department Chair using a Google sheet that consolidates budget requests across the college. The Dean makes the final budget requests and allocates funding to the department. The department chair allocates funds for the program to the Program Director.

4. Please provide details and a timeline for your Action Plan.

MSCP

Ongoing - develop and implement marketing and recruitment strategies.

Ongoing - Target regional psychology doctoral students and Western states psychologists.

Fall 22 - Implement the online MSCP program pending SBOE approval.



Spring 23 - Create interdisciplinary clinical psychopharmacology CE and Certificate programs.

Spring 23 - Apply to Optum for additional \$100,000 in tuition support.

Ongoing - Identify other potential funding sources for student scholarships. BPSCI

Ongoing - develop BPSCI research core facilities for sustainability.

Ongoing - develop BPSCI BS program in Pharm. Sci., including high school outreach/recruitment strategies into the BS program.

Fall 2022 - develop and implement marketing and recruitment strategies to expand international student distance learning access to the MS and PhD programs.

Fall 2023 - develop strategies to enhance program capacity.

5. What (if any) changes and/or progress have you made since the original submission of your Action Plan that will help the program move forward? MSCP

MSCP developed a comprehensive marketing plan, including developing and implementing an online advertising plan. An ad hoc MSCP Recruitment Evaluation Committee was created to conduct a comprehensive review of the enrollment and recruitment strategies.

BPSCI

BPSCI is developing a new comprehensive BS degree program, including curriculum and high school student marketing/recruitment strategies. An ad hoc BPSCI BS program committee was created to spearhead the program development. BPSCI is also developing the policy and procedures of the research core facilities for the purpose of sustainability and program capacity enhancement.

6. Please provide any additional information.

MSCP

MSCP shifted from an in-person "bricks and mortar" program to a hy-flex model allowing live attendance via Zoom. The COP and the UBO for KDHS are completing a submission to the SBOE for approval of a totally online MSCP program to launch in the Fall of 2022. To help with cost, the MSCP program joined the WICHE WRGP, 3 of 5 students qualified for in-state tuition. MSCP was awarded \$150,000 from Optum /UnitedHealth for tuition scholarships and clinical training. MSCP continued to work with the US NAVY DUINS program – 2 Navy psychologists starting Fall 22. The Navy has committed to training 1-2 students annually. BPSCI

Meridian Campus office space expansion has been funded via the state of Idaho permanent building fund with expected completion in Summer 2023.

7. If you are requesting additional resources, what additional resources might you need? Please provide a simple budget.

MSCP

As the MSCP program plans to develop a new online program with the capacity for 30 students, additional resources are needed. This includes:

.5 FTE Prescribing Psychologist (\$80,000)

.4 FTE LCSW (\$40,000)

Funding for adjunct Faculty (\$20,000)

Operations (\$10,000)



One time costs (\$10,000) BPSCI

Each of the BPSCI core facilities (Biopharmaceutical, Zebrafish, Computational) needs at least one dedicated technician to maintain the core's major instruments. Three 0.49 FTE technicians (\$75,000/year). One month of a Director's Salary would help expedite expansion/funding of cores and core instrumentation. (~ \$20K /year). Research cores provide robust and economical support for graduate research and enhance the attractiveness of the program for applicants.

- **8.** Please select your Dean's email address walterfitzgerald@isu.edu
- **9.** DEAN RESPONSE ONLY If the program has requested resources, where will the requested resources come from (e.g., reallocation, strategic investment, etc.)? The requested resources will come from professional fees, funded research proposals, clinic revenues, and donor gifts.





Program Health Action Plan Mid-Year Update

College: College of Science and Engineering

Program: Civil Engineering-MAST

Plan Category: Program Improvement Plan

1. Average number of degrees or certificates awarded over the past 5 years. 3.4

2. Student credit hours generated in the most recent fiscal year 282

3. Please provide your response to the Administrative Council (August) suggestions/questions.

Feedback from Administrative Council: The program is candidate for restructure. Response from the program: We have proposed a 4+1 BS+MS option in order to increase the number of graduates.

Feedback from Academic Affairs and Dean Colleagues: Recommend improvement plan, investment/reallocation of resources. Additional graduate enrollment appears feasible if the department has the resources to attract them. Because the potential for drawing additional grant dollars into the department is high ... Additional GA allocations tied to the preparation of major grant proposals might be one possible model to pursue ... Response from the program: There are four faculty members who advise in the Civil Engineering – MAST program. It is unclear to the faculty why the program was placed in the second Quintile. According to the Institutional Research data, in Fall 2020 the program had enrollment of nine (9) students. In comparison, in Fall 2020, the Chemistry - MAST and Computer Science - MAST programs had three (3) and two (2) students, respectively. Yet, these two programs were placed in the fourth Quintile and the fifth Quintile, respectively. Given the number of faculty in the program and the fact that each student has a unique research project that takes several months to complete, we believe we are providing an excellent quality graduate education while maintaining an ABET accredited undergraduate program in Civil Engineering. In response to GA's tied to grants, thanks to one of our very active faculty members and the department chair, the program has brought in between \$1.5M to \$2.0M worth of grant money in the last couple of years. Some of the students in the program are funded by these grants. Given that faculty members on the average teach three different technical courses per semester, expecting more grant money from the program faculty seems unrealistic.

- **4.** Please provide details and a timeline for your Action Plan. The following actions will increase the number of students in the program:
 - 1. A fast-track 4+1 BS plus a non-thesis MS option has been developed and submitted to the university curriculum council.



- 2. The faculty will encourage students to pursue their Master's degree. It should be noted that the American Society of Civil Engineers (ASCE) has been promoting "BS plus 30 credits (MS degree)" for graduates to practice in Civil Engineering as a licensed Professional Engineer (PE).
- 3. With the majority of the Civil Engineering MAST program students having received their BS degree from ISU, the department is working on ways to increase the number of undergraduate students.
- 4. Faculty are actively recruiting MS-level students from BYU-Idaho.
- 5. We are requesting more GTAs for the Civil Engineering MAST program.
- 6. Faculty are actively involved in research to fund additional graduate students.
- 5. What (if any) changes and/or progress have you made since the original submission of your Action Plan that will help the program move forward? Paperwork for the approval of a 4+1 program (#1) has been submitted and is under review. Faculty continue to pursue items 2, 3 and 4. Fall enrollment is up 22% and our five-year graduation average increased from 3.2 to 3.4. On item #4, BYU-Idaho does not have a graduate program and it's an opportunity to recruit additional students. ISU faculty have built bridges with our BYU-I counterparts; interacting at professional meeting and making presentations to their students (pre-Covid). One BYU-I student who recently applied for our MSCE program, noted that he attended a presentation and it piqued his interest to apply. Items #5 and #6 are key to increasing our students. If we plan to compete with peer institutions like USU, BSU and U of I, funding in the form of GTA or GRA is critical. Faculty continue to request additional GTA funding and pursue additional research opportunities.
- 6. Please provide any additional information.

 The population of Idaho is growing and the infrastructure is getting old. With the recent investment in infrastructure by the Biden Administration and Congress, we expect the enrollment in the Civil Engineering MAST program to increase. As an example, the American Rescue Plan Act (ARPA) has a budget of \$1.9 trillion, much of it for infrastructure. In the recent STEM Career Fair held on October 6, 2021 at ISU, a large number of the employers were Civil Engineering firms. Many of the firms and government agencies (e.g., KPFF Structural Engineering and INL Structures and Seismic Group) hire only graduates with Master's degrees.
- 7. If you are requesting additional resources, what additional resources might you need? Please provide a simple budget. Currently we have 11 students in the Civil Engineering MAST program. This academic year, we are on track to graduate six (6) M.S. students in the program. If the university believes 11 students in the program is not enough, please provide more Master's level GTAs.
- **8.** Please select your Dean's email address scottsnyder@isu.edu
- **9.** DEAN RESPONSE ONLY If the program has requested resources, where will the requested resources come from (e.g., reallocation, strategic investment, etc.)? This is an inherently strong degree program that is in need of additional support (GTAs, faculty lines)





Program Health Action Plan Mid-Year Update

College: College of Science and Engineering Program: Electrical Engineering-BACH

Plan Category: Program Improvement and New Program Proposal

1. Average number of degrees or certificates awarded over the past 5 years. 25.2

- 2. Student credit hours generated in the most recent fiscal year 833 (FY 2020)
- **3.** Please provide your response to the Administrative Council (August) suggestions/questions.

The ECE Department's degree program proposal for the new MS ECE degree has been submitted to the SBOE on 9/24/2021, and is being reviewed Statewide by other Idaho public institutions, including Boise State University and University of Idaho, which offer similar degrees covering other regions of Idaho. The success of MS ECE will bring growth to the graduate student population and enable graduate-level research, both having been weak due to the lack of any dedicated electrical and computer engineering graduate degrees at ISU. The MS ECE degree enables and necessitates ECE faculty to conduct externally or internally funded research to support graduate students in their studies. This will increase qualified graduate students to take on University funded GTA or faculty funded GRA positions in the Department, which in turn will directly support and improve the undergraduate instruction for the BS EE program. ECE Department offers laboratory-intensive undergraduate education. Therefore having qualified faculty as well as graduate students capable of teaching and supporting higher-level advanced courses in the BS Program is critical. In the past, graduate assistants with advanced knowledge and skills beyond the BS level were virtually not existent. As a result, the Program faculty often had to conduct the laboratory courses themselves, taking away the faculty's time to contribute to research and creative scholarship.

- **4.** Please provide details and a timeline for your Action Plan. Action Plan:
 - 1. Working with the CS Department to roll out a BS Computer Engineering degree program

The BS CpE degree has been approved by SBOE and NWCCU, and the UCC proposal review is near completion to ready the Fall 2022 roll out of the degree.

2. Develop and roll out an MS ECE degree program

The MS ECE degree has been submitted by ISU to SBOE for review. Our timeline for the degree offering is Fall 2022.



- 3. Enhance ECE outreach and recruiting of faculty and students
 The department has been actively involved in this, and expects to hire a new faculty by
 Fall 2022 to replace recent retirements. ECE has been participating in recruiting events
 as well.
- 5. What (if any) changes and/or progress have you made since the original submission of your Action Plan that will help the program move forward? The approval and planned roll out of the BS CpE degree. Also, the anticipated SBOE approval and roll out of the MS ECE degree.
- **6.** Please provide any additional information. None at this time.
- 7. If you are requesting additional resources, what additional resources might you need? Please provide a simple budget. None at this time.
- **8.** Please select your Dean's email address scottsnyder@isu.edu
- **9.** DEAN RESPONSE ONLY If the program has requested resources, where will the requested resources come from (e.g., reallocation, strategic investment, etc.)? The dean concurs





Program Health Action Plan Mid-Year Update

College: College of Science and Engineering Program: Engineering & Applied Sci.-DOCT

Plan Category: Program Restructure

1. Average number of degrees or certificates awarded over the past 5 years. 2.2 per year

2. Student credit hours generated in the most recent fiscal year Unknown – Data are not provided by Institutional Research. In Fall 2020 and Spring 2021, the EAS program had 19 and 20 students, respectively. The student credit hours cannot be calculated within the given time frame since the EAS students reside in seve

3. Please provide your response to the Administrative Council (August) suggestions/questions.

Feedback from Admin Council: Eliminate or restructure.

Additional Review from Admin Council: (a) We recognize the challenge of parsing out enrollment, capacity and other data for this program ... (cont'd)

Program response: The realistic goal for the next few years is an average of 3 graduates per year. The recent enrollment data show a five year average enrollment of 19 and a current enrollment of 23; an increasing trend. Enrollment is expected to increase in future years with the addition of the Computer Science Department and additional civil engineering students in a cooperative program with Boise State University. Having extraordinary faculty members, the growth can be catalyzed if more resources (especially GTAs) are available.

Feedback from Academic Affairs and Dean Colleagues: recommend restructure. Although likely to be unpopular, it might be wise to consider the shuttering of this particular program ... (cont'd)

Program response: The EAS program committee has considered restructuring as well as eliminating the program. The consensus is to maintain the present program but to expand into more interdisciplinary areas of study and research and to engage departments at other departments and universities. The EAS program is serving as a foster home (or incubator) for the small departments and faculty who wish to develop their own PhD program in the future. The efforts (e.g., recruiting talented faculty and students, developing research labs) are in progress but slow due largely to limited available resources. Shuttering the program will severely hamper growing research efforts within the departments it serves.

As a step to make a more focused degree, the EAS program has asked the Registrar's



Office to add focus area to the EAS student's diploma. The EAS program continues to work with the Registrar's office to make this happen. Such a degree will generate industry-responsive connections.

- **4.** Please provide details and a timeline for your Action Plan.
 - PhD and MS programs are closely linked. The ECE Department is working on an MS ECE proposal and has a plan to have the MS degree starting in 2022-23 or possibly 2023-24 (The degree is on its 3 year plan). This program is expected to improve the ECE pipeline from BS to PhD, and is attractive to outside/international students looking to pursue an MS and ultimately a PhD. Furthermore, the faculty of the participating departments will encourage students to pursue Master's degree creating a bridge to the PhD EAS program (Timeline: in 3 years).
 - The CEE Department is planning to offer PhD EAS degree teaming up with the Civil Engineering Department at BSU. Presently, BSU Civil Engineering Department does not have a PhD program but wishes to conduct research with PhD students (Timeline: in progress).
- **5.** What (if any) changes and/or progress have you made since the original submission of your Action Plan that will help the program move forward?
 - To develop a more focused degree, we have recently contacted the Registrar's Office to follow up on the adding focus area to the EAS student's diploma. We will continue to work with the Registrar's office to move forward. (Timeline: in progress)
 - In the Fall 2021 semester, the CEE department has two BSU graduate students enrolled in one of our civil engineering courses. Prior to enrollment, the syllabus for the course was submitted and accepted by the BSU civil engineering faculty. It is our intention to encourage further dialogue and to promote the EAS program with BSU-Civil as well as other institutions.
- **6.** Please provide any additional information.
 - The enrollment in various educational programs is highly depend on the federal/state government policies and budgets. The American Rescue Plan Act (ARPA) has a budget of \$1.9 Trillion, much of it for infrastructure. With the recent investment in infrastructure by the Biden Administration and Congress, we expect the need for advanced level engineering and science students will rise and thus a corresponding increased enrollment in the EAS program.
- **7.** If you are requesting additional resources, what additional resources might you need? Please provide a simple budget.
 - The Enrollment Statistics for the last four semesters show that the enrollment in the EAS is consistent and is tending to rise (i.e., 18 in S20, 19 in F20, 20 in S21, 23 in F21). One of the best ways to increase enrollment in the EAS program is to increase funding. In years past, the CEE program has submitted several requests for grants in the environmental and energy areas, however, the opportunities in the past four years have been limited. We will continue to submit proposals as we believe we can make meaning contributions to society and in the need to support and educate PhD students. In addition to our proposals, the EAS program requests additional PhD GTAs to the EAS participating departments (for supporting EAS students). The GTA students are



- expected to help their advisors not only in teaching but also in developing additional external grant proposals. (Fall 2022).
- **8.** Please select your Dean's email address scottsnyder@isu.edu
- **9.** DEAN RESPONSE ONLY If the program has requested resources, where will the requested resources come from (e.g., reallocation, strategic investment, etc.)? This degree program is essential for the future of the College of Science and Engineering. With the addition of research active faculty in the departments that participate in this program I believe the future of the program to be strong.





Program Health Action Plan Mid-Year Update

College: College of Science and Engineering Program: Environmental Engineering-MAST

Plan Category: Program Restructure

1. Average number of degrees or certificates awarded over the past 5 years. 0.6

- Student credit hours generated in the most recent fiscal year Environmental Engineering has both undergraduate courses (part of BS Civil Engineering) and graduate courses. The SCH generated the most recent fiscal year are Undergraduate 99, Graduate 75.
- **3.** Please provide your response to the Administrative Council (August) suggestions/questions.

Feedback from Administrative Council: Environmental Engineering and Environmental Science Management: both have low enrollments. Would COSE be better served eliminating these programs and allocating faculty time to other programs? Or should these two programs be consolidated?

Response from the program: The undergraduate BSCE, MSCE, MS Env ENGR and MS ENSM are integral programs, sharing courses needed by each degree including split-level 4000/5000 courses. With current faculty expertise, elimination of Environmental Engineering and Environmental Science and Management will not reduce any resources for the university since both faculty in the two programs are also teaching ABET required courses in the CE and ME undergraduate program. Consolidation of the programs reduces students' career options. The environmental engineering program at ISU is the only dedicated MS Environmental Engineering program in the State of Idaho. In a recent document by INL titled "INL Workforce Projections" the INL estimates that they will need 7 new environmental engineers by 2025.

Feedback from Academic Affairs and Dean Colleagues: Consider the development of a 4+1 program to increase enrollment at the graduate level. I also believe a recruitment program that speaks to the advantages of a graduate degree (higher earning potential, career advancement opportunities, increased competitiveness for positions) would be wise to consider. An advantage of a 4+1 program is that funding for GA's would only be necessary in the 5th and final "full-graduate" year. Our new Accelerated Programs policy could be a significant asset to this program as it conceptualizes this course of action. Response from the program: ENVE-MAST is already taking part in the fast-track 4+1 BS plus a non-thesis MS option along with the CE-MAST and ENSM-MAST.



- **4.** Please provide details and a timeline for your Action Plan.
 - The following actions will increase the number of students in the program:
 - 1. A fast-track 4+1 BS plus a non-thesis MS option has been developed and submitted to the university curriculum council.
 - 2. The faculty will encourage ISU undergraduate students to pursue their Master's degree in ENVE, especially from the CE and Chemistry undergraduate program.
 - 3. Increase the program exposure in local/regional undergraduate institutions, such as BYU-I and Montana Tech which has one of the bigger undergraduate Environmental Engineering program in this region.
 - Increase tie with Biomedical and Pharmaceutical Science program and ISU Institute of Rural Health to develop research in Environmental Toxicology to attract funding for students.
- 5. What (if any) changes and/or progress have you made since the original submission of your Action Plan that will help the program move forward?
 Paperwork for the approval of a 4+1 program (Item 1) has been submitted and is under review. Faculty continue to pursue Items 2, 3 and 4, although contact with Montana Tech and ISU Institute of Rural Health would be a new development.
- 6. Please provide any additional information.
 - There are enquiries of ENVE-MAST at least on weekly base if not more, especially from international students. If funding of GTA/GRA is available, ENVE-MAST enrollment will definitely increases. ISU cannot solely rely on faculty to generate funding for student support, institution support is essential; College of Engineering of U of Utah is an example of such success. ENVE has always been a component of civil/infrastructural engineering, however, its employment trends are affected by national policy. The current administration is giving a substantial push in green and sustainable engineering which is evident in the recent INL Workforce Projections (5-Year Lab-Wide Occupation Growth and Replacement Estimates). INL lists Energy and Environment S&T(sustainability and technology) as its first mission, Environmental Engineering is specifically listed as one of the anticipated opening areas. Thus, the prospect of Environmental Engineering is rather optimistic in the near future.
- 7. If you are requesting additional resources, what additional resources might you need? Please provide a simple budget. Allocate 1 GTA/GRA for ENVE-MAST.
- **8.** Please select your Dean's email address scottsnyder@isu.edu
- 9. DEAN RESPONSE ONLY If the program has requested resources, where will the requested resources come from (e.g., reallocation, strategic investment, etc.)? The dean does not share the program's optimism on it's long term viability but is willing to support efforts to increase enrollment. The dean has requested that the program develop a vision of its future to determine the place of environmental engineering in the long term.

ROARPPGA

TAB 1 Page 179



Program Health Action Plan Mid-Year Update

College: College of Science and Engineering Program: Environmental Science Mgt-MAST

Plan Category: Program Restructure

1. Average number of degrees or certificates awarded over the past 5 years. 1.6 per year

- 2. Student credit hours generated in the most recent fiscal year 47 (22 in F20, 25 in S21)
- **3.** Please provide your response to the Administrative Council (August) suggestions/questions.

Administrative Council: Environmental Engineering and Environmental Science Management: both have low enrollments. Would COSE be better served eliminating these programs and allocating faculty time to other programs? Or should these two programs be consolidated?

Additional Suggestions/Questions: They have an endowment and this program allows for interdisciplinary study AMONG colleges --a strength (cont'd)

- The ENSM program is a unique program that comprises multiple departments and colleges and fosters multidisciplinary studies combining engineering, natural science, business, and political science. In regard to the lab space, students use the lab in their home department and this arrangement seems working.
- The ENSM program has considered restructuring as well as eliminating the program. The consensus is to maintain the present program but to explore possibility of relocating the program in other department that has a strong undergraduate science and/or management program.
- There are no ENSM courses. All the courses in the ENSM program are the
 courses being used in the MS programs in the participating departments. These
 courses still need to be taught for their programs, even if the ENSM program is
 combined with other programs or eliminated. Program elimination will not free up
 resources to be allocated elsewhere.
- The student and employer interest in ENSM ebbs and flows depending on the social/political climate towards environmental issues and government funding. Recently, INL has shown a renewed interest in environmental issues. This could translate into additional students interested in this program.
- Enrollment data shows 4 in S19, 2 in F19, 2 in S20, 3 in F20, 3 in S21, 1 in F21. The average enrollment for the last 3 years is 2.5 per year. With the proposed action plan, the enrollment and graduation rate are expected to increase. The goal is 5 graduates per year.
- 4. Please provide details and a timeline for your Action Plan.



To increase the number of student enrollment, the following actions are planned:

- 1. The CEE department (which includes the ENSM program) is in the process of developing a fast-track 4+1 BS plus a non-thesis MS option. With the new 4+1 BS/MS option, the number of enrollment in the ENSM program is expected to increase. (Time line: In progress).
- 2. The ENSM program has a \$100,000 endowment, which produces approximately \$3500 per year for a scholarship so called Samuel Horne Bennion Environmental Science Scholarship. Using this scholarship, the faculty of the ENSM-member departments will encourage students to pursue the ENSM degree. In each year, a flyer for the scholarship announcement is sent to the participating departments, and this activity will be continued. (Timeline: continuing).
- 3. CEE faculty have been and will be actively recruiting MS-level students outside ISU, especially from BYU-Idaho where there is no graduate program (Timeline: continuing).
- **5.** What (if any) changes and/or progress have you made since the original submission of your Action Plan that will help the program move forward?
 - The ENSM program requests GTAs, which will be used to recruit students. The GTA students are expected to help their advisors not only in teaching but also in developing external grant proposals. (Timeline: Fall 2022).
 - The ENSM program will explore possibility of relocating the program in other department that has strong undergraduate science and/or management programs. The pipeline from the undergraduate program to the graduate program can be an important factor for the success of the program. (Timeline: Spring 2022),
- **6.** Please provide any additional information.
 - The ENSM program is a founder and primary organizer of the conference, Intermountain Conference on the Environment (ICE), which was started mid 1990's. In recent years, the conferences were held jointly with Idaho Academy of Science and Engineering (IASE). Currently, we have approximately \$13,000 (donated by late Jack Lemley) in a local account to hold the conferences. In the past ICE conferences, a portion of the Lemley fund was used to invite local high school teachers and students, and provided awards (e.g., oral presentation awards, poster presentation awards) in the conference. We (with the CEE department faculty) will plan for the ICE conference after the COVID pandemic is over. This conference will highlight the importance of STEM (including environmental science, engineering, and management) education.
 - The 2021-2022 edition of the ENSM Bulletin "Program Bulletin 2021-2022" (25 pages) can be found in the ENSM web page at https://www.isu.edu/media/libraries/college-of-science-and-engineering/civil-and-environmental-engineering/documents/ENSM-Bulletin-2021-2022.pdf
- 7. If you are requesting additional resources, what additional resources might you need? Please provide a simple budget.

 As stated previously, the only resource that the ENSM program has is a \$100,000.

As stated previously, the only resource that the ENSM program has is a \$100,000 endowment, which produces approximately \$3500 per year for a scholarship. The

ROAR PPGA

TAB 1 Page 181

scholarship is the equivalent of only one semester tuition. The ENSM program requests GTAs to help the faculty in preparing external grant proposals.

- **8.** Please select your Dean's email address scottsnyder@isu.edu
- **9.** DEAN RESPONSE ONLY If the program has requested resources, where will the requested resources come from (e.g., reallocation, strategic investment, etc.)? The dean supports exploration of another CoSE department (Biology, Geology or Chemistry) taking the lead on this program in an effort to increase enrollment.





Program Health Action Plan Mid-Year Update

College: College of Science and Engineering

Program: Health Physics-ASSO Plan Category: Program Inactive

1. Average number of degrees or certificates awarded over the past 5 years.

Student credit hours generated in the most recent fiscal year

3. Please provide your response to the Administrative Council (August) suggestions/questions.

This Program Is INTENTIONALLY INACTIVE. It has been decided administratively, and agreed to by all relevant administrators, that this program should be left on the books to allow a rapid response to the INL should they again request ISU to supply technicians. It takes more than a year to obtain approval for such programs, having it available has been deemed a wise business decision.

- 4. Please provide details and a timeline for your Action Plan.
 There is no time line. This is moth balled as a program until it is again needed by INL.
- 5. What (if any) changes and/or progress have you made since the original submission of your Action Plan that will help the program move forward? No changes
- **6.** Please provide any additional information. Please list this program as strategically mothballed until called upon once again by local industry.
- 7. If you are requesting additional resources, what additional resources might you need? Please provide a simple budget.
 No additional resources necessary
- **8.** Please select your Dean's email address scottsnyder@isu.edu
- **9.** DEAN RESPONSE ONLY If the program has requested resources, where will the requested resources come from (e.g., reallocation, strategic investment, etc.)? Because this program is intentionally inactive and requires not resources the dean supports leaving it as a potentially viable future option.





Program Health Action Plan Mid-Year Update

College: College of Science and Engineering

Program: Health Physics-BACH

Plan Category: Program Improvement Plan

1. Average number of degrees or certificates awarded over the past 5 years. 0.8

- 2. Student credit hours generated in the most recent fiscal year
 188 (But caution, these are taught in conjunction with graduate program +171) at no
 additional cost.
- **3.** Please provide your response to the Administrative Council (August) suggestions/questions.
 - It is anticipated that the BS program in Health Physics will again resume past enrollment numbers over the next few years reflecting growth in the Nuclear Industry as a byproduct of new nuclear technologies such as Small Modular Reactors (SMR) that are currently scheduled to be built in Idaho responding to electrical energy demand, reduced hydroelectric energy infrastructure, and political desires to reduce carbon emissions. In essence, this BS program is an ancillary non-additional cost effort that rides on the tail of the graduate programs and as such makes excellent business sense. Our traditional recruiting effort; by word of mouth, associated with an excellent reputation and our recent efforts at expansion into the DOE complex for employees interested in career enhancement with distance opportunities are a unique niche that we will fill to expand our enrollment numbers. Doing so also allows ISU to service a \$2 billion dollar regional entity expanding its portfolio into small modular reactor technology. A technology whose success hinges on radiation safety. Idaho citizens have access - as skilled professionals - a labor market extremely understaffed nationally. There is an average of 80 new job openings per month. Contrast this to the national academic graduation rates for all programs over the United States that only produce about 130 or so Health Physicists annually and most people with any sort of business acumen realize that there are opportunities rapidly developing despite the doldrums we have been drifting through over the last few years. Our plan is to expand distance learning opportunities to better implement the capital infrastructure already being fully implemented by the program. These programs are already offered as distance programs, we just need to expand enrollment in these already offered opportunities. Our timeline will reflect national infrastructure growth of this technological arena.
- **4.** Please provide details and a timeline for your Action Plan.



Our plan is to expand distance learning opportunities to better implement the capital infrastructure already being fully implemented by the program. These programs are already offered as distance programs, we just need to expand enrollment in these already offered opportunities. The timeline of program growth will reflect national infrastructure growth of this technological arena.

- 5. What (if any) changes and/or progress have you made since the original submission of your Action Plan that will help the program move forward? The number of B.S. level students in the program has increased slightly. We are anticipating a post COVID bump as we reach a new normal. The job market remains unbelievable with students in the program often recruited before completion of the degree. Students are being offered phenomenal starting salary.
- 6. Please provide any additional information. We point out the the overall all return on investment in the Health Physics Program is substantial reflecting: Around a million dollars per year in research support, a combined enrollment of all programs being supported with an efficient course distribution, limited faculty, and substantial support activities in regard to student credit hours - supporting the Radiographic Sciences Program in the area of 150 student credit hours, and the NE program with Nuclear Instrumentation an additional 75 student credit hours.
- 7. If you are requesting additional resources, what additional resources might you need? Please provide a simple budget.
 No additional resources requested
- **8.** Please select your Dean's email address scottsnyder@isu.edu
- 9. DEAN RESPONSE ONLY If the program has requested resources, where will the requested resources come from (e.g., reallocation, strategic investment, etc.)? The Dean applauds the program's plan but is not as sanguine as the program about student growth. The program teaches a number of 4000/5000 courses at a frequency that is not sustainable with current staffing. In the current semester there are five of these courses offered with a total enrollment of about 32. The program needs to streamline its curriculum to meet constraints while ensuring that BS students have the opportunity to complete a Physics degree in four years.



TAB 1 Page 185



Program Health Action Plan Mid-Year Update

College: College of Science and Engineering Program: Mathematics-ASSO (Teachers)
Plan Category: Program Discontinuation

- **1.** Average number of degrees or certificates awarded over the past 5 years. zero
- Student credit hours generated in the most recent fiscal year zero
- Please provide your response to the Administrative Council (August) suggestions/questions.we need to remove this program. It has never had an audience
- **4.** Please provide details and a timeline for your Action Plan. remove program
- 5. What (if any) changes and/or progress have you made since the original submission of your Action Plan that will help the program move forward? no change
- Please provide any additional information. NA
- If you are requesting additional resources, what additional resources might you need? Please provide a simple budget. NA
- **8.** Please select your Dean's email address scottsnyder@isu.edu
- **9.** DEAN RESPONSE ONLY If the program has requested resources, where will the requested resources come from (e.g., reallocation, strategic investment, etc.)? The Dean concurs.

ROAR



Program Health Action Plan Mid-Year Update

College: College of Science and Engineering

Program: Mathematics-DOCT

Plan Category: Program Improvement Plan

1. Average number of degrees or certificates awarded over the past 5 years. 0.2

2. Student credit hours generated in the most recent fiscal year 108

3. Please provide your response to the Administrative Council (August) suggestions/questions.

We will have a new chair (hired externally). The new chair will be expected to develop a plan to address low enrollment. It should be noted that we have strong faculty and the demand for people with quantitative expertise is high, but our program has not changed in 25 years. My own view is that the mathematics department must work more closely with the computer science department in the future. This is an area of exponential growth.

I think we should focus on fixing the MS program and the appropriate action for the DA program should follow from this.

- **4.** Please provide details and a timeline for your Action Plan. I assume that the new chair can address this issue in the Spring of 2023.
- 5. What (if any) changes and/or progress have you made since the original submission of your Action Plan that will help the program move forward? The decision to hire a new, energetic external chair, and have her/him address this issue, supersedes plans I previously submitted.
- 6. Please provide any additional information. I can only offer an informed opinion. We should be able to put together a great and successful MS program with the proper leadership. How the DA program should evolve (or if it should be eliminated), will follow logically from a thoughtful analysis of the MS program.
- If you are requesting additional resources, what additional resources might you need? Please provide a simple budget. NA
- **8.** Please select your Dean's email address scottsnyder@isu.edu



9. DEAN RESPONSE ONLY - If the program has requested resources, where will the requested resources come from (e.g., reallocation, strategic investment, etc.)? The external chair will be charged with developing a vision for the department and the role of the graduate programs in the department. We should have a chair in place by mid-2022.





Program Health Action Plan Mid-Year Update

College: College of Science and Engineering

Program: Mathematics-MAST

Plan Category: Program Improvement Plan

1. Average number of degrees or certificates awarded over the past 5 years. 1.6

2. Student credit hours generated in the most recent fiscal year 108

3. Please provide your response to the Administrative Council (August) suggestions/questions.

We will have a new chair (hired externally). The new chair will be expected to develop a plan to address low enrollment. It should be noted that we have strong faculty and the demand for people with quantitative expertise is high, but our program has not changed in 25 years. My own view is that the mathematics department must work more closely with the computer science department in the future. This is an area of exponential growth.

- Please provide details and a timeline for your Action Plan.
 I assume that the new chair can address this issue in the Spring of 2023.
- 5. What (if any) changes and/or progress have you made since the original submission of your Action Plan that will help the program move forward? The decision to hire a new, energetic external chair, and have her/him address this issue, supersedes plans I previously submitted.
- **6.** Please provide any additional information. Mathematics masters programs in the region are thriving (BSU, WSU, UI). If we offer the right program, it too with thrive. Graduates get good jobs, represent ISU favorably, and earn significant salaries (which may translate to alumni donations).
- If you are requesting additional resources, what additional resources might you need? Please provide a simple budget. NA
- **8.** Please select your Dean's email address scottsnyder@isu.edu
- **9.** DEAN RESPONSE ONLY If the program has requested resources, where will the requested resources come from (e.g., reallocation, strategic investment, etc.)? We are currently search for an external chair who will work with the department to determine the fate of graduate programs as part of strategic vision development for the department. These degrees can be valuable once the department as a whole is on a positive, collaborative trajectory.





Program Health Action Plan Mid-Year Update

College: College of Science and Engineering

Program: Mechanical Engineering-MAST and Measurement and Controls Engineering-

MAST

(Note: in some University databases, the MS in MCE is called "Systems Engineering")

Plan Category: Program Improvement Plan

- **1.** Average number of degrees or certificates awarded over the past 5 years. 5 (For MS ME and MS MCE)
- 2. Student credit hours generated in the most recent fiscal year 252 (For MS ME and MS MCE)
- Please provide your response to the Administrative Council (August) suggestions/questions.
 Details are provided below
- 4. Please provide details and a timeline for your Action Plan. The ME department had three faculty leave over the past year. The department is currently in the final stages of the recruitment process to hire three new faculty. The new faculty will start in the Fall 2022. The department is also instituting an accelerated program for BS to MS in both ME and MCE graduate programs. This will increase the number of graduate students in the programs. An increase in the number of GTA's will be needed and draw more students into the programs. The current faculty are actively seeking external funding to support GTA/GRA's as well as to help support the MCERC. The department also needs additional administrative support.
- 5. What (if any) changes and/or progress have you made since the original submission of your Action Plan that will help the program move forward?

 The ME department is in the final stages of hiring three new faculty to begin in Fall 2022. Curriculum proposals, undergraduate and graduate, proposals have been submitted to the UCC and Grad Council. The UCC proposal for the accelerated BS to MS program has been approved. The graduate proposal is completing the process soon. The ME faculty are actively seeking external funding. Proposals will be going out in the spring.
- 6. Please provide any additional information.

 The ME department requested that the MS ME and MS MCE programs be evaluated as one program. The reason for this is that all of the ME faculty teach courses in both programs, supervise student in each program, and students in both programs take courses listed as ME and MCE courses all together. Over the past 5 years there has



been a total of 32 MS degrees awarded (14 MS ME degrees awarded and 18 MS MCE degrees awarded). That is an average degree production of 6.4 degrees (2.8 ME and 3.6 MCE) produced by the ME department. The number of students in the programs fluctuates, one year the MS ME has more students than the MS MCE and vice versa. However, with the implementation of the accelerated program the department should see an increase in both programs.

- 7. If you are requesting additional resources, what additional resources might you need? Please provide a simple budget. The resources for the three new ME faculty members was already approved. The ME department will continue to work with the Dean's office for additional administrative support.
- **8.** Please select your Dean's email address scottsnyder@isu.edu
- 9. DEAN RESPONSE ONLY If the program has requested resources, where will the requested resources come from (e.g., reallocation, strategic investment, etc.)? The dean recognizes the challenges created by the departure of three tenured faculty over a short period of time. The illness of one of these faculty and the non-participation of another faculty affected the program greatly over the five year period. The graduate programs across engineering are undersupported and labs must be identified for the new faculty hires.



TAB 1 Page 191



Program Health Action Plan Mid-Year Update

College: College of Science and Engineering

Program: Physics-ASSO

Plan Category: Program Improvement Plan

1. Average number of degrees or certificates awarded over the past 5 years. 1.2/year, or 6 in the last 5 years.

Student credit hours generated in the most recent fiscal year

3. Please provide your response to the Administrative Council (August) suggestions/questions.

We have chosen not to establish specific enrollment goals because we work to encourage students in this program to switch to the B.S. or B.A. program. However, we do not want to remove options and flexibility for our students. We try to recruit students into the A.S. program, especially if they intend to finish a bachelor's degree at a different institution. We would rather they come here for their first two years of study as opposed to somewhere else. Once students are in this program we encourage them to stay and pursue a bachelors degree here.

No, this program is not needed for any INL partnership. It is active however, with three students making progress towards a degree. We have averaged 1.2 students graduating with this degree every year.

- 4. Please provide details and a timeline for your Action Plan.
 - **1.** Develop documents for introductory physics Moodle course pages on our AS program by summer 2021.
 - 2. Propose improvements to student study and tutoring spaces by summer 2021, and institute a tutor training by summer 2021.
 - 3. Offer Phys 1103, Tools for Scientists I every spring semester starting in 2022.
 - **4.** Contact Physics Chairs of regional universities in to discuss joint courses for the fall semester of 2022.
 - 5. Contact ACAD 1102 instructors in May 2021 after spring semester final exams, and continue to touch base with them every summer before the fall semester to discuss when to advise students to take physics courses and the value of a physics coursework for STEM careers.
 - **6.** Conduct annual surveys of physics majors every fall on program satisfaction, advising, and course offerings.
 - **7.** Visit Idaho high schools to meet with prospective ISU students to discuss career opportunities and programs at ISU.



5. What (if any) changes and/or progress have you made since the original submission of your Action Plan that will help the program move forward?

Since August 2021 eight presentations have been made to students in eastern Idaho high schools of careers in physics and our programs at ISU including our Associates degree.

Increased advertisement of our physics tutoring service, expanded and improved the spaces set aside for tutoring, and provided training for all tutors.

Requested renovation of current spaces set aside for undergraduate student study and collaboration.

We are offering Phys 1103, Tools for Scientists I in the spring of 2022.

In the fall 2021 semester we conducted a survey of physics majors on what elective courses to offer over the next year, on satisfaction with physics advising, interactions with faculty, opportunities for research, and other issues related to their experience with physics at ISU.

6. Please provide any additional information.

There are currently three students enrolled at ISU with the Associates of Physics degree in their program of study. This program costs ISU nothing. All required courses for this degree are also required by other programs so it does not impact staffing, course scheduling, or university resources in any way. It does provide an additional option and flexibility to a small number of students that might have otherwise chosen to study elsewhere.

- If you are requesting additional resources, what additional resources might you need? Please provide a simple budget. NA
- **8.** Please select your Dean's email address scottsnyder@isu.edu
- **9.** DEAN RESPONSE ONLY If the program has requested resources, where will the requested resources come from (e.g., reallocation, strategic investment, etc.)? There is no financial upside to eliminating this program and it does seem to serve a role (if underutilized) in undergraduate education at ISU.





Program Health Action Plan Mid-Year Update

College: College of Science and Engineering

Program: Physics-DOCT

Plan Category: Program Improvement Plan

1. Average number of degrees or certificates awarded over the past 5 years.

2. Student credit hours generated in the most recent fiscal year 90

3. Please provide your response to the Administrative Council (August) suggestions/questions.

Enrollment in this program is limited by external funding and state appropriated funding. As such specific enrollment goals are not tenable. Specifically, we are currently limited to supporting 4 students each year in our M.S. and Ph.D. programs combined with state appropriated funds. We currently support five graduate students (M.S. and Ph.D.) with external funding. Our goal is to increase this funding and our enrollment.

- **4.** Please provide details and a timeline for your Action Plan.
 - 1. Faculty presentations, 1 per year per faculty member, at nearby colleges and universities to advertise our program and recruit students.
 - 2. Establish a social media account in 2021 to promote program.
 - 3. Request internal funding for two additional GTA positions by 2023
 - **4.** Propose external funding for one M.S. or Ph.D. student per year per faculty member.
 - 5. Require research project reports for each student each year.
 - **6.** Provide PhD qualifying exam follow-up advising and feedback meetings for unsuccessful candidate attempts.
 - **7.** Provide annual student orientation on expectations for degree progress, graduate program issues, qualifying examinations, and GTA policies.
 - **8.** Contact physics programs at other schools to discuss joint online course offerings by 2022.
- **5.** What (if any) changes and/or progress have you made since the original submission of your Action Plan that will help the program move forward?
 - 1. One faculty member has presented to students at one nearby university, and two faculty are planning visits.
 - 2. A Twitter account was established in March 2021.
 - 3. Requests were made for two additional GTA positions in February 2021.
 - **4.** One faculty member has submitted a research proposal requesting funding for graduate student support.
 - 5. All graduate students have submitted research project reports in 2021.



- **6.** An orientation meeting was provided to new graduate students in August 2021.
- 6. Please provide any additional information. This program has been challenged by less than collegial relations between faculty, poor communication, and other interpersonal issues that have hindered progress and effectiveness. To remedy these issues faculty have begun meetings with a consultant. Goals of these meetings are to improve program organization and leadership, collaboration between faculty, and to develop and advance individual and working group effectiveness and productivity.
- 7. If you are requesting additional resources, what additional resources might you need? Please provide a simple budget. We make requests each year at the college level for additional graduate student support. Due to the cost of graduate study our enrollment is limited by this support. We currently have two graduate students that have been accepted into this program that have deferred acceptance due to a lack of funding. Every year for the past three years the number of state appropriated graduate assistantships has declined. We will continue to request additional graduate student support at the college level and through external funding.
- **8.** Please select your Dean's email address scottsnyder@isu.edu
- 9. DEAN RESPONSE ONLY If the program has requested resources, where will the requested resources come from (e.g., reallocation, strategic investment, etc.)? GTA support across the college is inadequate, but the dean does not feel that this is the overarching challenge for the Physics graduate students. The dean is concerned about the low quality of students as revealed by chronic difficulty in students passing prequalifying exams. The dean is also concerned about the overall quality of student mentorship in both graduate programs. The program needs to address both challenges in a collegial and inclusive way if the graduate programs in Physics are to have a long term future.





Program Health Action Plan Mid-Year Update

College: College of Science and Engineering

Program: Physics-MAST

Plan Category: Program Improvement Plan

1. Average number of degrees or certificates awarded over the past 5 years. 1.6

2. Student credit hours generated in the most recent fiscal year 79

3. Please provide your response to the Administrative Council (August) suggestions/questions.

Enrollment in this program is limited by external funding and state appropriated funding. As such specific enrollment goals are not tenable. Specifically, we are currently limited to supporting 4 students each year in our M.S. and Ph.D. programs combined with state appropriated funds. We currently support five graduate students (M.S. and Ph.D.) with external funding. Our goal is to increase this funding and our enrollment.

- **4.** Please provide details and a timeline for your Action Plan.
 - 1. Faculty presentations, 1 per year per faculty member, at nearby colleges and universities to advertise our program and recruit students.
 - 2. Establish a social media account in 2021 to promote program.
 - 3. Request internal funding for two additional GTA positions by 2023
 - **4.** Propose external funding for one M.S. or Ph.D. student per year per faculty member.
 - 5. Require research project reports for each student each year.
 - **6.** Provide annual student orientation on expectations for degree progress, graduate program issues, qualifying examinations, and GTA policies.
 - **7.** Contact physics programs at other schools to discuss joint online course offerings by 2022.
- **5.** What (if any) changes and/or progress have you made since the original submission of your Action Plan that will help the program move forward?
 - 1. One faculty member has presented to students at one nearby university, and two faculty are planning visits.
 - 2. A Twitter account was established in March 2021.
 - 3. Requests were made for two additional GTA positions in February 2021.
 - **4.** xx faculty have submitted research proposals between January and October 2021 that request funding for graduate student support.
 - 5. All graduate students have submitted research project reports in 2021.
 - 6. An orientation meeting was provided to new graduate students in August 2021.
- **6.** Please provide any additional information.



This program has been challenged by less than collegial relations between faculty, poor communication, and other interpersonal issues that have hindered progress and effectiveness. To remedy these issues faculty have begun meetings with a consultant. Goals of these meetings are to improve program organization and leadership, collaboration between faculty, and to develop and advance individual and working group effectiveness and productivity.

- 7. If you are requesting additional resources, what additional resources might you need? Please provide a simple budget. We make requests each year at the college level for additional graduate student support. Due to the cost of graduate study our enrollment is limited by this support. We currently have two graduate students that have been accepted into this program that have deferred acceptance due to a lack of funding. Every year for the past three years the number of state appropriated graduate assistantships has declined. We will continue to request additional graduate student support at the college level and through external funding.
- **8.** Please select your Dean's email address scottsnyder@isu.edu
- 9. DEAN RESPONSE ONLY If the program has requested resources, where will the requested resources come from (e.g., reallocation, strategic investment, etc.)? GTA support across the college is inadequate, but the dean does not feel that this is the overarching challenge for the Physics graduate programs. The dean is concerned about the low quality of students as revealed by chronic difficulty in students passing prequalifying exams. The dean is also concerned about the overall quality of student mentorship in both graduate programs. The program needs to address both challenges in a collegial and inclusive way if the graduate programs in Physics are to have a long term future.





Program Health Action Plan Mid-Year Update

College: College of Technology

Program: Advanced Automation and Manufacturing Technology

Plan Category: Program Improvement Plan

Average number of degrees or certificates awarded over the past 5 years.

Student credit hours generated in the most recent fiscal year

3. Please provide your response to the Administrative Council (August) suggestions/questions.

The plan has changed. I have been working with a number of different companies and have found that they want specialized workers who know about manufacturing. The current degree does not work this way.

4. Please provide details and a timeline for your Action Plan.

The NFS CORD project methods will be used to add manufacturing training to existing courses.

Determine which program will be the pilot project for this plan. Dave Treasure 11/17/21 Develop a manufacturing short topic using CORD methodologies. Vince Bowen 3/2/22 Run pilot for the chosen program. Dave Treasure Fall 22 Semester Create a new plan based on pilot results. Vince Bowen January 31, 2023

- 5. What (if any) changes and/or progress have you made since the original submission of your Action Plan that will help the program move forward?
 Did more benchmarking with manufacturing companies and found the NFS CORD methodology.
- **6.** Please provide any additional information. N/A
- 7. If you are requesting additional resources, what additional resources might you need? Please provide a simple budget.
 We will need funding to create more of the CORD method documents.
- **8.** Please select your Dean's email address debraronneburg@isu.edu
- **9.** DEAN RESPONSE ONLY If the program has requested resources, where will the requested resources come from (e.g., reallocation, strategic investment, etc.)?



For clarification, this degree is an interdisciplinary degree that students are not taking advantage of. Employers prefer that students specialize in welding, machining, and engineering technology. The Advanced Automation and Manufacturing Technology degree lacks the depth and breadth that industry desires. As Vince indicated, we will work on strengthening advanced manufacturing principles in our existing welding, machining, and engineering technology programs and likely discontinue the Advanced Automation and Manufacturing Technology degree. Funding is available to implement CORD methodology in other programs that are part of the advanced manufacturing ecosystem.





Program Health Action Plan Mid-Year Update

College: College of Technology

Program: Apprenticeship

Plan Category: Program Improvement Plan

1. Average number of degrees or certificates awarded over the past 5 years. 0.4

Student credit hours generated in the most recent fiscal year

3. Please provide your response to the Administrative Council (August) suggestions/questions.

Clarifying Statement -- Apprentices must be employed while also taking their related classroom training. The OJT requirement of (2000 hours per year) exists alongside the classroom requirement (144 hours per year) so theory can complement and reinforce the work experience/mentorship.

The Apprenticeship program agrees with Admin Council's assessment that removing the 25% PLA limit could indeed help stir more interest in the AAS. However, students in these programs are non-traditional and do not enter apprenticeships to seek a degree. They already receive a fair wage, often surpassing students with higher degrees. Most of our apprentices purposely choose this vocational path because they want to follow a career that is typically more hands-on that matches them with immediate in-the-field opportunities. Additional education beyond this is not what they are interested in. This degree opportunity is attractive to a very small number of students who do place a value on further learning and intend to use the degree to secure higher level management positions. It should be noted that typically, the possession of a degree does not guarantee career advancement as either an apprentice or journeyman, so it is likely we may still see very limited interest in it. But, it is still a great option for those few who are looking for more education.

- **4.** Please provide details and a timeline for your Action Plan.
 - The NEW action plan will continue to promote the AAS option to students.
 - a) All students were informed of the AAS degree option during orientation at the start of the FY2022 class cycle.
 - b) All students will be informed again in November during Apprenticeship Appreciation Week. We will also bring in professional and peer speakers who will talk to this same point.
 - c) All Apprenticeship employers will be informed of the AAS degree option midway through the Fall semester



- d) All 4th year students will be informed again of the AAS degree option during the week before final exams.
- e) All Apprenticeship employers will be informed of the AAS degree option midway through the Spring semester
- 5. What (if any) changes and/or progress have you made since the original submission of your Action Plan that will help the program move forward? Progress is slight due to a lack of interest in an AAS. Apprentices go on to become Journeymen and make very substantial wages while in school and beyond. While a degree is not a requirement for Apprentices, or for most Journeymen, it may be useful in some employment situations. The addition of an AAS provides interested students with a degree pathway to a greater variety of career paths. We will continue to promote the AAS degree regularly throughout the academic year. In FY2022 we will make it a specific speaker topic during Apprenticeship Appreciation in November. There is no cost to the university. Interested students take and pay for required general education courses that are already being offered. This degree option is a value added option for students and it costs the university nothing.
- **6.** Please provide any additional information.
 As part of our Action Plan we have incorporated the Action Plan information into our Apprenticeship Fact Sheet for all employers we visit to discuss apprenticeships.
- If you are requesting additional resources, what additional resources might you need?
 Please provide a simple budget.
 N/A
- **8.** Please select your Dean's email address debraronneburg@isu.edu
- 9. DEAN RESPONSE ONLY If the program has requested resources, where will the requested resources come from (e.g., reallocation, strategic investment, etc.)? No additional resources are requested. CoT's non-credit apprenticeship programs received a grant to increase enrollment and retention in current Electrical, Plumbing, and HVAC apprenticeships. The program's goal is to transition non-credit students to degree-seeking students through the PLA process. This will increase enrollment in general education courses and positively impact the potential number of degrees awarded.

ROAR PPGA



Program Health Action Plan Mid-Year Update

College: College of Technology Program: BAS Applied Science

Plan Category: Program Improvement Plan

1. Average number of degrees or certificates awarded over the past 5 years. 22

- **2.** Student credit hours generated in the most recent fiscal year 853
- Please provide your response to the Administrative Council (August) suggestions/questions.We have solidified our action steps. See below.
- 4. Please provide details and a timeline for your Action Plan. In November/December, we will reach out to employers as they begin completing their employee evaluations and goals for the upcoming year with BAS information. In February/March, we will begin reaching out to past graduates after they have received their evaluations to help spur them towards upper management attainment using the BAS degree.
- 5. What (if any) changes and/or progress have you made since the original submission of your Action Plan that will help the program move forward? Irene has attended all AAS graduation application presentations by CTE advisors to discuss BAS degrees with current students.
- **6.** Please provide any additional information. N/A
- If you are requesting additional resources, what additional resources might you need?
 Please provide a simple budget.
 N/A
- **8.** Please select your Dean's email address debraronneburg@isu.edu
- **9.** DEAN RESPONSE ONLY If the program has requested resources, where will the requested resources come from (e.g., reallocation, strategic investment, etc.)? No additional resources are needed.





Program Health Action Plan Mid-Year Update

College: College of Technology Program: Business Technology

Plan Category: Program Improvement Plan

- **1.** Average number of degrees or certificates awarded over the past 5 years. 23.4
- 2. Student credit hours generated in the most recent fiscal year 941
- **3.** Please provide your response to the Administrative Council (August) suggestions/questions.

The BT program views the recommendations from the Admin Council to be completely in line with the goals outlined in the 3-pronged approach referenced in the BT Program Health Plan.

- 4. Please provide details and a timeline for your Action Plan.
 - Prong 1 Continued interaction from advisors and program faculty with COB students who have discontinued their current path of student will occur throughout Fall 2021.
 - Prong 2 Additional conversations with COB executive personnel will continue, provided solutions can be identified to resolve concerns over the 0- course designations attached to BT courses.
 - Prong 3 Enrollment and recruitment for the AWS program will begin in earnest once the program is fully approved by the SBOE, likely to occur in October 2021.
- **5.** What (if any) changes and/or progress have you made since the original submission of your Action Plan that will help the program move forward?
 - Prong 1 The initial listing of students has been provided to Student Services, who has reached out to make initial contact with many of these students. Updates should be available at the end of January 2022.
 - Prong 2 The COB Dean, COT Associate Dean, BSS Chair, and BT Program Coordinator will meet on November 4, 2022 to discuss issues of mutual interest, including resolving concerns over course numbering and other obstacles to intercollegiate collaboration.
 - Prong 3 The Department Chair is working with network contacts on procuring the necessary instructors to prepare and institute the curriculum necessary for this program to begin accepting students in Fall 2022. A program announcement and initial recruitment will be posted in late January and the program will be represented at the Tech Expo, scheduled for March 2022.
- **6.** Please provide any additional information.



- **7.** If you are requesting additional resources, what additional resources might you need? Please provide a simple budget.
 - Current allocated resources are sufficient for current program needs. It is likely that should enrollment projections for the Cloud Computing program meet expected levels, additional personnel costs might be required; it is anticipated that the online program fees that will be collected through enrollment in the AWS program will be used to cover these costs. The budget considerations for this process were included in the Program Proposal submitted to the Admin Council and SBOE in Summer 2021.
- **8.** Please select your Dean's email address debraronneburg@isu.edu
- **9.** DEAN RESPONSE ONLY If the program has requested resources, where will the requested resources come from (e.g., reallocation, strategic investment, etc.)? No new resources are needed. Revenue from cloud computing will be used to support additional instruction needs if necessary.





Program Health Action Plan Mid-Year Update

College: College of Technology

Program: Civil Engineering Technology
Plan Category: Program Improvement Plan

1. Average number of degrees or certificates awarded over the past 5 years. 7.8

- 2. Student credit hours generated in the most recent fiscal year 802 (FY2021)
- **3.** Please provide your response to the Administrative Council (August) suggestions/questions.

We now offer the majority of the program classes online and have seen a substantial increase in enrollment. We are working on being more effective in the online offerings through incorporating Quality Matters and similar instruction offered through ITRC. Creating a graduate database to track workforce outcomes. This also includes a current spreadsheet of current students and active mentors (many of which are former graduates). With the current online offerings we have seen a substantial increase in enrollment which equates to an increase in credits being offered. Since this plan of action has shown positive results we will continue to build on the relationship developed through the 2 + 2 and make the necessary adjustments in the future.

We will continue to track enrollment through reviewing student services opening sheets. Evaluate graduation and retention outcomes on a regular basis and make changes where necessary in accordance with ABET accreditation and update the CET website accordingly.

- 4. Please provide details and a timeline for your Action Plan.
 - Priority 1: Increase number of qualified applicants and students enrolled in the program
 - Priority 2: Increase credit hours produced by the program
 - Priority 3: Improve Student Retention and Employment Rates
- 5. What (if any) changes and/or progress have you made since the original submission of your Action Plan that will help the program move forward? With the modification of the 2+2 pathway between Civil Engineering Technology and Surveying and Geomatics Engineering Technology, we have seen a substantial increase in enrollment over the last couple of years. The program has also moved to an online format to reach out to rural communities across the US. We have increased the capacity and enrollment over the last year due to the success of our online courses. Academic Affairs asked how the program aligns with programs in other colleges. Faculty in our program work with both the Civil Engineering and Geoscience programs in CoSE. Darren Leavitt, the CET Coordinator, teaches surveying classes for the Engineering



programs. John Liimakka is currently working with industry to create a regional materials testing and training facility. More collaborations across campus are currently under discussion.

- **6.** Please provide any additional information. N/A
- 7. If you are requesting additional resources, what additional resources might you need? Please provide a simple budget.

 Additional resources have been requested and allocated (approved) to build a new materials testing laboratory in the Vocational Arts building. Funding will come from Perkins funds that have been set aside for this project. Partnerships and funding with industry have been discussed to provide input into the design and construction of the lab. Also, we are investigating additional grants and other funding opportunities.
- **8.** Please select your Dean's email address debraronneburg@isu.edu
- 9. DEAN RESPONSE ONLY If the program has requested resources, where will the requested resources come from (e.g., reallocation, strategic investment, etc.)? We are working with industry partners on donations and input for a new materials lab. Industry partners have indicated a critical need in this area. Pekins grant funds (\$123,000) will be used to purchase new equipment this year. The materials lab is the next facilities priority for CoT and additional dollars will be allocated for equipment from CTE funds we receive in the near future.





Program Health Action Plan Mid-Year Update

College: College of Technology

Program: Computerized Machining Technology Plan Category: Program Improvement Plan

1. Average number of degrees or certificates awarded over the past 5 years. 8.4

- 2. Student credit hours generated in the most recent fiscal year 532
- **3.** Please provide your response to the Administrative Council (August) suggestions/questions.

A shift is needed in both recruitment and retention. Ashley, the Dept. Chair, and Courtney Mason are working on new approaches to recruiting. A recruiting video is in the works that shows what CNC operators create for industry, then switch to footage of products being built in the CNC world.

The program needs to schedule as many recruiting events and tours as possible. Finally, bring secondary educators in for summer classes. We have had success with this in other programs.

Retention needs much attention as well. The bulk of the work is going to be done by faculty using resources in a timely manner to keep students in school and graduate. Attendance policies need to be consistent and consistently enforced. Dual enrollment students need extra supervision to keep them on track and progressing toward full time post secondary enrollment.

4. Please provide details and a timeline for your Action Plan.

Recruiting video start date: 26 OCT 2021; completion date 1 JUNE 2022 Initiate planning HS faculty machining classes 3 NOV 2021; Conduct classes: 6 JUNE 2022

Open house date: 16 MAR 2022

Conduct HS tours: 01 MAR 2021 (year round) on demand and scheduled by Marketing and Recruitment. NOTHING is stopping faculty from making calls to high schools and inviting them for a tour. Ken Moore has led the charge on HS visits, why not follow up with the HS faculty bringing their students to us?? Marketing and faculty need to join forces, communicate, and bring hoards of students to the Eames Complex, Schedule/conduct parent tours, competitions, and administrator/faculty tours can start immediately.

Machining needs to make an all-out effort, especially in areas that have not been tried to increase enrollment.



TAB 1 Page 207

- 5. What (if any) changes and/or progress have you made since the original submission of your Action Plan that will help the program move forward? Ken Moore started to visit high schools in March of 2021. Good results were obtained, but enrollment numbers did not jump off the scale. Ken always has made a valiant effort to recruit for the program. Retention has not been much better than normal.
- 6. Please provide any additional information.

 Again, a whole new effort needs to be made that goes deeper, wider, and longer than any previous attempts to recruit and retain. The program has excellent, brand new CNC equipment and a very nice classroom/lab combination. The issue of enrollment is vital to the survival of the program.
- 7. If you are requesting additional resources, what additional resources might you need? Please provide a simple budget. One thing that would be helpful is to hire a retired faculty member to augment the recruiting effort. Secondly, funds may be required to hire a faculty member to teach HS faculty in summer classes.
- **8.** Please select your Dean's email address debraronneburg@isu.edu
- 9. DEAN RESPONSE ONLY If the program has requested resources, where will the requested resources come from (e.g., reallocation, strategic investment, etc.)? The Machining Technical Advisory Committee met on November 2, 2021, and discussed the need for additional marketing, different modes of delivery (online, afternoon/evening). As these plans are developed, the College will reallocate funds from the CTE special appropriations to develop delivery that will reach new markets. CoT is in the process of revising the strategic marketing plan and will dedicate funds to higher-quality materials and additional target markets. Hiring a retired faculty to help with recruitment will be considered.





Program Health Action Plan Mid-Year Update

College: College of Technology

Program: Early Childhood Care and Education Plan Category: Program Improvement Plan

1. Average number of degrees or certificates awarded over the past 5 years. 22.6

- **2.** Student credit hours generated in the most recent fiscal year 359
- **3.** Please provide your response to the Administrative Council (August) suggestions/questions.

In terms of the recommendations about other pathways, the ECCE already represents a consolidated program that encompasses the CoE's previous Early Childhood training programs. There are no other realistic degree or certificate pathways available within this discipline, nor are worked examples of workforce training or reduced cost programs in place in equivalent institutions. There is also concern that implementation of these types of alternative approaches could negatively affect our national accreditation. In terms of student cost, many of the enrolled students are scholarship recipients and receive other financial assistance, which reduces the financial burden that students face due to the low wages they are likely to receive as they enter the program. These low wages are a source of concern in the face of the natural cost for these degrees; as such, the program is always open and grateful for suggestions and recommendations for possible solutions to these concerns.

- 4. Please provide details and a timeline for your Action Plan. We feel that the Action Plan, along with the response from Admin Council, acknowledges the overall strength of the program, although it might not be reflected in some of the metrics used in the Program Health model. It is the consensus of both groups that the current format meets needs, though there are always possible routes for improvement or economization.
- 5. What (if any) changes and/or progress have you made since the original submission of your Action Plan that will help the program move forward? As was mentioned in our initial Action Plan, the current enrollment for the program is within the standard expectation outlined by the accrediting body, the program is solid in terms of regular enrollments, and the training and graduates satisfy critical niche needs in the local industry. As a result, there is no expectation of substantive changes expected in the program in the short term.
- **6.** Please provide any additional information.



This report was sent to faculty for review and input on Oct. 4; the following was received from Amy Koplin, program coordinator, on Oct. 6.: "This looks fine."

- If you are requesting additional resources, what additional resources might you need?
 Please provide a simple budget.
 N/A
- **8.** Please select your Dean's email address debraronneburg@isu.edu
- **9.** DEAN RESPONSE ONLY If the program has requested resources, where will the requested resources come from (e.g., reallocation, strategic investment, etc.)? No additional resources are needed.





Program Health Action Plan Mid-Year Update

College: College of Technology

Program: Energy Systems Mechanical Engineering Technology

Plan Category: New Program Proposal

1. Average number of degrees or certificates awarded over the past 5 years. 5.2

Student credit hours generated in the most recent fiscal year

3. Please provide your response to the Administrative Council (August) suggestions/questions.

The program agrees with the Admin's Council's suggestions and is working to incorporate them into a plan of action.

- 4. Please provide details and a timeline for your Action Plan. Mechanical TAC review and approve proposed certificate. Evan Smith 11/8/21 Complete required State Board documents. Evan Smith 12/2/21
- 5. What (if any) changes and/or progress have you made since the original submission of your Action Plan that will help the program move forward? The proposed certificate is finalized.
- **6.** Please provide any additional information. N/A
- If you are requesting additional resources, what additional resources might you need?
 Please provide a simple budget.
 N/A
- **8.** Please select your Dean's email address debraronneburg@isu.edu
- **9.** DEAN RESPONSE ONLY If the program has requested resources, where will the requested resources come from (e.g., reallocation, strategic investment, etc.)? The department will be submitting a proposal for a certificate option. No budget will be required since the existing MET faculty will teach the courses.





Program Health Action Plan Mid-Year Update

College: College of Technology

Program: Health Science-HSHO-BACH
Plan Category: Program Improvement Plan

1. Average number of degrees or certificates awarded over the past 5 years. 20.6

- 2. Student credit hours generated in the most recent fiscal year Unknown. Not listed for the BSHS. Only the student credit hours for the HO courses are listed. Student credit hours for 2020 HO is 1747.
- **3.** Please provide your response to the Administrative Council (August) suggestions/questions.

The Action Plan solution for the establishment of a Digital Cadaver lab is moving forward. Space in the RFC building has been identified. The Digital Cadaver tables have been ordered. There has been collaboration with the other 4 ISU BSHS concentrations. We will continue to meet with the BSHS Coordinator committee each semester to approve curriculum changes. The history of the College of Technology BSHS degree is important to consider. Students desiring to obtain a Health Occupations BSHS degree should have completed or be in the process of completing an Associate degree in a healthcare field such as PTA, OTA, RESP, MA, HIT, PHTC, etc. Two major goals of this degree are:

- 1. provides a bridge from the Associate degree to Graduate school for degrees in Physical Therapist, Occupational Therapist, Physician Assistant, etc.
- 2. Students also pursue this degree to obtain a bachelor's degree to work in a supervisory role in their specific health care field.
- 4. Please provide details and a timeline for your Action Plan. Space and equipment for the establishment of a Digital Cadaver Lab has been allocated. The Digital Cadaver lab should be completed in January 2022 in the RFC building. A collaboration meeting with other BSHS concentrations will occur in January 2022.
- 5. What (if any) changes and/or progress have you made since the original submission of your Action Plan that will help the program move forward?
 We have established that the College of Technology does have a Bachelor of Science in Health Science (BSHS) program and have working relationships through meetings (9/15/21) with other Colleges that have BSHS programs here at ISU.
 This BSHS Health Occupations concentration is the shared responsibility of DHS and the College of Technology.



We need to provide a statement in the BSHS Health Occupations concentration in the ISU Catalogue that provides for flexibility of courses in the Health Occupations concentration.

6. Please provide any additional information.

Presently we have 59 students enrolled in the HO concentration BSHS program, which indicates healthy enrollment. These students have been identified through Degree Works.

The CoT BSHS degree requirements need to be streamlined by either removing or adding new courses to the HO concentration more in line with the mission of the HO BSHS degree.

The curriculum changes will be first identified internally by

- 1. COT BSHS committee and then applying the needed curriculum changes such as adding or subtracting courses.
- 2. The next step for curriculum changes will take place with a vote from the ISU BSHS committee.
- 3. Followed by, submitting curriculum recommendations to the ISU Curriculum Council. There needs to be a better method for accounting of Student Credit Hours (SCH) in the HO BSHS program from the CoT. Not all students attending HO courses are pursuing a BSHS degree.
- **7.** If you are requesting additional resources, what additional resources might you need? Please provide a simple budget.
 - No budget is required at this time however Human resources are needed. Moving forward, an internal College of Technology BSHS committee needs to be established. Presently, we have a Program Coordinator who is close to retirement, Program Advisor, and the H.O Department head. We have identified a potential BSHS program coordinator and would like to add several representatives to form a standing College of Technology BSHS committee for identifying new courses and completing curriculum changes.
- **8.** Please select your Dean's email address debraronneburg@isu.edu
- **9.** DEAN RESPONSE ONLY If the program has requested resources, where will the requested resources come from (e.g., reallocation, strategic investment, etc.)? No additional budget is requested. The BSHS Committee at CoT will consist of current personnel.

ROAR PPGA



Program Health Action Plan Mid-Year Update

College: College of Technology Program: Law Enforcement

Plan Category: Program Improvement Plan

1. Average number of degrees or certificates awarded over the past 5 years. 10.4

2. Student credit hours generated in the most recent fiscal year 242

3. Please provide your response to the Administrative Council (August) suggestions/questions.

We are meeting the basic requirement of having double the benchmark of 5 degrees per year with a 10.4 average.

The PLA program has been modified to promote past non-degree seeking students returning to obtain at least their BTC and hopefully put them back on the path for an AAS degree. These students have completed at least all of the training that the traditional students receive in our program. My understanding of the program is that the officers will return and enroll in at least 1 class, then they can apply for the certification from their past training using PLA. Our ratio of officers to students is usually 3-4 to 1. Il would not be surprised to see 10-15 officers take advantage of this program on a yearly basis. Officers that graduated from the POST academy in Meridian could qualify for this program as well.

- 4. Please provide details and a timeline for your Action Plan. I have drafted a letter to be sent to all past graduates since 2016 (That is when our program changed to match Idaho POST curriculum.). This will also be sent to all Chiefs and Sheriffs of agencies in SE Idaho. I am currently working on confirming the information in the letter, then it can be sent out. I expect it will be sent before the end of this semester.
- 5. What (if any) changes and/or progress have you made since the original submission of your Action Plan that will help the program move forward? I haven't made any changes to the action plan. I think it is clear and easy to follow. I also think it should be very successful. We recently took immediate action with the Academic Standards Council to increase the percentage of credits eligible for Prior Learning Assessment for CTE certificates and degrees. The change in this policy will provide more opportunities for our Workforce Training students to pursue certificates and degrees in Law Enforcement and increase our awards. However, these students will not contribute to enrollment. Lynn Case, the program coordinator, will promote this opportunity to current and former students.



- **6.** Please provide any additional information. N/A
- If you are requesting additional resources, what additional resources might you need? Please provide a simple budget. N/A
- **8.** Please select your Dean's email address debraronneburg@isu.edu
- **9.** DEAN RESPONSE ONLY If the program has requested resources, where will the requested resources come from (e.g., reallocation, strategic investment, etc.)? No additional resources are needed.





Program Health Action Plan Mid-Year Update

College: College of Technology Program: Paralegal Studies

Plan Category: Investment or Reallocation or Resources

1. Average number of degrees or certificates awarded over the past 5 years. 7.6

2. Student credit hours generated in the most recent fiscal year 276

3. Please provide your response to the Administrative Council (August) suggestions/questions.

The program concurs with the Admin Council's recommendations related to microcertifications, increasing dual enrollment, and improved marketing to necessary changes that should be implemented to address program challenges and deficiencies.

- **4.** Please provide details and a timeline for your Action Plan. Increased marketing materials have already begun to be developed and will be released in Spring 2022. The COT Marketing and Recruitment unit has plans to initiate these projects in late January, early February.
- 5. What (if any) changes and/or progress have you made since the original submission of your Action Plan that will help the program move forward? Change 1 The initial proposal for microcertifications for legal secretaries and other paralegal professionals was remanded back to the program after a review by the SBOE's Executive Office as it did not align with the purpose of micro certificates as outlined by clarifications issued by the SBOE. PARA plans to bring this issue to the attention of the PARA TAC group in October to decide next steps. Change 2 To address the over-reliance on adjunct faculty within the PARA program, the Dean has consented to hire an additional paralegal as a part-time PARA instructor. This will increase available ISU faculty, as well as improve the program through the presence of an experienced paralegal. A PR for this position is expected to be submitted in late February 2022 with the goal of hiring by the end of the Spring Semester. The individual will begin in August 2022.
- 6. Please provide any additional information.

 As has been mentioned previously, the need for some avenue for professional development for legal secretaries and other professionals in the legal field is clear and corroborated by our TAC meeting on Friday, October 29. Unfortunately, current institutional policies and SBOE practices offer limited avenues to address this need. As

the courses are for credit, the microcertification pathway is inadequate. Since many individuals do not already possess a certification, specialized certifications are also not



applicable. Additional coordination between the department, college, and state units will be necessary to find a solution that allows for the flexibility required of the professional training we desire to offer.

- 7. If you are requesting additional resources, what additional resources might you need? Please provide a simple budget.

 The personnel costs for the new PT PARA instructor will be covered by existing CTE salary savings within the College and has been tentatively approved by the Dean and
 - salary savings within the College and has been tentatively approved by the Dean and College UBO.
- **8.** Please select your Dean's email address debraronneburg@isu.edu
- **9.** DEAN RESPONSE ONLY If the program has requested resources, where will the requested resources come from (e.g., reallocation, strategic investment, etc.)? Funds have been identified for a part-time instructor from CTE appropriations.





Program Health Action Plan Mid-Year Update

College: College of Technology
Program: Pharmacy Technology

Plan Category: Program Improvement Plan

1. Average number of degrees or certificates awarded over the past 5 years. 4.2

2. Student credit hours generated in the most recent fiscal year 177

3. Please provide your response to the Administrative Council (August) suggestions/questions.

The Pharmacy Technology has made the following changes in accordance to the recommendations of Admin Council:

- -Creating a synergy with the COP: Continuous meeting with the Dean of College of Pharmacy to develop AAS and have met twice since August 2021 and meeting again this week.
- -Expanding Dual Enrollment opportunities: Dual enrollment has 30 students for Fall 2021 and an additional two students will look to finish PHTC for spring 2021.
- -Improve branding and marketing opportunities: Met with College of Technology Marketing Director on updating recruiting materials to attract students for Spring 2022 and beyond.
- **4.** Please provide details and a timeline for your Action Plan. The timeline will continue on all these above plans for Fall 2021 and continue for Spring 2022 and Fall 2022-23. Our next meeting with Walter Firtzgerald is Friday October 29th, 2021 and a follow up on Friday, November 5th 2021.
- 5. What (if any) changes and/or progress have you made since the original submission of your Action Plan that will help the program move forward? The program will continue to move forward with dual enrollment along with the College of Pharmacy degree option to increase enrollment. For Spring 2022 dual enrolled students should be between 20-25 students.
- **6.** Please provide any additional information.
 - The Pharmacy Technology has two important things not mentioned in the above program health report:
 - -Pharmacy Technology is the only national accredited program in the State of Idaho through ASHP. (American Society of Health System Pharmacists)
 - -The ISU Pharmacy Technology program was recognized as the best in online education for the Fall 2021 through edumed.org.



- -Our goals are to increase graduate/completion numbers to the following levels in the next three years: 8, 10, 12.
- 7. If you are requesting additional resources, what additional resources might you need? Please provide a simple budget. The additional resources needed are an adjunct faculty to help with teaching load and to

work with marketing and recruiting to change recruiting materials to meet the need of the

program through dual enrollment.

- 8. Please select your Dean's email address debraronneburg@isu.edu
- 9. DEAN RESPONSE ONLY If the program has requested resources, where will the requested resources come from (e.g., reallocation, strategic investment, etc.)? The College of Technology has the resources to provide adjuncts for Pharmacy Technology. Faculty workload will be evaluated to determine the extent of instruction provided by adjuncts. CoT is in the process of revising the strategic marketing plan and will dedicate funds to higher-quality materials and additional target markets.





Program Health Action Plan Mid-Year Update

College: College of Technology

Program: Respiratory Therapy BACH

Plan Category: New Program Proposal (SBOE Approved October 2021)

1. Average number of degrees or certificates awarded over the past 5 years. 12.2

- **2.** Student credit hours generated in the most recent fiscal year 459
- **3.** Please provide your response to the Administrative Council (August) suggestions/questions.

Details of the action plan are outlined below under "Improve the Growth and Quality of the Respiratory Therapy Program. With regards to enrollment, as indicated below on # 1, the program will request to increase the enrollment capacity from 15 to 18 from the Commission on Accreditation for Respiratory Care (CoARC). Demands for RT graduates have been expressed by the members of the Technical Advisory Committee (TAC) during the recent meeting on Oct. 15, 2021. However, classroom and laboratory space is needed for adult ICU, pediatric ICU, neonatal ICU and respiratory skills lab in order to pursue this enrollment goal as indicated below on # 7. With the approval of the Bachelor of Science in Respiratory Therapy (BSRT) by the State Board of Education (SBOE), the program is expanding its curricular offerings in the community. Both physical resources and additional adjunct faculty will be needed in Fall 2022.

- **4.** Please provide details and a timeline for your Action Plan.
 - 1. Current number of enrolled students in the program is 13. During the Technical Advisory Committee (TAC) meeting on Oct. 15, 2021, the members indicated 17 openings for respiratory therapists. We will request our accreditor to increase our enrollment capacity from 15 to 18 students.
 - 2. A visit to Preston High school on April 29, 2021, was organized to present our RT program to high school students. A visit to another high school is planned for this Fall and next Spring.
 - 3. The Director of Marketing will publish an article for press release this Fall 2021 about the recent SBOE approval of the Bachelor of Science in Respiratory Therapy (BSRT) in order to promote/market the program.
 - 4. We have addressed our action plan to improve the physical resources including adult, pediatric and neonatal ICUs. Our current space for teaching and clinical skills training are limited.



- 5. What (if any) changes and/or progress have you made since the original submission of your Action Plan that will help the program move forward?
 N/A
- 6. Please provide any additional information. We recently held a Technical Advisory Committee meeting on October 15, 2021. We asked our industry partners their needs. They responded with a request to help fill a total of seventeen (17) RT positions. Our current classroom space prevents us from accommodating more students than it could hold.
- 7. If you are requesting additional resources, what additional resources might you need? Please provide a simple budget. We only need more space for creation of an Adult ICU, Pediatric ICU, Neonatal ICU and offices for the Program Director and Clinical Director. No cost is involved in this. No structural changes needed. We submitted the PSR for review by our associate dean and dean. We only need the rooms that are located within the same location (old automotive rooms).
- **8.** Please select your Dean's email address debraronneburg@isu.edu
- 9. DEAN RESPONSE ONLY If the program has requested resources, where will the requested resources come from (e.g., reallocation, strategic investment, etc.)? The BS in Respiratory has been approved and will start Fall 2022. We anticipate this will increase enrollment for the A.S. degree as well. The program has sufficient funds to hire the necessary faculty needed for the BS degree. Online program fees will provide adequate revenue to hire adjuncts. The resources needed include dedicated classroom, lab, and office spaces for the A.S. degree. Currently, the program is using vacated Automotive Technology classrooms, and offices that are adjacent to the one existing Respiratory Therapy classroom that was being used for lecture/lab and offices. The program understands this space may not be available depending on future plans for the Roy F. Christensen building.



TAB 1 Page 221



Program Health Action Plan Mid-Year Update

College: College of Technology
Program: Unmanned Aerial Systems

Plan Category: Program Improvement Plan

1. Average number of degrees or certificates awarded over the past 5 years. 9.6

- 2. Student credit hours generated in the most recent fiscal year 217 (FY2021)
- **3.** Please provide your response to the Administrative Council (August) suggestions/questions.
 - a. It would be helpful to identify specific student enrollment, success and job placement goals associated with the proposed action plan. It would also be helpful to assign budget figures to recommended actions and align those with the college budget process. The current budget is able to replace aging equipment and procure newer technology as needed.
 - b. Work on job placement of graduates; increase enrollment and retention; upcoming program review will provide more guidance.

Answer: Students will be actively encouraged to participate in job readiness and resume preparation workshops prior to graduation.

- c. Are regulations stopping the progression of the program? Answer: Not at this time.
- d. Could the program consider aligning with Geosciences and GIS?

 Answer: This program includes two GIS classes for a total of 4 credits. Efforts are underway to acquire sensors and platforms that can directly support geoscience activities. The College of Technology also offers a "Build your own Batchelors" degree program that may be further aligned with the geoscience curriculum.
- **4.** Please provide details and a timeline for your Action Plan. Priorities:
 - -Increase the % of graduates who gain employment in their field of study
 - -Increase enrollment to increase credit hour generation per faculty member
 - -Increase retention and number of degrees awarded
 - -Find and retain a second highly qualified faculty member

The UAS program's goal will be to align the enrollment rates and placement goals to meet or exceed the current CoT average within 5 years.

The primary focus on improving student employment placement will be to offer student access and hands-on experience with the UAS platforms that are currently in use by industry. This program will focus on bi-annual TAC committee recommendations and by following industry trends as they evolve.

PPGA TAB 1 Page 222

Past experience has shown that participation in HS recruiting events and technology demonstrations has been one of the most successful means of increasing enrollment. As COVID-19 restrictions are being eased, this may result in further outreach opportunities.

5. What (if any) changes and/or progress have you made since the original submission of your Action Plan that will help the program move forward?

The UAS program has just completed an on-site Program Review and Self Study. Once the official review document has been written and submitted we will be implementing the recommendations of the review committee.

The UAS program has also purchased an Adobe Creative Cloud license that will permit students to work with professional-grade photo and video editing tools. The UAS trailer conversion should be complete by the end of the Spring semester and will serve to showcase this program's potential during recruitment activities.

This program has started a Facebook page and has started developing a LinkedIn page as well. Recent participation at the Southeast College Fair at Idaho Falls had potential students showing great interest in the program. In addition, we have performed STEM activities with PS 25 high school students and are scheduled for more classes next month.

6. Please provide any additional information.

Employment opportunities within the state of Idaho remain low in comparison to other states in the Pacific Northwest. Job postings within this state are typically directed towards land surveying. On a positive note, videography and aerial photography opportunities are beginning to become available.

An additional problem with students finding employment is that relocating to another area can be cost prohibitive due to high housing costs in areas where jobs are available. Inclement weather can be a significant factor especially towards the end of the Fall semester and the beginning of the Spring semester.

A grant request was submitted that, if approved, will greatly increase the program's capabilities (LIDAR, Hyperspectral, Long-range operations, and Vertical Take-off and Landing (VTOL)).

The program's cargo trailer is currently being refitted to serve as both a recruitment tool and a mobile operations center.

- If you are requesting additional resources, what additional resources might you need?
 Please provide a simple budget.
 N/A
- **8.** Please select your Dean's email address debraronneburg@isu.edu
- 9. DEAN RESPONSE ONLY If the program has requested resources, where will the requested resources come from (e.g., reallocation, strategic investment, etc.)? The program did not request resources. However, one of the recommendations from the recent program review identified a need for a second instructor in order to provide time for the coordinator to do more recruitment. Although this may not be the direction the College takes as the curriculum is revised, we will provide additional recruitment resources





APPENDIX C

Academic Program Health and Sustainability Executive Summaries

Program Health Dean Executive Summary College of Arts and Letters

Programs with Action Plans:

1 Togranio Willi I Tollon I Tano.	
Anthropology-BACH	Music-MAST
Art-BACH	Philosophy-GRAD
Art-MAST	Philosophy-UG
Communication-MAST	Russian-ASSO
French-UGRD	Shoshoni-ASSO
German-UGRD	Spanish-UGRD
Japanese-UGRD	Theatre-BACH
Music-BACH	

Strategies for continuous improvement

CAL has responded to recent university efforts to focus on assessment. Program Health is obviously an important part of the university's efforts. There are a number of actions taken by CAL that are designed to support the university's assessment propriety and, more so, to help make sure all CAL programs are engaged in activity with an eye toward ongoing self-reflection and improvement.

One such action is an explicit focus in our program review process. As part of this process, review teams are informed that "an important focus for CAL external review is on the degree to which programs have developed a 'culture of assessment," and are explicitly directed, "in addition to considering standard program health and effectiveness issues, we are asking reviewers to explore the degree to which programs have established (1) mindsets, systems, and practices that encourage regular consideration of program learning outcomes, (2) useful assessment focused on if and how those learning outcomes are being realized, and (3) processes for serious reflection on and plans for how to improve in terms of helping students achieve those outcomes." We see this as an important part of our commitment to continuous improvement. We understand that program assessment/review has a somewhat different evaluative focus and set of metrics than Program Health efforts, but they are clearly related, and attention to assessment/review will, we believe, be an important part of maintaining healthy programs.



Additionally, CAL leadership is committed to meeting individually with department chairs during the summer session. These meetings will provide an opportunity for college leadership to get specific feedback regarding department issues and needs, and a part of these discussions will focus on assessment updates—that would include updates on recent program reviews for those programs that have undergone program review recently, and it would include updates on Program Health action plan activities for impacted units.

Commitment to ensure Action Plans are implemented

One primary commitment we have as college leadership is to follow the model of President Satterlee by supporting the first of his four ISU culture principles: trust. We trust our departmental leadership, knowing they are passionately concerned about the health of their programs and the quality of what their programs provide to ISU students. Given our confidence in their leadership, we know they will take their Program Health action plan commitments seriously.

In addition to this, CAL leadership will, of course, be in regular contact with chairs as a point of accountability for Program Health initiative follow-through. College leaders meet monthly with chairs, and we have recently instituted an additional monthly "roundtable" session that includes all CAL chairs and college associate deans. These are less formal and more engaged sessions allowing chairs to lead the discussion. We typically focus on one or two broad topics, and chairs then have the opportunity to share concerns, challenges, perspectives, strategies, and successes related to those topics. These roundtables will allow CAL to deal with Program Health directly, and we believe this has great potential to lead to valuable ideal sharing with impact.

Successes within your college associated with any programs (the program does not need to be in the list above) in regards to Program Health

The Program Health process has encouraged a number of important actions in CAL, including the following:

- Increased college commitment to support marketing efforts, leading to new marketing efforts for programs such as Anthropology, Philosophy, and Music.
- Thorough redesign of undergraduate Art curriculum.
- Continued efforts to offer a broader range of online/remote options for graduate courses in the Communication MA program.
- Significant work with college development staff to target corporate production sponsorship and benefactor contributions to build Theatre and Dance scholarship funding resources necessary for recruitment.
- Elimination of numerous low enrollment language offerings, paired with exploration of creative, resource minimizing options to maintain language development and proficiency opportunities for ISU students.

PRGAR



Program Health Dean Executive Summary College of Business

Programs with Action Plans:

BBA in Informatics	Economics
Business Administration-GRAD CERT	General Business-BACH
Business-ASSOC	Taxation-MAST

Strategies for continuous improvement

We continue to make positive strides in growing our Economics program. In addition to increased student credit hour production in both Macro and Microeconomics this year, we have added additional majors this semester. Plus, we have seen momentum build from us sharing the story of one of our Economics majors winning a prestigious undergraduate research award. Finally, we have received final approval on our new certificate in Labor Economics which will additional non-major student credit hours to our Economics program.

Commitment to ensure Action Plans are implemented

We continue to move forward with our plans to eliminate the BBA in Informatics, the Business Admin-Grad Certificate and Masters in Taxation. The paperwork to eliminate each of these is either finalized or working their way through the process and we have developed specific teach out plans to cover any existing majors as they complete their program.

Successes within your college associated with any programs (the program does not need to be in the list above) in regards to Program Health

We have had a great semester in the ISU College of Business with growing enrollment and the approval of our new certificates in Labor Economics, Entrepreneurship and Project Management. By focusing in on specific needs from students and employers, we are able to deploy our resources more efficiently to meet the those needs and continue to grow enrollment in the College of Business.





Program Health Dean Executive Summary College of Education

Programs with Action Plans:

Athletic Training-Mast	Instructional Design & Technology-Doct
Deaf Education-Mast	Instructional Design & Technology-Mast
Early Childhood Education-Bach	Literacy-Mast
Early Childhood-Mast	Special Education-Bach
Educational Leadership-Mast	Special Education-Mast

Strategies for continuous improvement

Athletic Training-Mast: Over the last six months we have participated in regular meetings with the Provost, VP for Health Sciences, and the Dean of the College of Health to plan for the move from the College of Education to the College of Health. The move will be an important step to address accreditation requirements but should also allow for more synergies between athletic training and physical therapy, and support enrollment growth. In the College of Education, we have continued to market the MSAT program in our flyers, on our website and through our digital marketing efforts. In addition, we will be hosting a COE-led Virtual Open House in late March as another recruitment and enrollment tool. It is too early to tell how this year's efforts will impact Fall 2022 enrollment.

<u>Deaf Education-Mast</u>: We have a state-wide responsibility for offering this program which was launched in Fall of 2021. Four students enrolled in the first semester and presently, we have 10 students enrolled. Ideally, given that there is only one full-time faculty member, this program would enroll between 5-10 new students per academic year. This program was identified by Hanover Research as one of two graduate programs poised for growth. We will be conducting an Academic Program Benchmarking study to ensure we distinguish ourselves among our peers and continuing to invest in marketing this program to a state, regional and national audience. We continue to market this program in our flyers, on our website and through our digital marketing efforts. In addition, we will be hosting a COE-led Virtual Open House in late March as another recruitment and enrollment tool.

<u>Early Childhood Education-Bach:</u> We have reached out to schedule a meeting with the coordinators of the early childhood programs in the College of Technology to investigate possible collaborative efforts to increase enrollment in our BA program. In addition, we have continued to market this program in our flyers, on our website and through our digital marketing efforts.

<u>Early Childhood-Mast:</u> We have suspended this program due to low enrollment and lack of demonstrated student interest.

<u>Educational Leadership-Mast</u>: This is still a relatively new program. Faculty have been working to ensure we have a quality curriculum that is relevant to our students and course rotations that allow students to move through the program in an efficient manner. This program is also designed to be a feeder into our Ed.D. program. We continue to market this program in our flyers, on our website and through our digital marketing efforts. In addition, we will be hosting a COE-led Virtual Open House in late March as another recruitment and enrollment tool. Long-term enrollment goals are to add 3-4 students a year.



Instructional Design and Technology—Doct and Mast: The ID&T programs are presently going through an external program review with a focus on how we might strengthen the curriculum and distinguish ourselves among our chief competitors. Hanover Research identified the ID&T-Mast as one of two graduate programs in the College that has the greatest chance for significant increases in enrollment, based labor market demands and degree conferral rates. We look forward to the results from the external review and Program Benchmarking Study (presently being conducted by Hanover) to have a clear pathway for redesigning our ID&T programs to maximize enrollment.

<u>Literacy-Mast</u> This program is presently suspended. We will work to develop a revenue and expense budget based on an anticipated enrollment of 10 students per year before we invest in redesigning the curriculum and re-opening the program to enrollment.

Special Education-Bach: The program faculty have set an enrollment target of 20 students enrolled annually across our undergraduate special education programs. They are working to revise their curriculum to make it more attractive to and relevant for students. We continue to market this program in our flyers, on our website and through our digital marketing efforts. In addition, we will be hosting a COE-led Virtual Open House in late March as another recruitment and enrollment tool. Another way we might improve enrollments in our program is through early and proactive advising of elementary education students to consider pursuing a special education degree (rather than elementary education), as it is a critical shortage area and therefore a more highly sought-after degree and certification.

<u>Special Education-Mast:</u> We have just relaunched this program in Fall 2022 with an enrollment target of 10 new students. We have already enrolled 10 new students and will continue to market this program in our flyers, on our website and through our digital marketing efforts. In addition, we will be hosting a COE-led Virtual Open House in late March as another recruitment and enrollment tool.

Commitment to ensure Action Plans are implemented

The College of Education is firmly committed to improving the enrollment picture for all of its academic programs, with a particular focus on the programs that landed in the bottom two quintiles in the Program Health Process. Through revenue generated from the Albion Center for Professional Development we have the resources to both invest in marketing these programs and to provide scholarships to help improve our yield. In addition, we have partnered with Hanover to conduct a series of research projects focused on growth in our graduate student programs. To date we have received the results of a Market Opportunity Scan which identified existing programs for investment based on degree conferral and labor market trends. This report also pointed to two new programs that we might consider developing to increase enrollment. Other projects that are underway include an Academic Program Benchmarking Study, an Enrollment Choice Survey and a Marketing Channel Assessment.

Successes within your college associated with any programs (the program does not need to be in the list above) in regards to Program Health

Several programs in the College of Education have seen strong and growing enrollments in recent years. Most notably our MA in Human Resource Development, MA in Teaching, BS in Workplace Training & Leadership and our Ed.D. in Educational Leadership programs. These are all fully online programs and are designed to either support career changers (e.g., MA in Teaching) or help individuals advance in their careers.

While enrollment numbers from Office of Institutional Research and Enrollment Management differ slightly, according to our analysis, enrollment in the COE in Spring 2022 improved over Spring 2021,



with graduate student enrollment up by 3.3% and undergraduate student enrollment up by 1.5%. While these are modest gains, the numbers are headed in the right directions.

Although not tied to any specific academic program our Albion Center for Professional Development program is a huge success in the College of Education. Revenue for Albion has grown from approximately \$217,00 in FY 20 to more than \$4.8m in FY 21 and have already exceeded our revenue projections for FY 22. We are working to strategically invest this revenue with a key focus on efforts to enhance the visibility of our programs and to recruit, enroll, engage, retain and graduate students. In particular we tripled our marketing budget, hired a new Director of Graduate Studies, and offered \$136K in scholarships to graduate students in spring of 2022. We anticipate being able to award another \$1m over the next 2-3 years in scholarships to attract more students to both our undergraduate and graduate programs.





Program Health Dean Executive Summary College of Health

Programs with Action Plans:

Dietetics-MAST	Fire Service Administration-BACH
Dietetics-MAST w/Dietetic Internship	Health Informatics-MAST
Educational Interpreting-ASSO (SLS)	Interprofessional Geriatric Cert-GRAD (KDHS not COH)
Educational Interpreting-BACH (SLI)	Interprofessional Geriatric Cert-UGRD (KDHS not COH)
Emergency Management-ASSO	Pre-Speech-Language Pathology-UGRD/Audiology
	UGRD PRE-PRO
Emergency Management-BACH	Radiographic Science-CERT
Fire Service Administration-ASSO	Rehab and Comm Sciences-DOCT

Strategies for continuous improvement

Programs with action plans review enrollment numbers and credit hour production each semester and annually. The program heads work with the Dean of the COH, marketing director for KDHS, undergraduate advisors and Graduate School (graduate programs) to enact recruiting strategies to drive enrollment.

The Dean of the COH will review enrollments annually and compare them to historical trends to determine if programs are viable in conjunction with input from departmental chairs and/or program directors.

Programs that are not productive or that do not serve an important market demand or societal need are reviewed by faculty to determine if the program area remains relevant. For example, the Dietetics-MAST without Dietetic Internship is being discontinued with a planned teach out by 2024 due to low market demand and enrollment.

A number of programs on the program health report for COH are new programs (less than 3-5 years in existence; launched just prior to COVID) that are in the development phase (Health Informatics-MAST; Dietetics-MAST with Dietetic Internship; Radiographic Science-CERT; Rehab and Comm Sciences-DOCT).

The Dietetics-MAST with Dietetic Internship program health report was due prior to graduation of their first cohort. They are filling all 18 seats and do not have low enrollment or demand. The Radiographic Science-CERT has exceeded the benchmark of 6 students per cohort by enrolling 8 students this academic year. Rehab and Comm Sciences-DOCT is still developing and has not had an established budget to support the program including marketing efforts.

The Pre-Speech-Language Pathology-UGRD/Audiology UGRD PRE-PRO certificate has increased in number by more than five times between FY 2020 and FY 2022 (FY 20 there were 4 certificates; FY 21 there were 22 certificates). The Bachelor's degree offered in this area continues to enroll 40-50 students. The Educational Interpreting-BACH (SLI) has admitted a full cohort (67% growth in cohort numbers) in the past several years and cannot admit more students without additional faculty. This offering supports a growing and important societal need for the hearing-impaired community. The Educational Interpreting-ASSO (SLS) has traditionally supported minors in SLS



and Deaf Education rather than gradues of the A.S. degree. Focused marketing is being initiated to build enrollment through targeting school districts with ASL teachers.

It should be noted that the EMS program has developed a detailed marketing plan to grow enrollment. Assessment of data is complicated by the transition from the EMGT degree to the HSEM. Data is pulled from the previous degree prefix rather than the newer prefix. It is also difficult to pull forward historically accurate data because of this transition.

The COH is re-designing the webpage to be more user friendly with advising information provided immediately upon landing on the webpage. Clear tabs representing each program with links to their webpages are being established. Funding will be provided to hire a web page designer to assist departments next year. The COH is working with Lee Ann Waldron on branding and alignment of the COH webpages with KDHS and university branding.

Commitment to ensure Action Plans are implemented

The Dean of the COH and the newly appointed Associate Dean of Curriculum and Assessment will track program outcomes in the area of enrollment and credit hour production each semester and annually through reports received from the departments/programs, undergraduate and graduate enrollment services. Through the program health report and COH program needs assessment administered by the college, the COH will track progress on program enrollment and credit hour production. Opportunities for growth and barriers to success will also be included in the COH program needs assessment. Lack of progress and barriers to success will be discussed with program heads and a new plan will be formulated to address these challenges. Budgets will be developed to request the resources needed for success. This includes budgets for faculty equity, competitive hiring packages, updated equipment and facilities and marketing.

Successes within your college associated with any programs (the program does not need to be in the list above) in regards to Program Health

The COH is developing innovative new partnerships with health systems such as Bingham and Kootenai Health which will result in the placement of named cohorts of accelerated students on their campuses to help address the severe shortage of nurses in Idaho. For example, Kootenai Health is over 800 nurses short and some 8-9 millions of dollars have been spent on traveling nurses by our regional partners. This approach allows ISU to serve a critical societal and community need through an innovative and customized approach to education. Kootenai is exploring the purchase of 15-17 apartments to supply our students at no cost that enter their cohort.

The MOT program expanded to Meridian and will take their first cohort. The number of students who have accepted admission offers to the MOT program has increased from 20 to 32 (>50%). The process is still ongoing with additional offers being issued in the next several weeks.

The Counseling program has accepted 17 doctoral students with expectation of seating a cohort of 18 in FY 2023. This exceptionally high demand program has capacity to continue to grow with additional faculty resources. The shortage in the Counseling profession is severe with demand throughout Idaho and beyond.

The programs in COH continue to experience high demand with strong application pools. Newer programs need marketing dollars to drive enrollment and to inform our communities that the programs exist. Discussions with a number of students on Pocatello campus indicate that our students are not familiar with select offerings in the COH. An increased awareness of the campus community concerning programs in COH is warranted including our advising staff.

PPGAAR



Program Health Dean Executive Summary College of Pharmacy

Programs with Action Plans:

Biopharmaceutical Analysis-DOCT/MAST/MSCP

Strategies for continuous improvement

MSCP

The Master of Science in Clinical Psychopharmacology (MSCP) has made two strategic changes. First, it is transitioning from a "program" to an "academic department." This is primarily in response to the growth of the program, the number of affiliated faculty, and the operations of the new Integrated Mental Health Clinic in Meridian. Second, the SBOE granted approval for an online Master of Science in Clinical Psychopharmacology. This is viewed as critical to competitively recruiting students on a national scope.

BPSCI

Recruitment: The Biomedical and Pharmaceutical Sciences Department (BPSCI) saw another increase in student enrollment over the past semester. The BPSCI Department currently has 24 Doctor of Philosophy (PhD) and 2 Master of Science (MS) students. The MS program will likely continue to have very few students as more students seek a PhD. The BPSCI Department appears to have some challenges recruiting in Meridian due primarily to the higher cost of housing compared to Pocatello (~27% higher). Changing this dynamic will likely require an adjustment of stipend amounts for Meridian-based students. Despite this, the BPSCI Department has successfully added 9 self-paying students over this past year.

Facilities Development: The BPSCI Department continues to face significant challenge in providing adequate facilities for student research. Current laboratories are simply too constricted for most purposes. Some advances have been achieved, including converting an unused laboratory in Pocatello into student office space. This space also includes a refrigerator, microwave, and office equipment. An advance is coming in Meridian with the addition of an office suite to house the Graduate Program Director and 8 to 10 graduate students. Funding for laboratory space renovation in Pocatello has been a fundraising priority for the past 2 years and commitments have been made for most of the funding needed.

Commitment to ensure Action Plans are implemented

MSCP

Implementation of action plans in the MSCP includes faculty forming an ad hoc marketing and recruitment group and working collaboratively with the College of Pharmacy (COP) academic and student affairs staff. Also supporting these action plans is the director of marketing and communications for the Kasiska Division of Health Sciences. This includes updating recruitment material and the MSCP website. The faculty ad hoc committee has created a targeted plan for recruiting students that focuses on state psychological associations and current psychology PhD/PsyD students. The involvement of faculty in this group directly helps develop a culture of faculty engagement in recruitment. Design planning for construction of unfinished space allocated to the COP in Meridian is nearing completion and will provide needed office space. Growth in MSCP laboratory space is primarily in the Neurobehavioral Laboratory in Meridian. Start-up and internal grant funding was used to renovate space and acquire equipment. To ensure expansion of research opportunities in Meridian, the COP is working collaboratively with ISU research officers to implement a Laboratory Remediation Plan.



BPSCI

The BPSCI Department is committed to implementing needed action plans. As described above, efforts to recruit and accommodate students have been successful. Improvement in laboratory renovation and expansion is also actively underway. Another key part of future development is the establishment of a Bachelor of Science in Pharmaceutical and Cosmeceutical Sciences. Development of this new degree has been completed and awaits review by ISU academic officers.

Successes within your college associated with any programs (the program does not need to be in the list above) in regards to Program Health

MSCP

Three major successes are notable. First, approval by the SBOE of an online MSCP was critical for the future, specifically in recruiting students from beyond Idaho. The online MSCP will launch in fall 2022. Second, Optum/UnitedHealth Idaho provided \$150,000 for funding opportunities for psychologists seeking clinical psychopharmacology training. Of this amount, \$50,000 is allocated to appointing a physician with a background in psychiatry and family medicine to train and supervise students. Beginning fall 2022, \$100,000 is available to support up to 5 Idaho Behavioral Health Plan (administrator of Idaho's Medicaid mental health services) credentialed psychologists seeking MSCP training. Third, the MSCP has admitted students with the US NAVY DUINS program. Two Navy psychologists are enrolling in fall 2022 and the Navy has committed to training 1-2 students annually.

BPSCI

A notable success has been the increase in graduate student enrollment, despite minimal increases in financial support for students, coupled with COVID-related delays in graduation. Particularly promising is an increase in self-funded students and at least 3 students currently funded all or in part from faculty grants. To sustain this will require growth in funding from grants, the College of Pharmacy, and the Graduate School. Self-funded students generally have a lower graduation rate unless they are financially supported after the first or second year of the program.

An individual to oversee basic operations of the BPSCI Pharmaceutical Core facility in Pocatello has been appointed using existing BPSCI funds. Regardless, the position has made core instrumentation more accessible and has improved laboratory maintenance.



TAB 1 Page 233



Program Health Dean Executive Summary College of Science and Engineering

Programs with Action Plans:

Civil Engineering-MAST	Mathematics-ASSO (Teachers)
Electrical Engineering-BACH	Mathematics-DOCT
Engineering & Applied SciDOCT	Mathematics-MAST
Environmental Engineering-MAST	Mechanical Engineering-MAST and
	Measurement and Controls Engineering-MAST
Environmental Science Mgt-MAST	Physics-ASSO
Health Physics-ASSO	Physics-DOCT
Health Physics-BACH	Physics-MAST

Strategies for continuous improvement

For all of the Engineering programs, the CoSE Dean's Office is developing a branding/marketing campaign surrounding ISU Engineering. This campaign is meant to bring awareness to the fact that ISU has numerous opportunities for engineering degrees. We anticipate that greater regional awareness will help to drive enrollment in our engineering programs. In addition, we are actively exploring the feasibility of offering undergraduate engineering degrees that could be completed exclusively in Idaho Falls and in the possibility of developing Masters of Engineering degrees that would not require completion of a thesis.

Civil Engineering-MAST: The 4+1 MS program has been approved and will be implemented for AY23

Electrical Engineering-BACH: We now have SBOE approval to offer BS and MS degrees in Computer Engineering beginning in AY23. This rapidly growing engineering field integrates well with our growing Computer Science department and is in line with workforce needs expressed by ON Semiconductor and INL.

Engineering & Applied Sci.-DOCT: This program is very important to attracting research-active faculty who wish to mentor PhD candidates. As more new faculty are brought into the relevant departments we fully expect enrollment in the program to increase. However, this will always be a difficult program to grow because of the ambiguity in the name of the degree. Most doctoral students desire a degree in their discipline. In addition, the low number of GTAs in CoSE and the small GTA stipend will hinder growth of all college graduate programs.

Environmental Engineering-MAST. Environmental Science Mgt-MAST. The dean remains skeptical of the long-term viability of these programs. The programs were developed when INL had a much stronger environmental emphasis than it does currently. Some environmental engineering expertise is essential for ABET accreditation but the dean has been clear that if significant enrollment increases do not occur the programs will be deemphasized as relevant faculty retire and those lines will be redirected to core Civil Engineering disciplines.

Health Physics-ASSO: This program remains mothballed awaiting any future need from INL.



Health Physics-BACH: If this program is to grow we must identify resources to add an additional faculty member. However, reallocation of resources from the College is not a priority given the low return on investment in terms of enrollment

Mathematics-ASSO (Teachers) This program will be eliminated.

Mathematics-DOCT, MAST: We are in the process of interviewing three very strong external candidates for the position of departmental chair. This chair will be expected to lead a culture change in the department that will include evaluation of the viability of the graduate programs.

Mechanical Engineering-MAST and Measurement and Controls Engineering-MAST: We have hired two of the three vacant positions in this department of seven. With one exception, the three faculty being replaced were not active in research or graduate education. We have included support for graduate students in the startup packages of the two new hires and expect to see a substantial increase in the number of graduate students in the program. However, a college-wide shortage of GTAs will continue to negatively impact graduate enrollment across the college.

Physics ASSO, DOCT, MAST: Physics has completed a mediation program with an outside consultant that was intended to improve communication, collegiality and decision making in the program. Improvements have been noted but challenges remain. Physics agreed to an internal chair who has been appointed. We are awaiting SBOE approval of creating the Department of Physics. Physics has implemented steps to improve the graduate programs and has been asked by the dean to reevaluate the undergraduate program to better engage students and streamline course delivery.

Commitment to ensure Action Plans are implemented

All CoSE leadership are now required to identify specific goals for the semester. These goals include elements directly related to Program Health. The leadership team collectively reviews progress on these goals once a month, instilling transparency and accountability in improving all of our programs.

Successes within your college associated with any programs (the program does not need to be in the list above) in regards to Program Health

Faculty in the college have had great success in the past three years in seeking and obtaining external funding. Several of these awards are large, exceeding \$500,000, and provide funding to support undergraduate and graduate student research. These awards attest to the quality of CoSE faculty and the impact they have on program health.

Many of these research successes come from junior faculty and demonstrate the commitment of the college to improving the research productivity and overall reputation of the college. College investment in startup funds has increased substantially in the last four years, reflecting the necessity of competitive startup packages in attracting quality junior faculty. However, research facilities in the college remain a major obstacle. Many new faculty are replacing senior faculty who were not research active and, thus, did not have research space. Since 2020, the dean has been working with ISU Facilities to identify underutilized space in the college. That process is ongoing but has informed the college-funded renovation of research and graduate student space for Computer Science and Electrical and Computer Engineering. The college has submitted a campus request to seek PBFAC funds to renovate the basement of Physical Sciences to support research. Future iterations of the space study are expected to identify additional spaces in Physical Sciences, Lillibridge and the Engineering Research Center suitable for laboratory spaces. The college is



committed to contributing to these renovations as salary savings allows (F&A returns are consumed by startup support).

Program Health is dependent on a faculty that resembles and can relate with the student body. The dean has taken a keen interest in ensuring that college hiring practices are inclusive. The dean has set expectations for the the composition of search committees and maintains scrutiny of candidate pools. Search committees are expected to be diverse in ethnicity and gender and to be disciplinarily diverse, often including members from other departments or colleges. Candidate pools must include underrepresented applicants or the search may be terminated. These approaches have led to hiring 12 women out of 23 overall hires in AY19-AY21.





Program Health Dean Executive Summary College of Technology

Advanced Automation and Manufacturing Technology

Strategies for continuous improvement: We received recommendations from industry to discontinue the program since advanced manufacturing needs are being met by other programs such as machining, welding, robotics, ESTEC, etc. We will strengthen advanced manufacturing principles in the existing welding, machining, and ESTEC programs and discontinue the Advanced Automation and Manufacturing Technology program.

Commitment to ensure Action Plans are implemented: CoT added the discontinuation of the Advanced Automation and Manufacturing Technology program to the Three-Year Plan. The state proposal will be submitted in spring 2022.

Apprenticeships

Strategies for continuous improvement: CoT received a DOL/ETA grant to increase apprenticeship opportunities in the existing ISU apprenticeship programs. The apprenticeship programs are seeing substantial enrollment and retention increases in non-credit offerings.

Commitment to ensure Action Plans are implemented: The CEWT staff presented Prior Learning Assessment opportunities to apprentices during Fall 2021 orientations and Apprenticeship Month (Nov) to encourage students to complete the general education courses necessary for the AAS. Staff are following up with interested students.

BAS Applied Science

Strategies for continuous improvement: College of Technology Student Services is surveying past graduates and employers to seek input about the effectiveness of the degree. The BAS advisor works closely with AAS graduates to encourage them to continue their education and apply to the BAS program.

Commitment to ensure Action Plans are implemented: Graduate and employer surveys were sent in November and December of 2021. The BAS advisor presented information about the BAS to AAS graduates in January 2022.

Business Technology

Strategies for continuous improvement: CoT will promote 2+2 pathways to a bachelor's degree in the CoB. A new Amazon Cloud Computing certificate will increase enrollment.

Commitment to ensure Action Plans are implemented: Faculty and staff from CoT and CoB are meeting regularly to discuss collaborations including a 2 + 2 pathway starting with small business management and accounting. The cloud computing certificate will start Fall 2022 and is gaining interest. Faculty are being hired for the program.

<u>Civil Engineering Technology</u>

Strategies for continuous improvement: The program has seen a substantial increase in enrollment through the new online model. The change to a 2+2 pathway positively impacted enrollment. The program is partnering with industry who have identified a need for a state-of-the-art materials lab.

Commitment to ensure Action Plans are implemented: Through a grant, the program received over \$140,000 of new equipment for the materials lab. The faculty are working with industry for equipment donations. The lab has been designed and construction will begin this semester.

DOARPPGA



Computerized Machining Technology

Strategies for continuous improvement: Industry partners have shown interest in visiting high schools with faculty to reach new students, particularly those with a pre-engineering interest. New marketing materials will be developed.

Commitment to ensure Action Plans are implemented: CoT is in the process of hiring a marketing director. Priorities are to develop new marketing materials including videos that can be distributed through social media. CoT is working with MARCOM for videography contacts. Faculty have put together a plan to increase recruitment efforts.

Early Childhood Care and Education

Strategies for continuous improvement: The program has seen increased enrollment over the past two years. A 2+2 pathway between CoT and COE assists with enrollment. Graduates are in high demand and the program has strong industry support.

Commitment to ensure Action Plans are implemented: The program continues to meet with industry partners for input. Enrollment is healthy and the program is meeting market demands for childcare and early child education (Head Start).

Energy Systems Mechanical Engineering Technology

Strategies for continuous improvement: The program sought industry feedback for curriculum revision to meet industry needs. As a result, the program will create certificates that will meet workforce needs.

Commitment to ensure Action Plans are implemented: New BTC and ITC tracks were added to the Three-Year Plan. A state proposal will be submitted this spring with the intention of a Fall 2023 start. In the meantime, CEWT is offering short-term, non-credit training to meet industry needs until the curriculum can be delivered.

Health Science-HSHO-BACH

Strategies for continuous improvement: The program will streamline curriculum and create a digital cadaver lab.

Commitment to ensure Action Plans are implemented: Two Anatomage (virtual A&P) tables were purchased through a state grant and faculty have been trained to use them in related HO courses starting Fall 2022.

<u>Law Enforcement</u>

Strategies for continuous improvement: This program successfully prepares non-credit, Workforce Training (WFT) students and degree-seeking students for POST certification to be a patrol officer. In the past few years, the majority of participants have been WFT students. Police agencies are extremely satisfied with the education and prefer to send their cadets to ISU rather than POST in Meridian.

Commitment to ensure Action Plans are implemented: The program provided information to WFT students regarding Prior Learning Assessment and encouraged them to continue their education toward an AAS degree.

Paralegal Studies

Strategies for continuous improvement: The program plans to increase enrollment by offering a specialized certificate for paralegals working in the profession.

Commitment to ensure Action Plans are implemented: A part-time instructor was approved to start in Fall 2022 to allow the coordinator more time for recruitment. A proposal was submitted for the specialized certificate but was tabled due to SBOE definitions that are under revision.





Pharmacy Technology

Strategies for continuous improvement: The program will create synergy with the CoP, expand dual enrollment opportunities, and improve branding and marketing opportunities.

Commitment to ensure Action Plans are implemented: The program coordinator has met with the CoP Dean periodically to develop an AAS that will provide a pathway to the PharmD program. Dual enrollment has doubled from 15 students in FY21 to 30 in FY22. The AAS was added to the Three-Year Plan.

Respiratory Therapy

Strategies for continuous improvement: The program will implement an online BS degree to reach more Idaho students and prepare AS graduates for leadership roles in the discipline. The BS degree will increase program enrollment and completions and provide skilled professionals for vacant positions in Idaho.

Commitment to ensure Action Plans are implemented: The online BS program was approved by the SBOE for Fall 2022. Faculty are recruiting in local high schools. A request was submitted to Facilities for additional teaching space.

Unmanned Aerial Systems

Strategies for continuous improvement: This is a new program. The program had its first external program review in Fall 2021 that informed the College and led to new strategies.

Commitment to ensure Action Plans are implemented: Following the recent external program review, the college is committing to streamlining the curriculum to a core certificate with specialized certificates in videography, precision ag, and data collection. The program will collaborate with other programs. The vacant instructor position will be filled to allow the coordinator to get involved in recruitment.

Successes within your college associated with any programs (the program does not need to be in the list above) in regards to Program Health

Each CoT program meets twice a year with industry partners in technical advisory committees (TAC). Input regarding industry trends, technology, and new processes better prepares students to meet current workforce needs. TAC meetings are well attended by employers who hire CoT graduates. Industry partners also provide critical feedback on interns, students in clinicals, and other fieldwork that informs faculty of areas of improvement. CoT faculty are extremely responsive to industry feedback and regularly make changes to curriculum, methodology, or processes that benefit student learning.



Appendix D: Non-Instructional Program Prioritization

APPENDIX D

Non-Instructional Program Prioritization

Overview and Evaluations

Non-Instructional Program Prioritization is aligned directly with Idaho State University's Non-Academic Unit Review process. The University conducts a formal evaluation of units within its divisions once every five years. Aligning these reports allows the units to effectively evaluate their level of mission fulfillment; identify key goals, objectives, and processes; and identify their strengths and weaknesses. Upon completion of this process, units create action plans to address identified gaps and focus on continual improvement. Between evaluation years, units complete annual reviews to demonstrate improvement in effectiveness and efficiency.

For 2021-2022, a new set of criteria was established for the non-instructional reports. The University selected new criteria more closely aligned with the requirements outlined in policy III.F. These criteria broadly focused on both program effectiveness and efficiency. To evaluate the effectiveness of the collection and analysis methods, approximately one-third (20) of the University's non-academic units completed the new process this year. The remaining non-academic units will complete evaluations over the subsequent two cycles.

Analysis

Unit Mission: While each unit has a specific mission focused on its key functions, each remain aligned with ISU's current mission and strategic plan. Thus, mission statements generally are succinct, clear, and focused. These will all be updated when the University's new mission is approved.

Key Goals, Objectives, and Services: Key goals, objectives, and services identified by units are centered on supporting institutional effectiveness, student learning, and student achievement. Some units work directly with faculty and staff to support their environmental, teaching, research, and infrastructure needs. Other units focus solely on supporting students' non-instructional needs, thus setting up a framework for future student success. Finally, there are still other units focused on the University's effort to meet the needs of our vision and mission.

Strengths and Weaknesses: Each unit's strengths and weaknesses are clearly identified. Unit action plans are implemented to ensure maximum effectiveness and efficiency. Some actions seem to be beyond a particular unit's mission and scope: however, each unit has a course of action that creates opportunities for future success. Many units associate their weaknesses with limited funding.

PPGA TAB 1 Page 2/40

Idaho State University: Program Health

Appendix D: Non-Instructional Program Prioritization

Cost-Effectiveness: All 20 units assessed themselves as meeting or exceeding their expected cost-effectiveness. Many units identified shortcomings in their budgets but have established efficiencies to support their achievement of mission fulfillment.

Quality: Of the 20 units reporting, 18 units stated they exceeded quality expectations, while two reported that they met the expected standards. The units all provided narratives regarding their self-assessed evaluation based on customer service, product quality, institutional effectiveness, and achievements in student achievement and student success. While their self-evaluations did clearly identify weaknesses, units did not feel that those weaknesses limited their ability to achieve customer satisfaction or meet the standards they have set for themselves.

As would be expected, COVID-19 negatively affected many of the non-instructional units at ISU, but the non-instructional units, including those not listed in this report, worked to continuously achieve ISU's mission and achieve or exceed their key goals and objectives. Each unit supported the many unique needs that the pandemic required in terms of supporting students, faculty, and staff remotely or in-person and ensuring institutional effectiveness by expertly managing ISU's resources. As the University enters the recovery phase, the units will use the tactics they learned throughout that experience to make effective and efficient decisions.

PPGA TAB 1 Page 2/4/1

Non-Instructional Program Prioritization

Unit/Area: Office for Research-GIS Training and Research Center

Vice President responsible for area: Donna Lybecker (Acting Vice President for Research)

Unit mission: The mission of the GIS Training and Research Center is to facilitate Sound Decision Making through the use and application of geospatial technologies

Key goals and objectives:

The current funding structure for the GIS TReC provides no budget from the state or the University, save for a portion of the GIS Director's salary. Due to this situation, a fundamental, high-level goal is to secure funding to support the core personnel at the GIS TReC. This includes staff and student employees.

Secure research funding allowing the GIS TReC to mentor undergraduate and graduate students, as well as post-doctoral research associates, and contribute scholarly research to geographic information science.

Leverage emerging technologies to enhance access and use of the GIS TReC's data and services for the benefit of ISU, Idahoans, and the nation.

Connect and integrate state and regional activities by being a regional resource providing continuing education, practical assistance, facilitating a community of practice, disseminating standards and best practices, and beings a consistent leader in the field.

Process used to develop these goals and objectives? An evolving process of strategic planning that was formalized in 2011.

Key services provided to customers?

Teaching formal semester length courses and short, one-day workshops.

Develop and maintain all of ISU's Campus GIS and web maps.

The GIS TReC is a NASA DEVELOP node (one of only 12 in the nation). Visiting scholars funded by NASA work with Director Weber on satellite remote sensing research and learn from his decades of experience.

Research in land cover change and wildfire decision support (GIS Director Weber is recognized as a leading wildfire/remote sensing scientist across the nation). The GIS TReC provides the Historic Fires Database to hundreds of users across the world. Process and provide lidar data for the state of Idaho. The GIS TReC is the single repository for all lidar data in Idaho.

Develop and maintain the Multi-state Control Point Database (MCPD). This unique service provides users across Idaho with high precision, high accuracy control points to support surveyors, GIS professionals, and machine control for large construction projects.

Idaho State University: Program Health

Appendix D: Non-Instructional Program Prioritization

Provide advise and subject matter expertise to the state of Idaho's Geospatial Council (Director Weber is a standing member of the state's executive committee).

How did you pick your key services?

These are the primary services provided by the GIS TReC. In addition, they are widely used by the community.

Key processes support mission accomplishment:

The GIS TReC advances scholarly endeavors through academic instruction, and the creation of new knowledge through advancements in science and technology.

The GIS TReC collaborates with health professions, biomedical, and pharmaceutical sciences, in a number of research projects both past and current.

The GIS TReC has completed numerous environmental science studies and currently is completing an energy systems study with funding from CAES

Like the University as a whole, the GIS TReC provides access to its regional and rural communities through delivery of preeminent technical, undergraduate, graduate, professional, and interdisciplinary education.

The GIS TReC engages and impacts its communities through partnerships and services.

What are the strengths of your unit's key processes?

The GIS TReC is recognized as a leader in geographic information science. The Director (Weber) has been called upon numerous times by NASA to provide input on wildfire research and semiarid ecosystem remote sensing.

The classes and workshops provided by the GIS TReC are widely recognized as very high quality training opportunities.

The technical skills and abilities of the GIS TReC staff and its students is substantial and as a result our students are highly competitive for jobs across the nation at all levels.

What are the weaknesses of your unit's key processes?

Funding from ISU/Idaho is limited to only a portion of Director Weber's salary.

Administrative/financial tech duties are taken on by Weber personally or shared/covered by admins in other parts of the Office for Research.

There is no dedicated GIS Analyst position to support the Campus GIS efforts.

What criteria did you use to create your budgeting planning process? The GIS TReC does not receive an annual budget from ISU

Idaho State University: Program Health

Appendix D: Non-Instructional Program Prioritization

What opportunities have you implemented to identify unit savings? Efficiency measures. Reduced travel. Effective use of time. Diversified funding portfolio.

What opportunities have you implemented for generating additional investments? The Office for Research recently invested \$25,000 to purchase new computers for the GIS TReC staff and our students. Director Weber has been very opportunistic and successful in seeking external funding. The GIS TReC remains a preeminent research center.

How successful were you at implementing that budget and meeting your fiscal goals? Very successful in managing the existing budget from external sources

Cost-Effectiveness: Exceeds

The GIS TReC and specifically Director Weber has brought in over \$9 million dollars to ISU since the center began.

Quality: Exceeds

The teaching and research conducted at the GIS TReC meets the highest standards set and recognized by the industry.

What changes are proposed to improve efficiencies and/or effectiveness?

Seeking funding for a GIS Analyst devoted to the Campus GIS project. Seeking funding for a dedicated administrative assistant.

8-year revenue and expense worksheet: The GIS TReC does not have any budget from ISU save for a portion of the GIS Director's salary.

Non-Instructional Program Prioritization

Unit/Area: Center for Advanced Energy Studies (CAES)

Vice President responsible for area: Dr. Donna Lybecker, Acting Vice President for Research

Unit mission: CAES is a consortium involving Boise State University, Idaho State University, University of Idaho, and the Idaho National Lab that inspires innovation and impact by leveraging our collective capabilities to empower students, researchers, faculty, and industry to accelerate energy solutions.

Key goals and objectives:

CAES facilitates collaborative Research, Education, and Innovation in seven Focus Areas: Nuclear Energy, Energy-Water Nexus, Cybersecurity, Advanced Manufacturing, Innovative Energy Systems, Energy Policy, and Computing-Data-Visualization.

Process used to develop these goals and objectives? Two years of meetings and discussions amongst energy-related scientists, engineers, support staff, and administrators at the four CAES institutions.

Key services provided to customers?

- 1) Partial support of salaries for ISU faculty/staff/administrators and tuition/stipends for ISU students
- 2) Seed Grants for ISU faculty to conduct collaborative research with BSU/UI/INL engineers/scientists
- 3) Workforce Training for ISU faculty/students including grantwriting, data workshops, and invention marketing
- 4) Free Laboratory space and support for ISU faculty/students conducting energy-related research

How did you pick your key services?

- 1) Faculty/staff salary support was chosen by previous ISU adminstrators (VPRs and CAES Associate Directors) and continues today. I don't know their reasoning.
- 2) Student support and Seed Grants are chosen by me (current CAES Associate Director) based on evaluation of proposals submitted annually by ISU faculty.
- 3) Workforce Training opportunities are determined by the CAES Executive Board (= 4 Associate Directors) based on extensive discussions during biweekly meetings

Idaho State University: Program Health

Appendix D: Non-Instructional Program Prioritization

4) Laboratory space and support is determined by CAES Executive Board and CAES Lab Directors based on extensive discussions during weekly meetings

Key processes support mission accomplishment:

- 1) Energy-related laboratory research by faculty/student teams, mostly in the CAES Building in Idaho Falls, that yields graduate degrees, peer-reviewed publications, and a skilled workforce.
- 2) CAES Summer Faculty Visiting Program (CSSVFP) forms research partnerships between INL and new university researchers resulting in grant proposals suitable for submission to a federal agency
- 3) CAES Collaboration fund, ISU CAES Seed Grant fund provides funding for research partnerships between two or more CAES institutions, with the ultimate goal of attracting additional funding from a federal agency

What are the strengths of your unit's key processes?

- 1) Free access to high quality scientific laboratories
- 2) Informative CSVFP program that introduces new ISU faculty to INL culture and resources, while paying them to write a research proposal and teaching them how to market their research
- 3) Relatively easy-to-get Seed grant opportunities for collaborative energy-related research

What are the weaknesses of your unit's key processes?

- 1) limited number of "customers" (= ISU faculty with energy-related research interests)
- 2) difficulty in establishing relationships between ISU researchers and BSU/UI/INL researchers
- 3) limited number of large energy-related federal grant opportunities, and they are always highly competitive
- 4) ISU lacks an Economic Development (= Innovation) office or administrator to facilitate product development
- 5) inconsistent coordination between CAES strategic plan and ISU college/departmental interests

What criteria did you use to create your budgeting planning process? Discussion with the ISU Vice President for Research, UBO, and customers (= ISU faculty with energy-related interests)

Idaho State University: Program Health

Appendix D: Non-Instructional Program Prioritization

What opportunities have you implemented to identify unit savings? We have reduced the number of faculty/staff receiving partial salaries from ISU-CAES funding, shifting those funds to more competitive, targeted opportunities

What opportunities have you implemented for generating additional investments? All funds expended from the ISU CAES account are intended to subsequently attract even larger external grants from federal agencies.

How successful were you at implementing that budget and meeting your fiscal goals? Moderately successful. In actuality the ISU-CAES budget has been 10% underspent these past few years, due in part to a pandemic-related reduction in research productivity. In addition, it is still too early to evaluate the ROI on our key processes (seed grants, collaboration grants, CSVFP, data workshops, etc) since it takes a new faculty member about 3-5 years to successfully attract a federal grant.

Cost-Effectiveness: Meets

ISU-CAES spends ~\$900K annually on energy-related research and education in the following categories: faculty support (40%), technician support (17%), graduate students (7%), Seed Grants (25%), and Research Instrumentation (12%). Approximately 25 faculty, 10 graduate students, and 3 technicians are partially supported each year. Seed Grants provide additional stipends for undergraduate and graduate students; these students earn ISU degrees and then enter the energy-related workforce. Faculty and students also produce research results that are presented in grant proposals and peer-reviewed papers. A small number of proposals to federal agencies are successful, yielding new external funds in support of energy-related research.

Quality: Exceeds

The quality of nearly all activities associated with CAES is quite high in comparison with most other research and educational activities at ISU. Laboratory facilities in the CAES building are first-class, equal to or better than any on the ISU main campus. Our faculty and students develop and implement creative research projects that yield results of interest to their international peers. Our workshops, training sessions, and informational presentations disseminate cutting-edge techniques and results. Our alumni are always employed after graduation. However, similar to ISU faculty overall, ISU CAES faculty do not submit a large number of external grant proposals nor are they unusually successful, indicating that the quality of proposals is average.

What changes are proposed to improve efficiencies and/or effectiveness?

1) Attract more ISU faculty/students to use laboratories in the CAES building by adding research instrumentation and providing targeted Seed Grants to use CAES instruments.

Idaho State University: Program Health

Appendix D: Non-Instructional Program Prioritization

- 2) Expand ISU CAES funding to support a broader spectrum of energy-related research and education topics than listed in the Focus Areas above.
- 3) Sponsor workshops to improve grantwriting, science communication, and marketing of inventions

8-year revenue and expense worksheet: https://docs.google.com/spreadsheets/d/1hJ-azgg3z4A3on3r3pu_pdpEMKGwxxVdPjBBB4_vENc/edit?usp=sharing

Non-Instructional Program Prioritization

Unit/Area: Institutional Effectiveness (Director of Operations and Planning/Accreditation Liaison Officer)

Vice President responsible for area: Dr. Karen Appleby, Interim Vice President for Academic Affairs/Provost

Unit mission: We serve ISU by framing a dynamic academic enterprise that develops graduates who enrich the world.

Key goals and objectives:

Goal 1: Successfully lead the University through its Year 6 & 7 accreditation review and virtual visit.

Objective: Serve as the University's liaison to the NWCCU. Communicate requirements from the NWCCU to ISU's leadership, track actions that the NWCCU requires ISU to complete, like the annual reports and program submissions, and attend the NWCCU annual meetings and various workshops held throughout the year and determine how to apply lessons learned from the NWCCU to the University's policies and practices.

Goal 2: Improve Communication From Academic Affairs

Objective: Coordinate internal and external communication from the Office of Academic Affairs to ensure that faculty, staff, and stakeholders receive timely and accurate communication from AA staff and the Provost/VP of AA.

Goal 3: Improve Organizational Efficiency

Objectives:

- Improve AA's organization efficiency by developing processes and plans that help align the staff and support the completion of tasks quickly.
- Develop project plans that coordinate the implementation of AA and university-wide projects.
- Coordinate the AA project charter leaders to ensure they continuously move forward toward achieving their goal of implementing their charters' objectives and goals.
- Provide operational planning support units that require assistance in developing their plans.

Goal 4: Strategic Plan Facilitation

Objectives:

Provide direct support to the University's strategic plan team by creating products and processes that support the development of the new institutional plan.

Idaho State University: Program Health

Appendix D: Non-Instructional Program Prioritization

- Meet timelines necessary to ensure continued momentum toward the deadline of June 1, 2022.
- · Create planning products and presentations that support the SWOT, Mission, Vision and Values development.
- Facilitate the Strategic Planning Committee to help the group reach its goals of completing the necessary products that meet the requirements of the leadership and the rest of ISU's customers and stakeholders.

Process used to develop these goals and objectives? IE aligns its goals and objectives with the Academic Affairs' goals and objectives by selecting essential elements from the AA mission. IE's key goals and objectives also focus on the essential elements of the functions within the unit and the duties of the Director of Operations and Planning for Academic Affairs.

Key services provided to customers?

Goal 1: Accreditation

- Complete the Year 6 & Year 7 packets using input from AAAPR, campus stakeholders, and University leadership
- Coordinate a virtual site visit and complete all NWCCU requirements to support the development of the accreditation team's report.
- Develop training and communication materials to support faculty and staff's understanding of ISU's accreditation reports, the NWCCU processes and requirements, and best practices.

Goal 2: Communication

- Write or edit all communication coming from AA to ensure it is accurate and disseminated on time.
- · Coordinate quarterly AA virtual town hall events for faculty and staff.
- Create or edit monthly articles from Academic Affairs that provide faculty information about current practices or requirements.

Goal 3: Organizational Efficiency

- Improve AA's organization efficiency by developing processes and plans that help align the staff and support completing tasks on time.
- Develop project plans that coordinate the implementation of AA and university-wide projects.
- Coordinate the AA project charter leaders to ensure they continuously move forward toward achieving their goal of implementing their charters' objectives and goals.

Goal 4: Strategic Plan

Provide direct support to the University's strategic plan team by creating products and processes that support the development of the new institutional plan. Meet timelines necessary to ensure continued momentum toward the deadline of June 1, 2022.

Idaho State University: Program Health

Appendix D: Non-Instructional Program Prioritization

- Create planning products and presentations that support the development of the SWOT, Mission, Vision, and Values.
- Facilitate the Strategic Planning Committee to help the group reach its goals of completing the necessary products that meet the requirements of the leadership and the rest of ISU's customers and stakeholders.

How did you pick your key services?

Institutional Effectiveness' key services focus on critical outcomes that support achieving the goals and objectives. Key services are identified during the development of the action plans. The action planning process identifies all of the services required and then evaluates them to determine whether it is a key or support service.

Key processes support mission accomplishment:

- 1. Project plan development to support all goals and objectives
- 2. Development of NWCCU accreditation reports
- 3. Coordination of stakeholders throughout campus in the development of AA and cross-campus project requirements

What are the strengths of your unit's key processes?

- Project planning techniques to support the development and implementation of projects and project charters
- 2. Understanding of accreditation requirements by the team
- 3. The quality of the university teams involved in the processes

What are the weaknesses of your unit's key processes?

- 1. Stakeholders not meeting the requirements or timelines when contributing to the products
- 2. Lack of standardization of processes between AA charter leaders that support creation and implementation of project charters
- 3. Cross-communication challenges between AA administrators and other directorates and units

What criteria did you use to create your budgeting planning process? Institutional Effectiveness receives an annual budget based on accreditation, travel, and personnel expenses. The budget grew considerably between 2015 (\$48,000) and 2019 (\$301,000). In 2022, the budget firmed up (\$200,000) after adjustments to position funding were made, and AA was required to make a \$70,000 cut.

Institutional Effectiveness typically has approximately 10-20% of its annual budget remaining at the end of each fiscal year. This overage results from the timing and requirements established by the NWCCU accreditation cycle, specifically the mid-cycle

Idaho State University: Program Health

Appendix D: Non-Instructional Program Prioritization

and Year 7 evaluations. A Year 7 costs about \$35,000 for the fees and site visit. Travel has also taken a significant portion of the budget (\$20,000). Costs associated with travel result from annual accreditation training for the ALO and staff from Boise to Seattle and around \$15,000 for travel from Meridian to Pocatello. The primary purpose of the state travel was for unit strategic/operational planning. In FY21 and 22, travel was significantly reduced because of COVID. Other expenditures for operations included funding multiple stipends for faculty working in the Office of Assessment, assessment and other education-related software as well as activities, and in 2019, a remodel of the shared IRH conference room.

What opportunities have you implemented to identify unit savings? As stated above, the Accreditation Account not only saved approximately 10% of its budget annually, but it endured a \$70,000 reduction in the account to support AA's 5% budget reduction. Additionally, in FY23, the account will not pay for stipends or software. These adjustments to purchasing should save approximately \$40,000 over a year. Finally, another \$5,000-7,500 in savings could be identified in FY23 because of the increase in Zoom usage, thus reducing travel to Pocatello and NWCCU eliminating one of the two annual training events.

What opportunities have you implemented for generating additional investments? Institutional Effectiveness is not able to generate investments.

How successful were you at implementing that budget and meeting your fiscal goals? Institutional Effectiveness remains well within its budget, and the additional reduction in expenditures supports further cost efficiencies.

Cost-Effectiveness: Exceeds

In FY22, Institutional Effectiveness continues to exceed its cost-effectiveness. The travel savings has supported this accomplishment. There will be additional cost savings with a reduction in faculty stipends, as stated above.

Quality: Exceeds

In AY22, ISU underwent its Year 7 accreditation evaluation. The outcome was two commendations and two minor recommendations. The processes put in place to prepare and execute the visit and the materials submitted were commented on repeatedly by the evaluator and NWCCU.

With direct support from Institutional Effectiveness, ISU is on the cusp of completing its 2023-2027 strategic plan. The fully inclusive and transparent process will result in a quality strategic plan to guide the University.

Idaho State University: Program Health

Appendix D: Non-Instructional Program Prioritization

Academic Affairs has become increasingly efficient with new tools and processes that support staff and the provost. AA has not missed an internal or external deadline/requirement, and the quality of the products is exceptional.

Finally, the AA's quantity and quality of communication has resulted in faculty receiving timely, accurate information. The survey results have demonstrated that faculty have improved their feelings about administration communication.

What changes are proposed to improve efficiencies and/or effectiveness?

Continue to fund and resource IE as it has been to ensure accreditation and planning does not lose effectiveness. Continue to use Zoom to moderate travel and provide positive impact to budget.

8-year revenue and expense worksheet:

https://drive.google.com/drive/folders/1lgSr8tgv9AnQWAQj91EE-GFC7H9r1lhW?usp=sharing

Unit/Area: Animal Facility

Vice President responsible for area: Donna Lybecker

Unit mission: The Idaho State University Animal Care Facility believes in the moral, scientific and legal obligation for humane care and use of laboratory animals by providing the highest standards of animal care, welfare, service, and support through education, diligence and co-operative involvement to advance education, medical and biomedical research for the benefit of all.

Key goals and objectives:

- 1) Meet highest standards of animal care and welfare
- 2) Provide quality customer service
- 3) Provide support for a quality academic and research environment

Process used to develop these goals and objectives? We looked at what is required of an animal facility by federal regs and melded it with what ISU researchers need

Key services provided to customers?

- Provide a clean, disease-free environment in which the physical, social and psychological needs of the animal are met and exceeded.
- Consider the care of animals on an individual basis to optimize their health and welfare.
- Improve animal care standards through assessment and revision, utilizing open dialogue and education to inspire similar goals in others.
- Provide open lines of communication with the Investigator and Assistants to resolve issues.
- Provide assistance to investigators in balancing the parameter of their research with the Guide for Animal Care and Use and Animal Welfare Act.
- Work in co-ordination with investigators, to create a research environment that promotes animal welfare.

How did you pick your key services?

By looking at what we must do as a research animal facility and what ISU needs and can do

Key processes support mission accomplishment:

Feed animals, house animals, clean living area, keep documentation as needed

What are the strengths of your unit's key processes?

Idaho State University: Program Health

Appendix D: Non-Instructional Program Prioritization

The excellent staff. When we have our tri-annual accreditation review the staff continually gets kudos from the accreditors for the great job they do in the facility

What are the weaknesses of your unit's key processes?

The infrastructure is aging, along with much of the research equipment available to faculty

What criteria did you use to create your budgeting planning process? meet our goals to create a model animal facility

What opportunities have you implemented to identify unit savings? A new HVAC system is being installed

What opportunities have you implemented for generating additional investments? none

How successful were you at implementing that budget and meeting your fiscal goals? fairly successful

Cost-Effectiveness: Meets

We are aware of the cost of materials and services as we care for animals and still meet he requirements of OLAW and AWA. Because of the age and condition of the structure and infrastructure there are always issues occurring that need monetary attention.

Quality: Exceeds

As mentioned, the facility and its operation always receive accolades from our accrediting body.

What changes are proposed to improve efficiencies and/or effectiveness?

HVAC is being updated. We are slowly purchasing modern equipment for the facility and for use by the researchers.

8-year revenue and expense worksheet:

https://docs.google.com/spreadsheets/d/151YaL_92A9SwTq4mlsAmq5W2Wm7-iYp0ewWYbeGz1XU/edit#gid=628803376 (I don't know if I made this accessible to anyone. Contact Deb Easterly, eastdebb@isu.edu or 2618 if you can't access)

Unit/Area: Environmental Health and Safety

Vice President responsible for area: Brian Sagendorf

Unit mission: To assist students and employees in achieving their goals by delivering technical expertise in safety and regulatory compliance.

Key goals and objectives:

Increase the number of developed and implemented health and safety programs:

- Develop a powered industrial trucks program
- Develop a hot work program
- Develop a confined space program
- Develop a fall protection program
- Develop a hazard communication program

Achieve and improve compliance with regulatory programs:

- Expand the chemical hygiene program to include laboratory consultations and standard operating procedures
- Develop a system for tracking hazardous waste generation at very small quantity generator facilities
- Develop hazardous waste training
- Develop resources for hazardous waste characterizations
- Develop a hazardous building materials review program

Improve safety culture across all campuses:

- Develop an EHS Policy
- Develop an Annual Report
- Develop Departmental Metrics
- Update EHS Website to reflect new program information

Process used to develop these goals and objectives? The Environmental Health and Safety (EHS) Department prioritizes goals and objectives by considering the following factors: health and safety risks, compliance risks, liability, disruption to university services and customer/stakeholder needs. EHS meets as a Department to set goals and objectives and meets quarterly to evaluate progress and determine if needs/priorities have shifted.

Key services provided to customers?

- Responds to, evaluates and makes recommendations on environmental health and safety concerns expressed by students, faculty and staff
- Removal of hazardous, biohazardous, industrial and universal waste

Idaho State University: Program Health

Appendix D: Non-Instructional Program Prioritization

- Provides training and evaluates the need for respiratory protection for students, faculty and staff
- Provides indoor air quality evaluations
- Reviews hazardous building materials prior to demolition, renovation or construction and provides guidance on how to safely disturb or remove hazardous building materials

How did you pick your key services?

The key services provided by EHS are selected based on health and safety risks, compliance risks, liability, disruption to university services and customer/stakeholder needs.

Key processes support mission accomplishment:

- Consultation, evaluation and recommendations in response to environmental health and safety concerns.
- Hazardous, biohazardous and universal waste removal
- Respiratory protection services
- Hazardous building material reviews and oversight for removing/disturbing hazardous building materials
- Support in academic, research and clinical laboratories

What are the strengths of your unit's key processes?

EHS delivers our key processes in an efficient and consultative way. The Departmental operates with a continuous improvement mindset and regularly evaluates processes, procedures and feedback received from internal and external constituents.

What are the weaknesses of your unit's key processes?

Continuity of our key processes can be difficult to achieve with a small team. EHS has experienced significant turnover in staffing and has had difficulty hiring new staff. With a small EHS team, there is little redundancy among staff for key processes.

What criteria did you use to create your budgeting planning process? Environmental health and safety functions at Idaho State were centralized in fiscal year 2018. EHS included Radiation Safety until fiscal year 2020 when Radiation Safety remained under the Office for Research and EHS moved to Finance and Business Affairs. Both fiscal year 2020 and 2021 were impacted by COVID-19. Therefore, EHS is working to determine what is an appropriate operating budget. Budget planning efforts include reviewing historical budget information from fiscal year 2018 onward, setting a five- year program prioritization process and evaluating associated costs and facilitating discussions on establishing a process for unforeseen expenses and circumstances.

Idaho State University: Program Health

Appendix D: Non-Instructional Program Prioritization

What opportunities have you implemented to identify unit savings?

- Review of invoices before processing payment
- Competitive selection of vendors where cost and qualifications are reviewed
- Waste minimization and recycling opportunities
- Evaluating operating processes and identifying efficiencies
- Partnering with other Departments to review software that could streamline training tracking across the University community

What opportunities have you implemented for generating additional investments? EHS is investing in ensuring that existing staff have adequate training to perform their job duties. We have invested in cross-training where appropriate to ensure that we can continue to provide key services without disruption to the university community.

How successful were you at implementing that budget and meeting your fiscal goals? EHS has been successful at implementing the departmental budget and meeting fiscal goals. For example, hazardous waste disposal costs have decreased due to using a competitive process to identify a vendor, working more proactively with academic programs for routine hazardous waste removal and creating a chemical safety program with in-person training for students, faculty and staff. Other fiscal goals include a phased approach to program implementation and increasing staffing support while utilizing existing staff funds and irregular funds. EHS has been successful in increasing staffing by reorganizing programmatic responsibilities and utilizing irregular funds.

Cost-Effectiveness: Did Not Achieve

The EHS budget is impacted by external factors that are out of the unit's control including faculty and staff retirements, discontinuance of academic programs and research, safety concerns brought forward and other factors. From that standpoint, EHS has met expectations for the cost effectiveness of activities and programs under our purview. EHS continues to put efficient processes in place, seek competitive quotes from vendors, provide in-house consultation rather than hire a consultant and work on a phased approach to achieve a representative operating budget.

Quality: Exceeds

EHS provides quality programs and exceeds customer service expectations based on Departmental size compared to gross square footage of service area. EHS supports initiatives across all campuses and regularly adjusts services based on customer feedback and internal evaluation.

Idaho State University: Program Health

Appendix D: Non-Instructional Program Prioritization

What changes are proposed to improve efficiencies and/or effectiveness?

EHS is currently in the midst of a major reorganization that is equitably distributing staff resources across programs that have been prioritized based on health and safety, risk and disruption to the university. EHS is also in the process of developing metrics that can be utilized to benchmark progress. EHS will adjust key services and processes based on an annual review of metrics and key performance indicators associated with our Departmental goals.

8-year revenue and expense worksheet: https://docs.google.com/spreadsheets/d/1K72WUekw3v-csBJUm6JbVHSMSTAwIXPC/edit?usp=sharing&ouid=101236834665167123813&rtpof=true&sd=true

Unit/Area: Academic Affairs

Vice President responsible for area: Karen Appleby and Margaret Johnson

Unit mission: The Program for Instructional Effectiveness (PIE) was launched in the Fall of 2019 as a collaborative, university-wide program to promote effective teaching practices by supporting faculty professional development in relation to teaching and fostering campus-wide dialogue about teaching.

Key goals and objectives:

Goal 1: Promote Instructional Effectiveness.

Goal 2: Establish a Continuous Improvement Process.

Goal 3: Resource PIE

Process used to develop these goals and objectives? In 2018, topics for workshops and other professional development opportunities were developed through a survey that was provided to faculty. Then in the spring of 2019, a strategic planning committee for PIE developed the mission and vision statements for PIE. Through these processes, PIE established its focus on (Goal 1) promoting effective teaching practices and strong scholarship of teaching.

As an element of promoting effective teaching practices, we want to support faculty in their efforts for (Goal 2) continuous improvement in their teaching. Thus, we determined that it was important to provide some mechanism to provide feedback to faculty on their instructional practices so as to help faculty continue to improve their teaching and to help PIE determine processes and programs to support faculty. To determine if PIE is an effective resource, we plan to distribute an updated perception survey to faculty to determine the current needs of faculty and to update our current programs and develop new ones to meet these needs.

Finally, in order to ensure we are able to provide these programs and mechanisms to support faculty, PIE needs to have a reliable and sufficient budget and staff. In our first full year, we had significant one-time funding with which we were able to provide small teaching grants for faculty to use for attending conferences or training, to purchase supplies and equipment, or to provide a course release in order to develop new methods of teaching. We recognized that the absence of these funds created limitations on our ability to support the development of teaching innovation, which led to our goal to (Goal 3) resource PIE fully.

Idaho State University: Program Health

Appendix D: Non-Instructional Program Prioritization

Key services provided to customers?

- 1. ISU New Faculty Orientation
- 2. Great Ideas in Teaching Lecture Series
- 3. Faculty Workshops on teaching and pedagogical innovation
- 4. Talking about Teaching Faculty Reading Circle

How did you pick your key services?

The key services offered by PIE are guided by the Vision and Mission of the Program. In the spring of 2019, a strategic planning committee for PIE was constituted and created a collaborative Vision and Mission statement for the program (see Appendix B). This group determined that the Vision of the PIE is "By advancing faculty development, we will cultivate transformative teaching that enriches our communities." The collective Mission of PIE is "We are a collaborative university-wide center that promotes effective teaching practices and scholarship." On a semester basis, the PIE Faculty Coordinator and the Interim Provost determine programming efforts based on interest and attendance at past events.

Key processes support mission accomplishment:

The mission of PIE seeks to support the delivery of "...high quality academic programs at all levels." (ISU Strategic Plan 2018-2022, CORE THEME 1: Learning and Discovery). The PIE endeavors do this through training and educational opportunities for faculty to continue to develop high quality, best practices in pedagogical delivery and innovation.

Key processes that support mission accomplishment are:

- 1. Training opportunities for faculty that are supportive of teaching and learning
- 2. Educational opportunities for faculty that are supportive of teaching and learning
- 3. Networking opportunities for faculty that are supportive of teaching and learning

What are the strengths of your unit's key processes?

PIE has been well-received by faculty. Strengths of the program include:

- 1. Continued support by leadership at the University;
- 2. Strategic program planning that has focused on quality events aligned with stated faculty needs;
- 3. Effective, positive, and productive working relationships with other units on campus that serve to support faculty needs (i.e., ITRC, Student Support, and Academic Units);
- 4. A shift to Academic Affairs to broadly support teaching needs across the academic curriculum.

Idaho State University: Program Health

Appendix D: Non-Instructional Program Prioritization

What are the weaknesses of your unit's key processes?

Program weaknesses include:

- 1. No permanent or centralized leadership;
- 2. Insufficient budget to put into place all planned PIE services
- 3. No designated facility space; and
- 4. No formalized assessment procedures.

What criteria did you use to create your budgeting planning process? The PIE budget is part of the overall Academic Affairs budget request. Therefore, the PIE Director collaborates closely with the Provost and the AA Budget Officer to plan the budget. Criteria used include (a) faculty need and interest for training opportunities, (b) faculty professional development needs (i.e., Teaching Innovation Grant Opportunities), (c)PIE Leadership needs.

What opportunities have you implemented to identify unit savings? We have moved almost all of our programming efforts to Zoom. This initially increased participation and decreased cost, though as the pandemic continued, participation in Zoom events has decreased due in part to so much Zoom activity. In AY 21/22, we did not offer the Teaching Innovation Grant. This was a savings this year, but we would like to offer this in future semesters. We are in flux with our leadership for PIE. This leadership will be determined when the permanent Provost is in place.

What opportunities have you implemented for generating additional investments? We have not investigated additional investments mostly based on the fact that we have had so much leadership flux in this position. Next year, when the PIE is more stable, we can begin to explore options.

How successful were you at implementing that budget and meeting your fiscal goals? We have not investigated additional investments mostly based on the fact that we have had so much leadership flux in this position. Next year, when the PIE is more stable, we can begin to explore options.

Cost-Effectiveness: Meets

Due to the modest budget that PIE uses to create programming, provide resources, and support faculty in their teaching and scholarship on teaching, PIE has had significant success. During fall 2021, for example, 20% of the new faculty participated in our Talking about Teaching Reading Circle. Approximately 200 faculty have joined the PIE mailing list, and others regularly participate in workshops and lectures, demonstrating a significant impact for a limited budget.

Idaho State University: Program Health

Appendix D: Non-Instructional Program Prioritization

Quality: Meets

The quality of each presentation and workshop is very high, as faculty presenters thoughtfully prepare materials related to areas they have expertise in. Because of the changing leadership of PIE over the last couple of years, and due to the limited funding, it has been challenging to create a fully realized program that accomplishes all of the goals that have been set. We believe that with these issues resolved there will be an overall increase in the quality of the program.

What changes are proposed to improve efficiencies and/or effectiveness?

The following opportunities exist to improve PIE:

- 1. Create consistent and permanent leadership for PIE
- 2. Continue to establish excellent working relationships with other units on campus;
- 3. Start a consistent evaluation metric for all events;
- 4. Consistently query faculty to ensure program offerings align with faculty needs; Future Opportunities for Improved Training for Faculty
- 1. Launch Faculty Perception Survey
- 2. Finalize event evaluations and create assessment plan
- 3. Launch Faculty Mentoring Program
- 4. Create a realistic budget for PIE propose to Leadership Team

8-year revenue and expense worksheet: PIE has only been in existence since 2019 and, therefore, does not have an 8 year revenue and expense worksheet. Academic Affairs is working on this.

Unit/Area: Purchasing

Vice President responsible for area: Jennifer Steele

Unit mission: The Purchasing Department at ISU adds value to the procurement process by developing strategic relationships with our campus customers and suppliers. By combining best business practices with the requirements of the state statutes, competitive requirements are met and best value is obtained by the University.

Key goals and objectives:

The work of the Purchasing Department is guided by State of Idaho purchasing laws, regulations and guidelines.

Key goals for the Purchasing Department:

- Continuous quality process improvements, process documentation and training.
- Optimize staffing, workload and organizational structure to make office more efficient.
- Increase awareness of purchasing policies and procedures across the University.
- Implement systems that provide efficiencies in cost and time.

Performance Outcomes:

- Tracking added value to purchase orders. Cost savings, additional service and recommendations.
- Rebates from P-Card
- Stakeholder feedback

Process used to develop these goals and objectives?

These goals and objectives were developed by the Purchasing Department to meet the University Mission, Vision, and Strategic Priorities.

Key services provided to customers?

- Guidance on purchasing materials & supplies, capital assets and services.
- Communications
- Policies and Procedures
- State of Idaho Compliance
- Fixed Asset Tracking
- Shipping and Receiving

Idaho State University: Program Health

Appendix D: Non-Instructional Program Prioritization

How did you pick your key services?

These are standard services provided by a University Purchasing Department. Our office provides quality service in the form of consulting, training and collaboration with ISU employees and departments.

Key processes support mission accomplishment:

All services provided by the Purchasing Department staff are aligned with ISU's mission, values, vision and strategic plan. We focus on providing all departments with structure, processing information, and support that enables them to optimize their duties in service to students and ISU's mission.

What are the strengths of your unit's key processes?

In the past year purchasing has made considerable strides in improving our processes, creating efficiencies in the office and improving our training opportunities.

We have done this through expanding the use of p-cards in departments, implementing the RFID Asset Tracking System, making changes to individuals' duties with in the office, expending training options to campus and holding quarterly meetings with University Business Officers and their staff.

What are the weaknesses of your unit's key processes?

While we have made substantive strides in process improvement, training, and documentation, there are many opportunities for additional improvement in these areas.

What criteria did you use to create your budgeting planning process? We follow the annual Overview and Guidelines for Unit Budget Development that are developed by our office in collaboration with the Budget Model Advisory Group and Leadership Council, and approved by Admin Council.

What opportunities have you implemented to identify unit savings? We have increased P-Card spend in a strategic manner, which will increase the rebate from the State of Idaho and save time in all areas on campus. We have reorganized staffing and made process improvements that allow for staff to use their time towards significant savings for departments at ISU. We have begun tracking savings that we contribute to the university.

What opportunities have you implemented for generating additional investments? Our office's processes and procedures are designed to help the University and departments to maximize their resources through strategic purchases and cost savings.

How successful were you at implementing that budget and meeting your fiscal goals? We have consistently met our budget and fiscal goals.

Idaho State University: Program Health

Appendix D: Non-Instructional Program Prioritization

Cost-Effectiveness: Exceeds

As mentioned above Purchasing has created significant increases in P-Card rebate, and significant cost savings for departments.

Quality: Exceeds

The purchasing staff consistently provides quality procurement service, which is timely, accurate and useful.

What changes are proposed to improve efficiencies and/or effectiveness?

- Implementation of the Jaggaer Contract/Procurement/AP system.
- Continue with the RFID Asset Tracking Implementation.
- Continued development of Training Resources for campus.
- Process improvements, and staff training and cross training among offices.

8-year revenue and expense worksheet:

https://docs.google.com/spreadsheets/d/12fOFbSQh5EhsgGDbiTlcuTLrt4zNvJQi/edit#gid=1781835446

Unit/Area: The Student Unions under the Division of Student Affairs The Pond and Bennion Student Unions are part of the educational program of the University. The Unions acts as the community centers of the University for all members of the college family—students, faculty, administration, alumni, and guests. It is not just a building; it is also an organization and a program. The manner in which we fulfill this roles in an integral part of the University. We offer services, conveniences, and amenities needed in daily campus life and help build the university community through our organization, programs, and facilities. Service areas within the Pond Student Union include: Bengal Dining, Bookstore, Campus Connection (information desk), Copy Center, Craft Shop, Facilities, Food Services (Amazing Glaze, Chick-fil-A, and Einstein's), Games Center, Mail Center, Outdoor Adventure Center, Scheduling and Event Services. The following departments are located in the Pond Student Union and managed by other units: ASISU, Bengal Newspaper, Bengal Welcome Center, Benny's Pantry, KISU, Student Affairs, and the Student Leadership and Engagement Center. Service areas within the Bennion Student Union include: Bennion Café, Information Desk, and the Scheduling Office.

Vice President responsible for area: Lyn Redington

Unit mission: The Student Unions are dedicated to enhancing the overall student experience and promoting student learning and success.

Key goals and objectives:

- 1. Bring campus constituents together.
- 2. Support and initiate program in the Unions.
- 3. Provide facilities that promote student learning and development.

Process used to develop these goals and objectives? The Program goals were developed based on objectives outlined in the Council for the Advancement of Standards in Higher Education (CAS). CAS promotes standards specific to student affairs, student services, and student development programs. In addition to the guiding standards departmental directors meet annually to refocus standards and develop new goals/objectives for the coming year.

Key services provided to customers?

- 1. Scheduling and Facility Services
- 2. Bengal Dining-food services
- 3. Entertainment and Recreation Opportunities
- 4. Campus Connection

Idaho State University: Program Health

Appendix D: Non-Instructional Program Prioritization

How did you pick your key services?

Services were picked based on those most utilized and those that are most impactful for university constituents.

Key processes support mission accomplishment:

The Student Unions mission and vision directly align with that of the University and Student Affairs. The Unions are dedicated to providing opportunities for student success through programs, service, employment, or a combination thereof. The experiences we afford students directly aid in their educational fulfillment and the leadership and employment opportunities we provide allow student employees to utilize the Unions as a lab where they can test their knowledge and skills for future employment pursuits.

- Scheduling works across the University with students, departments, and
 community to provide space for activities and events which support the academic
 mission of the University. Facility Services is responsible for maintaining
 equipment, cleanliness, and repair of the Unions. The Unions provide a centralized
 location for University constituents to gather and participate in extracurricular
 activities and experiential learning.
- 2. Provide food services for the campus community including retail and residential dining and catering.
- 3. Opportunities for social interaction and entertainment in the Games Center and a movie theater which shows films seven days a week, and other student events throughout the year. Provide facilities, instruction, and workshops for students in various art mediums.
- Campus Connection Provides operator services for the University. Responsible for the distribution of Bengal Identification for students, faculty, and staff; Creation of name badges for University medical programs; and ticket sales for University events.

What are the strengths of your unit's key processes?

Supporting University Departments and Initiatives

Scheduling and Event Services helps to facilitate the organization and execution of key events for the University i.e. New Student Orientation, Bengal Visit Day, Youth Hispanic Leadership Symposium, and numerous Resource Fairs. Campus Connection has been instrumental in supporting University initiatives such as Vax Cash. Several units within the Unions helped to organize, assemble, and distribute the Covid-19 testing program. Union departments consistently support programs across the University and regularly contribute to Student Affairs programs.

Idaho State University: Program Health

Appendix D: Non-Instructional Program Prioritization

Employee Training

Facilities Services has a robust student employee training program which goes beyond instruction of job duties and provides leadership and management experiences for all student employees. Campus Connection utilizes a training model which allows student employees opportunities for management growth and direct supervision over the services provided at the desk. The Outdoor Adventure student staff participate in vigorous trainings which include all the fundamental duties of employment in a service industry, but they must also be qualified as trip leaders and wilderness first-aid and CPR certified.

Facilities and Technology

Union facilities remain in excellent repair as a result of daily maintenance. A repair and replacement scheduled is strictly adhered to which results in the prevention of problems and the ability to plan for costly services. The Student Unions offer the most up-to-date technology in meeting rooms and spaces and works to facilitate understanding of technology practices among users. The Unions also utilize digital technology to convey information about upcoming events, programs, and services available to university constituents.

Abundant Social, Educational, Recreational, and Entertainment Opportunities

The Unions provide social, educational, recreational, and entertainment opportunities through the Craft Shop, Games Center, and Outdoor Adventure Center. In addition to the hands-on experiential learning taking place in these programs the Unions play host to numerous conferences, workshops, and seminars which directly support students in their pursuit of a degree.

What are the weaknesses of your unit's key processes?

- Hiring and retaining employees continues to be a challenge of the current economy. Positions are available elsewhere that outpace the hourly rate of those available in the Unions.
- 2. Budgetary limitations continue to create lean programs within the Unions.
- 3. Limited space in the Unions restricts the expansion of services and programs and creates size limits for events.
- 4. Marketing of Union programs and services needs to be more fully developed. Access to marketing resources and consistent marketing of our offerings through the university and social media platforms are needed to increase the visibility of our programs and services.

Idaho State University: Program Health

Appendix D: Non-Instructional Program Prioritization

What criteria did you use to create your budgeting planning process? We develop our services and prioritize our needs based on feedback we receive from the campus community and facility users.

What opportunities have you implemented to identify unit savings? Consolidation of positions.

Combined departments (took on the campus operator role and combined Scheduling and Events and Facility Services)

Assess outsourcing versus in-house for repairs and services.

Conduct price comparisons to ensure best price point for materials and supplies.

What opportunities have you implemented for generating additional investments?

Added revenue generating services based on University needs for many of our operations i.e. Mail Center, Craft Shop, and Retail Dining.

Initiated small steps in fund-raising efforts which have resulted in additional funds to be invested in union operations.

How successful were you at implementing that budget and meeting your fiscal goals? We have been very successful in maintaining and increasing our revenue while making great efforts to reduce our expenditures year-to-year. We are nimble in making corrections throughout the year depending on revenue projections.

Cost-Effectiveness: Meets

The Unions efficiently manage personnel and work to combine resources where appropriate. Efficient utilization and cross training builds the skills of staff which provides the Unions with additional support and a better understanding of what it takes to run daily operations. By making strategic additions and calculated alterations, we have been able to maximize the value of existing spaces and repurpose them to meet the wants and needs of the current student population.

Quality: Meets

The Unions have worked to refine our programs and services and focus energy on what we can contribute to the student experience. This hyper-focus has created quality offerings which are specific and intentional. The Union is a one-stop shop that merges student life and curricular needs, providing space for student organizations, career advancement, events, entertainment, dining, study, and more. On a daily average nearly 2,000 patrons walk through the doors of the Unions. Past survey's and informal assessments provide responses that most users are pleased with the services offered.

Idaho State University: Program Health

Appendix D: Non-Instructional Program Prioritization

What changes are proposed to improve efficiencies and/or effectiveness?

The Scheduling and Event Services operation is complex in nature. It takes many personnel from across Union departments to achieve success. We have reviewed and are now working on proper classification of our positions in order to accommodate the broad range of tasks that are needed to be performed. The anticipated result will be a reduction of staff and require more cross training to occur.

The Campus Connection desk is the hub for information about campus events and provides answers to general university questions. The desk also acts as the campus operator and provides student IDs, event ticket sales, and general way finding. A system of collecting event participation data is being developed. In addition an online submission and request for Bengal IDs will be streamlined. This will result in reduced ID waiting times, required staffing, and more precise event information.

8-year revenue and expense worksheet: https://docs.google.com/spreadsheets/d/1jj-HdXCP-7I-C3M5ED8qq4kAtHu_MnXs/edit?usp=sharing&ouid=116672126873417072197&rtpof=true&sd=true

The student Unions generate the majority of its revenue from student activity fees. For this reason, the Unions work diligently to satisfy the needs of our student population. Other revenue is generated through sales and services from our retail and service operations. FY17 saw a decrease in sales revenue due to temporary closures in some of our food venues for renovation. We continue to find ways of increasing sales revenue without raising prices (sales volume over margin). COVID had an impact on are sales trajectory but anticipate future growth as COVID restrictions lesson.

Student Unions operating budget is intended to enhance the student experience. The effective administration and delivery of student union services and programs requires a large and talented work force making labor the single greatest cost to the organization. We take pride in providing as many students as possible with student jobs.

Another major expense is for operation of our facilities (utilities, maintenance, custodial, insurance, and equipment). Our facilities are aging however, we do a great job of keeping up with preventative maintenance and keeping our facilities clean and inviting for the whole campus community. In FY16 and FY17 we had to make an investment to replace our chillers and upgrade some public restrooms. We were able to make these needed investments through the use of our reserves/fund balance.

The Student Unions are committed to using student dollars effectively to create as much value per dollar for students as possible. We are also committed to maintaining a balanced budget to ensure that future generations of students can also enjoy the same experiences.

Unit/Area: Student Affairs Communications & Marketing

Vice President responsible for area: Lyn Redington

Unit mission: Develop, coordinate, and provide oversight of communications and marketing for the Division of Student Affairs with the intent of increasing awareness of SA services, facilitating communication and connection between SA units and our internal and external partners, and ensuring that SA marketing collateral is consistent with the branding standards set by University Marketing.

Key goals and objectives:

- 1. Proactively coordinate the communication and marketing efforts of the division.
- 2. Provide C&M development (as needed), review, and/or training to ensure that our division messaging, both internal- and external-facing is professional, engaging, accessible, consistent, and appropriately branded.
- 3. Increase awareness of the services we offer and enhance engagement with our target audiences.
- 4. Support SA services and programming, using best practices for marketing and communication strategies, to ensure consistency and quality of messaging and alignment with University Marketing standards and policies.

Process used to develop these goals and objectives? Our unit is now two years old. When SACM was first created, the units of the division had no shared practices or processes for communication and marketing, branding was inconsistent, communications frequently overlapped or duplicated others, and some contained information errors. We have since created processes to rectify these issues, including monthly meetings with key communicators (designated by the units) and weekly marketing collateral review meetings to ensure the consistency, quality, and coordination of our division messaging.

Key services provided to customers?

- 1. SACM guides SA units regarding their needs for coverage/representation in communication media, providing daily review of communication materials and weekly review of marketing materials.
- 2. SACM members meet monthly with unit C&M representatives to assist with development of plans and materials to promote unit programs, opportunities, changes in processes, initiatives, and more via digital and print media.

Idaho State University: Program Health

Appendix D: Non-Instructional Program Prioritization

- 3. SACM develops or assists in developing comprehensive C&M plans for large-scale events (e.g., UROAR, ISU Navigate, Hispanic Youth Leadership Symposium event), coordinating with University Marketing as needed.
- 4. SACM manages the Bengal Family Network, providing bi-monthly updates to Bengal parents and families, hosting online town halls at critical junctures in the academic year, and hosting Bengal Family Weekend in the fall.
- 5. SACM continuously explores options for increasing C&M efforts and enhancing SA services messaging.

How did you pick your key services?

We began by meeting with each unit in our division to assess their C&M needs to inform them about our services and to train unit designees and supervisors regarding University Marketing processes and expectations. This allowed us to begin identifying gaps and faulty processes in our division C&M and to put processes in place—including our review systems and easily accessible submission links to facilitate that review process—to address these issues. We also asked each of our units to tell us where they felt their services were underrepresented in terms of reaching target audiences or frequency of promotion. Our initial priorities were to help all of our units update their C&M materials to reflect the University's branding and marketing policies, to be more attentive to best practices for C&M, and to encourage all of our units to develop a habit of communicating more. Our current priorities are to apply those same practices to enhance our SA social media and web page presence and to train units to apply marketing best practices in their planning for major/annual events.

Key processes support mission accomplishment:

- 1. Consistent meetings with unit C&M designees to strategize C&M for their programming.
- 2. Provision and monitoring of review submission links and processes to ensure quality of C&M materials coming from our division.
- 3. Annual C&M training updates for units/designees.
- 4. Outreach planning to engage Bengal families via our Bengal Family Network.

What are the strengths of your unit's key processes?

- 1. Every unit in our division now has access to assistance with their C&M materials.
- 2. We are able to coordinate the distribution of division information appropriately and efficiently via a variety of media outlets.
- 3. We have reduced the instances of overlap, repetition, and error in division C&M materials.

Idaho State University: Program Health

Appendix D: Non-Instructional Program Prioritization

- 4. We are able to coordinate our efforts with University Marketing, alleviating some of the pressure on their services and improving the caliber of content that comes to their review processes from our units.
- 5. Our communications with, and programming for, Bengal parents and families via the Bengal Family Network is resulting in increasing engagement with our Bengal families via our newsletters, BFN email, and town halls.

What are the weaknesses of your unit's key processes?

- 1. We lack videography and photography resources, so we have to rely on University Marketing for these and have not been able to provide as much current visual content as is desired.
- 2. We are a very small team (two full-time staff, one auxiliary staff member at 10 hours/per week, and two CPIs to assist with marketing, social media, and website development), so we cannot provide all of the initial marketing collateral development requested by our units.
- 3. We have not yet developed a system for comprehensively tracking projects through the queue and reporting activity.

What criteria did you use to create your budgeting planning process? Our budget is primarily allocated for salary and key promotions. For FY 22-23, we requested and received a transfer from Bookstore funds to support SA social media engagement promotions (in support of events, activities, and services) and Bengal Family Weekend.

What opportunities have you implemented to identify unit savings? We solicited Career Path Internship funding to hire interns to increase our marketing development resources. Because our budget is already minimal, there are few opportunities for savings.

What opportunities have you implemented for generating additional investments? We solicited one-time Roaring Back funding to develop and support the annual Bengal Family Weekend event and a donation from Lookout Credit Union.

How successful were you at implementing that budget and meeting your fiscal goals? We had to rely on irregular salary from the SAVP's budget to cover the hours for the auxiliary help because there had been no allocation in the budget for that assistance, and we were unable to hire sufficient CPIs this year. Otherwise, we have utilized our budget successfully.

Cost-Effectiveness: Meets

Our approach to SA C&M has resulted in heightened engagement with our Bengal families, improved the quality and branding-alignment of our division C&M, attained

Idaho State University: Program Health

Appendix D: Non-Instructional Program Prioritization

greater exposure and transparency for our SA services, and enabled our units to promote those services with greater frequency and efficacy. We have had to rely on some assistance from the SAVP's resources for some part-time help in our start-up, and our Bengal Family Weekend programming is currently dependent upon donations/transfers.

Quality: Meets

In the two years of its existence, our team has transformed the way Student Affairs services are communicated. There is still much to be done, but we now have the systems in place to accomplish our next objectives.

What changes are proposed to improve efficiencies and/or effectiveness?

We have a very streamlined team and processes, but that does mean our bandwidth is limited. The ability to hire more students would increase our ability to support our division, so we will continue advertising for CPIs. Our team makes efficient use of the budget we have, and we monitor our project load to ensure that the materials we produce reflect well on our division and University and reach our target audiences with effective and engaging content.

8-year revenue and expense worksheet: https://isu.app.box.com/file/928292070373

Unit/Area: Disability Services

Vice President responsible for area: Lyn Redington

Unit mission: The mission of Disability Services (DS) is to increase equal access and opportunities to all programs and services sponsored or funded by Idaho State University. DS is dedicated to creating an accessible environment for students, employees, and community members with disabilities. DS is responsible for: Student accommodations, advocacy and retention Employee and visitor accommodations and advocacy Leading and coordinating the ISU Electronic & Information Technology (EIT) accessibility program Partnering with ISU Facilities Services to identify barriers to facilities and grounds and to prioritize projects Training

Key goals and objectives:

1. Goal: DS will develop and implement programs to assist with retention of students with disabilities.

Objective: DS will continue to develop the Occupational Therapy (OT) Academic Coaching Program in partnership with the ISU Occupational Therapy OT program. DS and ISU OT will use evidence based practices to measure program and student success. Done – Program continuation

2. Goal: Develop partnerships with external community members/groups to support the advancement of equity and inclusion at the local, state, and national levels.

Objective: DS will partner with the Idaho Division of Vocational Rehabilitation, hosting a minimum of four Reality Town (a budget activity) and other transition events at area high schools or on ISU campuses as necessary, to enhance essential skills of students with disabilities that are necessary to be successful in the higher education setting and to advance equity and inclusion for those served. Done – Partnership and program continuation

3. Goal: DS will provide institution-wide advisement, consultation, and training on disability-related topics, including but not limited to: legal and regulatory compliance and universal design.

Objective: DS will deliver a minimum of 20 trainings annually, to the campus community. Done – Exceeded (42)

4. Goal: DS will explore and enter into entrepreneurial endeavors to enhance DS service delivery and to supplement current budget.

Idaho State University: Program Health

Appendix D: Non-Instructional Program Prioritization

Objective: DS will implement the Bengal Braille pilot program (a revenue generating program), learning to produce Braille for individuals who are blind while generating modest revenue. (This program allows DS staff to learn Braille production while providing services to the ISU community and colleges and universities). In progress

5. Goal: DS will enhance the efficiency of service delivery through evaluation of processes and procedures.

Objective: DS will work with ISU IT to implement single sign on and final modules of the AIM Student Caseload management system and to develop a tracking system for employees and visitors with disabilities. Done

Process used to develop these goals and objectives? Goals and objectives were developed from information within the DS Coordinated Assessment System (CAS) completed in the Fall of 2018 and the Association on Higher Education & Disability (AHEAD) assessment completed in Spring of 2019.

Key services provided to customers?

Accommodation services
Advisement, consultation & training
Student retention services

How did you pick your key services?

DS relied on information obtained from the CAS & AHEAD assessments plus the following reasons:

- 1. Accommodation services are required by law (ADAAA & 504 of the Rehabilitation Act)
- 2. Advisement, consultation & training are necessary to maintain compliance with applicable laws across campus and to raise awareness of the needs of those with disabilities and that "accessibility and equal access" are everyone's responsibility.
- 3. Student retention services are vitally important so that we retain our students with disabilities. This is done through OT Academic Coaching, tutoring, supplemental instruction and peer mentoring. Students are able to thrive academically and learn key skills necessary to be successful, personally, professionally and academically.

Key processes support mission accomplishment:

- 1. AIM student caseload management system, single sign on and modules
- 2. Employee accommodation tracking system
- 3. Supplemental programs and internal/external partnerships
- 4. Entrepreneurial mindset, operational planning & leadership

Idaho State University: Program Health

Appendix D: Non-Instructional Program Prioritization

What are the strengths of your unit's key processes?

- 1. DS team outstanding customer service, knowledge & expertise
- 2. AIM student caseload management system, single sign on and modules
- 3. Employee accommodation tracking system
- 4. Supplemental programs and internal/external partnerships
- 5. Entrepreneurial mindset, operational planning & leadership

What are the weaknesses of your unit's key processes?

- 1. It is often times difficult to forecast and plan for a budget and resources needed as most of our services are required by law. We cannot predict who may need services from semester to semester. Example: Braille, sign language interpreting and real time transcription services can be expensive. We could have a new student who is blind, a student who is deaf etc. come to campus and costs would skyrocket.
- 2. Space is a weakness on our main campus, Pocatello, Idaho. We are located in the Rendezvous Complex and a few offices are in various locations throughout the north side of the building. This can be confusing and inconvenient for those we serve, difficult for some students to get from one location to another etc. (students check in at our main office on the first floor to then have to go to the third floor to meet with DS staff).
- 3. DS is in need of a few key positions. We need an Administrative Assistant II position at our Meridian campus/office. We share staff, resources and space with the ISU Counseling & Testing Center and numbers served is growing rapidly. At this time there is no front office coverage, leaving the DS Coordinator/Counseling & Testing Counselor attending to front office duties plus the needs of those served.

The need for testing accommodations at the Pocatello campus has grown significantly as well. A Testing Coordinator position is needed to maintain compliance and to manage testing accommodations.

What criteria did you use to create your budgeting planning process? We look at trends from year to year such as the numbers served and typical cost of unique accommodations provided (Braille, sign language interpreting, transcription, enlarged print etc.) We also use information obtained from the CAS assessment completed in Fall of 2018, the AHEAD assessment completed in Spring of 2019 and work closely with our Division's University Business Officer and VP of Student Affairs.

What opportunities have you implemented to identify unit savings? The DS Bengal Braille pilot project is an opportunity implemented to identify ways to generate revenue and unit savings (1st year generated \$250,000 in revenue). DS interpreters also assist in

Idaho State University: Program Health

Appendix D: Non-Instructional Program Prioritization

the community during downtime which generates a little revenue plus is a good way to partner and support the community. DS applies for and receives foundation money to cover expensive equipment costs such as Braille embossers, Braille note takers, Livescribe Pens, FM systems and Sign Glasses interpreting/transcribing bundles etc.

What opportunities have you implemented for generating additional investments? Our Bengal Braille pilot project is an opportunity implemented to identify ways to generate revenue and unit savings. DS interpreters also assist in the community during downtime which generates a little revenue plus is a good way to partner and support the community. DS applies for and receives foundation money to cover expensive equipment costs such as Braille embossers, Braille note takers, Livescribe Pens, FM systems and Sign Glasses interpreting/transcribing bundles etc.

How successful were you at implementing that budget and meeting your fiscal goals? DS spent over budget due to needing to serve more students and faculty who are blind and visually impaired and students, faculty and staff who are deaf/hard of hearing. A base budget has been established and at times the department goes over because of increased needs and specific needs of given populations.

Cost-Effectiveness: Meets

Program is required by law so most all costs associated are a part of doing business.

Quality: Exceeds

DS service delivery is of very high quality

What changes are proposed to improve efficiencies and/or effectiveness?

Continue evaluating the Braille pilot program and learning Braille production.

8-year revenue and expense worksheet: https://isu.app.box.com/file/926829012975

Idaho State University: Program Health

Appendix D: Non-Instructional Program Prioritization

Non-Instructional Program Prioritization

Unit/Area: Access and Opportunity Programs (formerly referred to as TRIO)

Vice President responsible for area: Lyn Redington

Unit mission: To encourage and enhance educational opportunities for program participants, using the venue of education to enable these individuals to achieve a personal level of well-being consistent with their desires and goals in life.

Key goals and objectives:

Link to report that provides key objectives per grant program:

https://drive.google.com/file/d/18DxDaZdeXX9-LWlUKBZZyhmD555S5-xx/view?usp=sharing

Process used to develop these goals and objectives? Goals and Objectives for all nine grants that make up the ISU Access and Opportunity Programs and are outlined in the Higher Education Opportunity Act of 2008. Idaho State University Access and Opportunity Programs utilize baseline data from target areas/schools/institutions to indicate how effective program services are in raising student performance on each objective.

Key services provided to customers?

Link to report that provides key objectives per grant program: https://drive.google.com/file/d/18DxDaZdeXX9-LWlUKBZZyhmD555S5-xx/view?usp=sharing

How did you pick your key services?

Service are legislated by the US Congress through the Higher Education Opportunity Act of 2008.

Key processes support mission accomplishment:

Link to report that provides key objectives per grant program: https://drive.google.com/file/d/18DxDaZdeXX9-LWlUKBZZyhmD555S5-xx/view?usp=sharing

What are the strengths of your unit's key processes?

- 1. Strong and passionate staff that believe in the mission of equal access for limited income, potential first generation, and rural communities.
- 2. This passion translates into making sure every dollar counts and processes are set up to be efficient and the most amount of money goes to serving grant participants.

Idaho State University: Program Health

Appendix D: Non-Instructional Program Prioritization

3. Our strong recruitment and retention practices have our programs achieving higher than baseline data in all areas of our service delivery.

What are the weaknesses of your unit's key processes?

- 1. The limitations of the grant participant eligibility, has us turning away individuals that have need for the program however due to strict federal regulations we cannot serve them.
- 2. This limitation translates for our pre-college adult serving programs, not meeting 100% of our enrollment numbers each year.
- 3. The federal limitations of document income for all participants can be a deterrent in the recruitment process.

What criteria did you use to create your budgeting planning process? Salary and fringe compose the key components to the budget process. Most positions are maximized by sharing staff across grant programs (using strict time and effort documentation as required for grant programs) and by utilizing 9,10, and 11 month contracts. The remainder of the funds are allocated based on needs of participants and the required services of the grant programs to provide each grant year.

What opportunities have you implemented to identify unit savings? We utilize part-time and 9,10, and 11 month contracts to help keep salary and fringe costs down.

What opportunities have you implemented for generating additional investments? Over the past 8 years, we have increased the grant dollars coming into the unit by almost 2 million per year. Staying in tune to federal dollars that can support efforts to support ISU and surrounding community members is a strong way to generate human and monetary capital.

How successful were you at implementing that budget and meeting your fiscal goals? ISU Access and Opportunity programs are successful at meeting budget and and fiscal needs.

Cost-Effectiveness: Exceeds

As can be seen in the excel documents the Access programs have increased cost effectiveness and budget from the federal government over the past 8 years.

Quality: Exceeds

In all key goals and objectives the ISU Access and Opportunity programs perform over the baseline data for the target area, schools, and institutions. Over the past, 10 years we have tripled the 6 year college graduation rate of ISU undergraduates served by our programs.

Idaho State University: Program Health

Appendix D: Non-Instructional Program Prioritization

What changes are proposed to improve efficiencies and/or effectiveness?

- 1. Increased collaboration with campus and community organizations for student recruitment and program development (delivery of services).
- 2. Provide University and College level database (such as banner and recruit) access to ISU Access and Opportunity professionals to view TRIO applied students, and provide necessary follow-up to complete college application.
- 3. Increased state access to students' academic records FAFSA completion, admissions status, high school enrollment, academic transcripts, etc.
- 4. Access to State of Idaho education data to assist with grant writing.
- 5. Many states invest in federal grant programs (TRIO and CAMP) programs and give them matched funding to double the number of students served with state funds. This increases the ROI for underserved students and the impact of the services delivered.

8-year revenue and expense worksheet:

https://docs.google.com/spreadsheets/d/1_jY1SuGQwV1a2gDfuQrcTV1-pD10Pl2V/edit?usp=sharing&ouid=111054209544860813861&rtpof=true&sd=true

Unit/Area: Office of the Dean of Students

Vice President responsible for area: Lyn Redington

Unit mission: The Office of the Dean of Students does not currently have a mission statement. This is currently being developed.

Our office provides support to students who are struggling with basic needs such as food insecurity. Student Care and Assistance oversees Benny's Pantry, the Student Emergency Fund, and supports students in navigating the complex bureaucracy of higher education.

The Office of the Dean of Students also oversees the Student Code of Conduct, works with students struggling with mental/physical health challenges, participates in the Title IX team, and provides leadership to the Behavioral Intervention/Threat Assessment Team (Care Team).

Key goals and objectives:

- 1. Support students experiencing life challenges and enable students to continue their education at Idaho State University.
- 2. Provide basic needs support through Benny's Pantry and the Student Emergency Fund.
- 3. Oversee a fair and educational student conduct system.
- 4. Serve as a support for students, faculty, staff, and families in working through difficult situations.

Process used to develop these goals and objectives? These goals and objectives were developed by using standards of practice commonly found in similar offices at universities across the country. Our goals fill gaps in the support of students across the institution.

Key services provided to customers?

- 1. Provide food assistance to students, staff, and faculty through Benny's Pantry.
- 2. Support student retention through financial support using the Student Emergency Fund when students face unexpected financial challenges.
- 3. Address student behavior issues in a fair and equitable manner through the student conduct system.
- 4. Support students as they navigate the challenges of a complex bureaucracy of higher education.

Idaho State University: Program Health

Appendix D: Non-Instructional Program Prioritization

5. Provide consultation to students, faculty, staff, and families facing difficult student situations.

How did you pick your key services?

These key services are common functions across the country in the Office of the Dean of Students. Issues around unexpected financial challenges and food insecurity have emerged over the past decade as significant barriers to student success and retention. Providing services such as Benny's Pantry and the Student Emergency Fund help support students in their most basic needs.

Traditionally, the Office of the Dean of Students has overseen the student conduct process in American higher education. This office has the training, experience, and expertise to administer a student conduct process that values student rights, education, and campus safety.

In conjunction with administering the Student Code of Conduct, the Office of the Dean of Students has the expertise to assist the ISU community in supporting students dealing with difficult life circumstances. In conjunction with the Counseling and Testing Center, Public Safety, and the Title IX Office, the Office of the Dean of Students consults with faculty, staff, students, and families in supporting students with mental/physical health challenges and other difficult life circumstances. This support helps provide for student safety and student success.

Finally, as students enter an institution of higher education, they need assistance navigating the many policies and processes in a complex organization. The Office of the Dean of Students works with students to help them work through policies such as medical/exceptional circumstance withdrawals, grade challenges, and connecting students to campus resources such as counseling, tutoring, financial aid, and housing.

Key processes support mission accomplishment:

1. The most important process in the Office of the Dean of Students is the process to receive information concerning students who may be struggling at ISU. We receive this information in three different ways. The first way we receive reports of struggling students is when students visit our office to receive help. The second way we receive reports is when students or other campus community members contact our office via phone call. The third way we receive reports is through an online reporting form housed on our website.

When we receive reports, a case is created in our Maxient software and assigned to a case manager. The case manager is assigned based on the nature of the report. Issues involving Title IX are referred to the Title IX Office. Issues involving struggling students are referred to the Coordinator for Student Assistance. Student conduct issues are referred

Idaho State University: Program Health

Appendix D: Non-Instructional Program Prioritization

to the Dean of Students or the Associate Dean of Students. All notes and records are housed in the Maxient software.

- 2. Another important process that supports mission accomplishment is the implementation of the Student Code of Conduct. Implementation of our conduct process is done observing all tenants of due process and using a preponderance of the evidence standard. Our Student Code of Conduct ensures a fair and educational focus is used when a student is alleged to have violated a policy.
- 3. The process students, faculty, and staff use to access Benny's Pantry assists those who are experiencing food insecurity to utilize the pantry. There are no financial or income requirements to access the pantry. This makes the experience for shoppers more friendly by removing the stigma that community members need to "qualify" to use the pantry. Food distribution amounts are based on self reported household size.
- 4. The process and policies used to distribute money from the Student Emergency Fund follow an MOU with ISU Foundation. To receive money from this fund, a student must be enrolled full-time and have a 2.5 GPA.

What are the strengths of your unit's key processes?

- 1. The most important strength of the process to work with struggling students is that there are multiple ways to access support (walk into the office, call, or complete the online report). This provides several options for students to engage with the services of the Office of the Dean of Students. Also, the use of the Maxient system enables units from across campus to keep records in a central location and makes it easy to see an overview of the challenges any individual student has worked with our office on.
- 2. The strength of the Student Code of Conduct is that it provides clear policy expectations for student behavior. Additionally, the student conduct process is compliant with appropriate state and federal laws.
- 3. The strength of the processes used by Benny's Pantry is that ISU community members do not need to "qualify" to access the pantry. This removes shame and stigma, making it more likely those who need assistance will utilize this important resource.

What are the weaknesses of your unit's key processes?

- 1. One weakness is that the Office of the Dean of Students needs to continually promote and market our services to the campus community. This takes an ongoing effort and will be increasingly important as we move out of the pandemic.
- 2. The current version of the Student Code of Conduct is exceptionally long and includes far too many examples that feel overly rigid. For example, under the classroom disruption policy, items such as eating loudly in class or continually clicking a pen are listed as

Idaho State University: Program Health

Appendix D: Non-Instructional Program Prioritization

violations of this policy. The Student Code of Conduct needs to be revised and updated to provide a more neutral and educational tone.

3. The policies dictating who has access to the Student Emergency Fund significantly limit the availability of these funds to those who need them most. Students who are experiencing financial struggles will have a difficult time being full-time students or maintaining the appropriate GPA to receive money from this fund. The MOU with the ISU Foundation should be re-negotiated to provide greater access to the students most in need.

What criteria did you use to create your budgeting planning process? Our budget planning process is formulated around strategic initiatives that will increase student support and retention. There have not been any major budgetary changes recently to our budgets.

What opportunities have you implemented to identify unit savings? There have not been opportunities to implement budget saving in the Office of the Dean of Students. As student needs increase, reducing our budget will leave gaps in the support of our students.

What opportunities have you implemented for generating additional investments? Additional investments have come in the form of initiatives to increase giving to Benny's Pantry and the Student Emergency Fund. Initiatives include food drives and participating in Giving Tuesday in order to generate more resources for these two areas.

How successful were you at implementing that budget and meeting your fiscal goals? We have been very successful in meeting our fiscal goals. The Office of the Dean of Students has consistently stayed within our planned budget. Outside of Benny's Pantry and the Student Emergency Fund, our budget mainly includes salaries and office supplies.

Cost-Effectiveness: Exceeds

Given the resources allocated to the Office of the Dean of Students, we are very cost effective. Our work relies heavily on human time meeting with, and supporting students.

Quality: Exceeds

Anecdotally, the services provided by the Office of the Dean of Students are of high quality. We help students when they are in the most need and we serve as important campus partners to many areas of ISU. Students who receive support from our office, generally feel comfortable returning to our office to continue receiving support.

Idaho State University: Program Health

Appendix D: Non-Instructional Program Prioritization

What changes are proposed to improve efficiencies and/or effectiveness?

The most pressing initiatives to impact effectiveness in the Office of the Dean of Students are:

The development of a formal mission statement

The development of a flexible process/guide used to assist students with managing conflict with faculty, staff, and other students.

Formal training on behavioral intervention and threat assessment through the National Behavioral Intervention Team Association.

The development and implementation of an on-going assessment plan.

8-year revenue and expense worksheet:

https://isu.box.com/s/jwylu75b8i430myhkn53r1u9hezscyub

Non-Instructional Program Prioritization

Unit/Area: Facilities Services Maintenance and Operations, and Facilities Services Administration

Vice President responsible for area: Brian Sagendorf

Unit mission: The Facilities Services vision is: ISU facilities professionals will provide safe, vibrant, and inviting campuses that inspire learning and discovery.

The mission of Facilities Services is: Facilities Services takes pride in the care and creation of ISU spaces where access and opportunity flourish.

Our mission guides the work and services we perform.

Facilities Services (Administration) is responsible for the University and Campus Planning of all three campuses, the administration of the face of facilities "front desk" customer services, the management support for Facilities Services (Operations and Administration), the issuing of Work Orders, Work Requests, Personnel Actions and tracking, running the Facilities Services Subcommittee, liaison with State entities DPW, PBFAC, and SBOE, the administering of service contracts for outside help, the development of culture, appreciation, and customer service initiatives, the distribution of keys, travel, office equipment and supplies, computers, and business furnishings, tracking advertising and hiring processes for FTE's, PT, and student employees, website management, Systems processes for the effectiveness of team activities, Official Correspondence with State Entities, Project Prioritization Processes, and funding processes for campus initiatives supported by State and University Funding, and liaison with other campus partners for the betterment of ISU.

Facilities Services (Operations) is responsible for Idaho State University building maintenance and operations, as well as grounds and sports field maintenance and care. Responsibilities include the Pocatello campus, but also the Meridian and Idaho Falls facilities.

Key goals and objectives:

Facilities Services (Administration)

- Provide the support for the staffing of workers, their benefits, recommendations and recognition.
- Ensuring that Facilities Services is in alignment with and support of ISU and Administrative Plans, and initiatives, charters, and goals, including student enrollment and retention by providing the environments necessary to enhance University activities.

Idaho State University: Program Health

Appendix D: Non-Instructional Program Prioritization

- Representing ISU's environmental and Facilities needs and initiatives to the DPW,
 State of Idaho, PBFAC, and SBOE.
- Giving access to all at ISU to needed services, repairs, support, planning, and scheduling projects to fulfill the academic mission.
- Providing customer service and support solutions for problem solving and enhancements to University spaces and environments.
- Liaison with VP of Operations, Facilities Subcommittee, Registrar, and Other support for Committees.

Facilities Services (Operations)

- Provide safe and functional educational spaces to the University community.
- Minimize educational downtime and impacts to learning due to facilities related systems.
- Provide safe and functional research spaces to support the University's research mission.
- Support Non-Academic Departments as requested and required.
- Focus on student recruitment and retention including
 replacing/refurbishing/upgrading common areas and student spaces as a first priority.

Process used to develop these goals and objectives? Facilities Services (Administration)

- Project Prioritization Process through open and transparent Subcommittee with broad campus representation to look at the environmental needs, and prioritize capital expenditures to support the Critical infrastructure, classroom and teaching, refresh and upgrades, building expansions and additions on all campuses. Process uses a vetted rubric to identify alignment of projects with the goals and mission of the University. Cost and feasibility studies are also vetted through this approach and recommendations are made to the Leadership and Administrative Council for spending and project completions to support ISU.
- Systematic work on Presidential Charters for Branding, Interim Master Planning, Specific Building initiatives, Leveraging Branding and Chargeback Policies.
- Development and Approval of a Campus Space Planning Policy.

Facilities Services (Operations)

Goals and objectives are developed from and aligned to the University mission and applicable charters, committees, and leadership direction.

Key services provided to customers?

Facilities Services (Administration)

Idaho State University: Program Health

Appendix D: Non-Instructional Program Prioritization

Prioritization of needs, spending authority and allocations, customer services, issuing and tracking of work orders, providing information about the progression of projects, and coordinating services around academic scheduling, product alignment with branding and identification of finishes and products to serve ISU's branding and identity with common materials applied across all campuses, interior design expertise, reviewing of financial expenditures, and budget planning, space allocation, studies, and recommendations, spending recommendations, managing expenditures and service contractors, personnel recruitment, organizational strategies for staffing levels and support, travel planning and support, and employee recognition and support.

Facilities Services (Operations)

Services are generally provided as either preventive maintenance or reactive work (work requests), studies, or work estimates. Key services provided by function area include:

- HVAC: heating, cooling, and ventilation throughout campus. Operation of campuswide building control systems.
- Electrical: all electrical systems, elevators, lighting, and specialized lab equipment.
 Licensed Journeyman for all permitted electrical work on campus. Meter reading and utility tracking.
- Zone Maintenance: routine, multi-trade work to maintain building envelopes, doors, windows, floors. Additional services include pest control.
- Asbestos/Hazardous Material: identifying, monitoring, and abating of hazardous materials, primarily asbestos, lead, and mold.
- Central Heat Plant: operation of heating system for campus, water softener operation and maintenance, and utility tunnels.
- Plumbing: maintenance and operation of thousands of plumbing fixtures including toilets, urinals, showers, sinks, faucets, water heaters, and water filtration. Inspection and maintenance of miles of supply, sewer, and storm drain lines. Licensed Journeyman for all permitted plumbing work on campus.
- Fire Systems: maintenance and troubleshooting of fire alarms, fire sprinklers, emergency lights, and fire extinguishers. Liaison with the State of Idaho Fire Marshal. Provides fire related training to the campus community.
- Events: general support to events on and off campus, including tents, tables, chairs, lights, and power.
- Sign Shop: sign fabrication and installation on all three campuses. Services include banners, large format posters, and event signs.
- Paint Shop: repair and painting of existing walls under revolving "zone" maintenance program, support to projects or new employees.
- Construction Shop: minor construction projects. Individual construction services to include new casework, desks, tables, and other office furnishings. Carpeting and floor tile installation, as needed.

Idaho State University: Program Health

Appendix D: Non-Instructional Program Prioritization

- Lockshop: key cutting and tracking on all campuses. Door hardware repair and replacements, electronic access control system maintenance.
- Grounds: Year-round care of all exterior surfaces. Full service efforts include annual plantings, tree pruning, watering, fertilization, lawn care, sports field maintenance and preparation, including field striping. Snow removal campus-wide.
- Move Crew: student crew supporting move of furniture, equipment, and material campus-wide.

Idaho Falls and Meridian: General facility services work, amended by contractors, as needed.

How did you pick your key services?

Facilities Services (Administration)

Services are based on equitable distribution of resources to support ISU's mission and goals, and transparent and inclusive selection processes that provide for a cohesive campus environment across all stakeholders, staff, faculty, and students. Providing planning assistance, information sharing, studies, and support services for anyone at ISU that has an environmental need to support changes in administration, educational outcomes, teaching method changes, research, academic programs, and auxiliary units as needed to support all three campuses.

Facilities Services (Operations)

Services are based on historical needs of the University community – and are adjusted internally as customer requirements change. Maintenance services are selected to prolong the life of building systems, conserve energy, and enhance the educational environments with limited resources.

Key processes support mission accomplishment:

Facilities Services (Administration)

Work Request Systems for planning, space planning, allocations, project intake for out of process and yearly prioritization of capital improvements, customer service desk, and information to solve problems and facilitate the expanding needs of individual departments on campus, information on buildings, projects, planning, and services, and DPW, PBFAC, and SBOE process implementation to support University Environmental needs.

Facilities Services (Operations)

Work Request system (FM Works)

Key Request system (SimpleK)

Idaho State University: Program Health

Appendix D: Non-Instructional Program Prioritization

Service contracts as provided by State of Idaho contracting procedures.

What are the strengths of your unit's key processes?

Facilities Services (Administration)

Institutional knowledge of how to get projects, and procedures, funding mechanisms, state agency liaisons, service contracts, building information, inventory, and conditions leading to supporting recommendations for expenditures, and administrative initiatives with the appropriate facilities needs and environments. Support of staff with procedures, recommendations, travel, training, recruitment, and appreciation to provide services to people working within our facilities team and buildings. Problem solving and complex organization of projects to meet the needs of the Administration, Academic, Research, and Student Facing Mission of ISU.

Facilities Services (Operations)

Employee dedication.

Flexibility and willingness to change operations to improve the University environment.

Commitment to University and unit mission.

Strong relations with service contractors.

Widespread use of management tools, including FMWorks.

Strong and long-term customer relationships.

What are the weaknesses of your unit's key processes?

Facilities Services (Administration)

Lean staffing to be able to provide services requires extended overtime and difficult work/life balance. Stress caused by not being able to address things in a timely fashion to meet all needs.

Dashboard ready information about activities, charters, and projects is not yet automated to be able to provide an easily accessible website presence.

Recruitment and retention of qualified staff – in part due to non-competitive wages offered.

Software implementation and website upgrades are needed so that campus constituents can get information, products, and resources with self - service ease.

Identification of continuous, consistent funding streams to address deferred maintenance budget shortfall.

Idaho State University: Program Health

Appendix D: Non-Instructional Program Prioritization

Facilities Services (Operations)

Data integrity and inconsistent tracking.

Lack of understanding and management of Deferred Maintenance.

Remaining, widespread hazardous materials on campus.

Recruitment and retention of qualified staff– in part due to the non-competitive wages offered.

What criteria did you use to create your budgeting planning process? Facilities Services (Administration and Operations):

- Historical data, as amended by changes in the facility baselines.
- Critical examination of changing needs and costs to choose the best alignment for support of campus initiatives and environmental support.
- Level budget kept in the midst of rising costs.
- Using salary savings to support the needs of workers, and equipment that would create efficiencies not otherwise possible.
- Forecasting local budgets based on reduced revenue streams.

What opportunities have you implemented to identify unit savings? Facilities Services (Administration): minimizing travel and utility usage during COVID by utilizing Zoom and web-based trainings, and utility setbacks in unoccupied areas, IDPCO utility savings incentives, staffing to fill needs without expanding during budget cuts, furloughs, and student, PT, and FTE staff churn and shortage of labor force. Lessened expenditures of materials and supplies on little occupied spaces on campus.

Facilities Services (Operations) Outsourcing infrequent services (air compressor maintenance)

Local vendors and technicians for building control systems.

Outsourcing maintenance for non-Academic or Appropriated individual buildings.

Reduced charge backs from Transportation Services has reduced operating costs to the units.

Performing price comparisons on purchases of equipment, tools, and parts.

What opportunities have you implemented for generating additional investments? Facilities Services (Administration and Operations):

- Continues to advocate for an updated Charge back policy.

Idaho State University: Program Health

Appendix D: Non-Instructional Program Prioritization

- Taking advantage of Idaho Power Company Incentives for energy savings upgrades to reduce utility fees.
- Long term studies to maintain paving every five years so deterioration does not generate additional costs to repair.
- Long term studies for large projects such as the Heat Plant Study that identify the best practices for continuing to maintain and upgrade essential services in a timely manner.
- Replacing building system components with State Appropriated funds to provide more efficiency and longevity.
- Prioritizing maintenance of systems that are expensive to replace so that they last beyond their normal and warranty limit of useful life.
- Conservative application of funds so that our workforce can perform costly maintenance with less resources in a timely fashion.

How successful were you at implementing that budget and meeting your fiscal goals? Implemented and worked within available budgetary limitations over many years.

Identified strategic investments and cost savings measures to still perform maintenance and operations and administration with reduced staff and budget cuts to minimize operational deficits.

Experienced a substantial staffing reduction in FY 2020 that has been a part of the continuing, reduced budget capacity.

Cost-Effectiveness: Exceeds

While changes in costs are escalating, especially from 2020-2022, we were able to maintain our buildings with less staffing and less money than before and meet the challenges of the COVID crisis. Utility savings due to minimizing operations on campus contributed to this success along with shifting strategies to meet new needs for teaching remotely, enabling us to perform work on needed projects more quickly without disruption to the academic schedule. Reduction of staff, Furloughs and salary freezes also contributed to keep costs within our budget and enable us to buy the needed supplies and materials. We did not implement chargebacks as outlined in the above narrative and were told that our budgets would be adjusted to cover the costs. This didn't happen.

See the narrative below following the 8 year revenue and expense worksheet for details.

During the past four years there were several factors that affected how our finances may have changed. Some of these factors were canceled out by others such that the bottom line was fairly consistent over the past eight years, even during the pandemic, operating deficits, and other factors.

Idaho State University: Program Health

Appendix D: Non-Instructional Program Prioritization

In Spring of 2018, we experienced intense scrutiny when a new Vice President and Chief Financial officer came on board. We were asked to review and get permission for every expenditure above \$2,000. This scrutiny made it so that the VP was able to see how we spent money, and we had to do extensive research to be able to prove the validity of expenses that normally would have been routine from year to year. This had two consequences: Slowing spending and productivity, and increasing analysis by our financial and M & O teams. These effects were long term, and even when the scrutiny was lifted to \$5,000 and then none, the VP continued to retain signature authority on expenditures, including project management and DPW. This also marked the end of being able to do charge backs, even for some auxiliary units.

In Spring of 2019, charge backs were eliminated from our budget to Athletics, and Events. During this year we examined our structural deficit as a campus and were asked to identify and implement several reductions, cutting (8) permanent staff positions including key managerial staff. To this day we only continue to charge back for parking lot maintenance, BTC maintenance, Accelerator Center, and Student Health. We were told that the plan was to infuse our budgets with money to cover the loss of charge backs but this never occurred.

In FY 2021, furloughs were taken by staff depending on salary and many people ended up working through these furloughs because of COVID and the increased demand of our time and energy and our goal to support instruction without missing a day. To achieve this, M&O and Administrative teams became "essential workers" staying on campus to keep things running smoothly while others were able to work remotely.

This exposed our teams to more chances of getting COVID and workers were out for extended periods of time in quarantine, while others filled in for the ever present gaps in staffing. Baby boomers retired early instead of staying on, due to frustrations and fears as they were older and possibly more susceptible to the Pandemic. So again productivity suffered, except that this was balanced out by our teams being able to do projects unhampered in the maintenance areas as entire facilities were nearly empty or operating remotely so we didn't have to stop for academic schedules and work primarily during breaks and the summer.

We installed a lot of plexiglass barriers, signs, hand sanitizing stations, and other measures to keep us safe. Some of these expenditures were being made while products became scarce and costs for materials were escalating. We were still able to source necessary PPE, masks, fogging, chemicals, and cleaning supplies. All of these costs were offset by the COVID government funding programs.

In spite of all of the ups and downs, our budgets remained generally consistent.

Idaho State University: Program Health

Appendix D: Non-Instructional Program Prioritization

Future plans: A charge back policy is in the works which, when vetted and accepted, will re-define auxiliaries and potentially shift funds so that we charge back less but are appropriately staffed to meet all of ISU's needs.

Quality: Exceeds

Able to shift gears and be resilient during a time of great change and stress and support new ways of doing things and supporting the needed University changes for teaching and staffing to meet the student's needs. Realizing important projects that would make it easier to support long term goals. Informing campus students, staff, and faculty of needed improvements in time to address the needs of the University. Physical support for all of the COVID initiatives to keep campus safe and coursework delivery continuous without missing a day of planned activity.

What changes are proposed to improve efficiencies and/or effectiveness?

Use of community accepted performance metrics, as developed by APPA.

Total cost of ownership model development by building.

Continual review of Deferred Maintenance and updating as required.

Facility Condition Index audit to baseline facility status.

Anticipating a significant infusion of Deferred Maintenance Monies from the state (\$35-40M) primarily for our greatest challenge – that of upgrading HVAC systems and replacing old, inefficient, equipment, and upgrading the central heating plant.

8-year revenue and expense worksheet:

 $\underline{\text{https://docs.google.com/spreadsheets/d/17PsEiHw5enKuRteVMJN0e_Rdarsm51Wo/edit\#gid=12363619}{5}$

Idaho State University: Program Health

Appendix D: Non-Instructional Program Prioritization

Non-Instructional Program Prioritization

Unit/Area: Human Resources

Vice President responsible for area: Brian Sagendorf

Unit mission: The HR Office is a support unit for Idaho State University focusing on the institution's largest, and most important resource in carrying out the mission of the organization, our faculty and staff. The HR Office currently has six general programs/functions that are designed to support the overall HR needs of the organization. Those functions as identified in the following section include the broad administration, and management of HR policy, compensation and benefits administration or total compensation of our employees, employee relations and broad HR management consulting, the management of HR Information Systems and related records, employee learning & organizational development, and talent acquisition.

Key goals and objectives:

Goal: Improve Employee Engagement and Morale. Objective: HR will strive to focus the mission of the HR function toward the concept that our people are our biggest resource. We will focus on becoming the conduit that allows the university to undergo positive culture change to align mission, vision, and values, leveraging a strengths-based philosophy. HR will be the campus resource to support the spread of these concepts throughout our organizational units. HR will leverage strategic enhancements to integrate an employee engagement and morale focus in all lifecycle elements to impact positive culture change.

Goal: Enhance management effectiveness Objective: The HR team will proactively enhance the employee relations function, and actively develop the programs, tools, resources, and philosophies that provide campus the ability to manage performance issues and handle progressive discipline appropriately. Additionally, the HR team will build management and leadership philosophy centered on creating an environment of trust, compassion, stability and hope that exemplifies ISU's organizational values.

Goal: Build a Strengths-Based Organizational Development Capacity Objective: We will strive to enhance our organizational development capacity, rooted in strengths-based philosophies, that include meaningful faculty and staff professional development, leadership development, management development, team building, employee and team coaching, and change management. The HR Office will transition ISU to a strengths-based organization using Gallup's CliftonStrengths assessment as a basis. HR will develop training that allows this philosophy to permeate all levels of the organization.

Idaho State University: Program Health

Appendix D: Non-Instructional Program Prioritization

Goal: Orientation for New Employees Objective: The HR Team will develop and enhance new employee orientation programs that are modeled after the Disney U concept. We will ensure that these programs convey our organizational values, brand, and mission for the faculty and staff of the institution.

Goal: Process improvement and efficiencies Objective: Review and improve internal HR processes to streamline employment-related actions for faculty, staff and departments. Reduce process redundancies, move paper-based processes to electronic-based where possible, and proactively communicate and train departments and users regarding processes and procedures. Enhance system utilization to streamline manual tasks (training delivery and tracking, performance management, etc).

Process used to develop these goals and objectives? Our HR Goals and Objectives are developed in coordination with Campus Operations and University leadership. Many of our goals are outlined in our Presidential Project Charters, which are developed to align with the mission and vision of the university. Goals and objectives related to process improvements and efficiencies are identified through engagement with our stakeholders, and internal review and analysis.

Key services provided to customers?

Our core ISU HR functions include: HR Management/Administration/Policy Development, Compensation & Benefits Administration (Total Rewards), Payroll, Employee Relations/HR Consulting, HR Information Systems/Records, Employee Learning & Organizational Development, and Employment and Recruiting (Talent Acquisition). Our primary customers include our faculty, staff, and student employees, employing department and leadership, and

Within these core service areas, the HR/Payroll team provides support for all aspects of the employee lifecycle from "hire to retire," including recruiting, search committee support, onboarding and benefits enrollment, performance management and system support, employee growth and development through training programs, employee engagement and internal communication, employee appreciation, and transition support through end of employment. In addition to these services, the HR and Payroll teams routine administrative support tasks such as applicant tracking, payroll processing, personnel system and record management, compensation review and adjustments, benefits administration, compliance training tracking, consultative support for managers and employees, strengths-based training and development programs, and administrative support for separating employees.

Idaho State University: Program Health

Appendix D: Non-Instructional Program Prioritization

How did you pick your key services?

The key services are selected based on the business needs of the institution (implementation of policies, procedures and processes to support employment operations), and the needs of our faculty, staff and departments.

Key processes support mission accomplishment:

Many of the HR processes, and the degree to which we successfully accomplish them, are key to the support of our mission. The following are the processes that have the biggest impact on our ability to deliver on our mission:

Recruit and retain high quality faculty, staff, and student/temp employees to deliver essential services (competitive pay, recruiting strength, institutional reputation)

Orienting faculty and staff to ISU mission, strategic direction, and their role in mission fulfillment.

Ensuring efficiency in completing administrative tasks (payroll, benefits administration, etc.), and providing supportive resources to meet the needs of our employees

Organizational design and development to support divisions/units in fulfilling their mission objectives

What are the strengths of your unit's key processes?

The strengths of our HR unit help to support the delivery of our key processes. Strengths of the HR unit include:

Customer Service: The ISU HR Office has been recognized multiple times in recent years for being customer service focused. The expectation is continually reinforced to HR staff that although we cannot say "yes" to every request, that all staff are expected to provide professional and responsive customer service in assisting departments understand rules and regulations that govern HR decisions and recommendations.

Efficiency of Operations: A review of staffing ratio data and survey data from CUPA-HR provides evidence that ISU HR is able to provide an effective level of HR service in each of the core HR functional areas with a service model that efficiently uses lower staffing levels in comparison to peer institutions. All HR staff are being cross-trained to cover a broad base of service areas.

Professional Reputation: On campus, within the State, and among colleagues with CUPA-HR, the ISU HR function is recognized as a professional and well-respected operation. HR leadership maintains positive working relationships with senior administration, deans, department heads, the campus community, and external stakeholders.

Idaho State University: Program Health

Appendix D: Non-Instructional Program Prioritization

In addition to the strengths of our HR team, the following are strengths specific to the key processes identified above:

Recruiting enhancements: Recent improvements have been made to ISU recruiting strategies including updated branding and marketing for departments and roles, and expanded advertising opportunities leveraging social media platforms and targeted campaigns

New Strategic Plan: ISU is in the final stages of development of a new 5-year strategic plan. This plan will provide a wonderful opportunity to redesign and relaunch our new employee orientation and onboarding programs to integrate updated mission and vision, and introduce campus values (which did not previously exist at ISU).

Continual improvement approach: The HR team is focused on improvement, and continually focuses on identifying opportunities and seeking feedback to improve and streamline internal processes and enhance service to our customers.

What are the weaknesses of your unit's key processes?

Limited Staffing and Turnover — Although the ISU HR Office is run very efficiently, other institutions are able to provide a broader and more proactive service model in certain areas, (such as in designing strategic compensation programs), due to the additional resources available. The additional staffing at peer institutions is particularly noteworthy as others have more than double the number of HR FTE to administer compensation, benefits, employee relations, training, and recruitment functions that are covered by 15 staff at ISU. Limited staffing has possibly contributed to our office being more reactive than proactive at times. Additionally, working with an already lean team, the ISU HR department has experienced a significant amount of change, with more than 50% turnover of staff in the last 18 months. While this change has brought great new talent to the team, it has also resulted in the loss of institutional knowledge, additional time needed to onboard new staff, and tremendously increased workloads during transition for remaining HR staff members.

Maintaining Accurate/Timely Employee Data - Currently ISU relies on employing departments to update employee data through different processes for temporary/student employees and ongoing faculty and staff. These processes sometimes lead to inconsistencies and inefficient processes. Those processes involve electronic records processing for some types of positions, and paper-driven processes to change employee records for others. Recent HR projects have revealed that the accuracy of employee data, particularly on temporary and/or student employees, could be improved. Additionally, current limitations of our learning management system do not support the ability of our

Idaho State University: Program Health

Appendix D: Non-Instructional Program Prioritization

training staff to automate training tracking, resulting in manual processes, increased workloads, and delays in obtaining timely data related for training compliance.

Compensation Programs/Practices/Equity – An opportunity exists for the HR Office to lead a project to conduct a university-wide compensation review, and design a formal compensation structure for non-classified/exempt positions across campus. ISU has never had a formal salary/pay grade structure for non-classified positions on campus. While HR works efficiently to consult with departments on making defensible salary administration decisions, ISU could design a structure that would allow for more strategic/systemic decisions. A salary structure would enhance the university's ability to recruit and retain top talent, while providing a more formal structure and system for improved consistency and transparency in salary administration decisions.

What criteria did you use to create your budgeting planning process? Annual budgets for HR are developed according to guidelines and in alignment with ISU and HR strategic and operational priorities, and institutional budget planning processes. Budgets are regularly monitored and reviewed, with formal quarterly check-ins with the Unit Business Officer. Traditionally, HR budgets are relatively static, and requests for strategic investments (when needed) are reviewed through the university budgeting processes. The majority of the HR budget is associated with personnel costs and contracts associated with HR systems and training content.

What opportunities have you implemented to identify unit savings? Recently, HR has been evaluating the utilization versus cost of our learning management system (LMS) and 3rd party contracted training content. With ISU starting down a path to develop more inhouse training content and compliance programs (in coordination with legal), we are exploring options to change content or system platforms that may positively impact long-term unit savings.

What opportunities have you implemented for generating additional investments? As an internal campus operations function, the HR department exists to support processes and functions within the university, and does not maintain a primary focus on revenue-generating activities. Our limited source of external revenue is related to close partnership with a local credit union who has offered sponsorship of our employee appreciation, and staff development and training programs. We continue to maintain a positive and mutually beneficial partnership with this entity, and appreciate their support of ISU employees.

How successful were you at implementing that budget and meeting your fiscal goals? The HR team collaborates closely with our unit business officer regarding financials, and have maintained services within budget for many years.

Idaho State University: Program Health

Appendix D: Non-Instructional Program Prioritization

Cost-Effectiveness: Exceeds

With most of the unit's cost tied to personnel, the ISU HR unit operates very lean. The unit maintains an extremely high level of service delivery for the comparatively low number of FTE employed, and has been able to operate within the allocated budget. Additionally, the unit has continued to support a tremendous number of services to the campus community, and has been able to add new/enhanced services over the past 2 years, even while navigating turnover of 50% of our staff and additional duties related to COVID-19, furloughs, and DHR-required training initiatives.

Quality: Exceeds

The HR unit provides a tremendous number of services to the campus community, with varying levels of quality. Many areas of our services would be rated as "exceeds," we also have some identified for needed quality improvements. These items, mentioned above, are primarily systems and data, identified process improvements/efficiencies, and budgetary/compensation-related limitations that hamper our ability to recruit and retain qualified staff.

What changes are proposed to improve efficiencies and/or effectiveness?

Based on the goals and objectives listed above, the HR unit is focused on improvements and enhancements to internal HR processes, as well as large-scale initiatives related to culture, engagement and morale that are intended to drive improvements throughout the university. In collaboration with Campus Operations leadership and Information Technology Services, the HR team will actively engage in identifying system improvements and enhancements to streamline operations and improve access to timely data. Additionally, while the hiring market and compensation levels have created some significant challenges for recruiting, HR will pursue strategic initiatives to conduct a full-scale university compensation review and analysis in the coming years in an attempt to better define compensation structure across the institution and adapt to changes in market.

8-year revenue and expense worksheet: https://docs.google.com/spreadsheets/d/1-
https://docs.google.com/spreadsheets/d/1-
https://docs.google.com/spreadsheets/d/1-
https://docs.google.com/spreadsheets/d/1-
https://docs.google.com/spreadsheets/d/1-
https://docs.google.com/spreadsheets/d/1-
https://docs.google.com/spreadsheets/d/1-
https://docs.google.com/spreadsheets/d/1-
https://docs.google.com/spreadsheets/d/1-
https://docs.google.com/spreadsheets/d/1-
https://docs.google.com/spreadsheets/d/1-
https://docs.google.com/spreadsheets/d/1-
https://docs.google.com/spreadsheets/d/1-
https://docs.goog=110745084471870598685&rtpof=tr

Non-Instructional Program Prioritization

Unit/Area: Office of Marketing and Communications

Vice President responsible for area: Stuart Summers, AVP

Unit mission: The Office of Marketing and Communications strategically advances Idaho State University through the successful placement of earned, owned, and paid media. Efforts are focused on effectively creating, placing, and promoting content that will best resonate with internal and external target audiences. Additionally, this unit plans University events and activities that are focused on recognizing and celebrating the accomplishments of students, faculty, staff, and alumni.

Key goals and objectives:

Support University operations through effective internal communications.

Market and promote the University to prospective students, their families, the campus community, and other key stakeholders.

Foster trust through transparent communications and enhanced media engagement.

Reinforce the University's value to stakeholders and the community through increase awareness of the University's mission and activities.

Plan University events that increase community engagement and celebrate the accomplishments of students, faculty, staff, and alumni.

Process used to develop these goals and objectives? Goals and objectives are identified and developed based on mission-critical operations, the University's strategic plan, and assigned project charters.

Key services provided to customers?

Paid Media: are marketing-related expenses and promotions that have a direct cost associated with them. This includes Idaho State's marketing campaign focused on increasing enrollment.

Owned Media: the platforms and channels that we are directly able to control. For example, we "own" the content we put on our YouTube channel, so we determine when it goes up or how it is placed. We "own" our web content, newsletters, or email campaigns.

Earned Media: are the things outside our immediate control. We have to "earn" those metrics, meaning it relies on a newspaper running the article or a TV station doing a story that we send. This is dependent on external factors (slow news day, reporters, etc).

Idaho State University: Program Health

Appendix D: Non-Instructional Program Prioritization

University Events and Protocol: this includes commencement, tailgates, back-to-school activities, and community engagement events.

How did you pick your key services?

Key services are selected to directly align with strategic initiatives, as directed by the President, campus leadership, and Enrollment Management. Services are adjusted to meet the changing or emergent needs of the University.

Key processes support mission accomplishment:

Communications

Marketing

Events and Protocol

What are the strengths of your unit's key processes?

A robust communication calendar and process for gathering and disseminating content in an effective and timely manner

A collaborative and inclusive approach to marketing and communications that includes buy-in and support from all divisions and colleges

Quality of the University teams involved in the process

What are the weaknesses of your unit's key processes?

Not enough resources allocated to effectively track the effectiveness of earned media

The duties and abilities of the division- and college-level communication professionals varies and lacks consistency

External changes in the way information is received and consumed

What criteria did you use to create your budgeting planning process? The budget was developed to meet the strategic initiatives identified by University leadership.

What opportunities have you implemented to identify unit savings? A reduction of two FTE in FY2021 meant that this unit had to adopt project management tools to support an increased workload. Campuswide tools and opportunities that support efficiency include Canva, CMS, Trello, Formstack, and GoogleDrive templates. These opportunities allow the unit to meet increased demands with less personnel.

What opportunities have you implemented for generating additional investments? The Office of Marketing and Communications does not generate additional investments.

How successful were you at implementing that budget and meeting your fiscal goals? Budget allocations in FY2021 have allowed this unit to have the resources needed to

Idaho State University: Program Health

Appendix D: Non-Instructional Program Prioritization

effectively meet marketing and outreach goals. Rising costs of software, equipment, and communications platforms are impacting the overall unit's budget.

Cost-Effectiveness: Meets

This unit operates within the allocated budget. ROI is regularly measured to make sure expenses are effective.

Quality: Exceeds

The University's marketing and communication efforts are attracting attention, supporting enrollment goals, and fostering a culture of trust and stability. Campus surveys and communication metrics show that faculty, staff, and students feel that they receive timely updates and have access to accurate information.

What changes are proposed to improve efficiencies and/or effectiveness?

This unit is working to hire a vacancy to meet all goals and objectives. Without being fully staffed, it is difficult to improve upon current effectiveness.

8-year revenue and expense worksheet: No budget doc included

Non-Instructional Program Prioritization

Unit/Area: Budget, Planning, & Analysis

Vice President responsible for area: Jennifer Steele

Unit mission: We create opportunities and positive outcomes by partnering with the University community to optimize its collective resources.

Key goals and objectives:

The work of the Office of Budget, Planning, and Analysis (OBPA) is guided by the following principles, which were developed in collaboration with the Budget Model Advisory Group.

- Trust, transparency, and inclusivity in budget development and administration
- Maximization of University resources
- Budgeting and decision-making informed by strategic plans and priorities
- Budget structures that foster innovation and stewardship
- Empowerment, mutual accountability, responsiveness, and adaptation at the local level.

Key goals for this planning cycle include:

- Executing the Budget Model Charter
- Developing systematic planning, reporting, and assessment structures
- Continuous quality process improvement, process documentation, and training
- Optimizing staffing, workload, and organizational structures
- Increasing financial transparency, literacy, and understanding across the University

Performance Outcomes:

Budget variance

Budget variance is the difference between budgeted revenues and expenditures and actual revenues and expenditures. While some budget variances are caused by changing conditions, such as the global COVID-19 pandemic, or unit over(under) performance, base budget variances measure the effectiveness of budget systems and planning processes.

Forecast variance

Forecast variance is the difference between forecast, or estimated, revenues and expenditures and actual revenues and expenditures. It measures the effectiveness of forecast systems and analysis.

Idaho State University: Program Health

Appendix D: Non-Instructional Program Prioritization

Additional performance outcomes will be created as part of the new Budget Model.

Process used to develop these goals and objectives? These goals and objectives were developed as part of the OBPA visioning and planning process, 2021 Program Review, and Budget Model Charter work.

Key services provided to customers?

- Budget Development
- Budget Administration and Oversight
- Communications
- · Policies and Procedures
- Budget Development and Position List Administration Systems
- Reporting and Analysis
- State Board of Education Reporting and Compliance
- · Unit Business Administration Services
- Consulting Services

How did you pick your key services?

These are standard services provided by a University budget office. Our office provides enhanced services in the form of consulting, customized reporting and analysis, and collaborative operational planning.

Key processes support mission accomplishment:

All of the services provided by OBPA staff are aligned with ISU's mission and values. We focus on providing all units with structures, processes, information and analysis, and support services that enable them to optimize their resources in service to students and ISU's mission.

What are the strengths of your unit's key processes?

Our service model, complemented by Fast budget and financial reporting systems has created significant efficiencies and increased trust and transparency in budget and financial reporting.

We leverage the standing Budget Model Advisory group to increase collaboration and inclusive-decision making in developing budget structures, systems, and processes.

We collaborate with the Controller's Office, HR, and other stakeholders in process improvement, training, and documentation.

We provide campus-wide transparency and communication of budget development, status updates, and financial standing to enhance knowledge across campus to both financial and non-financial personnel.

Idaho State University: Program Health

Appendix D: Non-Instructional Program Prioritization

What are the weaknesses of your unit's key processes?

While we have made substantive strides in process improvement, training, and documentation, there are many opportunities for additional improvement in these areas.

We currently have a dearth of data available to support ISU's budget model development, strategic planning, and decision-making.

What criteria did you use to create your budgeting planning process? We follow the annual Overview and Guidelines for Unit Budget Development that are developed by our office in collaboration with the Budget Model Advisory Group and Leadership Council, and approved by Admin Council.

What opportunities have you implemented to identify unit savings? Over the past two years, we have realized significant savings through reorganization and process improvement. We have reduced staffing by 6 FTE, with recurring annual savings of more than \$400,000.

What opportunities have you implemented for generating additional investments? Our work is designed to help the University and units within the University maximize their resources through strategic investments, cost savings, and prioritization/reallocation.

How successful were you at implementing that budget and meeting your fiscal goals? We consistently achieve our budget and financial plan.

Cost-Effectiveness: Exceeds

As mentioned above, we have created significant cost savings while improving service quality.

Quality: Exceeds

OPBA staff consistently produce high-quality, timely, accurate, actionable, and useful services, reports, and analysis with a service mindset.

What changes are proposed to improve efficiencies and/or effectiveness?

- Development of a comprehensive budget model for the university
- Process improvement, documentation, and training
- Budget Model Data Set
- Continued development of financial reporting and analysis tools

8-year revenue and expense worksheet:

https://docs.google.com/spreadsheets/d/1kD0FYXXTzITtKdXYxYNQWjQmE5pYRB0IYcFD0IzxLiU/edit#gid=1043776451

Non-Instructional Program Prioritization

Unit/Area: Early College Program

Vice President responsible for area: Kandi Turley-Ames: Dean, College of Arts & Letters and AVP for Advanced Opportunities

Unit mission: The Early College Program at Idaho State University provides dual credit courses to Idaho high school students, offering access to advanced educational opportunities which enable students to explore their intellectual potential, gain academic confidence, and develop critical thinking skills: while providing an affordable experience, qualify instruction, and facilitating a pathway to higher education degrees. Through partnerships with University departments, qualified high school instructors, Idaho school districts and their administration, an academic community of excellence is created.

Key goals and objectives:

Goal 1: Increase Credentialing Opportunities for teachers and sustainability of program

Objective: Provide training opportunities that will allow Idaho high school teachers to become qualified and effective ECP instructors

Goal 2: Maintain/increase high standards of quality and rigor in Early College Program

Objective: Develop and/or extend regular student assessments of ECP student work to ensure quality standards are being met and maintained.

Goal 3: Increase Matriculation of Dual Credit Students

Objective: Obtain accurate information regarding ISU ECP students and how their experience effects their decision on whether to matriculate to ISU or not

Goal 4: Sponsor President's Leadership Council initiatives and requests

Objective: To learn more about the universal challenges and opportunities within the state for dual credit

Process used to develop these goals and objectives? These goals and objectives were developed during the President's initial assessment and Charter Assignments. The Charter committee also felt these were the best goals and objectives to be addressing at the time.

Key services provided to customers?

Goal 1:

 Research waiver type systems in place for graduate courses and work with respective departments to establish program and mentors

Idaho State University: Program Health

Appendix D: Non-Instructional Program Prioritization

• Establish a marketing and communication plan to coordinate efforts with Idaho school districts

Goal 2:

- Compile list of common assessments by department as required by NACEP accreditation standards
- Examine ECP student assessment records by department and summarize data for current future comparison with degree seeking students, confirming students are meeting required benchmarks

Goal 3:

- Determine the number of students who matriculate to ISU as full or part time students after high school graduation
- Seek feedback from instructors and counselors to gain a better understanding of both instructors" and students' impressions of ISU as a provider of higher education
- Survey matriculated students, who were also former ECP students, about their choice to pursue and education at ISU and analyze survey data to determine future marketing strategies

Goal 4:

- Convene a state-wide group to address system-wide challenges with dual credit and identify solutions and recommendations for implementation
- Convene state-wide group to address challenges with (dual credit) advising within the state of Idaho

How did you pick your key services?

These were identified during the organizing phase of the Dual Enrollment Charter

Key processes support mission accomplishment:

- 1. Addressing the needs of instructors/districts to be able to provide quality opportunities for dual credit
- 2. Providing advanced opportunities to high school students through rigor and best practices
- 3. Developing statewide-strategies to address the needs of all Idaho high school students

What are the strengths of your unit's key processes?

- Innovative and helps keep the bar high for quality programs (especially NACEP accredited ones)
- 2. Providing opportunities for students to gain confidence in their ability to matriculate to an institution of higher education
- 3. Collaboration and communication between all stakeholders

What are the weaknesses of your unit's key processes?

- 1. Lack of available discipline programs
- 2. Lack of available online programs

Idaho State University: Program Health

Appendix D: Non-Instructional Program Prioritization

3. Equity gap and not being able to reach all students

What criteria did you use to create your budgeting planning process? The Early College budget is normally set for the upcoming year based off of the previous year. We are a self-sustaining budget, so it is imperative that we prepare accordingly. Our revenue has increased drastically since 2011 with an increase in student enrollments (167%) and credit hours (185%) awarded.

What opportunities have you implemented to identify unit savings? We work very closely with our UBO to make sure our budget is on track every quarter. Since we are not state appropriated, we make sure that we set our budget realistically for each fiscal year. We do have some roll over from year to year. We did sacrifice 1. FTE position in FY22 to aid in budget reduction.

Additionally we have been able to have some savings due to lack of travel.

What opportunities have you implemented for generating additional investments? Early College is not able to generate investments

How successful were you at implementing that budget and meeting your fiscal goals? Early College is able to keep within its designated budget with surplus each year.

Cost-Effectiveness: Exceeds

With both travel savings the past 2 years and salary savings, we are able to keep an effective budget.

Quality: Exceeds

The Early College Program is an accredited program through NACEP (National Alliance of Concurrent Enrollment Partnerships). We hope to be reaccredited in May 2022 with an additional endorsement for the College Provided Faculty Model. It is within these national standards that we are ensuring quality and credibility of our program.

We have been able to provide graduate tuition assistance to instructors who participate in our waiver program as well as bring the challenge of advising our dual credit students (statewide) to the forefront. Program evaluation is a high priority to sustaining a qualify program.

What changes are proposed to improve efficiencies and/or effectiveness? Continuing with same budget and operating expense

8-year revenue and expense worksheet:

 $\underline{\text{https://docs.google.com/spreadsheets/d/1hsNcZFAR2lqTosSakdWV8jkrHRrgZeEn/edit?usp=sharing\&ouid=114713291823321924010\&rtpof=true\&sd=true}$

Idaho State University: Program Health

Appendix D: Non-Instructional Program Prioritization

Non-Instructional Program Prioritization

Unit/Area: University Health

Vice President responsible for area: Rex Force

Unit mission: The mission of University Health Center is to optimize the health of student/faculty staff and assist in achieving the student's scholastic goals by providing affordable, quality health care for physical and psychological needs in a confidential, inclusive, and respectful environment.

Key goals and objectives:

Supporting students through provision of health services is critical to the academic success of students. Helping the students, faculty and staff maintain physical and mental well-being allows them to pursue academic endeavors more effectively. Students have demonstrated that the availability of on campus health care that specializes in the needs of the student helps the student regularly attend classes and improves continuation of academic pursuits. This is measured by number of provider and nurse visits to the clinic, number of COVID and nurse phone calls made to patients, and by student retention. This is also measured by biannual patient satisfaction surveys.

On campus health care services allows referrals and close interactions with university departments, for example Student Affairs, Counseling and Testing, Disability Services, Student Success Center, Physical Therapy, Dental Hygiene, Office of Health and Safety. These referrals and collaborations would be less numerous if ISU Health Center were not available. On campus services allows ISU Health Center to guide the student through interactions with other departments and services. This is measured by the number of referrals. It can also be measured by the number of N 95 FIT testing Medical Evaluation Questionnaires that have been completed.

ISU Health Center participates in the education of Health Profession students from a broad range of programs including Registered Nursing, Licensed Practical Nursing, Medical Assisting, Nurse Practitioner, Physician Assistant, Medical Residency, and University of Utah Psychiatry Residency. This education is provided through collaborative interactions in clinical care as well as on university wide programs. This is measured by the number of health profession students rotating through our clinic.

Continue working with all members of the ISU community to promote and support health initiatives. This is measured by the number of interdepartmental collaborations and by the numbers of strategic measures implemented. For example, interdepartmental collaborations to develop and implement strategic measures to manage a COVID pandemic

Idaho State University: Program Health

Appendix D: Non-Instructional Program Prioritization

Process used to develop these goals and objectives? These goals and objectives were developed based upon what is the needs of the students and faculty/staff to maintain continuity of care and recognize the constant changing health care while supporting health professions of the University

Key services provided to customers?

Medical Services, Acute Care, Primary Care, Mental Health Care

Patient Education regarding physical, mental, and sexual health as well as utilization of the medical system and medical insurance

Patient Wellness, Health Promotion, Disease Prevention

Education for our future health care professionals

How did you pick your key services?

These key services are determined by continuous examination of evolving health care needs while helping students excel in their academic pursuits.

Key processes support mission accomplishment:

Review current staffing needs and staff responsibilities

Revenue generation

Continuous cost analysis of services and supplies

What are the strengths of your unit's key processes?

Staff at University Health Center are flexible and understand the role of the health center to students and faculty staff. Cross training of staff promotes smooth operations.

The revenue generated through the fee schedule will continue to be evaluated and can be increased.

Re-evaluation of student access fees or billing for office visits will continue.

What are the weaknesses of your unit's key processes?

UHC is funded by student fees, declining enrollment has resulted in decreased revenue, while costs of health care continue to escalate.

The mission of our clinic, to provide quality, affordable care, is not based on a business/productivity/ revenue model. Many of our services provided are not charged for: COVID and respiratory infection phone calls, messages between patients and providers, microscopy, FIT testing medical evaluations questionnaires.

Staffing may need to be adjusted to balance the budget which could negatively affect employee standard of living and staff morale.

Idaho State University: Program Health

Appendix D: Non-Instructional Program Prioritization

The cost of medical care is being pushed to the student, where many are doing all they can to succeed with the multiple demands of family, work, academic, and also COVID related health issues.

What criteria did you use to create your budgeting planning process? Since we are mostly funded by student fees, fee will be evaluated.

Since University Health Center Budget supports Counseling and Testing, Family Residency and IT, maximizing utilization of employees from these departments will be evaluated.

The intensity of clinical visits has increased. The number of students with significant and severe psychiatric illnesses has increased over the past several years. About 30% of clinical visits are primarily for psychiatric care, emotional support, and medication management. These visits take more time and resources than other medical care visits require. There is a clear and present need to continue providing this care which will help students stay in school.

What opportunities have you implemented to identify unit savings? Evaluating all staffing models

Evaluate the need for a Medical Director with a M.D. or D.O.

Evaluate current fee schedules

Look for ways to expand x-ray capabilities or discontinue these services.

Have University of Utah psychiatric residents and family medicine residents to help fill in gaps for mental health and coverage

Evaluation of athletic usage of University Health Center

Evaluation of summer hours of operation

What opportunities have you implemented for generating additional investments? Recently re-evaluated the need for a medical director and have reduced the budget from this salary savings. In addition, other staffing needs have been evaluated and hours have been reduced as much as possible. We are currently looking at all models of revenue generation including charging for office visits and providing community clinics an opportunity to outsource x-rays to us.

How successful were you at implementing that budget and meeting your fiscal goals? With the absence of the medical director, this has provided an opportunity to meet current budget, however with mission of providing quality health care and opportunities for

Idaho State University: Program Health

Appendix D: Non-Instructional Program Prioritization

students/residents, a medical director and physician presence are needed. Thus, all models of health care are being considered.

Cost-Effectiveness: Meets

Since we are mostly funded by student fees, our budget is dictated by enrollment and the ability to increase student fees.

The mission of our clinic, to provide quality, affordable care to the students, faculty and staff, is not based on a business/productivity/ revenue model. Many of our services provided are not charged for. This allows us to keep the health of our campus community a priority.

Since University Health Center Budget supports Counseling and Testing, Family Residency and IT, maximizing utilization of employees from these departments will be evaluated.

The cost of providing health care continues to rise and salaries of new hires must be competitive.

The intensity of clinical visits has increased. The number of students with significant and severe psychiatric illnesses has increased over the past several years. About 50% of clinical visits are primarily for psychiatric care, emotional support, medication management, and care of chronic illness. These visits require more time and resources than other acute medical care visits.

Quality: Exceeds

ISU Health Center continues to be an exemplary clinic, prioritizing the physical and mental health of our students, faculty and staff. We provide quality evidence based acute and primary medical care in a confidential, inclusive, and respectful environment. ISU Health Center remains ever sensitive to the financial constraints of students, and we offer some of the most affordable care in the community.

We conduct satisfaction surveys every semester and we consistently receive high marks for quality of care and convenience of use.

What changes are proposed to improve efficiencies and/or effectiveness?

Continue working with all members of the ISU and Pocatello community to promote and support health initiatives.

Continue to offer up to date quality care to keep our students and campus community healthy, as models with on campus medical services have been shown to aid in students achieving their scholastic goals.

Idaho State University: Program Health

Appendix D: Non-Instructional Program Prioritization

Work more on cross training staff to fill multiple roles.

Re-evaluate our utilization of physician time vs advance practice providers. Continue evaluating our use of RN's, LPN's, CMA's and Radiographic technicians. Continue to work toward improving productivity of all employees that are included in our budgeting expenses.

University Health will continue to improve efficiencies and effectiveness by examining all processes that can be utilized.

8-year revenue and expense worksheet:

https://docs.google.com/spreadsheets/d/1QEQNYAPO1RvEfQYbtBEWgJIEhhoXwi-i/edit?usp=sharing&ouid=106978070469827542448&rtpof=true&sd=true

Non-Instructional Program Prioritization

Unit/Area: Alumni Relations and Advancement Communications

Vice President responsible for area: Pauline Thiros

Unit mission: Create the best culture of alumni advocacy and philanthropic investment to advance Idaho State University's mission and strategic goals.

Key goals and objectives:

- 1. Plan, direct and execute AR programs to support alumni volunteerism and expand the philanthropic market.
- 2. Develop and execute a robust marketing and strategic communications plan to engage a broad array of alumni, parents and friends in key activities at ISU to advance AG and deepen the major gift donor pipeline.
- 3. Execute a robust direct marketing program for ISU to leverage the integration of AR and AG programming to increase unrestricted annual support and increase the number of alumni donors.
- 4. Maintain and enhance stakeholder, community and internal university partnerships with the KISU. Foster collaborations with various departments to promote ISU through local programing. Cultivate and steward station donors and underwriters to sustain KISU into the future.
- 5. Create new modes of alumni engagement and recruit, organize and deploy volunteers to advance ISU's strategic plans and aspirations.
- 6. Serve as contact for alumni, parents and friends for information, services and programs related to alumni.

Process used to develop these goals and objectives? After meeting with key university stakeholders including academic deans, student affairs, donors, community leaders and alumni, the UA leadership team developed these specific priorities and roles.

Key services provided to customers?

- 1. ENGAGEMENT providing opportunities for alumni, donors and supporters to participate in the mission of Idaho State University
- 2. GIVING -- encourage a spirit of philanthropy in support of Idaho State University through volunteerism and charitable giving
- 3. REPORTING informing the donors of the impact of their giving

Idaho State University: Program Health

Appendix D: Non-Instructional Program Prioritization

- 4. COMMUNICATIONS -- inspire pride and engagement
- 5. CONNECTION -- creating meaning relations

How did you pick your key services?

Discussions with key stakeholder, priorities of UA and CASE guidance.

Key processes support mission accomplishment:

- 1. Serves as the Alumni Gateway to the Institution
- 2. A Business-Focused Approach
- 3. A Robust and Engaged Alumni Network
- 4. Purposeful Programming
- 5. A Centralized Approach to AR, AG, DR, AC
- 6. In Sync with Advancement Partners
- 7. Committed to a Culture of Innovation and Improvement

What are the strengths of your unit's key processes?

- 1. Activity and plans are tied to institutional goals, and link operating budgets to key performance metrics.
- 2. Purposeful programming adds to the social component by bringing ISU to alumni, donors and friends in more meaningful ways through collaboration with academic units, development office and other campus partners.
- 3. ARAC does not exist on an island but instead positions itself to advance the institution as a whole.

What are the weaknesses of your unit's key processes?

- 1. Contribution to ISU are not always well understood internally or by alumni and constituents
- 2. Lack of formal, cooperative system to structure the transition from students to alumni
- 3. Data and tracking must improve

What criteria did you use to create your budgeting planning process? The UA leadership team developed priorities and coordinated budgets to maximize impact. ISUF and ISUAA board members were involved in these processes.

What opportunities have you implemented to identify unit savings? By prioritizing tasks, clearly communicating roles and responsibilities, setting team goals and

Idaho State University: Program Health

Appendix D: Non-Instructional Program Prioritization

empowering staff, ARAC has been able to be efficient and responsive while stretching every dollar. Programming, solicitations and printed materials have been restructured to become more cost-efficient.

What opportunities have you implemented for generating additional investments? New affinity partnerships and increased donations

How successful were you at implementing that budget and meeting your fiscal goals? Through the UA redesign and relaunch, ARAC is able coordinate efforts, expand roles and ultimately reduce costs, while KISU continues to become more self-sustaining. These recently implemented changes are moving us in the right direction and proving to be successful.

Cost-Effectiveness: Exceeds

Through the UA redesign and relaunch, ARAC is able coordinate efforts, expand roles and ultimately reduce costs, while KISU continues to become more self-sustaining. These recently implemented changes are moving us in the right direction and proving to be successful.

Quality: Exceeds

Alumni Relations and Advancement Communications functions as a key portal for all alumni engagement at our university —whether on campus, in communities, online or globally. Alumni interact with UAA through various ways - networking, feedback, advocacy, volunteerism—and are facilitated through Alumni Relations, which also serves as the voice of its graduates. Alumni Relations helps to advance our university by providing a strong alumni gateway. Engagement opportunities provided through Alumni Relations are specifically intended to drive pipeline and revenue.

What changes are proposed to improve efficiencies and/or effectiveness?

UA is barely a year into its redesign and relaunch. The ARAC structure was only set in July. We continue to work out kinks, but we are not even a full year into the new system so there are not overarching proposals. It is clear over the past several months that efficiency is up.

8-year revenue and expense worksheet:

https://docs.google.com/spreadsheets/d/1GR132GEfErvOaD-JqQzpznjDhN_fYIKm/edit?usp=sharing&ouid=116951820602092303996&rtpof=true&sd=true

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS JUNE 15, 2022

SUBJECT

FY 2023 – FY 2027 Institution, Agency, and Special/Health Programs Strategic Plans

REFERENCE

April 2021 The Board reviewed the institution, agency, and

special and health programs FY2022-FY2026 strategic

plans.

June 2021 The Board approved the institution and agency

FY2022 - FY2026 strategic plans and delegated approval of the FY2022 - FY2026 special and health

programs strategic plans to the Executive Director.

October 2021 The Board was presented with the institution and

agencies performance measure reports and progress toward meeting their FY2020-FY2025 strategic plan

goals.

December 2021 The Board discussed changes to the K-20 FY2023-

FY2027 Strategic Plan, including the addition of three

postsecondary education focus areas.

February 2022 The Board approved changes to the K-20 FY2023-

FY2027 Strategic Plan, including the addition of three

postsecondary education focus areas.

April 2022 The Board reviewed and discussed the institution,

agency, and special and health programs FY2023-

FY2027 strategic plans.

APPLICABLE STATUTE, RULE, OR POLICY

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

BACKGROUND/ DISCUSSION

Pursuant to sections 67-1901 through 1903, Idaho Code, and Board Policy I.M. the institutions, agencies and special and health programs under the oversight of the Board are required to submit an updated strategic plan each year. At a minimum, the plans must encompass the current year and four years going forward. The Board planning calendar schedules these plans to come forward annually at the April and June Board meetings. This timeline allows the Board to review the plans, ask questions or request changes in April, and then have them brought back to the regular Board meeting in June with changes if needed, for final approval while still meeting the state requirement that the plans be submitted to the Division of Financial Management (DFM) by July 1 of each year. Once approved by the Board, the Office of the State Board of Education submits all of the plans to DFM.

Board policy I.M. sets out the minimum components that must be included in the strategic plans and defines each of those components. The Board's requirements

PPGA TAB 2 Page 1

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS JUNE 15, 2022

are in alignment with DFM's guidelines and the requirements set out in sections 67-1901 through 67-1903, Idaho Code. Each strategic plan must include:

- 1. A comprehensive mission and vision statement covering the major programs, functions and activities of the institution or agency. Institution mission statements must articulate a purpose appropriate for a degree granting institution of higher education, with its primary purpose to serve the interests of its students and its principal programs leading to recognized degrees. In alignment with regional accreditation, the institution must articulate its purpose in a mission statement, and identify core themes that comprise essential elements of that mission.
- 2. General goals and objectives for the major programs, functions and activities of the organization, including a description of how they are to be achieved.
 - i. Institutions (including Career Technical Education) shall address, at a minimum, instructional issues (including accreditation and student issues), infrastructure issues (including personnel, finance, and facilities), advancement (including foundation activities), and the external environment served by the institution.
 - ii. Agencies shall address at a minimum, constituent issues and service delivery, infrastructure issues (including personnel, finance, and facilities), and advancement (if applicable).
 - iii. Each objective must include at a minimum, one performance measure with a benchmark.
- 3. Performance measures must be quantifiable indicators of progress.
- 4. Benchmarks for each performance measure must be at a minimum, for the next fiscal year and include an explanation of how the benchmark level was established.
- 5. Identification of key factors external to the organization that could significantly affect the achievement of the general goals and objectives.
- 6. A brief description of the evaluations or processes to be used in establishing or revising general goals and objectives in the future.
- 7. Institutions and agencies may include strategies at their discretion.

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

PPGA TAB 2 Page 2

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS JUNE 15, 2022

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

The system-wide performance measures are:

Timely Degree Completion

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

Remediation Reform

V. Percent of undergraduate, degree-seeking students taking a remediation course completing a subsequent credit bearing course (in the area identified as needing remediation) within a year with a "C" or higher

Math Pathways

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

Guided Pathways

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

In addition to including the system-wide performance measures, the Board has consistently requested the benchmarks contained within the strategic plans be aspirational benchmarks, not merely a continuation of the "status quo." Coming out of the pandemic, some of the institutions and agencies have experienced a decline in measures where previously they had shown steady gains. Due to this, many of the benchmarks have been adjusted to account for the impact of the pandemic.

PPGA TAB 2 Page 3

All of the strategic plans are required to be in alignment with Idaho's K-20 Education strategic plan, approved by the Board.

IMPACT

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

ATTACHMENTS

Attachment 01 – K-20 Strategic Plan

Attachment 02 – Strategic Planning Requirements

Institutions

Attachment 03 – University of Idaho
Attachment 04 – Boise State University
Attachment 05 – Idaho State University
Attachment 06 – Lewis-Clark State College

Community Colleges

Attachment 07 – College of Eastern Idaho
Attachment 08 – College of Southern Idaho
Attachment 09 – College of Western Idaho
Attachment 10 – North Idaho College

Agencies

Attachment 11 – Idaho Division of Career Technical Education

Attachment 12 - Public Schools

Attachment 13 – Idaho Division of Vocational Rehabilitation

Attachment 14 – Idaho Public Television

Attachment 15 – Idaho Public Charter School Commission

System-wide

Attachment 16 - Higher Education Research Strategic Plan

BOARD STAFF COMMENTS AND RECOMMENDATIONS

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

Review and approval of the strategic plans gives the Board the opportunity to look at the mid and long term goals for public education in the state and provide direction to the institutions and agencies on what that course should be. Additionally, the process allows the Board to identify how progress will be measured by the institutions and agencies. The institution and agency strategic

plans are also intended to drive the annual budgeting and budget request process. The strategic plans, in conjunction with the three-year program plans the Board reviews and approves at the regular August Board meeting, allow the Board to view the system at a policy level to assure the system is on course, or adjust as needed. Recent program approval discussions have included discussion around each of the four-year institutions' missions as well as how the postsecondary institutions work together as part of a system. The Board, as part of the strategic plan approval process normally approves each institution's mission and vision statements with the approval of the strategic plan.

While the discussion during the April Work Session was focused on the postsecondary institutions' strategic plans, the agenda material also included all of the Board's agencies and special and health programs strategic plans, with the exception of Idaho State University, who had an exception granted due to where the institution was in the process of developing a new strategic plan.

Due to the large number of strategic plans under the Board's purview, the Board delegated the approval of the special programs and health programs strategic plans to the Board's Executive Director at the June 2020 and 2021 Regular Board meetings. Staff is recommending the same action for the 2022 approval cycle. Staff have received no questions or comments regarding any of the strategic plans following the April 2022 regular Board meeting Work Session.

BOARD ACTION

Thiove to approve the F12023 – F12027 strategic plans as submitted in
Attachments 3 through 14, and delegate the approval of the special and health
program strategic plans to the Board's Executive Director.

Moved by	Seconded by	Carried Yes	Nο	
IVIO V C G D y	Occorraca by	Carrica i Co	110	



FY2023-2028

Idaho K-20 Public Education - Strategic Plan



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.

- <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.
- <u>Objective B: Alignment and Coordination</u> Ensure the articulation and transfer of students throughout the education pipeline (secondary school, technical training, postsecondary, etc.).

GOAL 2: EDUCATIONAL

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

- <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

GOAL 3: EDUCATIONAL

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

- Objective A: Higher Level of Educational Attainment Increase completion of certificates and degrees through Idaho's educational system.
- <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.

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.

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



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, Completion, and Transition (Workforce or Postsecondary)

Postseconday Education

- Recruitment and Access
- Retention
- Transfer and Completion

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%³
4 year – less than 20%³

GOAL 2: EDUCATIONAL READINESS (student-centered) – Provide a rigorous, uniform, and thorough education that empowers students to be lifelong learners and prepares all students to fully participate in their community and postsecondary and workforce opportunities by assuring they are ready to learn 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%

2nd Grade	80%
3rd Grade	80%

Growth Fall to Spring of student cohorts scoring at grade level or higher on II. the statewide reading assessment (broken out by grade level, K-3).

Benchmark:

Idaho Reading Assessment	Benchmark
Kindergarten Cohort	55%
1st Grade	55%
2nd Grade	65%
3rd Grade	65%

Percentage of students meeting proficient or advance on the Idaho Standards II. Achievement Test (broken out by subject at each transition grade level, 5, 8, high school).

Benchmark:

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

High School Cohort Graduation rate. Benchmark: 95%³ or more III.

Percentage of Idaho high school graduates meeting college placement/entrance exam college readiness benchmarks. IV.

Benchmark: SAT – 60%¹ or more ACT – 60%¹ or more

Percent of high school graduates who participated in one or more ٧. advanced opportunities.

Benchmark: 90%¹ or more

Percent of dual credit students who graduate high school with an VI. associates degree.

Benchmark: 3%² or more

VII. Percent of high school graduates who enroll in a postsecondary institution:

Within 12 months of high school graduation.

Benchmark: 60%3 or more

Within 36 months of high school graduation.

Benchmark: 80%4 or more

Objective B: School Readiness – Explore opportunities to enhance school readiness.

Performance Measures:

I. Percentage of students scoring at grade level on the statewide reading assessment during the Fall administration in Kindergarten.

Benchmark: 70%

GOAL 3: EDUCATIONAL ATTAINMENT (opportunity) – Idaho's public colleges and universities and career technical education programs 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

C/ Craduate 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
College of Eastern Idaho	241	300
College of Southern Idaho	195	207
College of Western Idaho	365	402

¹ Targets based on projected work force need

PPGA TAB 2 Page 5

² Institution recommended target based on current awards and projected growth in student enrollment, retention, and completion.

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
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

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. Proportion of postsecondary graduates with student loan debt.

Benchmark: 40% or less⁵

II. Percent of students who complete the Free Application for Federal Student Aid (FAFSA).

Benchmark: 60% or more

III. Percent cost of attendance (to the student)

Benchmark: 96%⁴ or less of average cost of peer institutions

IV. Average net 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. Unduplicated headcount of graduates, by highest level attained.

Benchmark:

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 high school student participating in apprenticeships and postsecondary students participating in internships.

Benchmark: New measure

II. Percent of non - STEM to STEM baccalaureate degrees conferred in STEM fields (CCA/IPEDS Definition of STEM fields).

Benchmark: 25%

III. Increase in secondary career technical programs and postsecondary programs tied to workforce needs per year.

Benchmark: 50⁶ 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: 87 graduates at any one time

II. Idaho graduates who participated in one of the state sponsored medical programs who returned to Idaho.

Benchmark: 60%8 or more

III. Percentage of Family Medicine Residency graduates practicing in Idaho.

Benchmark: 80% or more

IV. Percentage of Psychiatry Residency Program graduates practicing in Idaho.

Benchmark: 50%8 or more

V. Medical related postsecondary programs (other than nursing).

Benchmark: 1206 or more

KEY EXTERNAL FACTORS

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

- > The institution's mission and core themes:
- > The translation of the mission's core themes into assessable objectives supported by programs and services;
- > The appraisal of the institution's potential to fulfill the Mission;

- > The planning and implementation involved in achieving and assessing the desired outcomes of programs and services; and
- > An evaluation of the results of the institution's efforts to fulfill the Mission and assess its ability to monitor its environment, adapt, and sustain itself as a viable institution.

EVALUATION PROCESS

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

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

¹ Benchmark is set based on the increase needed to meet the state educational attainment goal (60%).

² Benchmark is set based on analysis of available and projected resources (staff, facilities, and funding).

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

⁴ Benchmark is set based on an analysis of historical trends combined with the desired level of achievement and available and projected resources (staff, facilities and funding).

⁵ 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.

⁶ New measure.

⁷ Benchmark is set based on projected and currently available state resources.

⁸ 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

Strategic Planning Requirements

Pursuant to sections 67-1901 through 1903, Idaho Code, and Board Policy I.M. the strategic plans for the institutions, agencies and special/health programs under the oversight of the Board are required to submit an updated strategic plan each year. This requirement also applies to the states K-20 Education Strategic Plan developed by the Board. These plans must encompass at a minimum the current year and four years going forward. The separate area specific strategic plans are not required to be reviewed and updated annually; however, they are required to meet the same formatting and component requirements. The Board planning calendar schedules the K-20 Education Strategic Plan to come forward to the Bard at the December Board meeting and again for final review, if necessary, at the February Board meeting. The institution and agency strategic plans come forward annually at the April and June Board meetings, allowing for them to be updated based on amendments to the K-20 Education Strategic Plan or Board direction. This timeline allows the Board to review the plans and ask questions in April, and then have them brought back to the regular June Board meeting, with changes if needed, for final approval while still meeting the state requirement that all required plans be submitted to the Division of Financial Management (DFM) by July 1 of each year. Once approved by the Board; the Office of the State Board of Education submits all of the plans to DFM.

Board policy I.M. sets out the minimum components that must be included in the strategic plans and defines each of those components. The Board's requirements are in alignment with DFM's guidelines and the requirements set out in Sections 67-1901 through 67-1903, Idaho Code. The Board policy includes two additional provisions. The plans must include a mission and vision statement, where the statutory requirements allow for a mission or vision statement and in the case of the institutions, the definition of mission statement includes the institutions core themes.

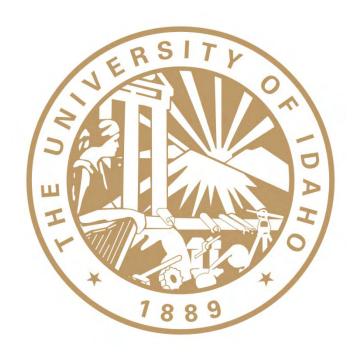
Pursuant to State Code and Board Policy, each strategic plan must include:

- 1. A comprehensive mission and vision statement covering the major programs, functions and activities of the institution or agency. Institution mission statements must articulate a purpose appropriate for a degree granting institution of higher education, with its primary purpose to serve the educations interest of its students and its principal programs leading to recognized degrees. In alignment with regional accreditation, the institution must articulate its purpose in a mission statement, and identify core themes that comprise essential elements of that mission.
- 2. General goals and objectives for the major programs, functions and activities of the organization, including a description of how they are to be achieved.
 - i. Institutions (including Career Technical Education) shall address, at a minimum, instructional issues (including accreditation and student issues), infrastructure issues (including personnel, finance, and facilities), advancement (including foundation activities), and the external environment served by the institution.

ATTACHMENT 2

- ii. Agencies shall address, at a minimum, constituent issues and service delivery, infrastructure issues (including personnel, finance, and facilities), and advancement (if applicable).
- iii. Each objective must include at a minimum one performance measure with a benchmark.
- 3. Performance measures must be quantifiable indicators of progress.
- 4. Benchmarks for each performance measure must be, at a minimum, for the next fiscal year, and include an explanation of how the benchmark level was established.
- 5. Identification of key factors external to the organization that could significantly affect the achievement of the general goals and objectives.
- 6. A brief description of the evaluations or processes to be used in establishing or revising general goals and objectives in the future.
- 7. Institutions and agencies may include strategies at their discretion.

In addition to the required compenents and the definition of each component, Board policy I.M. requires each plan to be submitted in a consistent format.



University of Idaho Strategic Plan and Process

FY23 - FY27

Base 10-year plan established for 2016 – 2025; approved by the SBOE June 2016 Reviewed and submitted March 2022 for FY23 – FY27

MISSION STATEMENT

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

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

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

VISION STATEMENT

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

GOAL 1: Innovate

Scholarly and creative work with impact

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

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

Performance Measures:

I. Research Expenditures (\$\\$\ thousand)

FY18	FY19	FY20	FY21	FY22	Benchmark	
(2017-	(2018-	(2019-	(2020-	(2021-	FY23	FY27
2018)	2019)	2020)	2021)	2022)	(2022-2023)	(2026-2027)
109,000	111,590	113,107	112,810	Available	114 ²	116³
				Later		

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

Performance Measures:

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

FY18	FY19	FY20	FY21	FY22	Benchmark	
(2017-	(2018-	(2019-	(2020-	(2021-	FY23	FY27
2018)	2019)	2020)	2021)	2022)	(2022-	(2026-2027)
					2023)	
231	251	242	322	Available	325	345 ²
				Later		

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

ĺ	FY18	FY19	FY20	FY21	FY22	Benchmark	
	(2017-	(2018-	(2019-	(2020-	(2021-	FY23	FY27
	2018)	2019)	2020)	2021)	2022)	(2022-2023)	(2026-2027)
	92	83	103	106	Available	110 ²	120 ²
l					Later		

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

FY18	FY19	FY20	FY21	FY22	Benchmark	
(2017-	(2018-	(2019-	(2020-	(2021-	FY23	FY27
2018)	2019)	2020)	2021)	2022)	(2022-2023)	(2026-2027)
765 (UG)	660 (UG)	657 (UG)	660 (UG)	Available	675 (UG) &	700 (UG) &
& 500(GR)	&	&	& 390	Later	425 (GR)	500 (GR)
1,265	467 (GR)	418 (GR)	(GR)		1,100 Total ²	1,200 Total ²
Total	1,127	1,075	1,050			
	Total	Total	Total			

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

FY18	FY19	FY20	FY21	FY22	Benchmark	
(2017-	(2018-	(2019-	(2020-	(2021-	FY23	FY27
2018)	2019)	2020)	2021)	2022)	(2022-2023)	(2026-2027)
61%	58%	60%	56%	Available	60%²	65%²
				Later		

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

Performance Measures

I. Invention Disclosures

	FY18	FY19	FY20	FY21	FY22	Benchmark	
	(2017-	(2018-	(2019-	(2020-	(2021-	FY23	FY27
	2018)	2019)	2020)	2021)	2022)	(2022-2023)	(2026-2027)
ĺ	24	26	35	29	Available	30 ²	33 ²
l					Later		

GOAL 2: Engage

Outreach that inspires innovation and culture

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

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

Performance Measures:

I. Go-On Impact⁴

FY18	FY19	FY20	FY21	FY22	Benchmark	
(2017-	(2018-	(2019-	(2020-	(2021-	FY23	FY27
2018)	2019)	2020)	2021)	2022)	(2022-	(2026-2027)
					2023)	
40.6%	41.4%	41.4%	41.4%	Available	42% ^{Error!}	43% ^{Error! Bookmark}
				Later	Bookmark not	not defined.
					defined.	

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

Performance Measures:

I. Percentage Faculty Collaboration with Communities (HERI)

FY18	FY19	FY20	FY21	FY22	Bend	chmark
(2017- 2018)	(2018- 2019)	(2019- 2020)	(2020- 2021)	(2021- 2022)	FY23 (2022-2023)	FY27 (2026-2027)
57%	57%	57%	57%	Available Later	60% Error! Bookmark not defined.	65% Error! Bookmark not defined.

II. Economic Impact (\$ Billion)

FY18	FY19	FY20	FY21	FY22	Benchmark	
(2017-	(2018-	(2019-	(2020-	(2021-	FY23	FY27
2018)	2019)	2020)	2021)	2022)	(2022-2023)	(2026-2027)
1.10	1.10	1.10	1.01	Available 1.1 ^{Error! Bookmark}		1.2 Error! Bookmark
				Periodically	not defined.	not defined.

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

Performance Measures:

I. Number of Direct UI Extension Contacts

FY18	FY19	FY20	FY21	FY22	Benchmark	
(2017-	(2018-	(2019-	(2020-	(2021-	FY23	FY27
2018)	2019)	2020)	2021)	2022)	(2022-2023)	(2026-2027)
405,739	425,128	440,793	220,402	Available	350,000 ⁵	430,000 ⁵
				Later		

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

FY18	FY19	FY20	FY21	FY22	Benchmark	
(2017-	(2018-	(2019-	(2020-	(2021-	FY23	FY27
2018)	2019)	2020)	2021)	2022)	(2022-2023)	(2026-2027)
52%	52%	53%	53%	Available	55% Error! Bookmark	60% ^{Error! Bookmark}
				Later	not defined.	not defined.

III. Alumni Participation Rate⁶

PPGA

FY18	FY19	FY20	FY21	FY22	Benchmark	
(2017-	(2018-	(2019-	(2020-	(2021-	FY23	FY27
2018)	2019)	2020)	2021)	2022)	(2022-2023)	(2026-2027)
10.3%	9.4%	8.0%	7.4%	Available	8.5% Error! Bookmark	10% ^{Error! Bookmark}
				Later	not defined.	not defined.

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

			Benchmark
_			

TAB 2 Page 5

FY18 (2017- 2018)	FY19 (2018-2019)	FY20 (2019-2020)	FY21 (2020-2021)	FY22 (2021-2022)	FY23 (2022-2023)	FY27 (2026-2027)
12,004	11,606	11,504 /	8,996 /	Available	11,500/2,370 ^{Error!}	12,500/2,660 ^{Error!} Bookmark not defined.
/2,755	/2,450	2,371	1,886	Later	Bookmark not defined.	

GOAL 3: Transform

Educational experiences that improve lives

Increase our educational impact.

Objective A: Provide greater access to educational opportunities to meet the evolving needs of society.

Performance Measures:

I. Enrollment

FY18	FY19	FY20	FY21	FY22	Bench	mark
(2017-	(2018-	(2019-	(2020-	(2021-	FY23	FY27
2018)	2019)	2020)	2021)	2022)	(2022-2023)	(2026-2027)
12,072	11,841	11,926	10,791	11,303	11,750 ²	13,000 ²

Objective B: Foster educational excellence via curricular innovation and evolution.

Performance Measures:

I. Retention – New Students (System wide metric)

FY18	FY19	FY20	FY21	FY22	Benchmark	
(2017-	(2018-	(2019-	(2020-	(2021-	FY23	FY27
2018)	2019)	2020)	2021)	2022)	(2022-2023)	(2026-2027)
80.8%	76.7%	76.7%	74.3%	Available	80% ⁷	84% ⁷
Cohort	Cohort	Cohort	Cohort	Census		
2017-18	2018-19	2019-20	2020-21	Date		

II. Retention – Transfer Students (System wide metric)

FY18	FY19	FY20	FY21	FY22	Bench	nmark
(2017-	(2018-	(2019-	(2020-	(2021-	FY23	FY27
2018)	2019)	2020)	2021)	2022)	(2022-2023)	(2026-2027)

81.3%	82.6%	82.9%	79.7%	Available	80% Error! Bookmark	84% ^{Error! Bookmark}
Cohort	Cohort	Cohort	Cohort	Census	not defined.	not defined.
2017-18	2018-19	2019-20	2020-21	Date		

III. Graduates (All Degrees:IPEDS)⁸, b)Undergraduate Degree (PMR), 6) Graduate / Prof Degree (PMR), d) % of enrolled UG that graduate (System wide metric), e) % of enrolled Grad students that graduate (System wide metric)

FY18	FY19	FY20	FY21	FY22	Benc	hmark
(2017-	(2018-	(2019-	(2020-	(2021-	FY23	FY27
2018)	2019)	2020)	2021)	2022)	(2022-2023)	(2026-2027)
2,487	2,561	2,646	2,474	Available	2,500 ²	3,000 ²
1,570	1,639	1,675	1,568	Later	1,600 ²	1,850 ²
543/143	538/134	592/132	526/171		600/150 ^{Error!}	800/150 ^{Error!}
Retired by	Retired by	Retired by	Retired		Bookmark not defined.	Bookmark not defined.
SBOE	SBOE	SBOE	by SBOE		20% Error! Bookmark	20% Error! Bookmark
Retired by	Retired by	Retired by	Retired		not defined.	not defined.
SBOE	SBOE	SBOE	by SBOE		31% Error! Bookmark	31% Error! Bookmark
			•		not defined.	not defined.

IV. NSSE High Impact Practices

	FY18	FY19	FY20	FY21	FY22	Benchmark	
	(2017-	(2018-	(2019-	(2020-	(2021-	FY23	FY27
	2018)	2019)	2020)	2021)	2022)	(2022-2023)	(2026-2027)
Ī	73%	73%	77%	77%	Available	77% ^{Error! Bookmark}	80% Error! Bookmark
					Later	not defined.	not defined.

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

FY18	FY19	FY20	FY21	FY22	Benchmark	
(2017-	(2018-	(2019-	(2020-	(2021-	FY23	FY27
2018)	2019)	2020)	2021)	2022)	(2022-2023)	(2026-2027)
203/1,082	203/970	220/1,005	351/1,054	Avail	250/ 25% ^{Error!}	142/ 12% ^{Error!}
19%	21%	22%	33%	Later	Bookmark not	Bookmark not defined.
					defined.	

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

	Benchmark
--	-----------

FY18 (2017- 2018)	FY19 (2018-2019)	FY20 (2019-2020)	FY21 (2020- 2021)	FY22 (2021-2022)	FY23 (2022-2023)	FY27 (2026-2027)
Bachelors: 1,798	Bachelors: 1,848	Bachelors: 1,881	Bachelors: 1,738	Available Later	1,800 ⁴	2,000 ⁴

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

FY18	FY19	FY20	FY21	FY22	Benchmark	
(2017-	(2018-	(2019-	(2020-	(2021-	FY23	FY27
2018)	2019)	2020)	2021)	2022)	(2022-2023)	(2026-2027)
Math	Math	Math	Math	Available	Math 54% ⁴	Math 56%⁴
50.1%	51.9%	50.0%	52.4%	Later	ENGL 70% ⁴	ENGL 77% ⁴
ENGL	ENGL	ENGL	ENGL			
79.4%	74.9%	73.4%	69.0%			

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

FY18	FY19	FY20	FY21	FY22	Benchmark	
(2017-	(2018-	(2019-	(2020-	(2021-	FY23	FY27
2018)	2019)	2020)	2021)	2022)	(2022-2023)	(2026-2027)
56.6%	59.0%	59.1%	60.7%	Available	62% ⁴	74 % ⁴
				Later		

^{*} Course meeting the Math general education requirement.

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

FY18	FY19	FY20	FY21	FY22	Benchmark	
(2017-	(2018-	(2019-	(2020-	(2021-	FY23	FY27
2018)	2019)	2020)	2021)	2022)	(2022-2023)	(2026-2027)
7,284	7,022	6,641	6,288	Available	42% ⁴	44% ⁴
3,089	3,068	2,787	2,631	Later		
42.4%	43.7%	42%	41.8%			

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

F	Y18	FY19	FY20	FY21	FY22	Benchmark	
(2	017-	(2018-	(2019-	(2020-	(2021-	FY23	FY27
2	018)	2019)	2020)	2021)	2022)	(2022-2023)	(2026-2027)
37	7.1%	38.2%	40.7%	41.1%	Available	42% ⁴	44%4
Co	ohort	Cohort	Cohort	Cohort	Later		
20	14-15	2015-16	2016-17	2017-18			

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

FY18	FY19	FY20	FY21	FY22	Benchmark	
(2017-	(2018-	(2019-	(2020-	(2021-	FY23	FY27
2018)	2019)	2020)	2021)	2022)	(2022-2023)	(2026-2027)
59.3%	56.1%	59.5%	59.1%	Available	60% ⁴	62% ⁴
Cohort	Cohort	Cohort	Cohort	Later		
2012-13	2013-14	2014-15	2015-16			

XII. Number of UG programs offering structured schedules.* New Statewide Performance Measure

FY18	FY19	FY20	FY21	FY22	Benchmark	
(2017-	(2018-	(2019-	(2020-	(2021-	FY23	FY27
2018)	2019)	2020)	2021)	2022)	(2022-2023)	(2026-2027)
Retired by	Retired by	Retired by	Retired	Retired	155/155 ⁴	155/155 ⁴
SBOE	SBOE	SBOE	by SBOE	by SBOE		

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

XIII. Number of UG unduplicated degree/certificate graduates. New Statewide Performance Measure

FY18	FY19	FY20	FY21	FY22	Benchmark	
(2017-	(2018-	(2019-	(2020-	(2021-	FY23	FY27
2018)	2019)	2020)	2021)	2022)	(2022-	(2026-2027)
					2023)	

Bachelors:	Bachelors:	Bachelors:	Bachelors:	Available	1,650 ⁴	2,000 ⁴
1,570	1,639	1,675	1,568	Later		

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

Performance Measures:

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

Ī	FY18	FY19	FY20 (2019-	FY21	FY22	Benchmark	
	(2017-	(2018-	2020)	(2020-	(2021-	FY23	FY27
	2018)	2019)		2021)	2022)	(2022-	(2026-2027)
						2023)	
Ī	75%/75%	62.5%/50%	62.5%/62.5%	75%/75%	Available	90%/90	90%/90% ^{Error!}
					Later	% ^{Error!}	Bookmark not
						Bookmark	defined.
						not defined.	

GOAL 4: Cultivate

A valued and diverse community

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

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

Performance Measures:

I. Multicultural Student Enrollment (head count)

	FY18	FY19	FY20	FY21	FY22	Benchmark	
	(2017-	(2018-	(2019-	(2020-	(2021-	FY23	FY27
	2018)	2019)	2020)	2021)	2022)	(2022-	(2026-2027)
						2023)	
Ī	2,799	2,764	2,613	2,406	Available	2,750 ⁹	3,305°
					Later		

II. International Student Enrollment (heads)

FY18	FY19	FY20	FY21	FY22 (2021-	Benchmark	
(2017-	(2018-	(2019-	(2020-	2022)	FY23	FY27
2018)	2019)	2020)	2021)		(2022-	(2026-2027)
					2023)	
717	755	662	475	Available	500 ^{Error!}	750 ^{Error!}
				Later	Bookmark not	Bookmark not
					defined.	defined.

III. Percentage Multicultural a) Faculty and b) Staff

FY18	FY19	FY20	FY21	FY22	Benchmark	
(2017-	(2018-	(2019-	(2020-	(2021-	FY23	FY27
2018)	2019)	2020)	2021)	2022)	(2022-	(2026-2027)
					2023)	
22.1% /	20.6% /	21.3% /	20.6% /	Available	22% /	23% / 15% ^{Error!}
12.5%	12.1%	13.2%	13.4%	Later	14% Error!	Bookmark not defined.
					Bookmark not	
					defined.	

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

Performance Measures:

I. Chronicle Survey Score: Job Satisfaction

FY18	FY19	FY20	FY21	FY22	Benchmark	
(2017-	(2018-	(2019-	(2020-	(2021-	FY23	FY27
2018)	2019)	2020)	2021)	2022)	(2022-	(2026-2027)
					2023)	
Survey avg	Survey avg	Survey avg	Survey avg	Available	Survey avg	Survey avg in
in the 3 rd	in the 2 nd	in the 2 nd	in the 3 rd	Later	in the 4 th	the 4 th group
group of 5	group of 5	group of 5	group of 5		group of 5 ¹⁰	of 5 ¹⁰

II. Full-time Staff Turnover Rate

FY18	FY19	FY20	FY21	FY22	Benchmark	
(2017-	(2018-	(2019-	(2020-	(2021-	FY23	FY27
2018)	2019)	2020)	2021)	2022)	(2022-2023)	(2026-
						2027)
17.0%	15.8%	23.5%	19.7%	Available	17% ¹¹	15% ¹¹
				Later		

Objective C: Improve efficiency, transparency and communication.

Performance Measures:

I. Cost per credit hour (System wide metric)

FY18	FY19	FY20	FY21	FY22	Benchmark	
(2017-	(2018-	(2019-	(2020-	(2021-	FY23	FY27
2018)	2019)	2020)	2021)	2022)	(2022-2023)	(2026-
						2027)
\$383	\$412	\$423	\$507	Available	\$500 ¹²	\$400 ¹²
				Later		

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

FY18	FY19	FY20	FY21	FY22	Benchmark	
(2017-	(2018-	(2019-	(2020-	(2021-	FY23	FY27
2018)	2019)	2020)	2021)	2022)	(2022-2023)	(2026-
						2027)
0.97	0.96	0.97	0.88	Available	1.00 ^{Error! Bookmark not}	1.25 ^{Error!}
				Later	defined.	Bookmark not
						defined.

Key External Factors

Factors beyond our control that affect achievement of goals

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

Evaluation Process

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

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

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

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

³ This was established as a means to achieve our end goal for enrollment and R1 status by 2025.

⁴ Measured via survey of newly enrolled students, For students who answered "Yes or No", "Somewhat No" or "Definitely no" to "In your high school junior year, were you already planning to attend college (UI or other)?" the percent that responded "Yes or No", "Somewhat Yes" or "Definitely Yes" to "Have the University of Idaho's information and recruitment efforts over the last year impacted your decision to go to college?"

⁵ Internally set standard to assure program quality.

⁶ Given data availability and importance for national rankings, percent of alumni giving is used for this measure.

⁷ Based on a review of our SBOE peer institutions

ATTACHMENT 3

⁸ The IPEDS method for counting degrees and those used to aggregate the numbers reported on the Performance Measurement Report (PMR) for the State Board of Education (SBOE) use different methods of aggregation. As such the sum of the degrees by level will not match the total.

⁹ Based on a review of the Idaho demographic and a desire to have the diversity match or exceed that of the general state population.

¹⁰ Based on our desire is to reach the "Good" range (65%-74%), as established by the survey publisher.

¹¹ Based on HR's examination of turnover rates of institutions nationally.

¹² Established by SBOE.

ATTACHMENT 3

Appendix 1

	State Board of Education Goals				
✓	Goal 1: EDUCATIONAL SYSTEM ALIGNMENT	Goal 2: EDUCATIONAL ATTAINMENT	Goal 3: WORKFORCE READINESS		
Institution/Agency					
Goals and Objectives					
GOAL 1: Innovate Scholarly and creative work with impact					
Scholarly and creative products of the highest quality and scope, resulting in significant positive impact for the region and the world					
Objective A: Build a culture of collaboration that increases scholarly and creative productivity through interdisciplinary, regional, national and global partnerships.		✓	√		
Objective B: Create, validate and apply knowledge through the co-production of scholarly and creative works by students, staff, faculty and diverse external partners.	√		✓		
Objective C: Grow reputation by increasing the range, number, type and size of external awards, exhibitions, publications, presentations, performances, contracts, commissions and grants.			✓		
GOAL 2: Engage Outreach that inspires innovation and culture					
Suggest and influence change that addresses societal needs and global issues, and advances economic development and culture.					
Objective A: Inventory and continuously assess engagement programs and select new opportunities and methods that provide solutions for societal or global issues, support economic drivers and/or promote the advancement of culture.		✓	√		
Objective B: Develop community, regional, national and/or international collaborations which promote innovation and use University of Idaho research and creative expertise to address emerging issues.		✓	√		

ATTACHMENT 3

		State Board of Education Goals									
✓	Goal 1: EDUCATIONAL SYSTEM ALIGNMENT	Goal 2: EDUCATIONAL ATTAINMENT	Goal 3: WORKFORCE READINESS								
Objective C: Engage individuals (alumni, friends, stakeholders and collaborators), businesses, industry, agencies and communities in meaningful and beneficial ways that support the University of Idaho's mission.	✓	✓									
GOAL 3: Transform Educational experiences that improve lives											
Increase our educational impact.											
Objective A: Provide greater access to educational opportunities to meet the evolving needs of society.		✓									
Objective B: Foster educational excellence via curricular innovation and evolution.		✓	✓								
Objective C: Create an inclusive learning environment that encourages students to take an active role in their student experience.		✓									
GOAL 4: Cultivate A valued and diverse community Foster an inclusive, diverse community of students, faculty and staff and improve cohesion and morale.											
Objective A: Build an inclusive, diverse community that welcomes multicultural and international perspectives.		✓	✓								
Objective B: Enhance the University of Idaho's ability to compete for and retain outstanding scholars and skilled staff.		✓	✓								
Objective C: Improve efficiency, transparency and communication.	✓										

Appendix 2

Metric and Data Definitions

Guiding principle for metric selection and use.

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

Metrics for Goal 1 (Innovate):

- 1.) <u>Terminal Degrees</u> in given field is the number of Ph.D., P.S.M., M.F.A., M.L.A., M.Arch, M.N.R., J.D., D.A.T., and Ed.D degrees awarded annually pulled for the IR Degrees Awarded Mult table used for reporting to state and federal constituents. This data is updated regularly and will be reported annually.
- Postdocs, and Non-faculty Research Staff with Doctorates as reported annually in the Graduate Students and Postdoctorates in Science and Engineering Survey (http://www.nsf.gov/statistics/srvygradpostdoc/#qs).
- 3.) Research Expenditures as reported annually in the Higher Education Research and Development Survey (http://www.nsf.gov/statistics/srvyherd/).
- 4.) <u>Invention Disclosures</u> as reported annually in the Association of University Technology Mangers Licensing Activity Survey (http://www.autm.net/resources-surveys/research-reports-databases/licensing-surveys/).
- 5.) Number of undergraduate and graduate students paid from sponsored projects: This metric is a newly established SBOE metric. It is calculated by the Office of Research and reported annually.
- 6.) Percent of students engaged in undergraduate research: This is a metric from the PMR for the SBOE. These PMR data are pulled from the Graduating Senior Survey annually.

Metrics for Goal 2 (Engage):

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

- 2.) <u>Extension Contacts</u>: Outreach to offices in relevant Colleges (CALS, CNR, Engineering, etc.) will provide data from the yearly report to the Federal Government on contacts. This represents direct teaching contacts made throughout the year by recording attendance at all extension classes, workshops, producer schools, seminars and short courses.
- 3.) <u>Collaboration with Communities</u>: HERI Faculty Survey completed by undergraduate faculty where respondents indicated that over the past two years they had, "Collaborated with the local community in research/teaching." This survey is administered every three to five years.
- 4.) NSSE Mean Service Learning, Field Placement or Study Abroad: This is the average percentage of those who engaged in service learning (item 12 2015 NSSE), field experience (item 11a NSSE) and study abroad (item 11d) from the NSSE.
- 5.) <u>Alumni Participation Rate</u>: This is provided annually by University Advancement and represents the percentage of alumni that are giving to UI. It is calculated based on the data reported for the Voluntary Support of Education (VSE) report. (https://www.case.org/resources/voluntary-support-education-survey). It is updated annually.
- 6.) <u>Economic Impact:</u> This is taken from the EMSI UI report as the summary of economic impact. This report is updated periodically, and the data will be updated as it becomes available.
- 7.) **<u>Dual Credit:</u>** These data are pulled from the PMR which is developed for the SBOE annually.

Metrics for Goal 3 (Transform):

- 1.) **Enrollment:** This metric consists of headcounts from the data set used in reporting headcounts to the SBOE, IPEDS and the Common Data Set as of census date. The data is updated annually.
- 2.) Equity Metric: This metric is derived from the census date data used for reporting retention and graduation rate which is updated annually. The analysis is limited to first-time full-time students. The mean term 1 GPA and semester hours completed for FTFT students is calculated for all students combined and separately for each IPEDS race/ethnicity category. The mean for the 8 groups is compared to the overall mean. The eight groups identified here are American Indian or Alaska Native, Asian, Black or African American, Hispanic/Latino, International, Native Hawaiian or Other Pacific Islander, Two or More Races and White. If the mean for a group is below the overall mean by 1/3 or more of a standard deviation it is considered below expectations/equity. The percentage of these 8 groups meeting the equity cut off is reported. For example if 6 of the 8 groups meet equity it is reported as 75%. As there are groups with low numbers the best method for selecting the cut off was based on the principle of effect size (i.e., https://researchrundowns.wordpress.com/quantitative-methods/effect-size/).
- 3.) <u>Retention:</u> This is reported as first-time full-time student retention at year 1 using the data reported to the SBOE, IPEDs and the Common Data set. This is updated annually. The final goal was selected based on the mean of the 2015-16 year for the aspiration peer group for first-year retention as reported in the Common Data Set. This group includes Virginia Tech, Michigan State University and Iowa State University.
- 4.) <u>Graduates (all degrees):</u> This is reported from the annual data used to report for IPEDS and the Common Data set for the most recent year and includes certificates.

17 | Page

- 5.) <u>Degrees by level:</u> Items (a) to (c) under Graduates are pulled from the PMR established by the SBOE. These numbers differ from IPEDs as they are aggregated differently and so the numbers do not sum to the IPEDs total.
- 6.) NSSE High Impact Practices: This metric is for overall participation of seniors in two or more High Impact Practices (HIP). The national norms for 2015 from NSSE is saved in the NSSE folders on the IRA shared drive. The norms for 2015 HIP seniors places UI's percentage at 67%, well above R1/DRU (64%) and RH (60%) as benchmarks. The highest group (Bach. Colleges- Arts & Sciences) was 85%. The goal is to reach at least this level by 2025.
- 7.) Remediation: This metric comes from the PMR of the SBOE. It is updated annually.

Metrics for Goal 4 (Cultivate):

- 1.) Chronicle Survey Score (Survey Average): This metric is being baselined in spring 2016 and will utilize the "Survey Average" score. The desire is to reach the "Good" range (65%-74%), which is the 4th group of 5, or higher. The survey can be found here https://greatcollegesprogram.com/participation-reports.
- 2.) <u>Multicultural Student Enrollment</u>: The headcounts used for this metric will be derived from the data set used to report to the SBOE at fall census date. This is based on the categories used by IPEDS and the Common Data Set. The census date data is updated annually.
- 3.) <u>International Student Enrollment</u>: The headcounts used for this metric will be derived from the data set used to report to the SBOE at fall census date. This is based on the categories used by IPEDS and the Common Data Set. The census date data is updated annually.
- 4.) Full-time Staff Turnover Rate is obtained from UI Human Resources on an annual basis.
- 5.) Percentage of Multicultural Faculty and Staff is the percentage of full-time faculty and staff that are not Caucasian/Unknown from the IPEDS report. Full-time faculty is as reported in IPEDS HR Part A1 for full-time tenured and tenure track. Full-time staff is as reported in IPEDS B1 using occupational category totals for full-time non-instructional staff.
- 6.) Cost per credit hour: This metric is from the PMR for the SBOE and is update annually.
- 7.) **Efficiency:** This metric is from the PMR for the SBOE and is updated annually.

ATTACHMENT 4

Boise State University Strategic Plan: Update to OSBE March 2022



BOISE STATE UNIVERSITY

FY2023 THROUGH FY2027

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

Blueprint for Success 2021 - 2026

ATTACHMENT 4

Boise State University Strategic Plan: Update to OSBE March 2022

Boise State University Strategic Plan

Mission

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

Vision

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

STRATEGIC PLAN GOALS AND OBJECTIVES

Goal 1: Improve Educational Access and Student Success

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

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

Performance Measures:

						Bench	mark
Unduplicated number of graduates	FY	FY	FY	FY	FY		
(distinct by award level) ¹	2018	2019	2020	2021	2022	FY 2023	FY 2027
>Undergraduate Certificate	248	360	411	515		580	890
>Associate	118	131	109	132		150	150
>Baccalaureate	3,196	3,289	3,525	3,754		3,880	4,907
>(SBOE target for bacc graduates ²)	(3,130)	(3,273)	(3,500)	(N/A)		N/A	N/A
>Graduate Certificate	241	219	184	166	Available	150	150
>Master's	917	862	954	1,075	Sept. 2022	1,129	1,417
>Education Specialist	16	19	24	23	2022	25	30
>Doctoral	32	45	53	50		58	75
Total Distinct Graduates	4,393	4,455	4,760	5,126		5,600	7,500

2

PPGA TAB 2 Page 2

1

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

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

ATTACHMENT 4

Boise State University Strategic Plan: Update to OSBE March 2022

	Fall	Fall	Fall	Fall	Fall	E	enchmarl	(
	2017	2018	2019	2020	2021	F2022	F2024	F2026
First year retention rate ³	cohort	cohort	cohort	cohort	cohort	cohort	cohort	cohort
>Percent of first-time, full-time freshmen	79.5%	79.5%	77.8%	76.0%		78.0%	80.0%	84.0%
retained								
-Resident, Pell-Eligible only	70.8%	72.0%	70.6%	67.0%		71.0%	73.0%	77.0%
-Resident, Not Pell-Eligible only	75.4%	76.4%	75.1%	70.4%	Available	75.0%	77.0%	81.0%
-Non-Resident, Pell-Eligible only	77.3%	76.7%	75.6%	71.1%	Oct. 2022	76.0%	78.0%	82.0%
-Non-Resident, Not Pell-Eligible only	88.2%	86.5%	83.7%	83.9%		84.0%	86.0%	91.0%
>Percent full-time transfers retained or								
graduated	76.6%	74.7%	78.4%	77.8%		79.0%	81.0%	83.0%

						Benc	hmark
	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2023
4-year graduation rate ⁴	cohort	cohort	cohort	cohort	cohort	cohort	cohort
> % of first-time, full-time freshmen who	28.7%	30.6%	38.1%	39.6%		43.0%	55.0%
graduated							
-Resident, Pell-Eligible only	15.3%	18.2%	20.6%	26.3%	A !I - I - I -	29.0%	42.0%
-Resident, Not Pell-Eligible only	24.5%	25.0%	30.7%	33.1%	Available	35.0%	46.0%
-Non-Resident, Pell-Eligible only	34.0%	35.5%	38.4%	34.1%	Sept. 2022	40.0%	48.0%
-Non-Resident, Not Pell-Eligible only	46.2%	47.8%	55.9%	53.5%		56.0%	60.0%
>% of full-time transfers who graduated	49.9%	50.5%	54.2%	57.7%		59.0%	69.0%

						Bench	ımark
	Fall						
	2012	2013	2014	2015	2016	2017	2021
6-year graduation rate ⁵	cohort						

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

PPGA TAB 2 Page 3

_

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

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

ATTACHMENT 4

Boise State University Strategic Plan:

Update to OSBE March 2022

> % of first-time, full-time freshmen who	45.8%	50.3%	54.1%	53.0%		56.0%	62.0%
graduated							
-Resident, Pell-Eligible only	34.3%	38.0%	42.3%	40.1%	A	44.0%	50.0%
-Resident, Not Pell-Eligible only	41.5%	47.9%	50.7%	52.6%	Available Sept. 2022	55.0%	63.0%
-Non-Resident, Pell-Eligible only	54.7%	52.5%	56.5%	55.5%	3ept. 2022	58.0%	63.0%
-Non-Resident, Not Pell-Eligible only	64.1%	67.1%	71.6%	68.3%		73.0%	78.0%
>% of full-time transfers who graduated	57.4%	58.5%	56.9%	59.7%		61.0%	72.0%

						Bench	mark
						Fall	Fall
Gateway math success of new degree-	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	2021	2025
seeking freshmen ⁶	cohort	cohort	cohort	cohort	cohort	cohort	cohort
>% completed within two years	79.8%	82.1%	83.4%	81.5%	Available	85.0%	88.0%
					Sept. 2022		

						Bench	mark
	FY	FY	FY	FY	FY		
Progress indicated by credits per year ⁷	2018	2019	2020	2021	2022	FY 2023	FY 2027
>% of undergraduate degree seeking	23.9%	26.5%	28.7%	28.3%	Available	30.0%	32.0%
students with 30 or more credits per year					July 2022		

						Bench	ımark
Success in credit-bearing course (gateway)	FY	FY	FY	FY	FY		
after remedial course ⁸	2018	2019	2020	2021	2022	FY 2023	FY 2027
>English	88.5 %	88.5%	87.1%	84.8%	Available	90.0%	95.0%
>Mathematics	57.4%	55.8%	56.7%	59.6%	July 2022	61.0%	65.0%

⁶ SBOE required metric: math pathways. Based on cohorts of incoming first-time bachelor degree seeking students (full- plus part-time) who complete a gateway course or higher within two years (e.g., students who entered in fall 2017 and completed a gateway math or higher by the end of summer 2019 are reported for FY19).

4

⁷ SBOE required metric: timely degree completion. Percent of undergraduate, degree-seeking students completing 30 or more credits across one year (defined as summer, fall, and spring terms). Based on end-of-term data. Degree-seeking status is determined as of fall semester unless the student was not enrolled in fall, in which case summer is used; spring term is used for those students enrolled only for the spring term. Excludes students who earned degrees during the reported year and who did not reach the 30-credit threshold. Includes students meeting the criteria regardless of full- or part-time status or the number of terms enrolled in that year. Students enrolled part-time or for a partial year, especially for only one term, would not be expected to complete 30 credits; thus, the denominator may be inflated resulting in a lower percentage reported.

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

ATTACHMENT 4

Boise State University Strategic Plan: Update to OSBE March 2022

						Bench	mark
Degrees and Certificates Awarded ⁹	FY 2018	FY 2019	FY 2020	FY 2021	FY 2022	FY 2023	FY 2027
>Undergraduate Certificate	248	360	411	515		580	890
>Associate	119	133	111	132		150	150
>Baccalaureate	3,373	3,472	3,680	3,929	A	4,152	5,250
>Graduate Certificate	248	221	189	170	Available Sept. 2022	150	150
>Master's	917	861	954	1,074	3ept. 2022	1,129	1,417
>Education Specialist	16	19	24	23		25	30
>Doctoral	32	45	53	50		58	75

	FY	FY	FY	FY	FY	Bencl	hmark
True Blue Scholarship	2018	2019	2020	2021	2022	FY 2023	FY 2027
Dollars awarded through need-based True Blue Promise Scholarship	\$393,714	\$529,985	\$637,185	\$671,478	Available Oct. 2022	\$1.2 M	\$2.4M

						Bend	chmark
NSSE ¹⁰ Indicators: For Freshmen Only	FY	FY		FY	FY	FY	
(% of peer group rating)	2018	2019	FY 2020	2021	2022	2023	FY 2027
Academic Challenge >Higher-order learning >Reflective & integrative learning Learning with Peers	99% ¹¹ ←⇒ 103% ←⇒		NSSE every three years	NSSE postponed until Spring	NSSE in progress Spring 2022	100% 105%	105% ¹² 105%
>Collaborative learning >Discussions with diverse others	101% 🖨			2022		107% 103%	107% 105%

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

Performance Measures:

5

PPGA TAB 2 Page 5

_

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

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

¹¹ ⇔Indicates that Boise State is statistically the same as peers; 1 & ♥ indicate statistically higher and lower than peers, respectively.

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

ATTACHMENT 4

Boise State University Strategic Plan:

Update to OSBE March 2022

Students participating in courses with	FY	FY	FY	FY	FY	Bench	ımark
service-learning component	2018	2019	2020	2021	2022	FY 2023	FY 2027
>Number of baccalaureate graduates who participated in a course with a Service-Learning component	1,446	1,482	1,557	1,537	Available July 2022	1,600	1,800
>Percent of baccalaureate students participating in service-learning course	45%	46%	44%	42%	July 2022	47%	50%

	FY	FY	FY	FY	FY	Benchmark	
Students participating in internships ¹³	2018	2019	2020	2021	2022	FY 2023	FY 2027
Number of students with internship credit	957	927	938	697	Available July 2022	1,000	1,200

PPGA TAB 2 Page 6

2

¹³ Unduplicated number of students with internship credit in a given year; these include courses numerically identified as 293, 493, and 590.

ATTACHMENT 4

Boise State University Strategic Plan: Update to OSBE March 2022

NSSE % of senior participating in						Bene	hmark
internships (and similar experiences), and	FY	FY	FY	FY	FY	FY	
in research	2018	2019	2020	2021	2022	2023	FY 2027
>% of students participating in internships	52.2%企	NSSE	NSSE	NSSE		54.0%	56.0%
and other applied experiences	52.2% ⊔	every three	every three	postponed	NSSE in	20.00/	30.0%
>% of students participating in research	26.6% 介	years	years	until	progress Spring 2022	28.0%	30.0%
w/faculty members	20.070 🛚			Spring 2022			

	FY	FY	FY	FY	FY	Bench	ımark
Post-graduation outcomes ¹⁴	2018	2019	2020	2021	2022	FY 2023	FY 2027
Percent of graduates with a primary activity after graduation of working full- or part-time for a business/organization or themselves, furthering their education, or serving the military or service organization >Undergraduate degree completers >Graduate degree completers	76% 82%	76% 85%	84% 90%	82% 89%	Available Feb. 2023	85% 92%	88% 94%
Percent of graduates whose full-time work is related to the degree received >Undergraduate degree completers >Graduate degree completers	81% 94%	83% 95%	78% 94%	82% 94%	Available Feb. 2023	80% 95%	84% 97%
Percent of graduates whose full-time work is related to their career goals >Undergraduate degree completers >Graduate degree completers	85% 95%	84% 97%	83% 95%	84% 97%	Available Feb. 2023	85% 97%	87% 98%

<u>Objective C</u>: Expand educational access for all Idahoans through improved outreach, communication, financial aid, philanthropy, online resources and education

Performance Measures:

	FY	FY	FY	FY	FY	Bench	mark
Dual enrollment ¹⁵	2018	2019	2020	2021	2022	FY 2023	FY 2027
Number of credits produced	23,664	29,184	33,100	28,756	Available July 2022	34,000	37,500

¹⁴ Post-graduation outcomes are from our annual Graduating Student Survey (GSS) plus the Follow-up Survey of non-respondents six months after graduation. The overall response rate across the two surveys were as follows: 48% (+/-1.5% MoE) in FY18; 36% (+/-2% MoE) in FY19; 27% (+/- 2.3% MoE) in FY20; and 35% (+/-1.8% MoE) in FY21. Note that only the Follow-up Survey was conducted with FY20 graduates due to disruptions of the global pandemic in spring 2020.

7

PPGA TAB 2 Page 7

4

¹⁵ Dual enrollment credits and students are measures of activity that occur over the entire year at multiple locations using various delivery methods. When providing measures of this activity, counts over the full year (instead of by term) provide the most complete picture of the number of unduplicated students enrolled and the numbers of credits earned. Reflects data from the annual Dual Credit report to the Board.

ATTACHMENT 4

Boise State University Strategic Plan:

Update to OSBE March 2022

					- 1		
Distinct number of students served	5,408	6,570	7,062	6,318	Available July	7,500	9,000
					2022		

ATTACHMENT 4

Boise State University Strategic Plan: Update to OSBE March 2022

	FY	FY	FY	FY	FY	Bench	ımark
Enrolled Idaho Students (Fall enrollment)	2018	2019	2020	2021	2022	FY 2023	FY 2027
Number of enrolled degree-seeking resident undergraduates	11,096	10,830	10,689	10,309	9,729	10,025	11,280
Number of enrolled non-degree seeking resident undergraduates (includes dual enrollment)	4,461	5,498	5,982	3,773	5,316	7,500	9,000
Total number of enrolled students (degree- seeking and non-degree seeking)	15,557	16,328	16,671	14,082 ¹⁶	15,045	17,525	20,280
Number of new First-time degree-seeking students who are Idaho residents	1,539	1,596	1,630	1,441	1,517	1,560	1,750
Number of new Transfer degree-seeking students who are Idaho residents	998	933	901	894	843	940	1,060

Number of graduates with high impact on	FY	FY	FY	FY	FY	Bench	ımark
Idaho's college completion rate	2018	2019	2020	2021	2022	FY 2023	FY 2027
Baccalaureate graduates from							
underrepresented groups							
>from rural areas 17	500	532	463	508	Available	550	750
>from ethnic minorities 18	359	444	467	531	Sept. 2022	639	854
Baccalaureate graduates who are Idaho	2.263	2,200	2.208	2,284	Available	2,500	3,000
residents	2,203	2,200	2,208	2,204	Sept. 2022	2,300	3,000
Baccalaureate graduates of non-traditional	847	845	847	828	Available	1,000	1,250
age (30 and up)	047	643	047	020	Sept. 2022	1,000	1,230
Baccalaureate graduates who began as	406	446	442	461	Available	500	1,000
transfers from Idaho community college 19	400	440	442	401	Sept. 2022	300	1,000

	FY	FY	FY	FY	FY	Benchmark	
True Blue Scholarship	2018	2019	2020	2021	2022	FY 2023	FY 2027
Dollars awarded through need-based True Blue Promise Scholarship	\$393,714	\$529,985	\$637,185	\$671,478	Available Oct. 2022	\$1.2M	\$2.4M

9

PPGA TAB 2 Page 9

16

 $^{^{16}}$ Decline in resident student enrollment in FY 2021 is mostly in non-degree seeking undergraduate student numbers (including the dual enrollment) and largely due to the impacts of the global pandemic.

¹⁷ Distinct number of graduates who began college as residents from a rural area in Idaho. The definition for this measure was updated in 2020 to align with Boise State's new efforts to serve rural communities in Idaho. Rural is defined as all places outside of "Urban Areas and their Places" as specified by the U.S. Census Bureau. Data for all reported years reflect the new definition and goals.

 $^{^{18}}$ Distinct number of graduates who are American Indian/Alaska Native or Hispanic/Latino.

¹⁹ Includes baccalaureate recipients in transfer cohorts whose institution prior to their initial Boise State enrollment was one of the four Idaho community colleges. Method captures most recent transfer institution for all students, even those whose transcripts are processed sometime after their Boise State enrollment has started.

ATTACHMENT 4

Boise State University Strategic Plan: Update to OSBE March 2022

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

ATTACHMENT 4

Boise State University Strategic Plan: Update to OSBE March 2022

Performance Measures:

Sponsored Projects funding and awards for	FY	FY	FY	FY	FY	Bench	ımark
Instruction and Training	2018	2019	2020	2021	2022	FY 2023	FY 2027
>Total Funding	\$6.2M	\$3.2M	\$6.1M	\$2.5M	Available	\$7M	\$10M
># of Awards	26	18	30	20	April 2023	35	50

Enrollment in programs delivered online	FY	FY	FY	FY FY		Bench	ımark
(Fall enrollment) ²⁰	2018	2019	2020	2021	2022	FY 2023	FY 2027
>Undergraduate	817	1,574	1,911	2,294	2,282	2,500	5,000
>Graduate	1,087	1,198	1,311	1,418	1,511	1,750	2,500
>Total	1,904	2,772	3,222	3,712	3,793	4,750	7,500

NSSE Indicators: For Freshmen Only	FY	FY	FY	FY	FY	Bencl	hmark
(% of peer group rating)	2018	2019	2020	2021	2022	FY 2023	FY 2027
Academic Challenge >Higher-order learning >Reflective & integrative learning Learning with Peers	99% ⇔ 103% ⇔ 107% û	NOSE EVELY	NSSE every three	NSSE postponed until Spring	NSSE in progress Spring 2022	100% 105%	105% 105%
>Collaborative learning	101%⇐⇒		years	2022	, 3	107%	107%
>Discussions with diverse others						103%	105%

NSSE Indicators: For Seniors Only	FY	FY	FY	FY	FY	Benc	hmark
(% of peer group rating)	2018	2019	2020	2021	2022	FY 2023	FY 2027
Learning with Peers							
>Collaborative learning	103%⇐⇒		NSSE	NSSE		105%	105%
>Discussions with diverse others	98% ⇔		every	postponed	NSSE in	100%	102%
Experiences with faculty		years	three	until	progress Spring 2022		
>Student-faculty interaction	101%⇐⇒		years	Spring 2022	, , , , , , , , , , , , , , , , , , ,	103%	105%
>Effective teaching practices	99% ⇐⇒					100%	102%

Goal 2: Innovation for Institutional Impact

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

Objective A: Create an enduring culture of innovation.

PPGA TAB 2 Page 11

11

 $^{^{20}}$ Indicates the number of officially enrolled students in a major or certificate that is delivered online.

ATTACHMENT 4

Boise State University Strategic Plan: Update to OSBE March 2022

Performance Measures:

Vertically Integrated Projects ²¹ (VIPs)	FY	FY	FY	FY	FY	Benc	hmark
	2018	2019	2020	2021	2022	FY 2023	FY 2027
>Number of students enrolled in VIP credit	66	146	184	182	Available	250	350
>Number of VIP teams	11	18	21	23	July 2022	25	35

Percent of research grant awards that are	FY	FY	FY	FY	FY	Benc	hmark
Interdisciplinary vs. single discipline ²²	2018	2019	2020	2021	2022	FY 2023	FY 2027
>% of research grant awards that have PIs and Co-PIs in two or more academic departments (i.e., interdisciplinary)	29.4%	17.6%	24.7%	16.9%	Available July 2022	25.0%	30.0%

<u>Objective B</u>: Build scalable university structures and align philanthropic and strategic investments that support innovation.

Performance Measures:

						Benc	hmark
	EV	EV	EV	EV	EV	EV	EV
	FY	FY	FY	FY	FY	FY	FY
Advancement funding	2018	2019	2020	2021	2022	2023	2027
>Total gift income (outright gifts and	\$33.9M	\$25.3M	\$15.5M	\$21.1M	Available	\$20M	\$40M
previous pledge payments)					January		
>Total Endowment Value	\$114.8M	\$122.1M	\$121.2M	\$161.4M	2023	\$170M	\$185M

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

Performance Measures:

Inventions, Patents and Licenses (from the	FY	FY	FY	FY	FY	Benc	hmark
Office of Technology Transfer)	2018	2019	2020	2021	2022	FY 2023	FY 2027
> Inventions Disclosure	14	20	22	16		20	28
> Patents Issued	3	2	5	1	N/A	3	6
> Licenses / Options / Letters of Intent	24	25	19	22		30	40

²¹ The Vertically Integrated Projects (VIPs) initiative unites students with faculty research in a team-based context. Students earn credit for participation, however, not all student participants sign up for credit. Only those students who are enrolled in VIP for credit are reported. Boise State is a member of the VIP national consortium that includes more than 20 universities and is hosted by Georgia Tech.

PPGA TAB 2 Page 12

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

ATTACHMENT 4

Boise State University Strategic Plan: Update to OSBE March 2022

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.

<u>Objective A</u>: Provide the physical space, policies, information systems, technology, budgetary and human resources to sustain and grow research and creative activities.

Performance Measures:

						Bench	mark
Total Research & Development	FY	FY	FY	FY	FY	FY	FY
Expenditures	2018	2019	2020	2021	2022	2023	2027
Expenditures as reported to the National Science Foundation	\$41.4M	\$39.8M	\$43.3M	Available April 2022	Available April 2023	\$47M	\$52M

	FY	FY	FY	FY	FY	Bench	ımark
% of Successful Award Proposals	2018	2019	2020	2021	2022	FY 2023	FY 2027
># of Total Submitted Proposals	606	560	506	598	Available	625	800
>% Proposals Awarded	60.7%	67.5%	81.2%	71.1%	February 2023	75.0%	75.0%

						Benchmark	
Publications of Boise State authors and citations of those publications over 5-year period	CY 2013-17	CY 2014-18	CY 2015-19	CY 2016-20	CY 2017-21	For CY 2018-22	For CY 2022-26
>Number of peer-reviewed publications by	1,957	2,237	2,479	2,704	2,941	3,200	4,200
Boise State faculty, staff, students ²³ >Citations of peer-reviewed publications authored by Boise State faculty, staff, students ²⁴	8,147	10,167	14,711	17,550	19,217	20,000	25,000

Sponsored Projects funding: # of Awards	FY	FY	FY	FY	FY	Bench	nmark
by Purpose	2018	2019	2020	2021	2022	FY 2023	FY 2027

PPGA TAB 2 Page 13

²³ Number of publications over five-year span with Boise State listed as the institution for one or more authors, collected from Web of Science. It is important to note that this source captures publications of a limited portion of our faculty, leaving out certain types of publications especially by faculty in Arts and Humanities.

²⁴ Total citations, during the listed five-year span, of peer-reviewed publications published in that same five-year span; limited to those publications with Boise State listed as the institution for at least one author; from Web of Science. Excludes self-citations. It is important to note that this source captures citations from a limited portion of our faculty, leaving out certain types of publications especially by faculty in Arts and Humanities.
13

ATTACHMENT 4

Boise State University Strategic Plan:

Update to OSBE March 2022

>Research	239	235	255	265		275	375
>Instruction/Training	26	18	30	20	Available	35	50
>Other Sponsored Activities	103	125	126	140	February	158	200
>Total	368	378	411	425	2023	468	600

Sponsored Projects funding: Dollars	FY	FY	FY	FY	FY	Bench	ımark
awarded by purpose	2018	2019	2020	2021	2022	FY 2023	FY 2027
>Research	\$36.8M	\$31.6M	\$38.5M	\$43.9M		\$45M	\$55M
>Instruction/Training	\$6.2M	\$3.2M	\$6.1M	\$2.5M	Available	\$7M	\$10M
>Other Sponsored Activities	\$12.9M	\$18.7M	\$13.7M	\$18.9M	February	\$20M	\$25M
>Total	\$56.0M	\$53.5M	\$58.2M	\$65.3M	2023	\$72M	\$88M

<u>Objective B</u>: Develop an integrated, transdisciplinary, and accessible research ecosystem dedicated to student excellence and success.

Performance Measures:

						Bend	chmark
NSSE % of senior participating in research	FY	FY	FY	FY	FY	FY	
	2018	2019	2020	2021	2022	2023	FY 2027
>% of students participating in research	26.6% 介	NSSE	NSSE	NSSE	NSSE in	20.00/	20.00/
w/faculty members		every	every	postponed	progress	28.0%	30.0%
W/Tacatty members		three	three	until Spring	Spring		
		years	years	2022	2022		

	FY	FY	FY	FY	FY	Benc	hmark
Number of doctoral graduates	2018	2019	2020	2021	2022	FY 2023	FY 2027
Distinct graduates completing doctoral degrees (PhD, DNP, EdD)	32	45	53	50	Available Sept. 2022	58	75

Percent of research grant awards and						Bench	ımark
awarded grant \$\$ that are Interdisciplinary	FY	FY	FY	FY	FY		
vs. single discipline ²⁵	2018	2019	2020	2021	2022	FY 2023	FY 2027
>Percent of research grant awards that have							
PIs and Co-PIs in two or more different	29.4%	17.6%	24.7%	16.9%		25.0%	30.0%
academic departments (i.e., are					Available September		
interdisciplinary)					2022		
>Average \$\$ per grant award for					2022		
interdisciplinary grants	\$455,849	\$323,410	\$293,228	\$333,321		\$350,000	\$400,000

 $^{^{25}}$ Excludes no-cost extensions. Includes new grants only within "research-basic" or "research-applied" types. Represents per-grant, not per-person grant dollars. A new protocol for calculating these measures was implemented in fall 2019 and all data provided reflect this method. 14

PPGA TAB 2 Page 14

ATTACHMENT 4

Boise State University Strategic Plan: Update to OSBE March 2022

>Average \$\$ per grant award for single- discipline grants	\$139,629	\$126,726	\$227,654	\$181,531	\$250,000	\$300,000

FY	FY	FY	FY	FY	Benchmark

ATTACHMENT 4

Boise State University Strategic Plan: Update to OSBE March 2022

Carnegie Foundation Ranking ²⁶	2018	2019	2020	2021	2022	FY 2023	FY 2027
>Basic Classification	R3	R3	R2	R2	R2	R2	R2
	(Research: Moderate)	(Research: High)	(Research: High)	(Research: High)	(Research: High)	(Research: High)	(Research: High)

<u>Objective C</u>: Invest in a Grand Challenges initiative to propel a transdisciplinary model for research and creative activity.

Performance Measures:

Percent of research grant awards and						Bench	nmark
awarded grant \$\$ that are Interdisciplinary	FY	FY	FY	FY	FY		
vs. single discipline	2018	2019	2020	2021	2022	FY 2023	FY 2027
>Percent of research grant awards that have							
PIs and Co-PIs in two or more different	29.4%	17.6%	24.7%	16.9%		25.0%	30.0%
academic departments (i.e., are							
interdisciplinary)					Available		
>Average \$\$ per grant award for					September 2022		
interdisciplinary grants	\$455,849	\$323,410	\$293,228	\$333,321	2022	\$350,000	\$400,000
>Average \$\$ per grant award for single-							
discipline grants	\$139,629	\$126,726	\$227,654	\$181,531		\$250,000	\$300,000

Goal 4: Foster Thriving Community

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

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

Performance Measures:

						Bencl	hmark
	FY	FY	FY	FY	FY		
National College Health Assessment 27	2018	2019	2020	2021	2022	FY 2023	FY 2027
> Response to statement: "I feel that I	Survey	Survey	00.20/			>95%	>95%
belong at my college/university" (% agree)	instrument	instrument	90.2%	Survey	NCHA in		
delicity delicity (// agree/	changed in	changed in		conducted	progress		
	2019-20 so	2019-20 so		every 2	spring 2022	90%	>95%
	prior results	prior results	85.7%	years	5pg 2022	30%	/33%
	NA	NA	001770				

²⁶ Definitions of the classifications show are as follows: R2: Doctoral Universities – Higher research activity; R3: Doctoral Universities – Moderate research activity (as of 2018, Carnegie no longer has the R3 category, implementing a new Doctoral/Professional Universities category instead).

PPGA TAB 2 Page 16

16

²⁷ Boise State conducts the National College Health Assessment through the American College Health Association every two years. The survey instrument changed in 2019-20, therefore, no prior comparisons are available. The response rate for FY20 was 14.9% (MoE +/- 3.3%).

ATTACHMENT 4

Boise State University Strategic Plan: Update to OSBE March 2022

			•		
> Response to statement: "Students' health					
and well-being is a priority at my				90%	>95%
college/university" (% agree)		89.6%			
> Response to statement: "The campus					
climate encourages free and open					
discussion about students' well-being" (%					
agree)					

						Benc	hmark
Human Resources Survey ²⁸	FY 2018	FY 2019	FY 2020	FY 2021	FY 2022	FY 2022	FY 2026
> Response to statement: "I can bring my whole authentic self to work" (% agree) > Response to statement: "My unique		73%			NA	80%	85%
attributes, traits, characteristics, skills, experience and background are valued at		75%			NA	82%	85%
work" (% agree) > Response to statement: "I would refer someone to work at Boise State" (%	NA	82%	Survey conducted every 3-5	Survey conducted every 3 -5	82%	85%	90%
agree/yes) >Response to statement: I feel valued in my job (% agree)		NA	years	years	72%	80%	90%
> My supervisor is responsive to my ideas, requests, and suggestions (% agree)		NA			81%	85%	90%

NSSE Indicators: For Seniors Only (% of peer group rating)	FY 2018	FY 2019	FY 2020	FY 2021	FY 2022	Bench FY 2023	nmark FY 2027
Experiences with faculty >Student-faculty interaction	101% ⇐⇒	NSSE	NSSE	NSSE postponed	NSSE in	103%	105%
Campus Environment >Quality of interactions >Supportive environment	101% ⇐⇒ 90% ↓	every three years	every three years	until Spring 2022	progress Spring 2022	103% 95%	105% 100%

NSSE: Student ratings of administrative offices						Bench	ımark
(% of peer group rating; for seniors only;	FY	FY	FY	FY	FY	FY	FY
higher score indicates better interaction)	2018	2019	2020	2021	2022	2023	2027

²⁸ Boise State Human Resources conducted a campus-wide Listening Tour Survey in 2019 and a Work Well Survey in 2022. Some questions were updated or changed between the two surveys, and the survey is subject to ongoing improvements.

17

PPGA TAB 2 Page 17

ATTACHMENT 4

Boise State University Strategic Plan: *Update to OSBE March 2022*

>Quality of interaction with academic advisors	99.8% ⇐⇒					102%	105%
>Quality of interaction with student services staff (career services, student activities, housing, etc.) >Quality of interaction with other administrative staff and offices (registrar, financial aid, etc.)	100.2%<⇒ 103.4% 介	NSSE every three years	NSSE every three years	NSSE postponed until Spring 2022	NSSE in progress Spring 2022	102%	105%

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

Performance Measures:

						Bencl	hmark
National Faculty & Staff Health	FY	FY	FY	FY	FY		
Assessment ²⁹	2018	2019	2020	2021	2022	FY 2023	FY 2027
> Response to statement: "My college/university cares about my health and well-being" (% agree)		70.6%		75.9%		80%	85%
> Response to statement: "My college/university promotes a culture of wellness" (% agree) > Response to statement: "The health and	Survey started in 2019	75% 96.1%	Survey conducted every 2 years	75%	Survey conducted every 2 years	80%	85%
well-being of university staff and faculty impacts student success and learning" (% agree)				97.8%		>95%	>95%

	FY	FY	FY	FY	FY	Bend	hmark
Faculty and Staff Turnover	2018	2019	2020	2021	2022	FY 2023	FY 2027
>Classified	20.2%	20.9%	19.7%	18.4%		17.5%	15%
>Professional	14.7%	17.1%	15.3%	16.0%	Available January 2023	13.0%	10%
>Faculty	6.5%	6.5%	5.4%	7.1%	January 2025	6.5%	6.5%

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

Performance Measures:

FY	FY	FY	FY	FY	Benchmark

18

PPGA TAB 2 Page 18

.

²⁹ Boise State conducts the National Faculty & Staff Health Assessment through the American College Health Association every two years. The response rates were as follows: 2021 was 24.5% (MoE +/- 3%); 2019 was 28.4% (MoE +/- 3%).

ATTACHMENT 4

Boise State University Strategic Plan: Update to OSBE March 2022

Expense per EWA-weighted Student	2018	2019	2020	2021	2022		
Credit Hour (SCH)						FY 2023	FY 2027
\$ per Resident Undergraduate SCH ³⁰						Very low	Very low
>In 2015 \$\$ (i.e., inflation-adjusted)	\$313.35	\$309.21	\$327.61	\$318.45	Available	increase	increase
>Unadjusted	\$329.90	\$331.21	\$352.89	\$357.17	Jan. 2023	(0.5 - 1%)	(0.5 - 1%)
		·	•		3411. 2023	in inflation	in inflation
						adj \$\$	adj \$\$
\$ per Resident Undergraduate & Graduate						Very low	Very low
SCH	\$279.53	\$275.25	\$287.91	\$277.32	Available	increase	increase
>In 2015 \$\$ (i.e., inflation-adjusted)	\$294.29	\$294.83	\$310.12	\$311.04	Jan. 2023	(0.5 - 1%)	(0.5 - 1%)
>Unadjusted			-		50 2020	in inflation	in inflation
,						adj \$\$	adj \$\$
\$ per Total Undergraduate SCH ³¹						Very low	Very low
>In 2015 \$\$ (i.e., inflation-adjusted)	\$263.08	\$255.42	\$256.42	\$240.94	Available	increase	increase
>Unadjusted	\$276.98	\$273.59	\$276.21	\$270.24	Jan. 2023	(0.5 - 1%)	(0.5 - 1%)
			-		50 2020	in inflation	in inflation
						adj \$\$	adj \$\$
\$ per Total Undergraduate & Graduate SCH						Very low	Very low
>In 2015 \$\$ (i.e., inflation-adjusted)	\$244.00	\$237.14	\$238.14	\$223.85	Available	increase	increase
>Unadjusted	\$256.89	\$254.01	\$256.52	\$251.07	Jan. 2023	(0.5 - 1%)	(0.5 - 1%)
					20 2020	in inflation	in inflation
						adj \$\$	adj \$\$

19

³⁰ Expense information is from the Cost of College study, produced yearly by Boise State's controller office. Includes the all categories of expense: Instruction/Student Services (Instruction, Academic Support, Student Services, Library), Institutional/Facilities (Cultural, Religious Life and Recreation, Museums, Gardens, etc., Net Cost of Intercollegiate Athletics, Net Cost of Other Auxiliary Operations, Plant Operations, Depreciation: Facilities, Depreciation: Equipment, Facility Fees Charged Directly to Students, Interest, Institutional Support), and Financial Aid. "Undergrad only" uses Undergrad costs and the sum of EWA weighted SCH for remedial, lower division, upper division. "Undergrad and graduate" uses undergraduate and graduate expenses, and includes EWA weighted credit hours from the undergraduate and graduate levels. "EWA-resident weighted SCH" refers to those credits not excluded by EWA calculation rules, which exclude non-residents paying full tuition and WUE students that exceed the cap. Inflation adjustment is made using the GDP Deflator with 2015 as the base year. A correction was made to the 2019 inflation-

³¹ Expense information as in previous footnote. "EWA-resident Total SCH" refers to all credits, residents, and nonresident, weighted using standard EWA calculation rules. Inflation adjustment is made using the GDP Deflator with 2015 as the base year. A correction was made to the 2019 inflation-adjusted figures.

ATTACHMENT 4

Boise State University Strategic Plan: Update to OSBE March 2022

Cost of Education ³² (resident						Bench	ımark	
undergraduate with 15 credit load per	FY	FY	FY	FY	FY			
semester; tuition and fees)	2018	2019	2020	2021	2022	FY 2023	FY 2027	
>Boise State	\$7,326	\$7,694	\$8,068	\$8,060	\$8,060	Damain lass than the		
>WICHE average	\$8,407	\$8,630	\$8,934	\$9,154	\$9,305	Remain less than the WICHE state average		
>Boise State as % of WICHE	87.1%	89.2%	90.3%	88.0%	86.6%	WICHE Sta	te average	

	FY	FY	FY	FY	FY	Bench	mark
Graduates per FTE	2018	2019	2020	2021	2022	FY 2023	FY 2027
Baccalaureate graduates per undergraduate FTE ³³	21.8	21.6	22.1	23.8		24.0	26.5
Baccalaureate graduates per junior/senior FTE ³⁴	41.2	41.2	42.5	43.6	Available Sept. 2022	44.2	47.6
Graduate degree graduates per graduate FTE ³⁵	46.8	42.7	45.3	48.8	2022	49.0	51.0

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

Performance Measures:

						Bencl	hmark
STARS (The Sustainability Tracking,	FY	FY	FY	FY	FY		
Assessment & Rating System)	2018	2019	2020	2021	2022	FY 2023	FY 2027
"STARS is intended to engage and recognize the full spectrum of higher education institutionsIt encompasses long-term sustainability goals for already highachieving intuitions, as well as entry points of recognition for institutions taking first steps toward sustainability." 36	Not App	olicable	Program Participant	Program Participant	Silver Award Recognition	Silver Award Recognition	Gold Award Recognition

20

³² WICHE average from Table 1a of annual Tuition and Fees report. We use the unweighted average without California. A typical report can be found at http://www.wiche.edu/pub/tf.

³³ Includes the unduplicated number of annual baccalaureate degree graduates divided by the IPEDS annual undergraduate FTE. It should be noted that IPEDS includes the credits taken by degree seeking and non-degree seeking students in calculating FTE.

³⁴ Includes the unduplicated number of annual baccalaureate degree graduates divided by the fall semester FTE of juniors and seniors. FTE are determined using total fall credits of juniors and seniors divided by 15. This measure depicts the relative efficiency with which upper-division students graduate by controlling for full and part-time enrollment.

³⁵ Includes unduplicated number of annual graduate certificates and master's and doctoral degree graduates divided by the IPEDS annual graduate FTE. It should be noted that IPEDS includes credits taken by degree seeking and non-degree seeking students in calculating FTE.

³⁶ Additional information on the STARS program may be found at https://stars.aashe.org/about-stars/

ATTACHMENT 4

Boise State University Strategic Plan: *Update to OSBE March 2022*

Goal 5: Trailblaze Programs and Partnerships

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

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

Performance Measures:

Carnegie Foundation Community						Bene	chmark
Engagement Classification recognizing community partnerships and curricular engagement	FY 2018	FY 2019	FY 2020	FY 2021	FY 2022	FY 2023	FY 2027
"Community engagement describes collaboration between institutions of higher education and their larger communities (local, regional/state, national, global) for the mutually beneficial exchange of knowledge and resources in a context of partnership and reciprocity. " ³⁷	Carnegie F Elect Community Classif	tive Engagement	recipients of awarding of	ate was one of the 2006 if this designation was rene 2015.	naugural ation. The	Com Enga	ewal of munity gement tion in 2025

Partnerships through Research &	FY	FY	FY	FY	FY	Bend	hmark
Economic Development ³⁸	2018	2019	2020	2021	2022	FY 2023	FY 2027
Total Distinct Number of Partners				301			
Classified by organizational type				301			
> Industry	NA	NA	NA	58	Available	Increase	Increase
> Government	IVA	IVA	IVA	124	Sept.	number of	number of
> Non-Profit				34	2022	partners	partners
> Higher Education				85			

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

Performance Measures:

21

PPGA TAB 2 Page 21

³⁷ Additional information on the Carnegie Foundation Community Engagement Classification may be found at http://nerche.org/index.php?option=com content&view=article&id=341&Itemid=618#CECdesc .

³⁸ Partnerships are characterized as collaborations for the mutually beneficial exchange of knowledge and resources with entities external to the university. Partner organizations may include any type of public, non-profit, or private organization; each organization is counted once even if multiple engagements exist.

ATTACHMENT 4

Boise State University Strategic Plan: Update to OSBE March 2022

	FY	FY	FY	FY	FY	Benc	hmark
Community Impact Program Participants 39	2018	2019	2020	2021	2022	FY 2023	FY 2027
>Community Impact Program participants (new starts)				16	28	45	75
>Professional development participants >Academic certificates issued and percent	NA	NA	NA	NA	35	35	50
of new starts				11 (69%)	24 (86%)	36 (86%)	65 (86%)

Number of graduates with high impact on	FY	FY	FY	FY	FY	Benc	hmark
Idaho's college completion rate	2018	2019	2020	2021	2022	FY 2023	FY 2027
Baccalaureate graduates from underrepresented groups ⁴⁰ >from rural counties	500	532	463	508	Available Sept. 2022	550	750
Baccalaureate graduates who began as transfers from Idaho community college 41	406	446	442	461	Available Sept. 2022	500	1,000

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

Performance Measures:

Vertically Integrated Projects ⁴² (VIPs)	FY	FY	FY	FY	FY	Benchmark	
	2018	2019	2020	2021	2022	FY 2023	FY 2027
>Number of students enrolled in VIP credit	66	146	184	182	Available	250	350
>Number of VIP teams	11	18	21	23	July 2022	25	35

Key External Factors

PPGA TAB 2 Page 22

22

3

³⁹ Boise State's Community Impact Program launched in fall 2020 and is focused on rural communities. The program is offered through a hybrid format and engages communities in McCall, Mountain Home, and Payette.

⁴⁰ Distinct number of graduates who began college as residents from a rural area in Idaho. The definition for this measure was updated in 2020 to align with Boise State's new efforts to serve rural communities in Idaho. Rural is defined as all places outside of "Urban Areas and their Places" as specified by the U.S. Census Bureau.

⁴¹ Includes baccalaureate recipients in transfer cohorts whose institution prior to their initial Boise State enrollment was one of the four Idaho community colleges. Method captures most recent transfer institution for all students, even those whose transcripts are processed sometime after their Boise State enrollment has started.

⁴² The Vertically Integrated Projects (VIPs) initiative unites students with faculty research in a team-based context. Students earn credit for participation, however, not all student participants sign up for credit. Only those students who are enrolled in VIP for credit are reported. Boise State is a member of the VIP national consortium that includes more than 20 universities and is hosted by Georgia Tech.

ATTACHMENT 4

Boise State University Strategic Plan: *Update to OSBE March 2022*

A wide variety of factors affects Boise State University's ability to implement the strategic plan. Here we present five factors that we regard as impediments to progress, the first three of which can be influenced by the state government and its agencies, and one external factor that may help accelerate our progress.

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

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

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

Negative External Factor: Global Pandemic. Boise State University, as all Idaho universities, continued to operate under a global pandemic. This historic occasion created large new expenses, and lost revenues in canceled events. Moreover, the length of the pandemic caused mental distress and burnout among students, faculty and staff.

Negative External Factor: Increasing inflation and cost of housing in the Boise metro area. Increasing inflation, in particular the increases in cost of housing in the Boise metric area, and insufficient increases in salaries are negatively impacting our ability to recruit and retain staff and faculty. This is impacting morale and well-being of our community, and these increased costs are exceeding our ability to offset with our current revenue streams.

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

Evaluation Process

ATTACHMENT 4

Boise State University Strategic Plan: Update to OSBE March 2022

Boise State reviews its strategic plan and considers amendments to the Blueprint for Success through an annual review of divisional strategic plan reporting. The six executive divisions of the university receive reports from every unit within their division that detail progress to date on the Blueprint for Success and their plans and recommendations for the coming year. Each division compiles these unit-level reports and provides and executive-level summary to the University Strategic Planning Council (USPC), a group composed of representatives from across the university. In turn, the USPC provides a comprehensive summary for the President and Executive team detailing progress and achievements on the strategic plan from across the institution.

Parallel to this process, a strategic planning data group tracks and assesses progress made on the metrics for the plan. In addition, feedback and ideas are always welcome "off cycle" through communication with the USPC or divisional teams. This process allows every level of the institution to chart their progress, provide feedback, and offer new directions for the plan. This information provides the basis for changes or amendments to the plan, something ultimately finalized at the Executive Team level.

ATTACHMENT 4

		Boise St	ate University Sti	rategic Goals	
Institution/Agency	Goal 1: Innovation for institutional Impact	Goal 2: Improve educational access and student success	Goal 3: Advance research and creative activity	Goal 4: Foster thriving community	Goal 5: Trailblaze programs and partnerships
Goals and Objectives GOAL 1: EDUCATIONAL SYSTEM ALIGNMENT - Ensure that all components of the educational system are integrated and coordinated to maximize opportunities for all students.					
Objective A: Data Access and Transparency - Support data-informed decision-making and transparency through analysis and accessibility of our public K-20 educational system.		✓		✓	
Objective B: Alignment and Coordination – Ensure the articulation and transfer of students throughout the education pipeline (secondary school, technical training, postsecondary, etc.).		✓			✓
GOAL 2: EDUCATIONAL ATTAINMENT – Idaho's public colleges and universities will award enough degrees and certificates to meet the education and forecasted workforce needs of Idaho residents necessary to survive and thrive in the changing economy.					
Objective A: Higher Level of Educational Attainment – Increase completion of certificates and degrees through Idaho's educational system.	✓	✓			✓

ATTACHMENT 4

Boise State University Strategic Plan: *Update to OSBE March 2022*

				Ории	ic to OSDL Midicii 2022
Objective B: Timely Degree Completion – Close the achievement gap, boost graduation rates and increase on-time degree completion through implementation of the Game Changers (structured schedules, math pathways, co-requisite support).		✓			
Objective C: Access - Increase access to Idaho's robust educational system for all Idahoans, regardless of socioeconomic status, age, or geographic location.	✓	✓		✓	√
GOAL 3: WORKFORCE READINESS- The educational system will provide an individualized environment that facilitates the creation of practical and theoretical knowledge leading to college and career readiness.					
Objective A: Workforce 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 4

Boise State University Strategic Plan: Update to OSBE March 2022

Mark Fitzgerald, Interim Chief Information Security Officer IT Governance, Risk, Compliance and Cybersecurity Office of Information Technology - Boise State University

Executive Order 2017-02 requires Boise State University to incorporate the NIST Cybersecurity Framework (CSF) into our IT Risk Management frameworks and also to implement CIS Critical Security Controls (CSC) 1-6 across the University's critical network infrastructure systems.

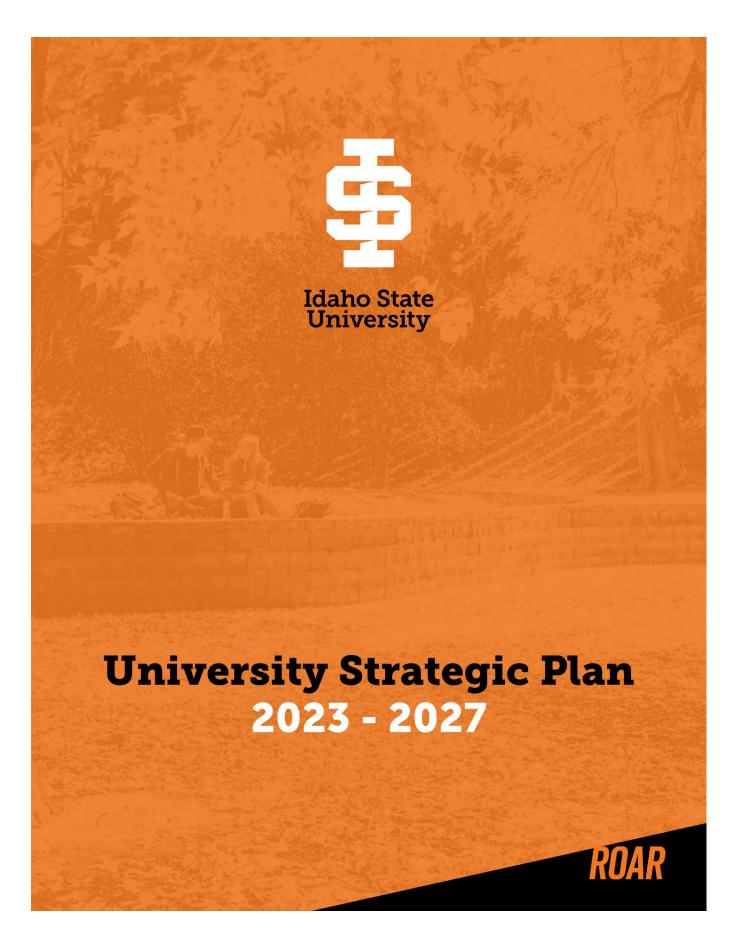
CSF is just one component of Boise State's IT Risk Management framework. To measure our Security Effectiveness, we partner with BitSight to provide real-time feedback on university systems CSF maturity. Average CSF maturity has risen to an A and maintained throughout the year, whereas the industry has maintained a D average. CSC Controls have been documented and on a maturity scale we are a level 2 with work left to do. Critical Security Controls 1-6 will be an ongoing process as we strive towards a level 3 maturity.

In the past 12 months we have

- Implemented policy for encryption and inventory
- Established an asset inventory database
- Deployed Multi-Factor Authentication to all students implemented MFA to campus systems
- Implemented and replace several key security assets
- Coordinated efforts with State Department of in Administration

In the next 12 months we plan

- Continuing maturity growth of CSC as outlined by State ITS department
- Compliance and assurance of inventory
- Written documentation and assessment to supplement the BitSight measurements of NIST CSF



Idaho State University Strategic Plan: 2023-2027

Idaho State University

Strategic Plan 2023-2027

Mission

We engage students through learning and research opportunities that improve the intellectual vigor, cultural vitality, and health of our communities

Vision

We inspire a passion for knowledge and discovery.

Goal 1: Increase student access, opportunity, retention, and success

Objective 1.1: Increase access and enrollment using targeted recruitment efforts

Performance Measures:

1.1.a. Increase by 7% ISU's total number of enrolled degree-seeking students by FY28.

FY 2019	FY 2020	FY 2021	FY 2022	Benchmark	
(2018-2019)	(2019-2020)	(2020-2021)	(2021-2022)	FY 2023	FY2027
				(2022-2023)	(2026-2027)
9,281	9,114	9,115	Available AUG. 2022	9,242	9753

Benchmark: Using 2021 as a baseline, increase the total # of enrolled degree-seeking students by 7% by FY28.

1.1.b. Increase by 7.5% first-generation student enrollment rates by FY28

FY 2019	FY 2020	FY 2021	FY 2022	Benchmark	
(2018-2019)	(2019-2020)	(2020-2021)	(2021-2022)	FY 2023	FY2027
				(2022-2023)	(2026-2027)
1,725	1,622	1,570	Available AUG. 2022	1,593	1,688

Benchmark: Using 2021 as a baseline, increase the number of first-generation student enrollment rates by 7.5%

Page 2 of 28

Idaho State University Strategic Plan: 2023-2027

1.1.c. Increase by 5% the enrollment rate of the number of undergraduate students from rural Idaho by FY28

FY 2019	FY 2020	FY 2021	FY 2022	Benchmark	
(2018-2019)	(2019-2020)	(2020-2021)	(2021-2022)	FY 2023	FY2027
				(2022-2023)	(2026-2027)
2,500	2.484	2,505	Available AUG. 2022	2,530	2,630

Benchmark: Using 2021 as a baseline, increase the # of Idaho rural students by 5% (125) by FY28.

Objective 1.2: Improve student retention by strengthening students' ISU experience

Performance Measures:

1.2.a Increase by 10% the fall-to-fall, full-time, first-time bachelor degree-seeking student retention rate by FYs 28

FY 2019	FY 2020	FY 2021	FY 2022	Benchmark	
(2018-2019)	(2019-2020)	(2020-2021)	(2021-2022)	FY 2023	FY2027
				(2022-2023)	(2026-2027)
63%	65%	65%	Available AUG. 2022	67%	75%

Benchmark: Using the FY21 outcome, increase by 10% by FY28.

1.2.b. Increase by 22% the percent of new degree-seeking freshmen completing a gateway math course within two years by FY28

FY 2019	FY 2020	FY 2021	FY 2022	Benchmark	
(2018-2019)	(2019-2020)	(2020-2021)	(2021-2022)	FY 2023	FY2027
				(2022-2023)	(2026-2027)
42%	37%	35%	38%	40%	60%

Benchmark: Using the FY22 outcome, increase by 22% by FY28.

Page **3** of **28**

Idaho State University Strategic Plan: 2023-2027

1.2.c. Increase to 70% the percentage of students who register for the next semester prior to leaving on a break (get students to register for classes sooner) by FY28

FY 2019	FY 2020	FY 2021	FY 2022	Benchmark	
(2018-2019)	(2019-2020)	(2020-2021)	(2021-2022)	FY 2023 (2022-2023)	FY2027 (2026-2027)
Not Available	57%	64%	Available AUG. 2022	65%	70%

Benchmark: Using the 2021 data, increase by 6% the total number of undergraduate students registering by 2028.

Objective 1.3: Improve ISU's graduation rate

Performance Measures:

1.3.a Increase by 14% the percent of first-time, full-time, freshmen graduating within 150% of time by FY28

FY 2019	FY 2020	FY 2021	FY 2022	Benchmark	
(2018-2019)	(2019-2020)	(2020-2021)	(2021-2022)	FY 2023	FY2027
				(2022-2023)	(2026-2027)
34%	33%	36%	Available AUG. 2022	39%	50%

Benchmark: Benchmark set by SBOE at 50%, increase by 14% using FY21 data by FY28.

1.3.b. Increase by 5% the percentage of undergraduate and graduate degrees awarded by FY28

FY 2019	FY 2020	FY 2021	FY 2022	Benchmark	
(2018-2019)	(2019-2020)	(2020-2021)	(2021-2022)	FY 2023	FY2027
				(2022-2023)	(2026-2027)
2,554	2,462	2,756	Available	2,781	2,893
			AUG. 2022		

Benchmark: Using the 2021 outcome, increase by 5% the number of degrees awarded by FY28.

Page **4** of **28**

Idaho State University Strategic Plan: 2023-2027

1.3.c. Increase by 20% the percent of undergraduate, degree-seeking students completing 30 or more credits per academic year by FY28.

FY 2019	FY 2020	FY 2021	FY 2022	Bench	ımark
(2018-2019)	(2019-2020)	(2020-2021)	(2021-2022)	FY 2023	FY2027
				(2022-2023)	(2026-2027)
31%	33%	32%	Available AUG. 2022	36%	52%

Benchmark: Students that earn a degree in the academic year but did not earn 30 credits in the academic year are backed out of the metric. Using SBOE methodology and the established 2025 benchmark, increase by 20% by FY28.

SBOE Aligned Measures (Identified in blue):

1. Timely Degree Completion

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

			1 0			
FY 2019	FY 2020	FY 2021	FY 2022	Benchmark		
(2018-2019)	(2019-2020)	(2020-2021)	(2021-2022)	FY2023	FY2025	
				(2022-2023)	(2024-2025)	
26%	28%	28%	Available	33%	50%	
			AUG. 2022			

Benchmark Definition: Benchmark set by the SBOE.

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

FY 2019	FY 2020	FY 2021	FY 2022	Benchmark	
(2018-2019)	(2019-2020)	(2020-2021)	(2021-2022)	FY2023	FY2025
				(2022-2023)	(2024-2025)
34%	33%	36%	Available	39%	40%
			AUG. 2022		

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

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

FY 2019	FY 2020	FY 2021	FY 2022	Benchmark	
(2018-2019)	(2019-2020)	(2020-2021)	(2021-2022)	FY2023	FY2025
				(2022-2023)	(2024-2025)
242	219	300	Available	305	315
			AUG. 2022		

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

Page **5** of **28**

Idaho State University Strategic Plan: 2023-2027

Idaho State University Strategic Plan: 2023-2027

1.3b Total number of associate degrees

FY 2019	FY 2020	FY 2021	FY 2022	Benchmark	
(2018-2019)	(2019-2020)	(2020-2021)	(2021-2022)	FY2023	FY2025
				(2022-2023)	(2024-2025)
428	420	494	Available	502	519
			AUG. 2022		

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

1.3c Total number of baccalaureate degrees

FY 2019	FY 2020	FY 2021	FY 2022	Benchmark	
(2018-2019)	(2019-2020)	(2020-2021)	(2021-2022)	FY2023	FY2025
				(2022-2023)	(2024-2025)
1,233	1,155	1,284	Available AUG. 2022	1,300	1,356

Benchmark Definition: ISU identified its benchmark at 1,356, a 10% increase over FY2019.

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

FY 2019	FY 2020	FY 2021	FY 2022	Benchmark	
(2018-2019)	(2019-2020)	(2020-2021)	(2021-2022)	FY2023	FY2025
				(2022-2023)	(2024-2025)
238	218	288	Available	290	292
			AUG. 2022		

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

1.4b Total number of unduplicated graduates (associate degrees)

FY 2019	FY 2020	FY 2021	FY 2022	Benchmark	
(2018-2019)	(2019-2020)	(2020-2021)	(2021-2022)	FY2023	FY2025
				(2022-2023)	(2024-2025)
427	411	489	Available	496	519
			AUG. 2022		

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

1.4c Total number of unduplicated graduates (baccalaureate degrees)

FY 2019	FY 2020	FY 2021	FY 2022	Benchmark	
(2018-2019)	(2019-2020)	(2020-2021)	(2021-2022)	FY2023	FY2025
				(2022-2023)	(2024-2025)
1,174	1,104	1,227	Available	1,232	1,291
			AUG. 2022		

Idaho State University Strategic Plan: 2023-2027

Benchmark Definition: ISU identified its benchmark at 1,291, a 10% increase over FY2019.

2. Reform Remediation -- Percent of undergraduate, degree-seeking students taking a remediation course completing a subsequent credit-bearing course (in the area identified as needing remediation) within a year with a "C" or higher

	FY 2019 (2018-2019)	FY 2020 (2019-2020)	FY 2021 (2020-2021)	FY 2022 (2021-2022)	Benchmark	
	(2018-2019)	(2019-2020)	(2020-2021)	(2021-2022)	FY2023	FY2025
Math	31%	32%	42%	Available	43%	45%
				AUG. 2022		
English	94%	92%	89%	Available	94%	98%
				AUG. 2022		

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

FY 2019	FY 2020	FY 2021	FY 2022	Benchmark	
(2018-2019)	(2019-2020)	(2020-2021)	(2021-2022)	FY2023	FY2025
				(2022-2023)	(2024-2025)
42%	37%	35%	38%	40%	46%

Benchmark Definition: ISU identified its benchmark at 46%, a 4% increase over FY18.

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

FY 2019	FY 2020	FY 2021	FY 2022	Benchmark	
(2018-2019)	(2019-2020)	(2020-2021)	(2021-2022)	FY2023 FY2025	
				(2022-2023)	(2024-2025)
20%	19%	23%	Available	24%	26%
			AUG. 2022		

Benchmark Definition: ISU identified its benchmark at 30%, a 6% increase over FY18.

Page **8** of **28**

Idaho State University Strategic Plan: 2023-2027

Goal 2: Strengthen programmatic excellence

Objective 2.1: Attract, support, and retain outstanding faculty and staff

Performance Measures:

2.1.a Increase by 5% the percentage of faculty and staff who feel satisfied with Idaho State University as their current employer by FY28

FY 2019	FY 2020	FY 2021	FY 2022	Benchmark	
(2018-2019)	(2019-2020)	(2020-2021)	(2021-2022)	FY 2023	FY2027
				(2022-2023)	(2026-2027)
74%	Not Available	74%	Not Available	75%	79%

Benchmark: Using 2018 and 2020 outcomes, increase the total satisfaction level by 5% by FY28.

2.1.b. Improve employee retention so retention is 2% higher than peer group for staff by FY28

FY 2019	FY 2020	FY 2021	FY 2022	Benchmark	
(2018-2019)	(2019-2020)	(2020-2021)	(2021-2022)	FY 2023	FY2027
				(2022-2023)	(2026-2027)
Not	Not	Not	Not	>.5%	>2%
Available	Available	Available	Available		

Benchmark: Using CUPA survey data for ISU 2020 Peer group, compare to average turnover/retention using voluntary turnover data (excluding retirees) and 2% higher (staff) by FY28.

2.1.c. Improve faculty retention, so retention is at or above peer comparison for faculty by FY28.

FY 2019	FY 2020	FY 2021	FY 2022	Benchmark	
(2018-2019)	(2019-2020)	(2020-2021)	(2021-2022)	FY 2023	FY2027
				(2022-2023)	(2026-2027)
Not	Not	Not	Not	= to peer	= or > than
Available	Available	Available	Available	average	peer
					average

Benchmark: Using CUPA survey data for ISU 2020 Peer group, compare to faculty average turnover/retention using voluntary turnover data (excluding retirees) by FY28.

Page **9** of **28**

Idaho State University Strategic Plan: 2023-2027

2.1.d. Create at least 10 "career ladder" opportunities that allow staff to progress in the roles by FY 28 (example: Staff Advisor, Advisor, Senior Advisor)

FY 2019	FY 2020	FY 2021	FY 2022	Benchmark	
(2018-2019)	(2019-2020)	(2020-2021)	(2021-2022)	FY 2023	FY2027
				(2022-2023)	(2026-2027)
Not	Not	Not	Not	Not	10
Available	Available	Available	Available	Available	

Benchmark: This will be a new program so FY2023 may be the first year ISU can collect this data

Objective 2.2: Enhance ISU's infrastructure

Performance Measures:

2.2.a Improve the quality of ISU campus' buildings by reducing deferred maintenance by \$24 million by FY28

FY 2019	FY 2020	FY 2021	FY 2022	Benchmark	
(2018-2019)	(2019-2020)	(2020-2021)	(2021-2022)	FY 2023	FY2027
				(2022-2023)	(2026-2027)
\$11,950,000	\$4,827,632	\$7,938,854	\$7,020,339	10,000,000	\$24,000,000

Benchmark: Using benchmark data between 2019-2022 data to inform planning to reduce DM by \$24M/year so that the (2022) \$450M DM backlog doesn't grow

2.2.b. Remodel 55 classrooms to meet the new classroom technology standard and adhere to a central repair and replacement schedule FY28

FY 2019)	FY 2020	FY 2021	FY 2022	Benchmark	
(2018-201	.9)	(2019-2020)	(2020-2021)	(2021-2022)	FY 2023	FY2027
					(2022-2023)	(2026-2027)
6		0	0	17	11	55

Benchmark: Using 2020-2022 data as a baseline, the total sum of classrooms updated is 55 by FY28.

Page **10** of **28**

Idaho State University Strategic Plan: 2023-2027

2.2.c. To support effective and efficient governance, evaluate 100% of ISU's existing policies by FY28

FY 2019	FY 2020	FY 2021	FY 2022	Benchmark	
(2018-2019)	(2019-2020)	(2020-2021)	(2021-2022)	FY 2023	FY2027
				(2022-2023)	(2026-2027)
Not	Not	Not	Not	20%	100%
Available	Available	Available	Available		

Benchmark: The establishment of the goal at 100% is based on the emphasis placed on the need to continuously improve governance effectiveness

Objective 2.3: Increase the number of nationally recognized programs

Performance Measures:

2.3.a Increase by ##% the number of nationally recognized top 100 programs by FY28

FY 2019	FY 2020	FY 2021	FY 2022	Benchmark	
(2018-2019)	(2019-2020)	(2020-2021)	(2021-2022)	FY 2023	FY2027
				(2022-2023)	(2026-2027)
Not	Not	Not	Not	То Ве	То Ве
Available	Available	Available	Available	Determined	Determined

Benchmark: FY2023 will be the first year ISU collects this data.

2.3.b. Increase by 7% the number of ISU students completing a capstone/senior project by FY28

FY 2019	FY 2020	FY 2021	FY 2022	Benchmark	
(2018-2019)	(2019-2020)	(2020-2021)	(2021-2022)	FY 2023	FY2027
				(2022-2023)	(2026-2027)
606	637	735	Available AUG. 2022	746	790

Benchmark: Using the 2021 outcome, increase the number of students completing by 7% by FY28.

2.3.c. Increase by 3% the percentage of ISU's KDHS programs that meet or exceed the first-time pass rate measured against the national average by FY28

FY 2019	FY 2020	FY 2021	FY 2022	Benchmark	
(2018-2019)	(2019-2020)	(2020-2021)	(2021-2022)	FY 2023	FY2027
				(2022-2023)	(2026-2027)
89%	93%	92%	Available AUG. 2022	92%	95%

Benchmark: Using the 2021 data, increase by 3% the first-time pass rate by FY28.

Page **11** of **28**

Idaho State University Strategic Plan: 2023-2027

Objective 2.4: Align ISU's programs with community, regional, and national needs

Performance Measures:

2.4.a Increase by 50 the number of certificates and other stackable "microcredentials" offered at ISU by FY28.

FY 2019	FY 2020	FY 2021	FY 2022	Benchmark	
(2018-2019)	(2019-2020)	(2020-2021)	(2021-2022)	FY 2023 (2022-2023)	FY2027 (2026-2027)
285	252	327	Available	337	377
			AUG. 2022		

Benchmark: Using the 2021 outcome, increase by 50 by FY28.

2.4.b. Increase by 7.5% the number of ISU students graduating with degrees that align with Idaho Department of Labor's "Hot Jobs" list

FY 2019	FY 2020	FY 2021	FY 2022	Benchmark	
(2018-2019)	(2019-2020)	(2020-2021)	(2021-2022)	FY 2023	FY2027
				(2022-2023)	(2026-2027)
685	736	759	Available AUG. 2022	770	816

Benchmark: Using the 2021 outcome, ISU will increase the graduation rate by 7.5% by FY28.

2.4.c. By 2028, 90% of colleges' programs will complete alumni graduate surveys to identify changing trends in employer skill requirements

FY 2019	FY 2020	FY 2021	FY 2022	Benchmark	
(2018-2019)	(2019-2020)	(2020-2021)	(2021-2022)	FY 2023	FY2027
				(2022-2023)	(2026-2027)
Not	Not	Not	Not	То Ве	90%
Available	Available	Available	Available	Determined	

Benchmark: FY2023 will be the first time this data is collected university-wide.

Page **12** of **28**

Idaho State University Strategic Plan: 2023-2027

Goal 3: Cultivate external partnerships

<u>Objective 3.1</u>: Increase the number of relationships with corporate, non-profit, and government entities

Performance Measures:

3.1.a Increase by 15% the number of endowed scholarships for students sponsored by corporate entities by FY 28

FY 2019	FY 2020	FY 2021	FY 2022	Benchmark	
(2018-2019)	(2019-2020)	(2020-2021)	(2021-2022)	FY 2023	FY2027
				(2022-2023)	(2026-2027)
\$707,772	\$474,043	\$700,525	Available AUG. 2022	\$721,000	\$805,604

Benchmark: Using 2021 data, increase 3% (\$21,016) annually the amount of new funds by FY28.

3.1.b. Increase by ##% the number of new/existing ISU partnerships resulting in internships and/or clinical opportunities for ISU students

FY 2019	FY 2020	FY 2021	FY 2022	Benchmark	
(2018-2019)	(2019-2020)	(2020-2021)	(2021-2022)	FY 2023	FY2027
				(2022-2023)	(2026-2027)
Not Available	Not Available	Not Available	Not Available	To Be Determined	To Be Determined

Benchmark: 2023 will be the first year this data is collected.

3.1.c. Increase by ##% the perception of regional partners that ISU provides its graduates with the skills needed to succeed in their organizations by FY28

FY 2019	FY 2020	FY 2021	FY 2022	Benchmark	
(2018-2019)	(2019-2020)	(2020-2021)	(2021-2022)	FY 2023	FY2027
				(2022-2023)	(2026-2027)
Not	Not	Not	Not	То Ве	To Be
Available	Available	Available	Available	Determined	Determined

Benchmark: 2023 will be the first year this data is collected.

Page **13** of **28**

Idaho State University Strategic Plan: 2023-2027

Objective 3.2: Maximize the impact of new and existing regional partnerships to support ISU's mission

Performance Measures:

3.2.a Increase by #% the number of student competitions, workshops, and other professional development events sponsored by or in partnership with corporate, non-profit, or governmental partners by FY 28

FY 2019	FY 2020	FY 2021	FY 2022	Benchmark	
(2018-2019)	(2019-2020)	(2020-2021)	(2021-2022)	FY 2023	FY2027
				(2022-2023)	(2026-2027)
Not	Not	Not	Not	То Ве	To Be
Available	Available	Available	Available	Determined	Determined

Benchmark: 2023 will be the first year this data is collected

3.2.b. Increase by 40% the number of off-campus CPI by FY28

FY 2019	FY 2020	FY 2021	FY 2022	Benchmark	
(2018-2019)	(2019-2020)	(2020-2021)	(2021-2022)	FY 2023	FY2027
				(2022-2023)	(2026-2027)
14%	18%	17%	Available	32%	40%
			AUG. 2022		

Benchmark: With the expectation that approximately 30% of internships will be off-campus in 2022, there will be an additional increase of 10% by FY28.

3.2.c. Increase by ##% the number of VIP visits from existing and new partners to ISU in a year by FY28

FY 2019	FY 2020	FY 2021	FY 2022	Benchmark	
(2018-2019)	(2019-2020)	(2020-2021)	(2021-2022)	FY 2023	FY2027
				(2022-2023)	(2026-2027)
Not	Not	Not	Not	То Ве	To Be
Available	Available	Available	Available	Determined	Determined

Benchmark: FY2023 will be the first year ISU tracks this measure.

Page **14** of **28**

Idaho State University Strategic Plan: 2023-2027

<u>Objective 3.3</u>: Expand collaborations with K-12 and post-secondary educational institutions <u>Performance Measures:</u>

3.3.a Increase by 25% transfer rates from Idaho community colleges to ISU by FY28

FY 2019	FY 2020	FY 2021	FY 2022	Bench	nmark
(2018-2019)	(2019-2020)	(2020-2021)	(2021-2022)	FY 2023 (2022-2023)	FY2027 (2026-2027)
197	196	224	Available AUG. 2022	235	280

Benchmark: Using the 2021 outcome, increase by 25% total transfer students by FY28.

3.3.b. Improve by 500% the number of University collaborations that result in establishing 4+1 and 3+2 degree options by FY28

FY 2019	FY 2020	FY 2021	FY 2022	Bench	nmark
(2018-2019)	(2019-2020)	(2020-2021)	(2021-2022)	FY 2023	FY2027
				(2022-2023)	(2026-2027)
3	4	8	Available AUG. 2022	9	15

Benchmark: Using the 2019 data, increase by 15 the total number of collaborations by FY28.

3.3.c. Facilitate outreach programs that bring 90 high school counselors to one of ISU's campuses by FY 28.

FY 2019	FY 2020	FY 2021	FY 2022	Benchmark	
(2018-2019)	(2019-2020)	(2020-2021)	(2021-2022)	FY 2023	FY2027
				(2022-2023)	(2026-2027)
39	Not	Not	Available	49	90
	Conducted	Conducted	AUG. 2022		

Benchmark: Using 2019 data, increase the number of Counselors attending an ISU Counselor event by 51 by FY28.

Idaho State University Strategic Plan: 2023-2027

Goal 4: Expand research, clinical, and creative activities

Objective 4.1: Enhance the faculty's ability to initiate research and innovative projects

Performance Measures:

4.1.a Office for Research will host 5 workshops/meetings per year that educate faculty and researchers on compliance or other research issues by FY28

FY 2019	FY 2020	FY 2021	FY 2022	Bench	nmark
(2018-2019)	(2019-2020)	(2020-2021)	(2021-2022)	FY 2023	FY2027
				(2022-2023)	(2026-2027)
Not Available	Not Available	Not Available	Not Available	5	25

Benchmark: Beginning FY23, the Office of Research will host five workshops/meetings annually over the five years.

4.1.b. Engage 2 first-time proposal submitters per year to receive grant writing help.

FY 2019	FY 2020	FY 2021	FY 2022	Bench	nmark
(2018-2019)	(2019-2020)	(2020-2021)	(2021-2022)	FY 2023	FY2027
				(2022-2023)	(2026-2027)
Not	Not	Not	Not	2	10
Available	Available	Available	Available		

Benchmark: Beginning FY23, over the five years, Office of Research will increase first-time submitters by 10.

4.1.c. Increase by 1 per year the number of faculty / researchers that apply for Office for Research internal grants by FY28

FY 2019	FY 2020	FY 2021	FY 2022	Bench	nmark
(2018-2019)	(2019-2020)	(2020-2021)	(2021-2022)	FY 2023	FY2027
				(2022-2023)	(2026-2027)
10	31	14	29	30	34

Benchmark: Using FY22 data, increase the goal by 5 based on current trends by FY28.

Page **16** of **28**

Idaho State University Strategic Plan: 2023-2027

Objective 4.2: Increase productivity in research, scholarly, and creative activities

Performance Measures:

4.2.a Increase by 15% ISU's total dollar amount of IPEDs reported research expenditures by FY28

FY 2019	FY 2020	FY 2021	FY 2022	Bench	nmark
(2018-2019)	(2019-2020)	(2020-2021)	(2021-2022)	FY 2023	FY2027
				(2022-2023)	(2026-2027)
\$17,213,329	\$15,170,279	15,684,143	Available AUG. 2022	\$16,154,667	\$18,036,764

Benchmark: Using the 2021 outcome, ISU will increase the number of dollars by \$2,352,621 by FY28.

4.2.b. 10% increase to the three-year rolling average number of external grant proposals submitted by FY28

FY 2019	FY 2020	FY 2021	FY 2022	Bench	nmark
(2018-2019)	(2019-2020)	(2020-2021)	(2021-2022)	FY 2023 (2022-2023)	FY2027 (2026-2027)
314	338	336	Available AUG. 2022	343	363

Benchmark: Using a three-year rolling average, the total number will increase by approximately 7 a year (34) by FY28.

4.2.c. Increase by 3 per year the number of faculty members who submit external grant proposals through the Office for Research by FY28

FY 2019	FY 2020	FY 2021	FY 2022	Bench	nmark
(2018-2019)	(2019-2020)	(2020-2021)	(2021-2022)	FY 2023	FY2027
				(2022-2023)	(2026-2027)
173	179	159	Available AUG. 2022	161	174

Benchmark: Using 2021 data for faculty members, the total number will increase by 15 by FY28.

Page **17** of **28**

Idaho State University Strategic Plan: 2023-2027

Objective 4.3: Capitalize on ISU clinical services as a source for clinical research

Performance Measures:

4.3.a Increase by 10% the percentage of KDHS students that participate in interprofessional educational/clinical research opportunities by FY28

FY 2019	FY 2020	FY 2021	FY 2022	Bench	nmark
(2018-2019)	(2019-2020)	(2020-2021)	(2021-2022)	FY 2023	FY2027
				(2022-2023)	(2026-2027)
91%	41%	84%	Available AUG. 2022	86%	94%

Benchmark: Using the 2021 data, ISU will work to increase the total percentage by 10% by FY28.

4.3.b. Increase by 10% the percentage of KDHS faculty that participate in interprofessional educational/clinical research opportunities by FY28

FY 2019	FY 2020	FY 2021	FY 2022	Bench	nmark
(2018-2019)	(2019-2020)	(2020-2021)	(2021-2022)	FY 2023	FY2027
				(2022-2023)	(2026-2027)
86%	89%	84%	Available AUG. 2022	86%	94%

Benchmark: Using the 2021 data, ISU will work to increase the total percentage by 10% by FY28.

4.3.c. Increase by # the number of faculty workload hours assigned to clinical service research by FY28

FY 2019	FY 2020	FY 2021	FY 2022	Benchmark	
(2018-2019)	(2019-2020)	(2020-2021)	(2021-2022)	FY 2023	FY2027
				(2022-2023)	(2026-2027)
Not	Not	Not	Not	Not	To Be
Available	Available	Available	Available	Available	Determined

Benchmark: ISU does not currently track faculty workload hours but will establish a method in FY23.

Page **18** of **28**

Idaho State University Strategic Plan: 2023-2027

Objective 4.4: Enhance ISU student research, clinical, and creative opportunities

Performance Measures:

4.4.a Increase by 40% the number of graduate students participating in Graduate School research/ creative activity symposium / 3MT by FY28

	FY 2019	FY 2020	FY 2021	FY 2022	Bench	nmark
(2	2018-2019)	(2019-2020)	(2020-2021)	(2021-2022)	FY 2023	FY2027
					(2022-2023)	(2026-2027)
	66	48	73	85	86	92

Benchmark: Using the 2021 outcome, increase the total number by 8% by FY28.

4.4.b. Increase by 25 the number of students who participate in the ISU undergraduate research symposium by FY28

FY 2019	FY 2020	FY 2021	FY 2022	Bench	nmark
(2018-2019)	(2019-2020)	(2020-2021)	(2021-2022)	FY 2023	FY2027
				(2022-2023)	(2026-2027)
33	33	23 (online)	31	36	56

Benchmark: Using the FY22 outcome, increase by five annually the number of students who participate by FY28.

4.4.c. Increase by 9% the number of undergraduate degree-seeking students enrolled in course-based undergraduate research by FY28

FY 2019	FY 2020	FY 2021	FY 2022	Bench	nmark
(2018-2019)	(2019-2020)	(2020-2021)	(2021-2022)	FY 2023 (2022-2023)	FY2027 (2026-2027)
3,314	3,064	2,984	Available AUG. 2022	3,374	3,612

Benchmark: Using the 2019 outcome (due to COVID), the new goal is based on an approximate 9% increase by FY28.

Page **19** of **28**

Idaho State University Strategic Plan: 2023-2027

Goal 5: Energize the Bengal community

Objective 5.1: Enhance student life and engagement

Performance Measures:

5.1.a Increase by 74 the number of students participating in career-related internships/practica by FY28

FY 2019	FY 2020	FY 2021	FY 2022	Bench	nmark
(2018-2019)	(2019-2020)	(2020-2021)	(2021-2022)	FY 2023	FY2027
				(2022-2023)	(2026-2027)
887	831	926	To Be Determined	941	1,000

Benchmark: Using the 2021 outcome, increase the number of participants by 74 by FY28.

5.1.b. ##% of students living in ISU's housing score the quality of their accommodations a four or higher out of a total of five by FY28

FY 2019	FY 2020	FY 2021	FY 2022	Bench	nmark
(2018-2019)	(2019-2020)	(2020-2021)	(2021-2022)	FY 2023	FY2027
				(2022-2023)	(2026-2027)
Not	Not	Not	Not	То Ве	То Ве
Available	Available	Available	Available	Determined	Determined

Benchmark: ISU does not currently track overall student satisfaction with university housing but will begin in FY2023.

5.1.c. Increase by 777 the number of students who actively participate in formal mentoring programs with other students, faculty and staff, and ISU alumni by FY 28

FY 2019	FY 2020	FY 2021	FY 2022	Benchmark	
(2018-2019)	(2019-2020)	(2020-2021)	(2021-2022)	FY 2023	FY2027
				(2022-2023)	(2026-2027)
Not Available	Not Available	Not Available	723	878	1500

Benchmark: The program's expectation was that it would double in size by FY28.

Idaho State University Strategic Plan: 2023-2027

Objective 5.2: Increase faculty and staff connection, engagement, and recognition

Performance Measures:

5.2.a Increase by 20% faculty attendance in workshops, panels, and other events hosted by ISU's Program for Instructional Effectiveness by FY28

FY 2019	FY 2020	FY 2021	FY 2022	Bench	nmark
(2018-2019)	(2019-2020)	(2020-2021)	(2021-2022)	FY 2023	FY2027
				(2022-2023)	(2026-2027)
Not Available	213	213	Available AUG. 2022	222	266

Benchmark: Using the 2020 outcome, a 20% increase per year by 2028.

5.2.b. Increase by 9% the overall faculty/staff pride in working for ISU by FY27

FY 2019	FY 2020	FY 2021	FY 2022	Bench	nmark
(2018-2019)	(2019-2020)	(2020-2021)	(2021-2022)	FY 2023	FY2027
				(2022-2023)	(2026-2027)
72%	Not Available	75%	Not Available	77%	81%

Benchmark: A 2% increase every other year using the bi-annual employee engagement survey in 2023, 2025, and 2027.

5.2.c. Increase by 26% the number of faculty and staff nominees in the "Be a Bengal" program

FY 2019	FY 2020	FY 2021	FY 2022	Bench	nmark
(2018-2019)	(2019-2020)	(2020-2021)	(2021-2022)	FY 2023	FY2027
				(2022-2023)	(2026-2027)
Not Available	111	78	Available AUG. 2022	119	150

Benchmark: Using 2020 as the baseline, increase the goal by 5.2% (8) annually by FY28.

Page **21** of **28**

Idaho State University Strategic Plan: 2023-2027

Objective 5.3: Increase alumni connections to and participation with ISU.

Performance Measures:

5.3.a Increase by 20% endowed scholarships funded by alumni during the scholarship campaign

FY 2019	FY 2020	FY 2021	FY 2022	Bench	nmark
(2018-2019)	(2019-2020)	(2020-2021)	(2021-2022)	FY 2023	FY2027
				(2022-2023)	(2026-2027)
\$251,317	\$2,016,509	\$385,401	Available AUG. 2022	400,817	\$462,481

Benchmark: Using the 2021 outcome, increase new funds by 20% by FY28.

5.3.b. Increase by 3,500 the number of participants attending campus events (e.g., speakers, networking opportunities) featuring ISU alumni by FY28

FY 2019	FY 2020	FY 2021	FY 2022	Bench	nmark
(2018-2019)	(2019-2020)	(2020-2021)	(2021-2022)	FY 2023	FY2027
				(2022-2023)	(2026-2027)
6,500	12,743	14,891	Available AUG. 2022	7,200	10,000

Benchmark: FY2020 and 2021 represent online events. Using the FY2019 data, increase by 700 a year by FY28.

5.3.c. Increase by 60% the number of alumni that attend alumni homecoming events by FY28

FY 2019	FY 2020	FY 2021	FY 2022	Benchmark
(2018-2019)	(2019-2020)	(2020-2021)	(2021-2022)	2027
Not Available	Not Available	522	Available	835
			AUG. 2022	

Benchmark: Using the 2021 data, increase the number of attendees at multiple events by 313 by FY28.

Page 22 of 28

Idaho State University Strategic Plan: 2023-2027

Objective 5.4: Increase ISU's impact on its communities

Performance Measures:

5.4.a Increase by ##% the number of community events ISU participates in by FY28.

FY 2019	FY 2020	FY 2021	FY 2022	Benchmark
(2018-2019)	(2019-2020)	(2020-2021)	(2021-2022)	2027
Not Available	Not Available	Not Available	To Be	То Ве
			Determined	Determined

Benchmark: This data will be collected across the University for FY23.

5.4.b. Increase by 21% the percentage of students participating in course-based community-engaged learning by FY28

FY 2019	FY 2020	FY 2021	FY 2022	Benchmark
(2018-2019)	(2019-2020)	(2020-2021)	(2021-2022)	2027
48%	45%	44%	Available	65%
			AUG. 2022	

Benchmark: The goal is based on the 2021 achievement of 44% and an increase of 21% by FY28.

5.4.c. Increase by 10% attendance at ISU athletic events

FY 2019	FY 2020	FY 2021	FY 2022	Benchmark
(2018-2019)	(2019-2020)	(2020-2021)	(2021-2022)	2027
74,694	31,746	33,054	Available	82,163
			AUG. 2022	

Benchmark: Using the 2019 data (due to COVID), increase by 10% (7,469) the attendance by FY28.

Page 23 of 28

Idaho State University Strategic Plan: 2023-2027

Key External Factors

COVID-19

From March 2020 to the present, COVID-19 has directly affected operations, enrollment, and student learning throughout the University. Idaho State University has taken every conceivable precaution to reduce the exposure of its students, faculty, staff, and the community to COVID-19. ISU has maintained face-to-face instruction following the CDC guidelines by implementing multiple measures to track positive COVID cases.

Funding

Many of Idaho State University's strategic goals and objectives assume ongoing and sometimes substantive, additional levels of State legislative appropriations. The COVID-19 pandemic has reduced ISU's ability to fund strategic initiatives on some strategic objectives and goals in FY23.

Legislation/Rules

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

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

Institutional and Specialized Accreditation Standards

The Northwest Commission on Colleges and Universities (NWCCU) conducted its Year 7 accreditation evaluation in FY22. Similarly, our professional programs' specialized accrediting bodies periodically change their accreditation standards and requirements, which we must address.

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

Federal Government

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

Idaho State University Strategic Plan: 2023-2027

research agendas at the state and the institutional levels. The recent decrease in funding for Pell Grants has negatively impacted our students' need-based financial aid.

Local/Regional/National/Global Economic Outlook

Conventional wisdom has long tied cyclic economic trends to corresponding trends in higher education enrollments. While some recent factors have caused this long relationship to be shaken in terms of the funding students have Available AUG. 2022 for higher education, in general, the perceived and actual economic outlooks experienced by students continue to affect both recruitment into our colleges' and universities' degree progress and completion rates. A significant proportion of our students must work and therefore cannot complete their education in a timely manner.

As a result of COVID, wages have significantly increased by almost double the federal minimum wage. This sharp increase in wages resulted in fewer individuals feeling they needed to attend higher education institutions for workforce training and education opportunities.

Achieving State Board of Education Goals

Achieving State Board of Education goals is a priority for ISU. Still, the University's leadership believes one of the Board's goals remains beyond ISU's reach within this five-year planning cycle. While the long-term objective for ISU is to achieve an 80% fall-to-fall retention rate of first-time, full-time bachelor degree-seeking students, this rate is a significant stretch in this five-year period. The expansion of competitive graduate programs at the Meridian Health Sciences Center, ISU-Twin Falls Center, and Idaho Falls Polytechnic Center can help produce positive impacts; ISU's current retention rate increase in 2021 to 65%. ISU's five-year goal remains 74%, even though it may be challenging. The University continues to focus on attaining the SBOE's goal throughout this and the next planning cycle. The reasons why a 74% retention rate is more realistic for the five-year plan are the following:

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

Idaho State University Strategic Plan: 2023-2027

- ISU implemented an early alert system in Fall 2021, and is already seeing some success. Faculty are fully committed to supporting the program and students seem to be benefiting.
- Momentum Pathways, and its subordinate programs, is a SBOE directed set of programs that is currently underway. Many of the initiatives within Pathways are being implemented, but the SBOE's emphasis is focusing on implementation timelines. Additional programs include increasing the go-on rate for high school students, increasing return-to-college and completion for adults, and closing gaps for under-represented graduates.
- ISU has high enrollment rates of first-generation, low-income students. These
 students have inadequate resources and limited support for navigating the
 complicated processes within a university. Therefore, these students are transient in
 nature, moving in and out of college, and are less likely to be retained from one year
 to the next.
- The Bengal Bridge initiative continues to expand each summer, so this program will also take time to impact the overall retention rate.

Evaluation Process

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

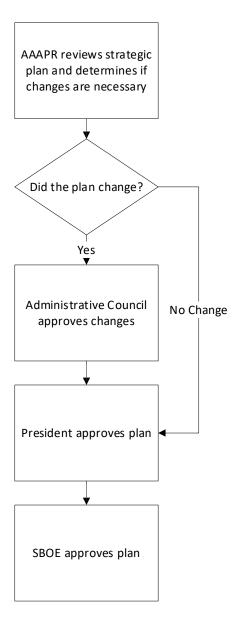
The Accreditation, Assessment, and Academic Program Review (AAAPR) Committee, a team of faculty and staff constituents meet quarterly to evaluate three factors affecting each objective's progress.

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

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

Idaho State University Strategic Plan: 2023-2027

Evaluation Process



Idaho State University Strategic Plan: 2023-2027

Appendix 1

		State Board of	Education Goals	
	Goal 1: EDUCATION SYSTEM ALIGNMENT	Goal 2: EDUCATION READINESS	Goal 3: EDUCATIONAL ATTAINMENT	Goal 4: WORKFORCE READINESS
Idaho State University				
Goal 1: Increase student access, opportunity, retention, and success			✓	✓
Goal 2: Strengthen programmatic excellence		√	✓	
Goal 3: Cultivate external partnerships	\checkmark	\checkmark	✓	✓
Goal 4: Expand research, clinical, and creative activities	√		✓	√
Goal 5: Energize the Bengal community		✓	✓	✓

Lewis-Clark State College Strategic Plan

Office of Institutional Research & Effectiveness
FY 2023 – FY 2027





Connecting Learning to Life

STRATEGIC PLAN FY 2023 - 2027



Submitted May, 2022

Contents

Contents	3
Core Theme One: Opportunity	4
Core Theme Two: Success	4
Core Theme Three: Partnerships	4
VISION STATEMENT	4
Goal 1: Strengthen and Optimize Instructional and Co-curricular Programming	5
Objective A: Optimize course and program delivery options	5
Objective B: Ensure high quality program outcomes	6
Objective C: Optimize curricular & co-curricular programming through <i>Connecting Learning to L</i> initiative	-
Goal 2: Optimize Student Enrollment, Retention and Completion	11
Objective A: Increase the college's degree-seeking student enrollment	11
Objective B: Increase credential output	14
Goal 3: Foster Inclusion throughout Campus and Community Culture	23
Objective A: Expand inclusive practices programming	23
Goal 4: Increase and Leverage Institutional Resources to Achieve Enrollment, Employee Retention Campus Planning Objectives	
Objective A: Diversify revenue streams to allow for investment in campus programs and infrastructure	26
Objective B: Bring all employee compensation up to policy/median benchmarks	29
Key External and Internal Factors	30
Evaluation Process	31
Red Tape Reduction Act	32
Addendum: Cyber Security National Institute of Standards and Technology (NIST) Cybersecurity Framework	32
Implementation of the Center for Internet Security (CIS) Controls	32
Implementation of the Employee Cybersecurity Training	34
Implementation of the Specialized Cybersecurity Training	34
Appendix 1: Crosswalk of State Board of Education Goals with Institutional Goals & Objectives	37

MISSION STATEMENT

Lewis-Clark State College prepares students to become successful leaders, engaged citizens, and lifelong learners.

Core Theme One: Opportunity

Expand access to higher education and lifelong learning.

Core Theme Two: Success

Ensure attainment of educational goals through excellent instruction in a supportive learning environment.

Core Theme Three: Partnerships

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

VISION STATEMENT

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

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

Objective A: Optimize course and program delivery options¹

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

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

Benchmark: Based upon current planning processes, LC State anticipates adding online degrees/certificates and evening & weekend programs of study beginning with the FY21 academic year forward. Note that LC State's relative percentage of fully online offerings is planned to remain at approximately 20% of the overall program mix.

Course Delivery Methods	FY17 (2016- 17)	FY18 (2017- 18)	FY 19 (2018- 19)	FY 20 (2019- 20)	FY 21 (2020- 21)	FY 22 (2021- 22)	FY 23 (2022- 23)	FY 27 (2026- 27)
Online ²	New Measure		36	40	42	49		
Benchmark	No Prior Benchmarks			37	42	42	42	42
Achievement				MET	MET	MET		
Evening/ Weekend	New Measure		0	7 ³	7	7		
Benchmark		Prior nmarks		2	6	7	7	7
Achievement				MET	MET	MET		

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

² List of online programs available here: http://catalog.lcsc.edu/programs/#filter=.filter-42

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

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

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

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

Web Enhanced Courses	FY17	FY18	FY 19 (2018-19)	FY 20 (2019-20)	FY 21 (2020-21)	FY 22 (2021-22)	FY 23-27 (2022-23 thru 2026-27)
% Sections	New Measure		Inventory current courses content on LMS	69% ⁵	79%	89%	
Benchmark		No Prior B	enchmarks	100%	100%	100%	
Achievement					NOT MET	NOT MET	

Objective B: Ensure high quality program outcomes⁶

Performance Measure 1: Licensing & certification

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

Benchmark: Meet or exceed national or statewide averages.

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

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

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

Li	Licensing/Cert. Exams		FY17 (2016- 17)	FY18 (2017- 18)	FY 19 (2018- 19)	FY 20 (2019- 20)	FY 21 (2020- 21)	FY 22 (2021- 22)	FY 23-27 (2022-23 thru 2026-27)	
	NCLEX	LC State	93%	99%	94%	95%	94%	Not	Exceed	
	Registered Nurse ⁷	Benchmark: Nat'l Ave.	85%	85%	86%	87%	85%	Yet Availa National	National	
		Achievement	MET	MET	MET	MET	MET	ble	Average	
	NCLEX	LC State	78%	100%	91%	100%	Not Ava	ailahla:		
	Practical Nurse ⁷	Benchmark: Nat'l Ave.	87%	87%	85%	86%	Progra	am on	Exceed National	
se	Nurse	Achievement	NOT MET	MET	MET	MET hiatus following Dec. 2019.	_	Average		
Degrees		LC State	100%	95%	89%	76%	86%	Not		
	ARRT	Benchmark: Nat'l Ave.	89%	89%	89%	88%	84%	Yet	Exceed National	
Professional	Radiology	Achievement	MET	MET	MET	NOT MET	MET	Availa ble	Average	
rofe		LC State ⁸	168	168	170	171	166	Not		
	PRAXIS Teacher	Benchmark: State Ave.	172	170	168	170	168	Yet	Meet State	
	Education	Achievement	NOT MET	NOT MET	MET	MET	MET	Availa ble	Average Scores	
		LC State	87%	78%	57%	86%				
	ASWB Social	Benchmark: Nat'l Ave.	78%	69%	67%	69%	Not		Exceed National	
	Work	Achievement	MET	MET	NOT MET	MET	Avail	able	National Average	

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

⁸ Excludes tests 5003, 5004, and 5005, which are required for elementary certification, but which test background subject area content that is not taught in the Division of Teacher Education programs or majors connected to certification.

Lic	Licensing/Certification Exams		FY17 (2016- 17)	FY18 (2017- 18)	FY 19 (2018- 19)	FY 20 (2019- 20)	FY 21 (2020- 21)	FY 22 (2021-22)	FY 23-27 (2022-23 thru 2026-27)	
		LC State	100%	 % ¹⁰	% ¹¹	% ¹¹	% ¹¹		Exceed	
	Pharmacy Technician	Benchmark: Nat'l Ave.	58%	58%	57%			Not Yet Available	National Average	
Training		Achievement	MET	NOT MET	MET					
		LC State	Cohorts	89%	Cohorts	%11	88%		Exceed	
force	Paramedic ¹²	Benchmark: Nat'l Ave.	complete	73%	complete every		79%	Not Yet Available	National	
Workforce		Achievement	other year	MET	other year		MET	,	Average	
>	Electrical	LC State	90%	100%	100%	91%	89%			
	Apprentice- ship Idaho	Benchmark: State Ave.	79%	77%	75%	77%	78%	Not Yet Available	Exceed State Average	
	Journeyman	Achievement	MET	MET	MET	MET	MET		Average	

Objective C: Optimize curricular & co-curricular programming through *Connecting Learning to Life* initiative¹³

Connecting Learning to Life has been reenergized as a presidential priority focusing on bringing to life, across and throughout curricula and/or co-curricular engagement, LC States's grounding mantra, "connecting learning to life"; and by doing so, make experiential and applied learning a signature hallmark of an LC State education. 'Connecting' experiences fall under applied learning¹⁴ or experiential

⁹ Workforce Training at LC State also offers Certified Nursing Assistant (CNA) training requiring exit exam certification. However, a change in statewide contract with vendor does not stipulate that the vendor report the test results back to the institutions. CNA will be brought back as part of this performance measure if/when those records become available.

¹⁰ To protect student privacy, statistics not reported when composed of less than five individual students aggregated.

¹¹ No students tested.

¹² Written exam results only.

¹³ Consistent with Core Theme Two: Success. Ensure attainment of educational goals through excellent instruction in a supportive learning environment.

¹⁴ Applied learning = hand's on application of theory.

*learning*¹⁵. Many students will complete applied or experiential learning within their chosen majors. Others may reach outside their major for hands-on, co-curricular experiences.

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

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

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

Curricular Applied & Experiential Learning	FY17 - FY18	FY 19 (2018-19)	FY 20 (2019-20)	FY 21 (2020-21)	FY 22 (2021-22)	FY 23-27 (2022-23 thru 2026-27)
Apprenticeships		Developed				
Directed Study		inventory of applied & experiential learning: Identified Courses & Programs of Study/Majors, Minors, Certificates. No gaps were identified: All programs of study included				
Field Experiences			Developed			100% of LC State graduates participate in applied &/or experiential learning via curricular or co-curricular experiences.
'Hands-on' courses			Signature Certificates that knit together academic and Career	Marketed	Continue to	
Internships, Practica & Clinicals	New Measure			availability of Signature Certificates	promote Signature Certificates	
Performance Arts			& Tech. Edu (CTE)	,,		
Service Learning			coursework			
Undergraduate Research		curricular applied and experiential learning.				

¹⁵ Experiential learning = the process through which students develop knowledge, skills, and values from direct experiences outside a traditional academic setting.

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

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

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

Co- Curricular Applied & Experiential Learning	FY17 - FY18	FY 19 (2018-19)	FY 20 (2019-20)	FY 21 (2020-21)	FY 22 (2021-22)	FY 23-27 (2022-23 thru 2026-27)
Intramural athletics Intercollegiate athletics Club Sports Leadership in clubs or organizations Peer mentorship Reserve Officer Training Corps (ROTC)/Military Education Residence life leadership Student government LC Work Scholars Work study/experience including tutoring Study abroad	New Measure	Developed inventory of co-curricular applied & experiential learning Reprioritized/ reorg. resources & staff to support co-curricular programming: Center of Student Leadership Student Employment & Career Center	Expanded peer mentor program. In fall 2019, 22 peer mentors assisted new entering students. This program will continue. Elements of co-curricular transcript & tracking software were launched with minor delay. Continued to expand functionality of software.	Co-curricular transcript, integrated with the Do More App, made functional. Expanded student clubs, organizations and inperson leadership development opportunities Career Readiness microcredential unveiled in Spring 2021 semester.	Career Fair Oct. '21 offered in a live format. Attendance of students & businesses increased from prior year. Exploring the possibility of including programming for regional high school students. Special breakout sessions connecting regional high schools' students and employers were conducted.	100% of LC State graduates participate in applied &/or experiential learning via curricular or co-curricular experiences.

¹⁶ This remains an aspirational goal. The specific goal for the 22-23 academic year is to launch a micro-credential in career readiness, which will be available to all LC State students who engage in a specific menu of activities.

Goal 2: Optimize Student Enrollment, Retention and Completion

Objective A: Increase the college's degree-seeking student enrollment¹⁷

Performance Measure 1: Direct from high school enrollment

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

Benchmarks derived from financial modeling of institutional viability and expansion¹⁸. Based upon financial modeling of campus viability, LC State would like to be 3,000 total FTE or experience a growth of 10% from current FTE by FY 25, necessitating a 1.6 percent increase annually. How that campus wide goal extrapolates to direct high school enrollment is articulated in the table below.

Direct from High School Enrollment	FY17 (Fall '16)	FY18 (Fall '17)	FY 19 (Fall '18)	FY 20 (Fall '19)	FY 21 (Fall '20)	FY 22 (Fall '21)	FY 23 (Fall '22)	FY 27 (Fall '26)
FTE	436	479	422	420	407	382	Available Fall '22 Census	Available Fall '26 Census
Benchmark		1easure – N Benchmark:		429	436	442	449	478
Achievement				NOT MET	NOT MET	NOT MET		_

Performance Measure 2: Adult enrollment

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

Benchmarks derived from financial modeling of institutional viability and expansion¹⁸. Based upon financial modeling of campus viability, LC State would like to be 3,000 total FTE or experience a growth of 10% FTE by FY25, necessitating a 1.6 percent increase annually. How that campus wide goal extrapolates to adult enrollment is articulated in the table below.

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

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

Adult Learner (>24) Enrollment	FY17 (Fall '16)	FY18 (Fall '17)	FY 19 (Fall '18)	FY 20 (Fall '19)	FY 21 (Fall '20)	FY 22 (Fall '21)	FY 23 (Fall '22)	FY 27 (Fall '26)
FTE	773	709	631	608	618	541	Available Fall '22 Census	Available Fall '26 Census
Benchmark		1easure – N 3enchmarks		641	651	661	671	715
Achievement				NOT MET	NOT MET	NOT MET		

Performance Measure 3: Online Headcount

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

Benchmarks derived from financial modeling of institutional viability and expansion¹⁸. Based upon financial modeling of campus viability, LC State would like to be 3,000 total FTE or experience a growth of 10% FTE by FY 25, necessitating a 1.6 percent increase annually. How that campus wide goal extrapolates to online headcount is articulated in the table below²⁰.

Online Headcount	FY17 (Fall '16)	FY18 (Fall '17)	FY 19 (Fall '18)	FY 20 (Fall '19)	FY 21 (Fall '20)	FY 22 (Fall '21)	FY 23 (Fall '22)	FY 27 (Fall '26)
НС	1,663	1,557	1,483	1,368	1650	1596 ²¹	Available Fall '22 Census	Available Fall '26 Census
Benchmark		New Measure – No Prior Benchmarks		1,507	1,531	1,555	1,578	1,681
Achievement				NOT MET	MET	MET		

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

²⁰ This benchmark assumes that a 10% growth in FTE would also equate a 10% growth in headcount.

²¹ Preliminary figure associated with the April 2022 IPEDS Fall Enrollment Survey deadline.

Performance Measures 4: Direct transfer enrollment

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

Benchmarks derived from financial modeling of institutional viability and expansion¹⁸. Based upon financial modeling of campus viability, LC State would like to be 3,000 total FTE or experience a growth of 10% FTE by FY 25, necessitating a 1.6 percent increase annually. How that campus wide goal extrapolates to direct transfer enrollment is articulated in the table below.

Direct Transfer Enrollment	FY17 (Fall '16)	FY18 (Fall '17)	FY 19 (Fall '18)	FY 20 (Fall '19)	FY 21 (Fall '20)	FY 22 (Fall '21)	FY 23 (Fall '22)	FY 27 (Fall '26)
FTE	211	173	149	171	168	163	Available Fall '22 Census	Available Fall '26 Census
Benchmark		1easure – N Benchmarks		151	174	177	179	191
Achievement				MET	NOT MET	NOT MET		

Performance Measure 5: Nonresident enrollment

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

Benchmarks derived from financial modeling of institutional viability and expansion¹⁸. Based upon financial modeling of campus viability, LC State would like to be 3,000 total FTE or experience a growth of 10% FTE by FY 25, necessitating a 1.6 percent increase annually. How that campus wide goal extrapolates to nonresident enrollment is articulated in the table below.

Nonresident Enrollment	FY17 (Fall '16)	FY18 (Fall '17)	FY 19 (Fall '18)	FY 20 (Fall '19)	FY 21 (Fall '20)	FY 22 (Fall '21)	FY 23 (Fall '22)	FY 27 (Fall '26)
Asotin Co. Resident FTE ²²	183	164	150	149	136	129	Available Fall '22 Census	Available Fall '26 Census
Benchmark		1easure – N Benchmark		152	155	157	160	172
Achievement				NOT MET	NOT MET	NOT MET		
Nonresident FTE	395	359	329	319	326	351	Available Fall '22 Census	Available Fall '26 Census
Benchmark:	New Measure – No Prior Benchmarks			334	339	344	350	374
Achievement				NOT MET	NOT MET	MET		

Objective B: Increase credential output²³

Performance Measure 1: Certificates and degrees²⁴

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

²² Asotin County residents pay a unique tuition & fee rate. More information about tuition & fees as they pertain to residency status available here: <a href="https://www.lcsc.edu/student-accounts/tuition-and-fees/tuition-and-fees/tuition-and-fees/status-accounts/tuition-and-fees/tuition-and-fees/status-accounts/tuition-and-fees/status-accounts/tuition-and-fees/status-accounts/

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

²⁴ State Board of Education postsecondary system wide measure.

²⁵ Consistent with IPEDS Completions Survey definitions.

Benchmarks developed to align with the Idaho State Board of Education's K-20 Strategic Plan²⁶ and achieve 1,050 total completions by AY 2035-36.²⁷

Certificates & Degrees	FY17 (2016 -17)	FY18 (2017- 18)	FY 19 (2018- 19)	FY 20 (2019- 20)	FY 21 (2020- 21)	FY 22 (2021- 22)	FY 23 (2022-23)	FY 27 (2026-27)
Certificates	18	21	15	26	51	Available Summer '22	Available Summer '23	Available Summer '27
Benchmark: Maintain		nchmark odology	21	21	28	<u>23</u>	30 24	26
Achievement			NOT MET	MET	MET			
Associates	414	425	347	365	218	Available Summer '22	Available Summer '23	Available Summer '27
Benchmark: +1% annually		nchmark odology	430	436	442	<u>256</u>	455 262	288
Achievement			NOT MET	NOT MET	NOT MET			
Baccalaureates	528	587	626	505	599	Available Summer '22	Available Summer '23	Available Summer '27
Benchmark: +1% annually		nchmark odology	594	646	666	<u>496</u>	705 509	559
Achievement			MET	NOT MET	NOT MET			

²⁶ Goal 3, Objective A, Performance Measure I: "Total number of certificates/degrees conferred, by institution per year".

²⁷ Benchmarks re-aligned to current version of Idaho State Board of Education's K-20 Strategic Plan assuming peer comparable retention and completion rates. Changes Tracked.

Performance Measures 2: Graduates²⁸

Definition: The unduplicated count of graduates by degree-level.²⁹

Benchmarks developed to align with the Idaho State Board of Education's K-20 Strategic Plan 26 and achieve 1,050 total completions by AY 2035-36. 27

Graduates	FY17 (2016- 17)	FY18 (2017- 18)	FY 19 (2018- 19)	FY 20 (2019- 20)	FY 21 (2020- 21)	FY 22 (2021-22)	FY 23 (2022-23)	FY 27 (2026-27)
Certificates	14	20	15	25	42	Available Summer '22	Available Summer '23	Available Summer '27
Benchmark: Maintain		nchmark dology	20	20	30	<u>23</u>	30 24	26
Achievement			NOT MET	MET	MET			
Associates	300	410	325	357	206	Available Summer '22	Available Summer '23	Available Summer '27
Benchmark: +1% annually		nchmark dology	415	420	424	<u>256</u>	433 262	288
Achievement			NOT MET	NOT MET	NOT MET			
Baccalaureates	523	573	616	491	589	Available Summer '22	Available Summer '23	Available Summer '27
Benchmark: +1% annually		nchmark dology	580	622	628	<u>496</u>	641 509	559
Achievement			MET	NOT MET	NOT MET			

²⁸ State Board of Education postsecondary system wide measure.

²⁹ Graduates of multiple degree-levels are counted in the category of their highest degree/certificate awarded.

Performance Measures 3: Graduation Rate - 150% normative time to degree attainment³⁰

Definition: The proportion of first-time, full-time entering students who attain a degree or certificate within 150% normative time to degree³¹.

Benchmarks developed to align with the Idaho State Board of Education's K-20 Strategic Plan²⁶ and achieve 1,050 total completions by AY 2035-36.²⁷

First-Time Full-Time Cohorts	Attainment w/in 150% Time	FY17 (2011 Cohort)	FY18 (2012 Cohort)	FY 19 (2013 Cohort)	FY 20 (2014 Cohort)	FY 21 (2015 Cohort)	FY 22 (2016 Cohort)	FY 23-27 (2017-21 Cohorts)
	Васс.	23%	33%	32%	31%	32%		
Entered as Bacc	Benchmark:	New Benchmark Methodology	24%	25%	33%	34%	35 39%	39%
Seeking	Achievement	No Prior Benchmark	MET	MET	NOT MET	NOT MET		
All First-	Bacc., Assoc, & Certificates	28%	40%	38%	36%	37%		
Time, Full- Time	Benchmark:	New Benchmark Methodology	29%	30%	39%	40%	41 <u>38</u> %	38%
Students	Achievement	No Prior Benchmark	MET	MET	NOT MET	NOT MET		

³⁰ State Board of Education postsecondary system wide measure.

³¹ One hundred and fifty percent (150%) normative time to degree is six years for baccalaureate degrees, three years for associate degrees, and one and a half years for a one year certificate. Calculations used IPEDS definitions.

Performance Measure 4: Graduation Rate - 100% normative time to degree attainment³²

Definition: The proportion of first-time, full-time entering baccalaureate-seeking students who achieved a baccalaureate, associate, or certificate within 100% normative time to degree.

Benchmarks developed to align with the Idaho State Board of Education's K-20 Strategic Plan²⁶ and achieve 1,050 total completions by AY 2035-36.²⁷

First-Time Full-Time Cohort	Attainment w/in 100% Time	FY17 (2013 Cohort)	FY18 (2014 Cohort)	FY 19 (2015 Cohort)	FY 20 (2016 Cohort)	FY 21 (2017 Cohort)	FY 22 (2018 Cohort)	FY 23-27 (2019-23 Cohorts)
Entered as	Bacc. ³³	16%	15%	21%	18%	24%		
Bacc Seeking	Cert. & Assoc.	1%	1%	1%	3%	4%		
Benchmark		New Benchmark Methodology	22%	23%	24%	2 <u>3</u> 5%	2 <u>3</u> 6%	23%
Achievement			NOT MET	NOT MET	NOT MET	MET		

³² State Board of Education postsecondary system wide measure.

³³ Consistent with IPEDS Graduation Rates Survey definitions.

Performances Measure 5: Retention rates

Definitions:

The retention or proportion of **first-time**, **full-time**, **baccalaureate-seeking students** who start college in summer or fall terms and re-enroll by the following fall term of the subsequent academic year.

The retention of the **entire degree-seeking student body**. The proportion of the total degree-seeking headcount of the prior academic year (summer, fall, spring) who graduated or returned to attend LC State by the following fall of the subsequent academic year.

Benchmarks developed to align with the Idaho State Board of Education's K-20 Strategic Plan²⁶ and achieve 1,050 total completions by AY 2035-36.²⁷

Retention	FY17 (2016- 17)	FY18 (2017- 18)	FY 19 (2018- 19)	FY 20 (2019- 20)	FY 21 (2020- 21)	FY 22 (2021- 22)	FY 23 (2021- 22)	FY 27 (2026- 27)
First-Time, Full-Time, Baccalaureate- Seeking, Students	57%	63%	60%	61%	63% ²²			
Benchmark: +2% annually ³⁴		ew rement	61%	63%	65%	66%	67%	68%
Achievement			NOT MET	NOT MET	NOT MET			
All Degree- Seeking Students	73%	75%	75%	76%	74%			
Benchmark: +2% annually		ew rement	77%	79%	81%	82%	83%	68%
Achievement			NOT MET	NOT MET	NOT MET			

³⁴ Long-term benchmarks for FY 25 reflect 10% above the baseline, which is the historical four-year average of first-time, full-time, degree-seeking retention (59%).

Performance Measure 6: 30 to Finish³⁵

Definition: Percent of undergraduate, degree-seeking students, who started their attendance in the fall (or prior summer) term, completing 30 or more credits per academic year, excluding those who graduated midyear and those students who started their enrollment during spring semester.

Benchmarks derived from financial modeling of institutional viability and expansion¹⁸. Based upon financial modeling of campus viability, LC State would like to be 3,000 total FTE or experience a growth of 10% FTE by FY 25, necessitating a 1.6 percent increase annually. How that campus wide goal extrapolates to degree-seeking student credit load is articulated in the table below.

30+ credits per AY	FY17 (2016- 17)	FY18 (2017- 18)	FY 19 (2018- 19)	FY 20 (2019- 20)	FY 21 (2020- 21)	FY 22 (2021- 22)	FY 23 (2021- 22)	FY 27 (2026- 27)
%	25%	38%	31%	33%	29%			
Benchmark ³⁶	Benchr	ew marking thod	30%	32%	34%	35%	36%	40%
Achievement			MET	MET	NOT MET			

³⁵ State Board of Education postsecondary system wide measure.

Performance Measure 7: Remediation³⁵

Definition: Percent of degree-seeking students who took a remedial course and completed a subsequent credit bearing course (in the area identified as needing remediation) within a year with a "C" or better.

Benchmarks developed to align with the Idaho State Board of Education's K-20 Strategic Plan²⁶. Analysis conducted by the Chief Research Officer identified the number of associates and baccalaureate degrees as needing to grow by eight percent by 2025^{Error! Bookmark not defined.}, necessitating a one percent increase annually^{Error! Bookmark not defined.}

Remediation	FY17 (2016- 17)	FY18 (2017- 18)	FY 19 (2018- 19)	FY 20 (2019- 20)	FY 21 (2020- 21)	FY 22 (2021- 22)	FY 23 (2022- 23)	FY 27 (2026- 27)
%	21%	39%	51%	59%	66%			
Benchmark	Ne Benchm Met	narking	20%	52%	60%	61%	62%	66%
Achievement			MET	MET	MET			

Performance Measure 8: Math Pathways³⁵

Definition: Percent of new, degree-seeking freshmen who started in fall (or preceding summer) term and completed a gateway math course³⁷ within two years.

Benchmarks developed to align with the Idaho State Board of Education's K-20 Strategic Plan²⁶. Analysis conducted by the Chief Research Officer identified the number of associates and baccalaureate degrees as needing to grow by eight percent by 2025^{Error! Bookmark not defined.}, necessitating a one percent increase annually^{Error! Bookmark not defined.}

Math Pathways	FY17 (Fall 2016- Su 2018)	FY18 (Fall 2017- Su 2019)	FY 19 (Fall 2018- Su 2020)	FY 20 (Fall 2019- Su 2021)	FY 21 (Fall 2020- Su 2022)	FY 22 (Fall 2021- Su 2023)	FY 23 (Fall 2022- Su 2024)	FY 27 (Fall 2026- Su 2028)
%	48%	52%	49%	36%	44%			
Benchmark:		chmarking chod	53%	54%	56%	57%	58%	62%
Achievement			NOT MET	NOT MET	NOT MET			

³⁷ Gateway math is defined institutionally as Math 123 and above.

Performance Measure 9: Workforce training enrollment

Definition: Duplicated headcounts of students enrolled in Workforce Training programs at LC State.

Benchmarks set by Director of Workforce Training accounting for regional market demand and worker demographics.

Workforce Training Enrollments	FY17 (2016-17)	FY18 (2017-18)	FY 19 (2018-19)	FY 20 (2019-20)	FY 21 (2020-21)	FY 22 (2021-22)	FY 23-27 (2022-23 thru 2026-27)
Duplicated Headcount	3,345	3,563	3,699	2,893	2,513		
Benchmark:	New Benchmarking Method		3,600	3,650	3,700	3,750	3,800
Achievement			MET	NOT MET	NOT MET		

Performance Measure 10: Workforce training completion

Definition: Completions of LC State's Workforce Training courses³⁸.

Benchmarks are a proportion of the enrollments each fiscal year (FY) and set to maintain the high proportion of completions observed historically.

Workforce Training Completions	FY17 (2016-17)	FY18 (2017-18)	FY 19 (2018-19)	FY 20 (2019-20)	FY 21 (2020-21)	FY 22 (2021-22)	FY 23-27 (2022-23 thru 2026-27)
Duplicated Completions	3,113	3,420	3,468	2,756	2,362		
Benchmark: Maintain	93%	96%	94%	94%	94%	94%	94%
Achievement			MET	MET	MET		

³⁸ Completions measured by course because most Workforce Training offerings are designed as singular courses.

Goal 3: Foster Inclusion throughout Campus and Community Culture

Objective A: Expand inclusive practices programming³⁹

Performance Measure 1: Number of faculty and staff participating in inclusive practices programming annually.

Definition: Duplicated headcount of attendees at events designated as inclusive practices programming for faculty and staff. Examples of inclusive practices programming include many of those offered at LC State's Center for Teaching & Learning⁴⁰ and those coordinated by the President's Commission on College Diversity⁴¹.

Benchmark: Steady increase in faculty & staff participation.

³⁹ Consistent with Core Theme Three: Partnerships. Engage with education institutions, the business sector, and the community for the benefit of students and the region.

⁴⁰ Center for Teaching & Learning, Inclusive Practice Certificate: https://www.lcsc.edu/teaching-learning/inclusion-diversity-equity-antiracism/projects

⁴¹More information on LC State's diversity statement can be found here: http://www.lcsc.edu/diversity/diversity/vision/. More information about events that promote college diversity can be found here: http://www.lcsc.edu/diversity/

Faculty Staff	Participation	FY17 - FY18	FY 19 (2018-19)	FY 20 (2019-20)	FY 21 (2020-21)	FY 22 (2021-22)	FY 23-27 (2022-23 thru 2026- 27)
Center for Teaching & Learning	Inclusive Practices Certificate	New Measure	Inventory inclusive programing	24	Program modified: Faculty certificate graduates now lead, volunteer, for IDEA (inclusion, diversity, equity, and anti-racism) programming on campus ⁴²	28	Re- establish baseline with new Center leadership transition.
	Diversity Programming	New Measure	Inventory inclusive programing	167 ⁴⁴	223	158 ⁴⁵	
President's Diversity Commission	Events Programming	New Measure	Inventory of programing: Multicultural Week Idaho Human Rights Day Native American Awareness Week Veterans Day Luncheon & Recognition 9-11 Moving Tribute Constitution Day Women's History Month	186	185 ⁴⁶	237 ⁴⁷	Goal: 315

⁴² IDEA has a brand-new website with new guides and resources: https://www.lcsc.edu/teaching-learning/inclusion-diversity-equity-antiracism

 $^{^{44}}$ Diversity Programming at the Center for Teaching & Learning also included 14 workshops and five equity observations.

Performance Measure 2: Number of participants in community enrichment activities

Definition: Duplicated headcount of attendees at events arts and cultural programming offered through LC State's Center for Arts & History⁴⁸.

Benchmark: Steady increase in community participation.

Community Participation	FY17-18 (2016-17; 2017-18)	FY 19 (2018-19)	FY 20 (2019-20)	FY 21 (2020-21)	FY 22 (2021-22)	FY 23-27 (2022-23 thru 2026-27)
Duplicated Headcount	New Measure	Plan: invento programs t following yea to be implem progran	o include ar. Tracking nented with	Impacted by pandemic protocols and personnel reductions. Tracking to be implemented when programming is recommenced.	4,239 people engaged through on-site exhibitions, online exhibits, inperson events, and Zoom public programs.	Benchmark established once baseline inventory and tracking complete.

⁴⁴ Diversity Programming at the Center for Teaching & Learning also included 14 workshops and five equity observations.

⁴⁵ Includes live attendance (remote or in-person) at six workshops (96 visits), later views of four recorded sessions (57 views), and IDEA Ambassadors meetings/conversations (5 people).

⁴⁶ Partial year reported: Native American Awareness Week and Women's History Month still underway at the time of reporting. Figure is approximate.

⁴⁷ Specific attendance per event as follows: Multicultural Month 80; Idaho Human Rights Day 17; Native American Awareness Week 42; Veterans Day Lunch/ Recognition 6; Black History Experience 40; Constitution Day 12; Women's History Month. 40. Partial year reported: Native American Awareness Week and Women's History Month still underway at the time of reporting. Figure is approximate.

⁴⁸ Center for Arts & History: http://www.lcsc.edu/cah/

Goal 4: Increase and Leverage Institutional Resources to Achieve Enrollment, Employee Retention and Campus Planning Objectives

Objective A: Diversify revenue streams to allow for investment in campus programs and infrastructure⁴⁹

Performance Measure 1: New, ongoing revenue streams

Definition: New, revenue-generating initiatives.

Benchmarks: Implement new, annual giving initiatives (general and employee campaigns). Expand events revenue opportunities and outcomes. A careful consideration of campus areas and auxiliaries is taking place in an attempt to monetize them to a more cost-neutral status.

⁴⁹ Consistent with Core Theme Three: Partnerships. Engage with education institutions, the business sector, and the community for the benefit of students and the region.

Revenue	e Projects	FY17 - FY18	FY 19 (2018-19)	FY 20 (2019-20)	FY 21 (2020-21)	FY 22 (2021-22)	FY 23-27 (2022-23 thru 2026-27)
	Employee Giving Campaign ⁵⁰	New Measure	39%	41%	35%	34%	Impact Measured
	Benchmark: 5% annually		New Ben	chmarking M	ethod	40%	45%
LC State Foundation	Annual Day of Giving	New Measure /Event	Plan	Piloted	Took place May 2021	Did not occur/ staffing changes	Impact Measured
	Foundation Fee			Implement	ed Jan. 1 st , 2020	\$9,389	Goal/ estimate: \$11,000
Monetize Auxiliaries 51		New Measure	Plan	Cost- neutral financial modeling: Fee-based units move toward increased self- sustain- ability	Implemented revenue sharing model in which revenue generating operations provide institution with 10-25% share of yearly net revenue. Auxiliary operations reviewed for sustainability and increases in rental fees or services were adjusted to account for costs. 52	Expand to include other auxiliaries & programs ⁵³ (e.g., Res. Life & events/ conferences) Continue proficient use of COVID-19 relief funds Explore add'I grant funding for campus programs & auxiliaries	Impact Measured

⁵⁰ One-year lag from measurement to reporting, therefore FY22 depicts results for FY21.

Performance Measure 2: Federal, state, local and private grant funding

Definition: Grant funding dollars.

Benchmark: \$100,000 growth annually, which is approximately 2% of the historical (four year) average.

Grants & Contract Funding	FY17 (2016-17)	FY18 (2017-18)	FY 19 (2018-19)	FY 20 (2019-20)	FY 21 (2020-21)	FY 22 (2021-22)	FY 23-27 (2022-23 thru 2026-27)	
Federal	\$895,530	\$1,221,834	\$1,506,459	\$1,600,805	\$ 841,935			
State & Local ⁵⁴	\$2,534,164	\$2,671,345	\$2,825,307	\$3,218,872	\$ 3,175,967			
Private	\$133,075	\$41,565	\$44,800	\$298,885	\$ 185,950			
Gifts ⁵⁵	\$1,174,116	\$3,951,746	\$1,337,379	\$2,361,794	\$ 2,886,613		Institutional Financial	
Total	\$4,736,885	\$7,886,490	\$5,713,945	\$7,480,356	\$7,090,465		Diversification	
Benchmark: +\$100,000 annually ⁵⁶		easure: enchmarks	\$5,235,809	5,335,809	\$5,435,809			
Achievement			MET	MET	MET			

⁵¹ Within the parameters of State Board of Education Policy I.J., available here: https://boardofed.idaho.gov/board-policies-rules/board-policies/general-governing-policies-procedures-section-i/use-of-institutional-facilities-and-services-with-regard-to-the-private-sector/

⁵² Revenue generating auxiliary units reviewed were Workforce Training, Testing Center, events and conferences.

⁵³ Additional auxiliaries like Housing & Residence Life and events & conferences identified but in some cases monetization was put on hold due to the disruptions in these areas' revenue streams caused by the pandemic.

⁵⁴ This item includes state scholarships awarded to the student, for the Opportunity Scholarship, and therefore may be resistant to change from institutional effort. FY 18 dollars include \$223k in state scholarships and \$625k in opportunity scholarships.

⁵⁵ Including grants that do not have restrictions or reporting requirements.

⁵⁶ Benchmark reflects \$100,000 above the baseline, which is the historical four-year average of total grant funds (\$5,135,809).

Objective B: Bring all employee compensation up to policy/median benchmarks⁵⁷

Performance Measure 1: The number of employees not meeting compensation benchmarks.

Definition: The percent of employees whose compensation does not meet or exceed policy/median benchmarks as outlined in Idaho's compensation schedule for classified staff, College and University Professional Association (CUPA) for professional staff, and the American Association of University Professors (AAUP) for faculty.⁵⁸

Benchmark: Decrease the percent of employees not meeting these benchmarks by 5%, annually. Benchmarks for employee compensation based upon the number of years at the institution and current position considerations:

- Employees for 6-10 years: All greater than or equal to 80% of policy/median.
- Employees for 11-15 years: All greater than or equal to 90% of policy/median.
- Employees for 16 years or more: All at 100% of policy/median.

⁵⁷ Consistent with Core Theme Three: Partnerships. Engage with education institutions, the business sector, and the community for the benefit of students and the region.

⁵⁸ Employee compensation data captured June of every fiscal year.

Compensation: % Staff not meeting benchmarks	FY17 (2016-17)	FY18 (2017-18)	FY 19 (2018-19)	FY 20 (2019-20)	FY 21 (2020-21)	FY 22 (2021-22)	FY 23-27 (2022-23 thru 2026-27)	
% of Total Staff	New N	leasure	58%	55%	64%	54%	Bring all	
Benchmark: -5% annually	No Prior B	enchmarks		53%	48%	43%	employees to benchmarks based upon	
Achievement				NOT MET	NOT MET	NOT MET	years of service	
% of Staff 6-10 years' service	New M	leasure	39%	35%	52%	41%	All at greater	
Benchmark: -5% annually	No Prior Benchmarks			34%	29%	24%	than or equal to 80% of policy/ median	
Achievement				NOT MET	NOT MET	NOT MET	, , , , , , , , , , , , , , , , , , ,	
% of Staff 11-15 years' service	New N	leasure	58%	59%	62%	55%	All at greater	
Benchmark: -5% annually	No Prior B	enchmarks		53%	48%	43%	than or equal to 90% of policy/ median	
Achievement				NOT MET	NOT MET	NOT MET	p = 1.07,	
% of Staff >16 years' service	New N	leasure	73%	66%	76%	65%		
Benchmark: -5% annually	No Prior B	enchmarks		68%	63%	58%	All at 100% of policy/ median	
Achievement				MET	NOT MET	NOT MET		

Key External and Internal Factors

A key external factor during last year has been the Coronavirus pandemic. Altered operations have impacted LC State's achievement of its strategic plan goals both positively and negatively. Successes in response to this pandemic include achievement of LC State's goals in relation to online enrollment, remediation and short-term workforce training credential goals. While enrollment in LC State's Workforce Training courses declined, the success rates of student completions maintained at 94%. Those goals that were likely negatively impacted by this external factor were the enrollments of those students coming directly from high school and directly from another institutional of higher education (i.e., direct transfer). LC State's employee compensation goals however have improved after being negatively impacted by pandemic initially.

The following assumptions about external and internal factors will continue to impact the institution as the FY 2023 Strategic Plan is implemented.

Lewis-Clark State College...

- 1. Will continue to be a moderately selective admission institution with a greater than 95% acceptance rate, serving a substantial number of first generation students, admitting students with various degrees of college preparation.
- 2. Will serve both residential and non-residential students, including those who commute, take online courses, are place-bound, and are working adults.
- 3. LC State is maintaining its aspirational goal to serve 3,000 FTE, which is particularly challenging in, a post-pandemic world, punctuated by declining local, regional and national high school graduating classes.
- 4. Will continue to forge strategic partnerships with other institutions, agencies, businesses, and organizations and the community at large for mutual benefit.
- 5. Will continue to play an active role in fulfilling the recommendations derived from:
 - a. The Governor's 2017 Higher Education and Workforce Development taskforce.
 - b. Huron consulting report released in the fall of 2018.
- 6. Will continue to promote its brand and share its successes with multiple audiences, including prospective students.
- 7. Will continue to recruit faculty, staff and students across a wide range of demographics.
- 8. Relies on ongoing efforts to maximize operational efficiencies (e.g., program prioritization and internal resource reallocation); and increasing and leveraging grants, private fundraising to complement tuition revenue and reduced state support.
- 9. Will continue to assess its programs and services (program performance program prioritization) to determine their efficacy and viability.
- 10. Will and is engaging meaningful campus master planning to assess current and future physical plant and physical infrastructure needs.
- 11. Will advocate for increased state funding in support of LC State's mission, core themes, and strategic goals.

Evaluation Process

LC State's Strategic Plan was originally developed for the 2013-2018 timeframe. In light of the college's updated mission and core themes, the waning utility of the college's old strategic plan, and a successful NWCCU accreditation evaluation, institutional goals and objectives were rewritten. A representative committee developed new strategies and objectives to guide the work of the college. The new goals and objectives were proposed in the 2018-2022 strategic plan, submitted for Board review during the March 2018 meeting and adopted during the June 2018 meeting. The current Strategic Plan is composed of these goals and objectives. Since Board review, they have been operationalized through relevant performance measures. System-wide performance measures are comingled among institutional performance measures to undergird LC State's commitment to "systemness". Institutional performance will undergo annual Cabinet review. Changes will be made in alignment with objective performance review and subjective evaluation of the involved campus stakeholders.

Red Tape Reduction Act

Administrative Rules are promulgated through the State Board of Education and this information is contained in the State Board of Education's K-20 Strategic Plan.

Addendum: Cyber Security
National Institute of Standards and Technology (NIST) Cybersecurity Framework

Governor Otter's Executive Order 2017-02 calls for:

All state agencies to immediately adopt and to implement by June 30, 2017, the National Institute of Standards and Technology (NIST) Cybersecurity Framework in order to better foster risk and cybersecurity management communications and decision making with both internal and external organizational stakeholders.

On March 16, 2017 Michelle Peugh of Idaho's Division of Human Resources (DHR) sent an email attachment – authored by DHR Director Susan Buxton – to Ms. Vikki Swift-Raymond, Lewis-Clark State College's Director of Human Resource Services (HRS). Director Buxton's memo asked LC State to confirm that the college has adopted the NIST Cybersecurity Framework, per the governor's executive order. On April 15, 2017 Lewis-Clark State College President J. Anthony Fernández returned confirmation to Director Buxton that the college has adopted the NIST Framework.

Implementation of the Center for Internet Security (CIS) Controls

Governor Otter's Executive Order 2017-02 calls for "agencies to implement the first five (5) Center for Internet Security Critical Security Controls (CIS Controls) for evaluation of existing state systems by June 30, 2018." Lewis-Clark State College has accomplished the following:

- On October 4, 2016 Lewis-Clark State College contracted with CompuNet to perform a "gap analysis" of LC State's security posture relative to all twenty CIS Controls. CompuNet's report was delivered to LC State on October 19, 2016.
- On January 16, 2017 Governor Otter issued his cybersecurity executive order 2017-02.
- On February 2, 2017 Lieutenant Governor Brad Little held a statewide meeting to organize all
 agencies in a coordinated response to the governor's executive order. Lewis-Clark State College
 attended the meeting remotely. The Lieutenant Governor turned the meeting over to Lance
 Wyatt, Acting Chief Information Security Officer within Idaho's Office of the CIO. Mr. Wyatt
 described the statewide process, where:
 - Each agency would complete a self-assessment of one CIS Control per month, extending through the next five months.
 - Each agency would document its self-discovery in a data repository provided by the state.
 - Each agency would attend a statewide meeting held approximately every two weeks, for coordination, facilitation, and problem solving.

- At the end of the self-assessment process, agencies would collaborate on cyber-security product selection that will aid in managing the first five CIS controls
- Starting in summer 2017, each agency will begin remediation of perceived gaps in the first five controls, finishing the process prior to the governor's deadline of June 30, 2018.
- Lewis-Clark State College attended each of the state's cyber-security meetings during 2017,2018, and 2019.
 - Compliance discussions occurred in bi-weekly meetings 2017-2018, and the remediation requirement was replaced with a requirement to self-report the completion of the review of the first 5 controls.
 - o In the April 18, 2018, agencies were informed that the State believed agencies had met all criteria for the Executive Order.
- Lewis-Clark State College attended the statewide higher education IT Security Symposium at Boise State on August 11, 2017. The goal of the meeting was to provide a consensus perspective for implementing security within the context of higher education.
- LC State has completed the self-assessment process led by Lance Wyatt, Chief Information Security Officer. All relevant data have been entered on the state's Sharepoint repository designed for collecting these data.
- Based on the Department of Administration's gap analysis, Lewis-Clark State College has implemented *Tenable Security Center Continuous View*, a product that addresses CIS controls 1-5.
- In July 2018, representatives of Idaho Office of the Governor announced two changes that expanded the governor's original executive order:
 - The Center for Internet Security deployed version 7 of its twenty controls, and the state said that all agencies would start the entire process again using the new controls.
 - Instead of limiting the self-study to the five controls listed in the governor's executive order, the Office of the Governor said that each agency will expand its study to include all 20 CIS Controls.
 - o Lewis-Clark State College was required to answer 4 items:
 - Policy Definition, e.g. Does LC State have a written policy.
 - Control Implemented, e.g. Does LC State have controls implemented.
 - Control enforcement: automated or technically manualized.
 - Control reported to State.
 - Two additional items were added to the self-audit
 - Compliance notes
 - Risk assessed justification
- Lewis-Clark State College's administration committed the college to the acquisition of suitable hardware and implement appropriate processes that combine to minimize cyber-related risks revealed by the college's self-assessment. This resulted in the purchase and deployment of F5's *Big-IP*.
- As of January, 2020, LC State has complied with the Governor's directives, including the expansion in July 2018. The discovery process for Controls 15, 16, 19, and 20 were completed.
- Based on the statewide meeting on January 22, 2020, the State of Idaho will be assessing the following on a monthly basis

Phishing training progress

- Written policy breadth and depth
- Partnered with the University of Idaho CIO and CISO to independently review LC State cybersecurity processes in August of 2021
- Performed annual review of CIS 20 CSC in August of 2021
- Signed up for the weekly and monthly external CISA cybersecurity scans provided through Homeland Security to identify known and potential application, hardware, and software vulnerabilities
 - Vulnerability Analysis First scan September 1, 2021
 - Continue to receive weekly scans
 - Web Application Scan First scan September 7, 2021
 - Continue to receive monthly scans
- Internal vulnerability scans performed by Tenable Security Center Continuous View
 - o Weekly internal scans performed on Network and Server Infrastructure
 - o Identified and mitigated Log4j vulnerabilities present in a majority of our core systems
 - Setup Daily scans for Log4Shell vulnerability in December of 2021
 - Moved to weekly scans in February 2022

Implementation of the Employee Cybersecurity Training

Governor Otter's Executive Order 2017-02 calls for "All executive branch agencies to require that all state employees complete the state's annual cybersecurity training commensurate with their highest level of information access and core work responsibilities."

- In 2018, Idaho's Department of Human Resources distributed training software for use by all employees in Idaho.
- In 2018 Lewis-Clark State College's Department of Human Resource Services used DHR's software licensing to create a mandatory training requirement for all college employees, which was completed March 30, 2018.
- In February 2019, Lewis-Clark State College's Department of Human Resource Services used DHR's software licensing to create a second year of mandatory training requirement for all college employees, which was completed by April 2019. Confirmation of training was required in order to be eligible for State of Idaho changes in compensation.
- In October 2019 DHR sent an additional mandatory training video called "Phishing Attacks on Companies."
- 2021 LCSC Cybersecurity Awareness Month Mandatory Training for all employees provided through KnowBe4 (October 2021).
- 2022 LCSC Cybersecurity Awareness Annual Mandatory Training for all employees provided through KnowBe4 (February 2022).

Implementation of the Specialized Cybersecurity Training

Governor Otter's Executive Order 2017-02 calls for "The State Division of Human Resources, in conjunction with all executive branch agencies, to compile and review cybersecurity curriculum for

mandatory education and training of state employees, and to determine appropriate levels of training for various classifications of state employees."

In December 2017, LC State's Associate Director charged with cybersecurity completed SANS SEC566 "Implementing and Auditing the Critical Security Controls."

During 2019, LC State received cybersecurity training from SANS (*SysAdmin, Audit, Network, Security*), Tenable, F5, Cisco, and US-CERT (*US Computer Emergency Readiness Team*). In addition, several employees attended security training at *Interface Spokane*.

Fall 2021, the Senior Network Manager completed the following Cisco trainings to renew CCNP:

- Securing Networks with Cisco Firepower Next Generation Firewall (SSNGFW) v1.0
- Implementing and Configuring Cisco Identity Services Engine (SISE) v3.0

Spring 2022, the Network Technician completed the following Cisco trainings to renew CCNA:

- Understanding Cisco Cybersecurity Operations Fundamentals (CBROPS) v1.0
 Academic Year 2021-2022
 - Network Systems employees complete online webinars to secure knowledge on various cybersecurity systems
 - Spring 2022, the Director of IT completed 25 hours of CPE through ISACA to maintain his Certified Data Privacy Solutions Engineer (CDPSE).

Basic: people and processes involved in implemented in every organization for distinct categories: the controls into three CIS Controls V7 separates cybersecurity. These controls are more focused on Organizational: for any organization to implement. security benefits and are a smart move Foundational: essential cyber defense readiness. Key controls which should be Technical best practices provide clear Basic Vulnerability Management inventory and Control of Hardware Assets CIS Contr organization and data from known cyber attack vectors. Version 7: a prioritized set of actions to protect your Foundationa n and Control ork Ports, and Services 16 Account Moni 17 Implement a Security Awareness and Training 19 18 20 Penetration Tests and Red Team Exercises Organizationa Application Software Security Incident Response and Management

Appendix 1: Crosswalk of State Board of Education Goals with Institutional Goals & Objectives

	State Bo	oard of Educatio	n Goals
Institutional Goals & Objectives	Goal 1: Educational System Alignment	Goal 2: Educational Attainment	Goal 3: Workforce Readiness
Goal 1: Strengthen & Optimize Instructional and Co-curricular Programming			
Objective A: Optimize course and program delivery options			✓
Objective B: Ensure high quality program outcomes		✓	
Objective C: Optimize curricular & co-curricular programming through Connecting Learning to Life initiative			✓
Goal 2: Optimize Student Enrollment, Retention and Completion			
Objective A: Increase the college's degree-seeking student enrollment	✓	✓	
Objective B: Increase credential output	✓	✓	✓
Goal 3: Foster inclusion throughout campus and community culture			
Objective A: Expand inclusive practices programming			
Goal 4: Increase and Leverage Institutional Resources to Achieve Enrollment, Employee Retention and Campus Planning Objectives			
Objective A: Diversify revenue streams to allow for investment in campus programs and infrastructure		✓	
Objective B: Bring all employee compensation up to policy/median benchmarks			



College of Eastern Idaho
Strategic Plan 2023-2027
June 3, 2022



FY 2023-2027

Strategic Plan

MISSION STATEMENT

To provide open-access to affordable, quality education that meets the needs of students, regional employers, and community.

VISION STATEMENT

Our vision is to be a superior community college. We value a dynamic environment as a foundation for building our college into a nationally recognized community college role model. We are committed to educating all students through progressive and proven educational philosophies. We will continue to provide high quality education and state-of-the-art facilities and equipment for our students. We seek to achieve a comprehensive curriculum that prepares our students for entering the workforce, articulation to advance their degree, and full participation in society. We acknowledge the nature of change, the need for growth, and the potential of all challenges.

State Metrics:

Timely Degree Completion

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

					Benchmark	
	FY 2018	FY 2019	FY 2020	FY 2021	2023	2027
Percentage	8%	7%	6%	4%	>10%	>12%

II. Percent of first-time, full-time, freshmen graduating within 150% of time¹

					Benchmark	
	FY 2018	FY 2019	FY 2020	FY 2021	2023	2027
Grad Rate %150 IPEDS	54%	58%	50%	46%	>60%	>62%

- III. Total number of certificates/degrees produced, broken out by:
 - a) Certificates of at least one academic year
 - b) Associate degrees

					Benchmark	
	FY 2018	FY 2019	FY 2020	FY 2021	2023	2027
Certificates	120	165	112	119	>130	>200
Associate Degrees	93	90	166	229	>170	>195

- IV. Number of unduplicated graduates, broken out by:
 - a) Certificates of at least one academic year
 - b) Associate degrees

					Benchmark	
	FY 2018	FY 2019	FY 2020	FY 2021	2023	2027
Completers of Certificates	120	160	112	119	>120	>134
Completers of Degrees	93	90	164	215	>160	>235

Reform Remediation

V. Percent of undergraduate, degree-seeking students taking a remediation course completing a subsequent credit bearing course (in the area identified as needing remediation) within a year with a "C" or higher

					Benchmark		
	FY 2018	FY 2019	FY 2020	FY 2021	2023	2027	
Students	33%	28%	34%	45%	>39%	>47	

Math Pathways

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

					Benchmark		
	FY 2018	FY 2019	FY 2020	FY 2021	2023	2027	
Students	24%	15%	8%	16%	>20%	>25	

Guided Pathways

VII. Percent of first-time, full-time freshmen graduating within 100% of time¹

					Benchmark	
	FY 2018	FY 2019	FY 2020	FY 2021	2023	2027
FTFT Completers 100%	46%	58%	49%	31%	>50%	>50%

GOAL 1: A Well-Educated Citizenry

The College of Eastern Idaho will provide excellent educational opportunities to enter the workforce or to continue education with articulation agreements with universities.

Objective A: Access

Performance Measures:

I. Annual number of students who have a state funded or foundation funded scholarship:

					Benchmark		
	FY 2018	FY 2019	FY 2020	FY 2021	2023	2027	
State Funded	44	84	86	81	>90	>120	
Foundation Funded	246	298	278	194 ⁴	>310	>310	

II. Percentage of entering CEI students who enroll in CEI programs during the first year after high school graduation:

					Benchmark		
FY	FY 2018	FY 2019	FY 2020	FY 2021	2023	2027	
Percentage of Annual Enrollment who entered CEI within 1 year of High School	21.5%	30.7%	27.4%	31.3%	>29%	>35%	

III. Total degree and certificate production and headcount:

					Benchmark		
	FY 2018	FY 2019	FY 2020	FY 2021	2023	2027	
Degrees/Certificates	213	255	278	348	>300	>450	
Completers	211	245	272	330	>280	>380	

Objective B: Adult Learner Re-Integration

Performance Measures:

- I. Number of students enrolled in GED who are Idaho residents (not including ESL)
- II. Number of students who complete their GED

					Benchmark	
	FY 2018	FY 2019	FY 2020	FY 2021	2023	2027
Enrolled	458	247	370	246	>300	>300
Completed	40	51	55	37	>30	>37

5

GOAL 2: Innovation and Economic Development

Objective A: Workforce Readiness

Performance Measures:

- I. Number of graduates who found employment in their area of training
- II. Number of graduates who are continuing their education
- III. Number of graduates who found employment in related fields

					Benchmark	
Grad by FY	FY 2018	FY 2019	FY 2020	FY 2021 ²	2023	2027
I. Employed In training area	192	224	211	N/A	>230	>250
II. Continuing education	31	22	49	N/A	>50	>55
III. Employed in related field	147	187	170	N/A	>190	>210

IV. Percentage of students who pass the TSA for certification:

					Benchmark	
Percentage By FY	FY 2018	FY 2019	FY 2020	FY 2021	2023	2027
TSA Pass Percentage	83%	95%	93%	94%	96%	96%

GOAL 3: Data-Informed Decision Making

Objective A: Number of industry recommendations incorporated into career technical curriculum.3

Performance measures:

- I. Number of workforce training courses created to meet industry needs.
- II. Number of Customized Training courses offered.
- III. WFT total Headcount:

					Benchmark	
	FY 2018	FY 2019	FY 2020 ⁴	FY 2021 ⁴	2023	2027
WFT Courses ³	442	332	345	478	>440	>499
Customized Training Courses	3,444	2,926	466	561	>4,000	>605
Headcount	14,824	16,461	12,140	16,768	>16,000	>17,040

GOAL 4: Effective and Efficient Educational System

<u>Objective A</u>: High school senior who choose CEI as their first choice to higher education. Performance Measures:

I. Total fall enrolled students that are retained or graduate in the following fall.

					Benchmark	
Fall Term of:	FY 2018	FY 2019	FY 2020	FY 2021	2023	2027
Grad or still enrolled	530	747	891	1,128	>900	n/a
Percent Grad or still enrolled	67%	63%	68%	69%	>67%	>69

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.

· · · · · · · · · · · · · · · · · · ·			0 0					
					Benchmark			
	FY 2018	FY 2019	FY 2020	FY 2021	2023	2027		
Percentage of Students entering within one year of HS and have ever taken a remedial course	18%	26%	19%	20%	20%	20%		

III. Cost per credit hour⁵

					Benchm	nark
FY	FY 2018	FY 2019	FY 2020	FY 2021	2023	2027
Cost per Credit Hour	\$ 829	\$ 756	\$ 733	\$751	\$ <\$700	<\$690

IV. Number of students who successfully articulate to another institution to further their education:

					Benchmark	
FY	FY 2018	FY 2019	FY 2020	FY 2021 ⁸	2023	2027
Number Continuing On	248	300	283	136	>350	>375

7

GOAL 5: Student Centered

Objective A: CEI faculty provides effective and student centered instruction.

Performance Measures:

I. Utilization of annual Student Satisfaction Survey results for Student Centeredness. Results are the gap per Noel Levitz Annual Survey:

	7							
					Benchmark			
	FY 2018	FY 2019	FY 2020	FY 2021	2023	2027		
CEI	0.82	0.62	0.61	0.48	<0.50	<.50		
PEERS	0.64	0.63	0.84	0.56	N/A	N/A		

II. Fall to Fall Retention per IPEDS Fall Enrollment Report:

					Bench	nmark
	FY 2018	FY 2019	FY 2020	FY 2021	2023	2027
FTFT Fall-to-Fall Retention	73%	72%	67%	47%	>74%	>74%

III. Utilization of results of Student Satisfaction Survey results for Financial Aid Services. Results are the gap per Noel Levitz Annual Survey.

					Benchmark	
	FY 2018	FY 2019	FY 2020	FY 2021	2023	2027
CEI	0.76	0.71	0.56	0.53	<0.5	<0.5
PEERS	0.73	0.73	0.99	0.62	N/A	N/A

IV. Utilization of results of Student Satisfaction Survey results for Financial Aid and the Admission Process⁶.

					Benchmark	
	FY 2018 ⁶	FY 2019	FY 2020	FY 2021	2023	2027
Financial Aid	N/A	88%	87%	89%	98%	92%
Admissions	N/A	90%	91%	92%	98%	92%

Objective B: Tutoring Center provides services to support education success.

Performance Measures:

I. Tutoring center total students contact hours (in thousands).

II. Percentage of students surveyed who rated the instruction they received in the tutoring center as very good to excellent⁷:

	dente: de tel pare de encellent :								
					Benchmark				
	FY 2018	FY 2019	FY 2020	FY 2021	2023	2027			
Total Student Hours (in thousands)	6.4	7.7	8.7	5	>7.5	>8.25			
% Rating Very Good to Excellent	N/A²	86.6%	87.3%	94.1%	>85%	>89%			

Objective C: CEI library services meets the expectation of students.

Performance Measures:

I. Library services meet the expectations of students. Results are the gap per Noel Levitz Annual Survey.

					Benchmark	
	FY 2018	FY 2019	FY 2020	FY 2021	2023	2027
CEI	0.09	0.19	0.37	0.11	< 0.15	<.4
PEERS	0.22	0.21	0.41	0.19	N/A	N/A

<u>Objective D</u>: Increase the reach of the Center for New Directions (CND) to individuals seeking to make positive life changes.

Performance Measures:

I. Number of applicants/students receiving CND services:

					Benchmark	
	FY 2018	FY 2019	FY 2020 ⁴	FY 2021	2023	2027
Clients Served	301	318	294	318	>310	>350

9

Key External Factors

1. Increased need for a more flexibly educated workforce

CEI has the largest workforce program in the state and a fifty-year history of providing employer-driven, market-responsive education. Institutional sustainability demands that workforce and credit-bearing programs purposefully collaborate. Credit-bearing students need more short-term credentials to prove their performance on key industry requirements, and workforce students need clear pathways and stackable credentials that re-invite them back as lifelong learners. We are purposefully developing bridges across the silos in program review, data collection, educational pathways, and others. We are also developing cross marketing on and off campus, so all stakeholders know the full range of our educational resources.

2. Inflation and population growth pressure

Inflation, supply chain complications, and job market pressure require extraordinary care to ensure that our resources are best allocated to achieve mission fulfillment. CEI is a human-centric organization. Employees are our greatest resource and investing in their success will ensure effective recruiting and retention. We will continue to identify ways to minimize expenses, develop public-private partnerships, and develop alternate revenue sources to ensure that we can always move the mission forward.

3. Greater need for nimble educational programming

CEI is committed to increasing stakeholder guidance, both on- and off-campus. We know that those closest to the problems will have the most specific answers, and our administration needs open, supported pathways to get unfiltered feedback. To strengthen on-campus channels, administration clarified reporting pathways, and it seeks bilateral communication through the Senates, committees, and campus-wide strategic conversations. We established faculty-inclusive/led committees that will deepen our academic freedom, academic integrity, professional development programs, prior learning assessment, and others. Overseen by the Academic Standards Committee, these committees will be working through an organized, shared process that identifies key research, develops published processes, evaluates their efficacy, and shares results throughout our community. Off campus, our administrators have set a goal to strengthen our K-12, advisory boards & community outreach. We use our Futuring Summits and other venues to discuss those expansions, share insights, and use that knowledge to create pragmatic, measurable priorities.

4. Careful conservation and growth of stakeholder investment

As a new institution, we are informed by EITC's past, but our focus naturally on the future. Our administration has used a futuring process since CEI's inception. Futuring is an evolutionary process that combines regular conversations and collaborative research to assess our strategic position. We identify current and emerging patterns, trends, and expectations to define our

future direction, and we determine the most effective measures to evaluate each developmental stage. Futuring allows us to continually realign our mission, planning, and intended outcomes of our programs and services to meet market needs and stakeholder expectations. We review our achievement indicators, which prompt new research questions. Each investigation clarifies short-term goals that lead us to our desired future.

Each year, administration invites a broad range of content experts to a futuring summit to study economic trends, industry trends, and stakeholder expectations. We are developing a research-based, data-driven development process that develops those identified trends into actionable tasks. This will allow us to best leverage our limited material and human resources, while minimizing risk.

5. Greater proof of higher education's value to its stakeholders

We have established our institutional student learning outcomes (ISLOs) through a faculty-led development process. They created comprehensive rubrics, and select instructors piloted their use in Fall 2021. We have mapped current evaluation of the ISLOs to find holes and misalignments in curriculum, and every faculty member was given opportunity to shape the evaluation requirements to better provide equitable application for their students.

Our next phase is to evaluate the ISLOs throughout the general education program in Fall 2022. Faculty will develop processes and documentation to embed the ISLOs into layers of assessment and development. Faculty are developing evaluation measures to ensure that our students perform the ISLOs before they are granted a CEI credential. Our CTE and workforce programs are equally committed to ensuring that every student leaves with those critical skills. Cross-disciplinary faculty are collaborating to provide consistent assessment measures with the least amount of added credit, time, and cost to our students.

We have clear, published course-level outcomes. We are consciously developing the program-level outcomes to create a comprehensive, connected, and cohesive curriculum that is aligned with market needs. As a new institution, we are only just building enough student populations to expand our range of consistent credit-bearing programs. Even the definition of a program is receiving careful evaluation. Our faculty are researching widely to ensure that we build enough pathways that students can transfer easily into their program of choice. That is being balanced against the need for broadly available course offerings that can be completed on a clear track, on time, and with guidance on price-to-earnings implications.

6. Decreasing college enrollment and uneven completion rates

CEI is determined to use its disaggregated data to find and eliminate educational obstacles. CEI has set its focus groups, peer comparisons, and gathered its data into cohorts so that its data can be easily compared, and we are participating in the Postsecondary Data Partnership. We created a user-friendly documentation that can be understood easily and published widely, as well as created a variety of internal dashboards so that data is readily available to answer key

questions. Our next steps will continue to use strategic data summits to examine the new data available through our software expansions, ensure consistent definitions, and seek key questions to sharpen our accuracy. We will also determine where data might be better employed and more deeply embedded in our reviews, discussions, and practices.

7. Funding:

Many of our strategic goals and objectives assume on-going and sometimes significant additional levels of State legislative appropriations. Recent funding for Career Technical Education has allowed CEI to respond to industry needs in a timely and efficient manner. The enrollment and graduation rates in many of the Career Technical Programs have limited facilities and seats available to students with waiting lists. State funding has allowed us to hire new instructors and reduce many of the waiting lists. CEI was funded as a community college, which allows us to offer the Associates of Arts and the Associates of Science Degrees for the first time in fall 2018. We are projecting growing enrollment over the next few years due to this funding. We are actively engaged in the "go on" rate in Idaho and working with the local high schools to recruit students.

8. Futuring

CEI has decided to use "futuring" techniques as our approach to creating a strategic plan. Given the complexities of COVID and the rapidly changing demands of our region, CEI has used a futuring tactic. Our approach is to first forecast what the demands of business and industry will be in the region 3 to 5 years in the future (environmental scan). We then select programming that would meet the needs of regional employers whether degrees, certifications or skills. Programming would need to compliment the mission of our 2 year community college. We forecast the kinds of facilities needed to deliver the training and explore equipment and teaching strategies for delivery. We finally review the organization of our College to assess any needed structural changes of the College.

9. Evaluation Process:

CEI is in the process of implementing a more thorough process for evaluating its performance measures. The institution has adopted a cycle of continuous improvement known as the Mission Fulfillment Process. The Mission Fulfillment Process is a Plan-Do-Study-Act process, which is how CEI implements, measures, adjusts, and informs budget proposals. There are four main areas of the process. "Plan" is the section of determining how new initiatives can be implemented. "Do" is the implementation step for enacting the changes derived from the previous cycle. "Study" is one of the most intricate steps. Called the Mission Fulfillment Report (MFR) cycle, it encompasses the gathering and assessment of data from all institutional levels. Finally, the "Act" step, informed from the assessment process, allows for budget allocations to improve measures. Figure 1: Mission Fulfillment Process is a depiction of the process flow.

12

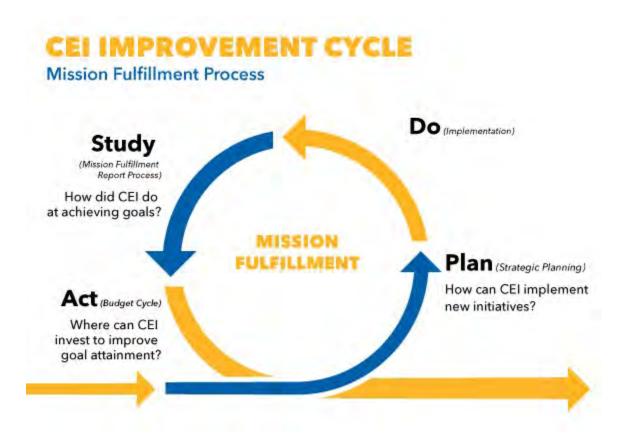


Figure 1: Mission Fulfillment Process

There are four main areas that make up the Mission Fulfillment Report (MFR). The gathering of information, assessment, adjustment, and implementation. The goal of the process is to collect data, to measure it against the benchmarks, and to present the findings for consideration of improvements. The cycle connects the employees to administration, to the trustees, and back to the employees. The cycle also identifies areas where improvements can be made to improve the measures through the allocation of resources.

¹Years in which data are reported line up with a corresponding starting cohort. For example, FY2016 is a report of the Fall 2013 cohort, and FY2017 is a report of the Fall 2014 cohort and so forth for other reporting years.

 $^{^{2}}$ N/A - Has been used to indicate areas where reports or data have not finalized collection for the year in question or that are otherwise unavailable at the time this report was produced.

³CEI has adjusted this measure. It has changed from misc. course to more meaningful customized trainings and includes WFT total headcount.

⁴Covid-19 and the inability or difficulty in conducting some types of Face-to-Face instruction, work training, tutoring, recruiting and other student services have significantly impacted these results.

⁵Calculated from IPEDS Financials Report sum of Costs (Instruction, Academic Support, Student Service and Institutional Support) divided by IPEDS 12 Month Enrollment Report sum of credits.

⁶New CEI students take a survey prior to completing the required orientation course that includes these topics. A transition in the timing of the survey resulted in the lapse in data for FY 2018.

⁷We believe this number is artificially low due to our inability to update the National Clearinghouse student transfer data in our database this past year.

PPGA

		State Board	of Education Go	oals	
	Goal 1: EDUCATIONAL SYSTEM ALIGNMENT	Goal 2: EDUCATIONAL ATTAINMENT	Goal 3: WORKFORCE READINESS	Goal 4:	Goal 5:
CEI Goals and Objectives					
GOAL 1: Cultivate Esteemed Graduates					
Objective A: Expand and deepen community engagement.	х	х	х		
Objective B: Strengthen workforce and credit alignment	X	Х	Х		
GOAL 2: Remove Educational Obstacles					
Objective A: Automate student and staff processes	х	х	Х		
Objective B: Expand data study and usage	Х	Х	Х		
GOAL 3: Ensure Institutional Sustainability					
Objective A: Grow existing revenue bases and develop alternate revenue streams	Х				
Objective B: Use futuring summits to shape college to community needs	х	Х	Х		
GOAL 4: Enrich Employees' Potential					

Objective A: Enhance the campus culture and increase professional development GOAL 5: Student Centered	Х	X	X		
Objective A: CEI faculty provides effective and student-centered instruction.	Х	Х	X		
Objective B: Deepen assessment practice	Х	X	X		
GOAL 6: Cyber Awareness	-	-	-	-	-
Objective A: Regular - Training	×	-	-	-	-
Objective B: Specific Training for Super - Users	*	-	-	-	-
Objective C: Monthly Awareness Emails	-	-	-	-	-
Objective D: Policy Statement to be Signed by all - Employees	×	-	×	-	-



2022-2026 (FY2023-2027) STRATEGIC PLAN

MISSION STATEMENT

To provide quality educational, social, cultural, economic, and workforce development opportunities that meet the diverse needs of the communities we serve.

VISION STATEMENT

To improve the quality of life of those impacted by our services.

INSTITUTIONAL VALUES

Equity, Quality, Innovation

OUR STRATEGIC PLAN—THE CSI C-O-D-E

CODE (noun): a system of principles

Guided by the values of <u>equity</u>, <u>quality</u>, <u>and innovation</u>, the College of Southern Idaho pursues the following Strategic Goals, as established by the College of Southern Idaho Board of Trustees, and the President of the College of Southern Idaho.

STRATEGIC GOAL 1: CULTIVATE COMMUNITY ENGAGEMENT

Strategy #1: Enhance and expand community involvement and engagement.

Objective 1.1: Foster a climate of inclusivity so students, employees, and communities are welcomed, supported, and valued for their contributions.

Performance Measures:

1.1 Students who respond that they "Would recommend this college to a friend or family member." (Source: Community College Survey of Student Engagement [CCSSE])

FY18 (2017-2018)	FY19 (2018-2019)	FY20 (2019-2020)	FY21 (2020-2021)	Benchn	nark
				FY 2023	FY 2027
96%	95%	NA*	NA*	96%	96%*

^{*}Due to the pandemic, the college was unable to administer the CCSSE in the spring of 2020 or 2021 Benchmark: $96\% \pm (by 2023)$

Objective 1.2: Promote awareness of and participation in the innovative and high-quality educational, enrichment, and cultural opportunities the college provides.

Performance Measures:

1.2 The number of lives impacted by the services provided by the college (Source: CSI)

FY18 (2017-2018)	FY19 (2018-2019)	FY20 (2019-2020)	FY21 (2020-2021)	Benc	hmark
				FY 2023	FY 2027
19,929	19,652	18,148	17,782	20,000	TBD**

Benchmark: 20,000 ₂ (by 2023)

Objective 1.3: Collaborate with K-12 and employer partners to provide adaptive responses to community needs.

Performance Measures:

1.3.1 Dual Credit Enrollment by Credit and Headcount (Source: State Board of Education Dual Credit Report)

	FY18 (2017-2018)	FY19 (2018-2019)	FY20 (2019-2020)	FY21 (2020-2021)	Benc	hmark
					FY 2023	FY 2027
Headcount	6,360	6,613	7,648	7,472	7,577	TBD**
Credits	32,814	36,904	42,805	42,793	43,392	TBD**

Benchmark: > or = 1.4% increase in headcount and credits 3 (by 2023)

1.3.2 Region IV High School Immediate "Go On" Rate (Source: OSBE and CSI)

	FY18 (2017-2018)	FY19 (2018-2019)	FY20 (2019-2020)	FY21 (2020-2021)	Benc	hmark
					FY 2025	FY 2027
Overall	50.0%	43.5%	39.4%	40.7%	46.9%	TBD**
Subset attending CSI	45.5%	57.0%	59.1%	61.7%	65.0%	TBD**

Benchmark: 46.9% overall and 65% attending CSI 4 (by 2025)

Strategic Plan Goals and Objectives approved by the CSI Board of Trustees 2/28/2022

1.3.3 Placement of Career Technical Education Completers (Source: Idaho CTE Follow-Up Report)

	FY18 (2017-2018)	FY19 (2018-2019)	FY20 (2019-2020)	FY21 (2020-2021)	Benc	hmark
					FY 2023	FY 2027
ſ	96%	98%	98%	99%	98%	TBD**

Benchmark: Maintain placement at or above the average for the previous four years (98%) 5 (by 2023)

STRATEGIC GOAL 2: OPTIMIZE STUDENT ACCESS

Strategy #2: Enhance and expand quality and innovative educational opportunities grounded in equity and inclusion.

Objective 2.1: Establish robust support systems and processes that enhance and expand opportunities for entry, reentry, and retention.

Performance Measures:

2.1.1 Institutional Unduplicated Headcount of Non-Dual Enrollment Students (Source: PSR 1 Fall Snapshot Report)

I	FY19 (2018-2019)	FY20 (2019-2020)	FY21 (2020-2021)	FY22 (2021-2022)	Benc	hmark
					FY 2025	FY 2027
	4,023	3,765	3,987	3,883	5,000	TBD**

Benchmark: 5,000 6 (by 2025)

2.1.2 Institutional Full Time Equivalency (FTE) Enrollment for Credit-Bearing Students (Source: PSR 1 Fall Snapshot Report)

FY19 (2018-2019)	FY20 (2019-2020)	FY21 (2020-2021)	FY22 (2021-2022)	Benc	hmark
				FY 2025	FY 2027
3,378	3,433	3,476	3,590	3,750	TBD**

Benchmark: 3,750 7 (by 2025)

2.1.3 Percentage of first-time, full-time, degree seeking students retained or graduated the following year (excluding death or permanent disability, military, foreign aid service, and mission) (Source: IPEDS)

FY18 (2017-2018)	FY19 (2018-2019)	FY20 (2019-2020)	FY21 (2020-2021)	Benc	hmark
				FY 2023	FY 2027
58%	58%	61%	66%		
(366/629)	(355/607)	(358/591)	(445/678)	67%	TBD**
Fall 2017	Fall 2018	Fall 2018	Fall 2018		IBD
Cohort	Cohort	Cohort	Cohort		

Benchmark: 67% 8 (by 2023)

Objective 2.2: Engage in a college-wide, systematic approach to developing and implementing training, certificate, and degree programs that support existing and emerging industries and expand equitable enrollment opportunities.

Performance Measures:

2.2.1 Number of associate degrees and certificates of one year or more produced annually (Source: IPEDS Completions) Statewide Performance Measure

FY18 (2017-2018)	FY19 (2018-2019)	FY20 (2019-2020)	FY21 (2020-2021)	Benc	hmark
				FY 2025	FY 2027
154 Certificates	146 Certificates	129 Certificates	147 Certificates	195 Certificates	207 Certificates
800 Degrees	839 Degrees	947 Degrees	947 Degrees	1067 Degrees	1132 Degrees

Benchmark: 195 Certificates/1067 Degrees 9 (by 2025) (SBOE)

2.2.2 Number of unduplicated graduates with associate degrees and/or certificates of one year or more produced annually (Source: IPEDS Completions) Statewide Performance Measure

FY18 (2017-2018)	FY19 (2018-2019)	FY20 (2019-2020)	FY21 (2020-2021)	Benc	hmark
				FY 2025	FY 2027
152 Certificates	146 Certificates	129 Certificates	147 Certificates	NA	NA
736 Degrees	795 Degrees	861 Degrees	876 Degrees	NA	INA

Benchmark: NA 9 (See 2.2.1)

2.2.3 Student Satisfaction Rate with Overall Educational Experience (Source: Community College Survey of Student Engagement)

FY18 (2017-2018)	FY19 (2018-2019)	FY20 (2019-2020)	FY21 (2020-2021)	Benc	hmark
				FY 2023	FY 2027
93%	90%	NA*	NA*	90%	TBD**

^{*}Due to the pandemic, the college was unable to administer the CCSSE in the spring of 2020 and 2021 Benchmark: $90\%_{10}$ (by 2023)

STRATEGIC GOAL 3: DRIVE STUDENT SUCCESS

Strategy #3: Align quality and innovative educational programs with student needs, workforce demands, and employment opportunities.

Objective 3.1: Adapt learning environments, regardless of modality, to engage our diverse student population and to enhance student attainment of educational goals while using innovative technologies and pedagogies.

Performance Measures:

3.1.1 Percentage of degree seeking students taking a remedial math course who complete a subsequent credit bearing course with a C or higher within one year of remedial enrollment (Source: CSI) Statewide Performance Measure

FY18 (2017-2018)	FY19 (2018-2019)	FY20 (2019-2020)	FY21 (2020-2021)	Benc	hmark
				FY 2023	FY 2027
48%	48%	43%	48%	50%	TBD**
(386/805)	(435/914)	(339/785)	(484/1,012)	50%	ייטפו

Benchmark: 50% 11 (by 2023)

3.1.2 Percentage of degree seeking students taking a remedial English course who complete a subsequent credit bearing course with a C or higher within one year of remedial enrollment (Source: CSI) Statewide Performance Measure

FY18 (2017-2018)	FY19 (2018-2019)	FY20 (2019-2020)	FY21 (2020-2021)	Benc	hmark
				FY 2023	FY 2027
72%	78%	73%	71%	75%	TBD**
(198/276)	(203/261)	(185/255)	(155/214)	/5%	100

Benchmark: 75% 11 (by 2023)

3.1.3 Percentage of first-time degree seeking students completing a gateway math course within two years of enrollment (Source: CSI)

Statewide Performance Measure

FY18 (2017-2018)	FY19 (2018-2019)	FY20 (2019-2020)	FY21 (2020-2021)	Benc	hmark
				FY 2023	FY 2027
34% (430/1,268)	41% (485/1,187)	48% (499/1,044)	50% (517/1,030)	52%	TBD**

Benchmark: 52% 11 (by 2023)

Objective 3.2: Increase the rate of college completion by removing barriers, providing targeted support measures, creating multiple pathways to completion, and increasing flexible schedule options.

Performance Measures:

3.2.1 Percentage of students completing 30 or more credits per academic year (Source: CSI) Statewide Performance Measure

FY18 (2017-2018)	FY19 (2018-2019)	FY20 (2019-2020)	FY21 (2020-2021)	Benc	hmark
				FY 2023	FY 2027
12%	12%	11%	11%	15%	200/*
(473/4,094)	(456/3,947)	(478/4,321)	(467/4,416)	15%	20%*

Benchmark: 15% 12 (by 2023)

3.2.2 Percentage of first-time, full-time degree/certificate seeking students who graduate within 150% of time (Source: IPEDS)

Statewide Performance Measure

FY18 (2017-2018)	FY19 (2018-2019)	FY20 (2019-2020)	FY21 (2020-2021)	Benchmark	
				FY 2025	FY 2027
27%	31%	35%	36%		
(162/606)	(193/629)	(213/605)	(210/591)	42%	TBD**
Fall 2015 Cohort	Fall 2016 Cohort	Fall 2017 Cohort	Fall 2017 Cohort		

Benchmark: 42% 13 (by 2025)

3.2.3 Percentage of first-time, full-time degree/certificate seeking students who graduate within 100% of time (Source: IPEDS)

Statewide Performance Measure

FY18 (2017-2018)	FY19 (2018-2019)	FY20 (2019-2020)	FY21 (2020-2021)	Benchmark	
				FY 2023	FY 2027
15% 20%		22%	31%		
(97/629)	(123/605)	(128/591)	(208/677)	NA	NA
Fall 2016 Cohort	Fall 2017 Cohort	Fall 2017 Cohort	Fall 2018 Cohort		

Benchmark: NA (See 3.2.2)

3.2.4 Median credits earned at graduation (Source: CSI) Statewide Performance Measure

Ī	FY18 (2017-2018)	FY19 (2018-2019)	FY20 (2019-2020)	FY21 (2020-2021)	Benchmark	
					FY 2025	FY 2027
	77	75	74	74	69	TBD**

Benchmark: 69 14 (by 2025)

3.2.5 Non-CTE Transfer Rates (Source: CSI)

FY18 (2017-2	018) FY19 (2018-2019) FY20 (20:	19-2020) FY21 (2020-	2021) Ber	ıchmark
				FY 2025	FY 2027
53%		57% 639	% 62%	65%	TBD**
(2014-2015 Grad	uates) (2015-20:	16 Graduates) (2016-2017 (Graduates) (2017-2018 Gra		160

Benchmark: 65% 15 (by 2025)

Objective 3.3: Develop student support services to ensure a supportive and equitable environment for all.

Performance Measures:

3.3.1 Retention and Graduation Rates of Entering Students with High School GPAs of 3.0 or Lower (Source: College of Southern Idaho)

Metric	FY18 (2017-2018)	FY19 (2018-2019)	FY20 (2019-2020)	FY21 (2020-2021)	Benchmark	
					FY 2025	FY 2027
Fall-to-Fall Retention	NA	NA	NA	44.6% (798/1,788) (2012-13 through 2019-20 Cohorts)	55%	TBD**

Strategic Plan Goals and Objectives approved by the CSI Board of Trustees 2/28/2022

150% of Time Graduation	NA	NA	NA	16.3% (195/1,194) (2013-14 through 2018-19 Cohorts)	25%	TBD**
----------------------------	----	----	----	--	-----	-------

Benchmark: Fall-to-Fall Retention 55% by 2025; Graduation Rate 25% by 2025 16

STRATEGIC GOAL 4: ENSURE INSTITUTIONAL STABILITY

Strategy #4: Create a sustainable model for long-term growth that enhances equity, quality, and innovation.

Objective 4.1: Promote an environment that recognizes and supports engagement, innovation, collaboration, accountability, and growth.

Performance Measures:

4.1.1 Employee Satisfaction Survey Score (Source: Great Colleges to Work For Survey)

FY18 (2017-2018)	FY19 (2018-2019)	FY20 (2019-2020)	FY21 (2020-2021)	Benchmark	
				FY 2025	FY 2027
NA	64%	59%	NA	TBD	TBD**

Benchmark: TBD 17

Objective 4.2: Develop, enhance, and align resources and processes that support strategic goals and result in institutional optimization and sustainability.

Performance Measures:

4.2.1 Maintain a Composite Financial Index (overall financial health) appropriate for a debt free college. (Source: Composite Financial Index)

FY18 (2017-2018)	FY19 (2018-2019)	FY20 (2019-2020)	FY21 (2020-2021)	Benchmark	
				FY 2023	FY 2027
3.66	4.39	4.41	4.39	3.0 or above	3.0 or above

Benchmark: 3.0 or above 18 (by 2023)

KEY EXTERNAL FACTORS:

There are numerous external factors that could impact the execution of the College of Southern Idaho's Strategic Plan. These include, but are not limited to:

- Changes in the unemployment rate which has been shown to significantly impact enrollment
- Changes in local, state, and/or federal funding levels
- Changes to accreditation requirements
- Circumstances of and strategies employed by our partners (e.g., K-12, higher education institutions, local industry)
- Emergencies (pandemics, natural disasters, etc.)
- Legal and regulatory changes

EVALUATION PROCESS:

The College of Southern Idaho Strategic Plan is evaluated annually by its locally elected Board of Trustees. Benchmarks are established and evaluated throughout the year by the college employees. The college reports on achievement of benchmarks annually to the College of Southern Idaho Board of Trustees and to the Idaho State Board of Education.

Strategic Plan Goals and Objectives approved by the CSI Board of Trustees 2/28/2022

^{*}These FY 2027 benchmarks are preliminary and have not yet been approved by the CSI community or by the CSI Board of Trustees.

^{**} FY 2027 benchmarks have not yet been set by the college for these metrics and/or cannot be set due to the benchmark being reliant on data from previous years.

NOTES:

¹CSI has consistently received scores averaging 96% on this metric. The college seeks to maintain this high level of satisfaction from year to year. Cohort colleges scored 94% on this metric in the most current assessment year. In the survey, students are asked, "Would you recommend this college to a friend or family member?" (Percentage reflects those marking "Yes.")

Source Note: The Community College Survey of Student Engagement (CCSSE) is an annual survey administered to community college students across the nation by the Center for Community College Student Engagement. CSI regularly participates in the survey during the spring semester. In this metric, "comparison schools" consist of all other schools participating in the CCSSE during that term. Approximately 260 schools participated in the CCSSE during the most recent assessment period. The college was unable to participate in the CCSSE during 2020 and 2021 due to the pandemic. The college will next administer this survey in the spring of 2023.

² In an attempt to measure lives impacted, the college tracks the number of individuals the college has served across all areas of the college including adult basic education, enrichment activities, credit-bearing coursework, and workforce development.

³The college has set a benchmark of an Early College growth rate that matches the growth rate of student enrollment in K-12 school districts in Region IV of the State of Idaho. This measure supports the Idaho State Board of Education's Goals II.A.VI (>80% of HS grads have participated in one or more advanced opportunity) and II.A.VII (>3% of HS grads simultaneously earn an associate degree).

⁴ The college is working to increase the immediate Region IV "go on" rate directly to CSI to 65% by 2023 and the go on rate to 46.9% for all colleges by 2025. This benchmark has been set based upon Utah's pre-pandemic "go on" rate. This measure supports the Idaho State Board of Education's Goal II.A.VIII (>60% of HS graduates attend college within 1 year; >80% within 3 years).

⁵This benchmark has been established based upon an average of the past four years of placement. (Source: Idaho CTE Follow-Up Report)

⁶The college has established a goal of enrolling 5000 non-dual credit students per semester by 2025. This measure supports the Idaho State Board of Education's Goal II.A.VIII (>60% of HS graduates attend college within 1 year; >80% within 3 years).

⁷The college has established a goal of increasing FTE to 3,750 in the fall of 2025. This measure supports the Idaho State Board of Education's Goal II.A.VIII (>60% of HS graduates attend college within 1 year; >80% within 3 years).

⁸The 67% benchmark for first-time, full-time, degree seeking students has been set as a stretch benchmark in light of several college initiatives focused on retaining students, and in line with Amarillo College (TX), one of CSI's established peer comparator institutions that is exemplary in this area. This measure supports the Idaho State Board of Education's Goal III.A.III (>75% retention for 2-year institutions). The most recent data reflects an entry cohort one year prior to FY date. For example, FY21 data reflects Fall 2020 entry cohort.

⁹ Benchmarks are set in cooperation with the Idaho State Board of Education. Benchmarks have been set for the numbers of certificates and degrees completed each year, rather than for the number individual graduates. These measures support the Idaho State Board of Education's Goal III.A.II.

¹⁰ Ninety percent has been chosen as a target considering that comparison schools have averaged 86% during this same time period. Students are asked, "How would you evaluate your entire educational experience at this college?" (Percentage reflects those marking "Good" or "Excellent"). For more information on the CCSSE please see Note #1 above.

¹¹ These benchmarks have been established as stretch benchmarks in light of the college's work to move students initially placed into remediation into successful college level coursework as quickly as possible. These metrics support the Idaho State Board of Education's Goal III, Objective B, and in particular, Goal III.8.II (>60% within two years).

¹² In recognition of data showing that students who complete 30 or more credits per year have more long-term success in college than students who do not and are more likely to complete a certificate or degree, the college is working to encourage students to enroll in 30 or more credits per year. This measure supports the Idaho State Board of Education's Goal III.B.I (>50% per year).

Strategic Plan Goals and Objectives approved by the CSI Board of Trustees 2/28/2022

¹³ This benchmark has been established considering recent positive trends in this area and several initiatives the college has undertaken to increase completion rates and aligns with the success rates shown at Hutchinson Community College (KS), one of CSI's established benchmark institutions. This measure supports the Idaho State Board of Education's Goal III.A.IV (>50% per year). The college has chosen to set a benchmark for the 150% of time completion rate, but not for the 100% of time completion rate due to the availability of comparison data from peer institutions.

¹⁴ The college has worked to reduce the number of credits earned at graduation by students through orientation, advising, and the use of guided pathways. This target reflects ongoing work in this area. This measure supports and aligns with the Idaho State Board of Education's Goal III.B.III (<69 credits).

¹⁵The college is working to better support students who intend to transfer after graduation. This is a new metric, and a benchmark is still being established. (Most recent data reflects an entry cohort five years prior to FY date. For example, FY21 data reflects fall 2017 entry cohort.)

¹⁶Research at CSI has revealed that the most significant predictor of college success for entering students is high school grade point average. Further, data show that males, and students who self-identify as Hispanic, tend to arrive at CSI with lower high school grade point averages than other populations. With the goal of addressing equity issues with college completion, CSI has elected to track the success of students who arrive at CSI with a low high school grade point average, and to strategically direct services toward them.

¹⁷The college has participated in the Great Colleges to Work For survey in the past to assess employee satisfaction and issues of campus climate. Participation is expected to take place again in the spring of 2023, after which benchmarks will be established.

¹⁸This benchmark recognizes a Composite Financial Index Ratio that has been deemed to be appropriate for debt-free colleges by the Composite Financial Index. A range above 3.0 indicates a level of fiscal health that allows for transformative actions.

Alignment with Idaho State Board of Education 2023-2028 Strategic Plan		State Board of	Education Goals	
	Goal 1: EDUCATIONAL SYSTEM ALIGNMENT	Goal 2: EDUCATIONAL READINESS	Goal 3: EDUCATIONAL ATTAINMENT	Goal 4: WORKFORCE READINESS
College of Southern Idaho Goals and Objectives				
GOAL #1: CULTIVATE COMMUNITY ENGAGEMENT				
Strategy #1: Enhance and expand community involvement and engagement.			_	
Objective 1.1: Foster a climate of inclusivity so students, employees, and communities are welcomed, supported, and valued for their contributions.				
Objective 1.2: Promote awareness of and participation in the innovative and high-quality educational, enrichment, and cultural opportunities the college provides.				
Objective 1.3: Collaborate with K-12 and employer partners to provide adaptive responses to community needs.	~	~		~
GOAL #2: OPTIMIZE STUDENT ACCESS				
Strategy #2: Enhance and expand quality and innovative educational opportunities grounded in equity and inclusion.				
Objective 2.1: Establish robust support systems and processes that enhance and expand opportunities for entry, reentry, and retention.	~	~	~	
Objective 2.2: Engage in a college-wide, systemic approach to developing and implementing training, certificate, and degree programs that support existing and emerging industries and expand equitable enrollment opportunities.		~	~	~
GOAL #3: DRIVE STUDENT SUCCESS				
Strategy #3: Align quality and innovative educational programs with student needs, workforce demands, and employment opportunities.				
Objective 3.1: Adapt learning environments, regardless of modality, to engage our diverse student population and to enhance student attainment of educational goals while using innovative technologies and pedagogies.	*		~	~
Objective 3.2: Increase the rate of college completion by removing barriers, providing targeted support measures, creating multiple pathways to completion, and increasing flexible schedule options.	*		~	
Objective 3.3: Develop student support services to ensure a supportive and equitable environment for all.		•	~	
GOAL #4: ENSURE INSTITUTIONAL STABILITY				
Strategy #4: Create a sustainable model for long-term growth that enhances equity, quality, and innovation.				
Objective 4.1: Promote an environment that recognizes and supports engagement, innovation, collaboration, accountability, and growth.				
Objective 4.2: Develop, enhance, and align resources and processes that support strategic goals and result in institutional optimization and sustainability.	~			

Strategic Plan Goals and Objectives approved by the CSI Board of Trustees 2/28/2022



Updated March 2022

College of Western Idaho Strategic Plan 2023 – 2027

STATUTORY AUTHORITY

This plan has been developed in accordance with Northwest Commission on Colleges and Universities (NWCCU) and Idaho State Board of Education standards. The statutory authority and the enumerated general powers and duties of the Board of Trustees of a junior (community) college district are established in Sections 33-2101, 33-2103 to 33-2115, Idaho Code.

MISSION STATEMENT

College of Western Idaho is committed to empowering students to succeed by providing affordable and accessible education to advance the local and global workforce. The College of Western Idaho expands learning and life opportunities, encourages individual advancement, contributes to Idaho's economic growth, strengthens community prosperity, and develops leaders.

VISION STATEMENT

By 2040, the College of Western Idaho will be a best-in-class, comprehensive community college that will influence individual advancement and the intellectual and economic prosperity of Western Idaho. By providing a broad range of highly accessible learning opportunities, this Vision will be realized through the College's Presence, Practice, and Impact.

GOAL 1: Advance Student Success

CWI values its students and is committed to supporting their success in reaching their educational and career goals.

Objective A: Improving Student Retention, Persistence, and Completion

Performance Measures:

Increase percent of credit students who persist from <u>Fall to Springterm to term</u>

	FY17 (2016-	FY18 (2017-	FY19 (2018-	FY20 (2019-	FY21 (2020-	Benchmark	
	2017)	2018)	2019)	2020)	2021)	FY23	FY27
Ī	72%	70%	71%	76%	70%	>= <u>72</u> 7	<u>>=76%</u>
						7 %	

Benchmark: Term to term Fall to Spring persistence rates for all Fall first-time and transfer-in credit students will meet or exceed 7677% by 2027. The benchmark was established based on past years'

performance and with the intent of being a stretch goal that is specific, measurable, attainable, relevant, and time-bound (SMART).

II. Number of degrees/certificates produced annually (IPEDS Completions)

FY17 (2016-	FY18 (2017-	FY19 (2018-	FY20 (2019-	FY21 (2020-	Bencl	hmark			
2017)	2018)	2019)	2020)	2021)	FY23	FY27			
Degrees									
979	962	906	956	951	>=1,000	>=1,049			
	Certificates of at least 1 year								
219	295	324	347	332	>=330	>=402			
(290 w/Gen.	(434 w/Gen.	(538 w/Gen.	(1,286	(1,164					
Ed awards)	Ed awards)	Ed awards)	w/Gen. Ed	w/Gen. Ed					
			awards)	awards)					

Benchmark (state-wide performance measure): Number of degrees produced annually (IPEDS completions) will meet or exceed <u>1,049</u><u>1,000</u> degrees by 2027. The benchmark was established based on past years' performance and with the intent of being a stretch goal that is specific, measurable, attainable, relevant, and time-bound (SMART).

Benchmark (state-wide performance measure): Number of certificates of at least one year produced annually (IPEDS completions) will be meet or exceed 402330 certificates by 2027. The benchmark was established based on past years' performance and with the intent of being a stretch goal that is specific, measurable, attainable, relevant, and time-bound (SMART).

III. Number of unduplicated graduates (IPEDS Completions)

FY17 (2016-	FY18 (2017-	FY19 (2018-	FY20 (2019-	FY21 (2020-	Benchmark				
2017)	2018)	2019)	2020)	2021)	FY23	FY27			
Degrees									
890	898	880	924	920	>=975	>=996			
	Certificates of at least 1 year								
188	227	268	287	261	>=275	>=337			
(259 w/Gen.	(366 w/Gen.	(481 w/Gen.	(1,218 w/Gen.	(1,090					
Ed awards)	Ed awards)	Ed awards)	Ed awards)	w/Gen. Ed					
				awards)					

Benchmark (state-wide performance measure): Number of unduplicated graduates with degrees (IPEDS completions) will be greater than or equal to 996975 by 2027. The benchmark was established based on past years' performance and with the intent of being a stretch goal that is specific, measurable, attainable, relevant, and time-bound (SMART).

Benchmark (state-wide performance measure): Number of unduplicated graduates with certificates of at least one year (IPEDS completions) will be greater than or equal to <u>337275</u> by 2027. The benchmark was established based on past years' performance and with the intent of being a stretch goal that is specific, measurable, attainable, relevant, and time-bound (SMART).

IV. Percentage of students completing 30 or more credits per academic year

FY17 (2016-	FY18 (2017-	FY19 (2018-	FY20 (2019-	FY21 (2020-	Benchmark	
2017)	2018)	2019)	2020)	2021)	FY23	FY27
3%	4%	5%	4%	4%	>= <u>5</u> 8%	>=7%

Benchmark (state-wide performance measure): Percentage of students completing 30 or more credits per academic year will meet or exceed the FY19 Idaho 2-year Community College Average of 78% by 2027. The benchmark was established based on past years' performance and with the intent of being a stretch goal that is specific, measurable, attainable, relevant, and time-bound (SMART).

V. Percentage of first-time, full-time degree/certificate seeking students who graduate within 150% of time (IPEDS Graduation Rates)

FY17 (2016-	FY18 (2017-	FY19 (2018-	FY20 (2019-	FY21 (2020-	Benchmark	
2017)	2018)	2019)	2020)	2021)	FY23	FY27
Fall Cohort	Fall Cohort	Fall Cohort	Fall Cohort	Fall Cohort	>=26%	>=30%
2014	2015	2016	2017	2018		
12%	21%	22%	23%	25%		

Benchmark (state-wide performance measure): Percentage of first-time, full-time degree/certificate seeking students who graduate within 150% of time (IPEDS Graduation Rates) will meet or exceed 3026% by 2027. The benchmark was established based on past years' performance and with the intent of being a stretch goal that is specific, measurable, attainable, relevant, and time-bound (SMART).

VI. Percentage of first-time, full-time degree/certificate seeking students who graduate within 100% of time (IPEDS Graduation Rates)

FY17 (2016-	FY18 (2017-	FY19 (2018-	FY20 (2019-	FY21 (2020-	Benchmark	
2017)	2018)	2019)	2020)	2021)	FY23	FY27
Fall Cohort	>=19%	>=23%				
2015	2016	2017	2018	2019		
9%	12%	13%	14%	16%		

Benchmark (state-wide performance measure): Percentage of first-time, full-time degree/certificate seeking students who graduate within 100% of time (IPEDS Graduation Rates) will meet or exceed 2319% by 2027. The benchmark was established based on past years' performance and with the intent of being a stretch goal that is specific, measurable, attainable, relevant, and time-bound (SMART).

Objective B: Developing Effective Educational Pathways

Performance Measures:

I. Increase percent of CWI Dual Credit students who transition to CWI programs within one year of high school graduation.

FY17 (2016-	FY18 (2017-	FY19 (2018-	FY20 (2019-	FY21 (2020-	Benchmark	
2017)	2018)	2019)	2020)	2021)	FY23	FY27
13%	10%	11%	10%	Not Yet	13% 1%	<u>17%</u>
				Available	annual	
					increase	

Benchmark: Increase the number Percentage of Dual Credit students who transition to CWI programs within one year of graduation by 1% annually will meet or exceed 17% by 2027. The benchmark was established based on past years' performance and with the intent of being a stretch goal that is specific, measurable, attainable, relevant, and time-bound (SMART).

II. Percentage of degree seeking students taking a remedial course who complete a subsequent credit bearing course with a C or higher within one year of remedial enrollment

FY17 (2016-	FY18 (2017-	FY19 (2018-	FY20 (2019-	FY21 (2020-	Benchmark	
2017)	2018)	2019)	2020)	2021)	FY23	FY27
English: 70% Math: 17%	English: 71% Math: 17%	English: 70% Math: 23%	English: 74% Math: 27%	English: 70% Math: 25%	English: 72% Math: >= <u>2725</u> %	English: 76% Math: >=31%

Benchmark (state-wide performance measure): Percentage of degree seeking students taking a remedial course who complete a subsequent credit bearing course with a C or higher within one year of remedial enrollment will be <u>7672</u>% for English and will meet or exceed <u>3125</u>% for Math by 2027. The benchmark was established based on past years' performance and with the intent of being a stretch goal that is specific, measurable, attainable, relevant, and time-bou-nd (SMART).

III. Percentage of first-time degree seeking students completing a gateway math course within two years of enrollment

FY17 (2016-	FY18 (2017-	FY19 (2018-	FY20 (2019-	FY21 (2020-	Benchmark	
2017)	2018)	2019)	2020)	2021)	FY23	FY27
17%	18%	24%	27%	31%	>= <u>33</u> 25%	>=37%

Benchmark (state-wide performance measure): Percentage of first-time degree seeking students completing a gateway math course within two years of enrollment will meet or exceed 3725% by 2027. The benchmark was established based on past years' performance and with the intent of being a stretch goal that is specific, measurable, attainable, relevant, and time-bound (SMART).

Objective C: Developing Effective Educational and Career Pathways and Transfer Opportunities

I. Increase percentage of students completing transfer programs who enroll at a four-year institution within one year of completion

FY17 (2016-	FY18 (2017-	FY19 (2018-	FY20 (2019-	FY21 (2020-	Benchmark	
2017)	2018)	2019)	2020)	2021)	FY23	FY27
53%	52%	56%	56%	Not Yet	>= <u>58</u> 60%	>=62%
				Available		

Benchmark: Increase transfer of <u>Academic Certificate (excluding General Education Academic Certificate (GEAC))</u>, AA, and AS completers to four-year institutions to meet or exceed <u>62</u>60% by 2027 (based on highest level of completion). The benchmark was established based on past years' performance and with the intent of being a stretch goal that is specific, measurable, attainable, relevant, and time-bound (SMART).

GOAL 2: Promote and Invest in the Development of Quality Instruction

CWI will provide the highest quality instructional programs, which help learners achieve their goals and that also help the community and region to prosper.

Objective A: Advancing Innovative Programming and Strategies.

Performance Measures:

I. Increase success rates for students who enter CWI underprepared

FY17 (2016-	FY17 (2016- FY18 (2017- FY19 (2018- FY20 (2019- 2017) 2018) 2019) 2020)		FY20 (2019-	FY21 (2020-	Benc	hmark		
2017)			2019) 2020)		FY23	FY27		
	English							
Fall: 69%	Fall: 69%	Fall: 74%	Fall: 68%	Fall: 62%	>= <u>72</u> 80	>=76%		
Spring: 75%	Spring: 74%	Spring: 74%	Spring: 72%		%			
Summer:	Summer:	Summer:	Summer:					
77%	88%	83%	71%					

Benchmark (English): By 2027, <u>76</u>80% or more of students who enter the English pipeline through English-plus co-requisite model successfully pass ENGL 101. The benchmark was established based on past years' performance and with the intent of being a stretch goal that is specific, measurable, attainable, relevant, and time-bound (SMART).

Key External Factors

There are a number of key external factors that can have significant impact on our ability to fulfill our mission and institutional priorities in the years to come. Some of these include:

- Continued revenue. 35% of CWI's revenue comes from State of Idaho provided funds (general fund, CTE, etc.). Maintaining parity with the state's other community colleges is a stated objective within our strategic plan. Ongoing state funding is vital to the continued success of CWI.
- Enrollment. CWI is actively engaged in recruiting and retention efforts in all areas of student enrollment. With nearly 50% of revenue generated by active enrollments, it is critical that CWI reach out in meaningful ways to its service area to support ongoing learning opportunities for the community and maintain fiscal stability for the college.
 - CWI's enrollment has been adversely affected by long-term economic and social impacts
 of COVID-19. The long-term impacts of COVID-19 on CWI's enrollment are currently
 unknown.
- Economy. Recent years have shown that the state and national economy have significant impacts on enrollment in higher education. Current trends in the local economy indicate strong employment rates, which may also be impacting CWI enrollment.

Evaluation Process

The College of Western Idaho is currently operating in its Comprehensive Strategic Plan for 2018-2022 and created associated performance metrics and benchmarks. Evaluations are initiated at regular intervals, the scope and timing of which are determined by the lifecycle of the necessary processes and the impact to our students and institution. Where processes are maintained in a database, regular and recurring reports are leveraged to evaluate against stated standards. Where a more qualitative evaluation is employed, surveys or manual audits are performed to gauge delivery and performance.

When improvements are determined to be necessary, scope and impact to the student or business processes are then evaluated, desired outcomes are determined and a stated goal is formulated and then measured against existing goals or strategies to determine if it can be incorporated into existing structure or would be stand alone in nature. Once a new goal is incorporated, an evaluative process will be created, benchmarking will be established and recurring evaluations made.



2023 - 2027 Strategic Plan

MISSION STATEMENT

North Idaho College meets the diverse educational needs of students, employers, and the northern Idaho communities it serves through a commitment to student success, educational excellence, community engagement, and lifelong learning.

VISION STATEMENT

As a comprehensive community college, North Idaho College strives to provide accessible, affordable, quality learning opportunities. North Idaho College endeavors to be an innovative, flexible leader recognized as a center of educational, cultural, economic, and civic activities by the communities it serves.

GOAL 1: STUDENT SUCCESS

A vibrant, lifelong learning environment that engages students as partners in achieving educational goals to enhance their quality of life.

<u>Goal 1, Objective A: Provide innovative, progressive, and student-centered programs and services.</u> *Performance Measures*

 Percentage of entering degree/certificate-seeking students who were awarded a degree or certificate, transferred, or are still enrolled at eight years after entry. Source: IPEDS Outcome Measures Survey. [CCM 257]

					Bench	nmark
FY 2018	FY 2019	FY 2020	FY 2021	FY 2022	FY 2023	FY 2027
54.9%	48.6%	51.2%	51.6%			
2010-2011	2011-2012	2012-2013	2013-2014			
cohort	cohort	cohort	cohort	Available	52%	E 40/
followed	followed	followed	followed	July 2022	32%	54%
through	through	through	through			
8/31/2018	8/31/2019	8/31/2020	8/31/2021			

Benchmark: 54% ¹ (by 2027)

II. Percentage of NIC Dual Credit students who participated in dual enrollment during any year of high school and matriculated at NIC within one year following their high school graduation. Source: NIC Trends. [CCM 227]

		Bench	nmark			
FY 2018	FY 2019	FY 2020	FY 2021	FY 2022	FY 2023	FY 2027
28.6% (278/971) 2017 High School Graduate Cohort	32.0% (349/1089) 2018 High School Graduate Cohort	27.1% (329/1216) 2019 High School Graduate Cohort	26.2% (322/1228) 2020 High School Graduate Cohort	Available July 2022	26%	27%

Benchmark: 27% ² (by 2027)

III. Percentage of NIC Dual Credit students who participated in dual enrollment during any year of high school and matriculated at other institutions within one year following their high school graduation. *Source: NIC Trends.* [CCM 228]

		Benchmark				
FY 2018	FY 2019	FY 2020	FY 2021	FY 2022	FY 2023	FY 2027
50.8% (493/971) 2017 High School Graduate Cohort	51.8% (564/1089) 2018 High School Graduate Cohort	50.4% (613/1216) 2019 High School Graduate Cohort	47.1% (578/1228) 2020 High School Graduate Cohort	Available July 2022	47%	49%

Benchmark: 49%³ (by 2027)

IV. Total number of degrees/certificates produced, broken out by a) certificates of less than one year; b) certificates of at least one year; and c) associate degrees. Statewide Performance Measure. Source: NIC Trends. [CCM 238]

			Benchmark			
FY 2018	FY 2019	FY 2020	FY 2021	FY 2022	FY 2023	FY 2027
a) 98	a) 74	a) 121	a) 96		a) 97	a) 98
b) 556	b) 604	b) 620	b) 639	Available	b) 645	b) 652
c) 690	c) 681	c) 659	c) 734	July 2022	c) 741	c) 749
Total Awards:	Total Awards:	Total Awards:	Total Awards:		Total Awards:	Total Awards:
1344	1359	1400	1469		1483	1499

Benchmark: a) 98 b) 652 c) 749 4 (by 2027)

V. Number of unduplicated graduates broken out by a) certificates of less than one year; b) certificates of at least one year; and c) associate degrees. *Statewide Performance Measure*. *Source: NIC Trends.* [CCM 239]

		Benchmark				
FY 2018	FY 2019	FY 2020	FY 2021	FY 2022	FY 2023	FY 2027
a) 77 b) 534 c) 659 Total overall unduplicated count: 913	a) 65 b) 583 c) 650 Total overall unduplicated count: 872	a) 105 b) 604 c) 619 Total overall unduplicated count: 893	a) 85 b) 629 c) 676 Total overall unduplicated count: 921	Available July 2022	a) 86 b) 635 c) 683 Total overall unduplicated count: 930	a) 87 b) 642 c) 690 Total overall unduplicated count: 939

Benchmark: a) 87 b) 642 c) 690 5 (by 2027)

Goal 1, Objective B: Engage and empower students to take personal responsibility and to actively participate in their educational experience.

Performance Measures

I. Percentage of CTE Graduates that responded to a follow-up survey who achieved positive placement after leaving postsecondary education. *Source: NIC Trends.* [CCM 177]

		Bench	nmark			
FY 2018	FY 2019	FY 2020	FY 2021	FY 2022	FY 2023	FY 2027
89.1%	87.9%	83.8%	85.1%			
				Available	0.50/	070/
2017-18	2018-19	2019-20	2020-21	July 2023	85%	87%
Graduates	Graduates	Graduates	Graduates			

Benchmark: 87% ⁶ (by 2027)

II. Percentage of non-remedial courses (duplicated student headcount) completed in the fall term with a C or better. *Source: NIC Trends.* [CCM 108]

		Benchmark				
FY 2018	FY 2019	FY 2020	FY 2021	FY 2022	FY 2023	FY 2027
79.2% (13,022/ 16,452) Fall 2017	81.0% (13,459/ 16,614) Fall 2018	81.0% (12,854/ 15,873) Fall 2019	80.3% (11,777/ 14,666) Fall 2020	Available July 2022	80%	82%

Benchmark: 82% ⁷ (by 2027)

<u>Goal 1, Objective C: Promote programs and services to enhance access and successful student transitions.</u>

Performance Measures

I. Persistence Rate: Full-time, first-time and new transfer-in students who persist to spring or receive an award that first fall as a percentage of that population. *Source: NIC Trends.* [CCM 155]

		Benchmark				
FY 2018	FY 2019	FY 2020	FY 2021	FY 2022	FY 2023	FY 2027
79.9% (658/824) Fall 17 to Spr 18	80.7% (671/832) Fall 18 to Spr 19	79.8% (604/757) Fall 19 to Spr 20	79.2% (568/717) Fall 20 to Spr 21	Available July 2022	79%	80%

Benchmark: 80% 8 (by 2027)

II. Retention Rate: Full-time, first-time, degree/certificate-seeking student retention rates as defined by IPEDS. *Source: Integrated Postsecondary Education Data System (IPEDS).* [CCM 025]

		Benchmark				
FY 2018	FY 2019	FY 2020	FY 2021	FY 2022	FY 2023	FY 2027
53.3% (356/668) Fall 2017 cohort	55.0% (377/686) Fall 2018 cohort	56.1% (361/644) Fall 2019 cohort	61.7% (366/593) Fall 2020 cohort (Preliminary)	Available July 2022	61%	63%

Benchmark: 63% 9 (by 2027)

III. Retention Rate: Part-time, first-time, degree/certificate-seeking student retention rates as defined by IPEDS. Source: Integrated Postsecondary Education Data System (IPEDS). [CCM 026]

		Benchmark				
FY 2018	FY 2019	FY 2020	FY 2021	FY 2022	FY 2023	FY 2027
35.9% (85/237) Fall 2017 cohort	32.6% (78/239) Fall 2018 cohort	35.4% (86/243) Fall 2019 cohort	38.5% (101/262) Fall 2020 cohort (Preliminary)	Available July 2022	36%	37%

Benchmark: 37% ¹⁰ (by 2027)

IV. Percent of undergraduate, degree/certificate-seeking students completing 30 or more credits per academic year at the institution reporting. *Statewide Performance Measure. Source: NIC Trends.* [CCM 195]

		Bench	nmark			
FY 2018	FY 2019	FY 2020	FY 2021	FY 2022	FY 2023	FY 2027
8.2% (345/4198)	8.5% (332/3889)	7.8% (288/3685)	8.1% (283/3512)	Available July 2022	9%	10%

Benchmark: 10% ¹¹ (by 2027)

V. Percent of first-time, full-time, degree/certificate-seeking students graduating within 150% of time. Statewide Performance Measure. Source: Integrated Postsecondary Education Data System (IPEDS). [CCM 196]

		Benchmark				
FY 2018	FY 2019	FY 2020	FY 2021	FY 2022	FY 2023	FY 2027
27.0%	25.4%	28.1%	28.3%			
(169/625)	(174/685)	(188/668)	(194/686)	Available	28%	30%
Fall 2015	Fall 2016	Fall 2017	Fall 2018	July 2022	28%	30%
Cohort	Cohort	Cohort	Cohort			

Benchmark: 30% 12 (by 2027)

VI. Percent of first-time, full-time, degree/certificate-seeking students graduating within 100% of time. Statewide Performance Measure. Source: Integrated Postsecondary Education Data System (IPEDS). [CCM 199]

					Bench	nmark
FY 2018	FY 2019	FY 2020	FY 2021	FY 2022	FY 2023	FY 2027
16.4%	20.2%	18.7%	17.4%			
(112/685)	(135/668)	(128/686)	(112/644)	Available		
Fall 2016	Fall 2017	Fall 2018	Fall 2019	July 2022	17%	20%
Cohort	Cohort	Cohort	Cohort	July 2022		
			(preliminary)			

Benchmark: 20% ¹³ (by 2027)

GOAL 2: EDUCATIONAL EXCELLENCE

High academic standards, passionate and skillful instruction, professional development, and innovative programming while continuously improving all services and outcomes.

Goal 2, Objective A: Evaluate, create and adapt programs that respond to the educational and training needs of the region.

Performance Measures

I. Market Penetration: Unduplicated headcount of credit students as a percentage of NIC's total service area population. *Source: NIC Trends.* [CCM 037]

		Benchmark				
FY 2018	FY 2019	FY 2020	FY 2021	FY 2022	FY 2023	FY 2027
3.1%	2.9%	2.7%	2.4%	Available		
(7,235/	(6,900/	(6,586/	(6,098/		2.3%	2.0%
234,845)	240,202)	245,861)	253,227)	July 2022		

Benchmark: 2.0% ¹⁴ (by 2027)

II. Market Penetration: Unduplicated headcount of non-credit students as a percentage of NIC's total service area population. *Source: NIC Trends.* [CCM 038]

		Benchmark				
FY 2018	FY 2019	FY 2020	FY 2021	FY 2022	FY 2023	FY 2027
2.1%	2.3%	1.8%	1.9%	Available		
(4,883/	(5,419/	(4,471/	(4,794/		1.8%	1.7%
234,845)	240,202)	245,861)	253,227)	July 2022		

Benchmark: 1.7% ¹⁵ (by 2027)

III. Percent of undergraduate, degree/certificate-seeking students taking a remediation course completing a subsequent credit bearing course (in the area identified as needing remediation) within a year with a "C" or higher. Statewide Performance Measure. Source: NIC Trends. [CCM 203/204]

Math

		Benchmark				
FY 2018	FY 2019	FY 2020	FY 2021	FY 2022	FY 2023	FY 2027
25.2%	22.6%	24.5%	26.1%	Available		
(245/971)	(171/757)	(135/551)	(109/418)		26%	25%
16-17 cohort	17-18 cohort	18-19 cohort	19-20 cohort	July 2022		

English

		Benchmark				
FY 2018	FY 2019	FY 2020	FY 2021	FY 2022	FY 2023	FY 2027
30.2% (116/384) 16-17 cohort	23.0% (90/392) 17-18 cohort	28.9% (81/280) 18-19 cohort	20.2% (54/268) 19-20 cohort	Available July 2022	20%	25%

Benchmark: Math 25%; English 25% ¹⁶ (by 2027)

IV. Percent of new degree/certificate-seeking freshmen completing a gateway math course within two years. *Statewide Performance Measure. Source: NIC Trends.* [CCM 198]

					Bench	nmark
FY 2018	FY 2019	FY 2020	FY 2021	FY 2022	FY 2023	FY 2027
27.4%	29.1%	33.6%	33.9%	Available		
(433/1578)	(493/1695)	(575/1713)	(573/1689)	July 2022	30%	31%
15-16 cohort	16-17 cohort	17-18 cohort	18-19 cohort	July 2022		

Benchmark: 31% ¹⁷ (by 2027)

Goal 2, Objective B: Engage students in critical and creative thinking through disciplinary and interdisciplinary teaching and learning.

Performance Measures

I. Student perceptions of Student-Faculty Interactions. Source: Community College Survey of Student Engagement (CCSSE). [CCM 162]

		Benchmark				
FY 2018	FY 2019	FY 2020	FY 2021	FY 2022	FY 2023	FY 2027
52.2	52.2	50.9	47.3			
Spring 2015 *	Spring 2017 *	Spring 2019 *	Spring 2021	Available		
				July 2023	N/A	50
Top Schools	Top Schools	Top Schools	Top Schools	July 2023		
58.9	58.5	60.1	60.7			

Benchmark: Standardized Benchmark Mean of 50 18 (by 2027)

II. Student perceptions of Support for Learners. Source: Community College Survey of Student Engagement (CCSSE). [CCM 165]

		Benchmark				
FY 2018	FY 2019	FY 2020	FY 2021	FY 2022	FY 2023	FY 2027
46.4	44.2	48.6	42.2			
Spring 2015 *	Spring 2017 *	Spring 2019 *	Spring 2021	Available	21/2	5.0
Top Schools	Top Schools	Top Schools	Top Schools	July 2023	N/A	50
59.8	58.4	60.9	60.5			

Benchmark: Standardized Benchmark Mean of 50 19 (by 2027)

Goal 2, Objective C: Strengthen institutional effectiveness, teaching excellence and student learning through challenging and relevant course content, and continuous assessment and improvement.

Performance Measures

I. Percentage of Student Learning Outcomes Assessment (SLOA) goals met over 3-year plan. *Source: NIC Trends.* [CCM 114]

		Benchmark				
FY 2018	FY 2019	FY 2020	FY 2021	FY 2022	FY 2023	FY 2027
89%	89%	81%	90%	Available July 2022	90%	80%

Benchmark: At least 80% of SLOA goals are consistently progressing or met ²⁰ (by 2027)

II. Full-time to Part-time faculty ratio. Source: NIC Trends. [CCM 029]

		Benchmark				
FY 2018	FY 2019	FY 2020	FY 2021	FY 2022	FY 2023	FY 2027
0.8:1.0 160FT & 208PT	0.8:1.0 161FT & 210PT	0.7:1.0 150FT & 213PT	0.8:1.0 144FT & 173PT	Available July 2022	0.8:1.0	0.8:1.0

Benchmark: No less than 0.8:1.0 ²¹ (by 2027)

^{*} Survey administered every other year so data points do not line up with FY headers for these three years.

^{*} Survey administered every other year so data points do not line up with FY headers for these three years.

Goal 2, Objective D: Recognize and expand faculty and staff scholarship through professional development.

Performance Measures

I. Professional Development resources are disbursed through a competitive and peer-reviewed process annually. *Source: NIC Trends.* [CCM 115]

		Benchmark				
FY 2018	FY 2019	FY 2020	FY 2021	FY 2022	FY 2023	FY 2027
					Maintain or	Maintain or
\$175,618	\$180,950	\$89,267	\$59,345	Available	increase	increase
\$175,016	\$100,930	309,207	Ş39,343	July 2022	funding	funding
					levels	levels

Benchmark: Maintain or increase funding levels ²² (by 2027) *Note: FY20 and FY21 decline due to COVID-related travel restrictions.*

GOAL 3: COMMUNITY ENGAGEMENT

Collaborative partnerships with businesses, organizations, community members, and educational institutions to identify and address changing educational needs.

<u>Goal 3, Objective A: Advance and nurture relationships throughout our service region to enhance the</u> lives of the citizens and students we serve.

Performance Measures

I. Percentage of student evaluations of workforce training and community education courses with a satisfaction rating of above average. *Source: NIC Trends.* [CCM 054]

		Bench	nmark			
FY 2018	FY 2019	FY 2020	FY 2021	FY 2022	FY 2023	FY 2027
98% (322/330)	96% (348/363)	98% (281/286)	96% (303/317)	Available July 2022	96%	96%

Benchmark: 96% ²³ (by 2027)

<u>Goal 3, Objective B: Demonstrate commitment to the economic/business development of the region.</u> *Performance Measures:*

I. Licensure Pass Rates. Source: NIC Trends. [CCM 091]

		Benchmark				
FY 2018	FY 2019	FY 2020	FY 2021	FY 2022	FY 2023	FY 2027
97%	99%	92%	98%	Available July 2022	90%	90%

Benchmark: 90% ²⁴ (by 2027)

Goal 3, Objective C: Promote North Idaho College in the communities we serve.

Performance Measures

I. Dual Credit annual credit hours taught in the high schools as percentage of total dual credit hours taught. *Source: Idaho State Board of Education Dual Credit Report.* [CCM 020]

		Benchmark				
FY 2018	FY 2019	FY 2020	FY 2021	FY 2022	FY 2023	FY 2027
7,093 (40.1% of total)	8,111 (41.4% of total)	7,721 credits (39.3% of total)	6,218 credits (33.5% of total)	Available July 2022	34%	35%

Benchmark: 35% (by 2027) 25

PPGA TAB 2 Page 7

7 | Page

II. Dual Credit annual credit hours as percentage of total credits. Source: Idaho State Board of Education Dual Credit Report. [CCM 019]

		Benchmark				
FY 2018	FY 2019	FY 2020	FY 2021	FY 2022	FY 2023	FY 2027
17,672	19,594	19,658	18,534	Available		
credits	credits	credits	credits	July 2022	20%	21%
(18% of total)	(20% of total)	(21% of total)	(21% of total)			

Benchmark: 21% ²⁶ (by 2027)

III. Dual Credit unduplicated annual headcount and percentage of total. Source: Idaho State Board of Education Dual Credit Report. [CCM 017]

			Bench	nmark		
FY 2018	FY 2019	FY 2020	FY 2021	FY 2022	FY 2023	FY 2027
2,036 (28% of total)	1,983 (29% of total)	1,970 (30% of total)	1,670 (27% of total)	Available July 2022	27%	28%

Benchmark: 28% 27 (by 2027)

Goal 3, Objective D: Enhance community access to college.

Performance Measures

I. Distance Learning proportion of credit hours. *Source: National Community College Benchmarking Project (NCCBP).* [CCM 258]

FY 2018	FY 2019	FY 2020	FY 2021	FY 2022	FY 2023	FY 2027			
23.1%	23.4%	24.5%	43.9%	Available					
11,252/48,751	11,250/47,979	11,099/45,355	18,828/42,874	Available	30%	30%			
Fall 2017	Fall 2018	Fall 2019	Fall 2020	July 2022					

Benchmark: 30% of total student credit hours is achieved ²⁸ (by 2027)

GOAL 4: DIVERSITY

A learning environment that celebrates the uniqueness of all individuals and encourages cultural competency.

Goal 4, Objective A: Foster a culture of inclusion.

Performance Measures

I. Percentage of students enrolled from diverse populations. Source: NIC Trends. [CCM 105]

			Bench	nmark		
FY 2018	FY 2019	FY 2020	FY 2021	FY 2022	FY 2023	FY 2027
76.4% White 12.2% Other 11.4% Unknown	78.3% White 13.2% Other 8.5% Unknown	77.8% White 14.5% Other 7.7% Unknown	77.9% White 14.9% Other 7.2% Unknown	Available July 2022	Maintain a diverse, or more diverse population than the population within NIC's service region	Maintain a diverse, or more diverse population than the population within NIC's service region

Benchmark: Maintain a diverse, or more diverse population than the population within NIC's service region ²⁹ (by 2027)

Goal 4, Objective B: Promote a safe and respectful environment.

Performance Measures

I. Percentage of students surveyed that perceive NIC encourages contact among students from different economic, social, and racial or ethnic backgrounds. Source: Community College Survey of Student Engagement (CCSSE). [CCM 106]

		Benchmark				
FY 2018	FY 2019	FY 2020	FY 2021	FY 2022	FY 2023	FY 2027
42.7%	38.4%	50.1%	40.9%			
Spring 2015 *	Spring 2017 *	Spring 2019*	Spring 2021			
				Available	N/A	45%
National	National	National	National	July 2023	IN/A	43%
Average	Average	Average	Average			
53.5%	55.1%	56.2%	57.3%			

Benchmark: 45% 30 (by 2027)

Goal 4, Objective C: Develop culturally competent faculty, staff and students.

Performance Measures

I. Number of degree/certificate-seeking students who met the proficiency outcomes for identified GEM 5 and GEM 6 diversity competencies. *Source: NIC Trends.* [CCM 174]

			Benchmark			
FY 2018	FY 2019	FY 2020	FY 2021	FY 2022	FY 2023	FY 2027
No Data Collected	86%	88%	87%	Available July 2022	87%	90%

Benchmark: 90% of degree/certificate-seeking students ³¹ (by 2027)

GOAL 5: STEWARDSHIP

Economic and environmental sustainability through leadership, awareness, and responsiveness to changing community resources.

Goal 5, Objective A: Exhibit trustworthy stewardship of resources.

Performance Measures

I. Tuition revenue as a percentage of total revenue. Source: NIC Trends. [CCM 172]

		Benchmark				
FY 2018	FY 2019	FY 2020	FY 2021	FY 2022	FY 2023	FY 2027
24.5%	23.9%	23.1%	21.3%	Available July 2022	21%	Total tuition revenue not to exceed 33.3% of revenue

Benchmark: Total tuition revenue not to exceed 33.3% of revenue ³² (by 2027)

^{*} Survey administered every other year so data points do not line up with FY headers for these three years.

II. Tuition and Fees for full-time, first-time, in-district students, full academic year. Source: Integrated Postsecondary Education Data System (IPEDS). [CCM 130]

		Bench	nmark			
FY 2018	FY 2019	FY 2020	FY 2021	FY 2022	FY 2023	FY 2027
\$3,360	\$3,396	\$3,396	\$3,396			
NIC Percentile Score 68%	NIC Percentile Score 73%	NIC Percentile Score 73%	NIC Percentile Score 73%	Available July 2022	73%	75%

Benchmark: 75th percentile ³³ (by 2027)

Note: Higher percentile scores represent lower costs. For example, data indicates that NIC is less expensive than 73% of the institutions in its peer comparison group. Benchmark/target is to reach 75%.

III. Auxiliary Services generates sufficient revenue (net income) to cover direct costs of operations. Source: NIC Trends. [CCM 170]

		Bench	nmark			
FY 2018	FY 2019	FY 2020	FY 2021	FY 2022	FY 2023	FY 2027
(\$41,047)	\$22,927	(\$130,011)	(\$90,281)	Available July 2022	Annual direct costs maintained	Annual direct costs maintained

Benchmark: Annual direct costs maintained ³⁴ (by 2027)

Goal 5, Objective B: Demonstrate commitment to an inclusive and integrated planning environment. Performance Measures

I. NIC will utilize the Postsecondary Data Partnership (PDP) Dashboards Benchmark: By 2024

Goal 5, Objective C: Explore, adopt, and promote initiatives that help sustain the environment. Performance Measures

II. Energy consumption per gross square foot as determined by gas/electric costs. *Source: NIC Trends.* [CCM 192]

		Bench	nmark			
FY 2018	FY 2019	FY 2020	FY 2021	FY 2022	FY 2023	FY 2027
\$0.99 per	\$0.94 per	\$0.86 per	\$0.90 per			
gross square	gross square	gross square	gross square		\$0.90 per	\$0.90 per
foot	foot	foot	foot	Available	•	· •
\$720,212/	\$684,137/	\$653,996/	\$683,073/	July 2022	gross square foot	gross square foot
727,863	727,863	756,863	756,863		1001	1001
square feet	square feet	square feet	square feet			

Benchmark: \$0.90 per gross square foot 35 (by 2027)

KEY EXTERNAL FACTORS

- Changes in the economic environment, including the COVID-19 pandemic
- Changes in local, state, or federal funding levels
- Changes in local, state, or national educational priorities
- Changes in education market (competitive environment)

EVALUATION PROCESS

- Details of implementation
 - The Executive Accreditation and Planning Team leads the President's Cabinet in an annual review and revision of the strategic plan. The strategic plan is organized to align with North Idaho College's core values. Together, the core values and the strategic plan guide NIC to mission fulfillment.
- Status of goals and objectives
 - North Idaho College's goals for the strategic plan are also the college's core values. The objectives to meet the goals are reviewed with the data collected to determine if benchmarks have been met. The review process often leads to the following questions:
 - Is the data we are collecting providing information related to goal attainment?
 - Is additional data needed to better understand goal attainment?
 - Do the objectives need revision to reach goal attainment?
 - There were no substantial changes made to the goals and objectives in the past academic year.

Footnotes

¹ Benchmark is set based on IPEDS data from comparator institutions combined with current institutional challenges the desired level of achievement. Numbers for those comparator institutions range between 57.6% and 61.2%. Cohort includes first-time degree/certificate-seeking and new transfer degree/certificate-seeking students for the fiscal year. Includes students who received a degree/certificate, transferred, or are still enrolled after eight years.

² Benchmark is set based on an analysis of historical trends combined with current institutional challenges and the desired level of achievement. National Student Clearinghouse results were used to calculate these numbers. Numbers are as of 03/02/2022. Data refreshes nightly so prior year trends may have changed slightly. Students who graduate during a fall or winter term may not be fully represented.

³ Benchmark is set based on an analysis of historical trends combined with current institutional challenges and the desired level of achievement. National Student Clearinghouse results were used to calculate these numbers. Numbers are as of 03/02/2022. Data refreshes nightly so prior year trends may have changed slightly. Other Institutions excludes NIC. Students who graduate during a fall or winter term may not be fully represented.

⁴ Benchmark is set based on an analysis of historical trends combined with current institutional challenges and the desired level of achievement. Total awards by award level. Historical data has been revised to reflect current IPEDS definitions which reflect a change in methodology, effective October 2020. Data prior to FY21 may not reflect what was previously reported to IPEDS.

- ⁵ Benchmark is set based on an analysis of historical trends combined with current institutional challenges and the desired level of achievement. Counts are unduplicated by award level. Historical data has been revised to reflect current IPEDS definitions which reflect a change in methodology, effective October 2020. Data prior to FY21 may not reflect what was previously reported to IPEDS.
- ⁶ Benchmark is set based on an analysis of historical trends combined with current institutional challenges and the desired level of achievement. This measure is currently under review due in part to methodology differences that exist between data collection processes. Positive placement includes employed and/or employed related to training. Percentages are calculated on respondents only.
- ⁷ Benchmark is set based on an analysis of historical trends combined with current institutional challenges and the desired level of achievement. This measure represents the number of students (duplicated headcount) who completed non-remedial courses with a C or better (or P or S). Denominator is the duplicated count of students enrolled in non-remedial courses at the end of term. Does not include labs, incompletes, or audits.
- ⁸ Benchmark is set based on an analysis of historical trends combined with current institutional challenges and the desired level of achievement.
- ⁹ Benchmark is set based on an analysis of historical trends combined with current institutional challenges and the desired level of achievement. Benchmark calculations exclude the outlier year. Anticipate FYE program to increase retention. This cohort represents a small percentage of NIC's total credit student population. FY21 numbers are pre-IPEDS submission.
- ¹⁰ Benchmark is set based on an analysis of historical trends combined with current institutional challenges and the desired level of achievement. Benchmark calculations exclude the outlier year. Anticipate FYE program to increase retention. This cohort represents a small percentage of NIC's total credit student population. FY21 numbers are pre-IPEDS submission.
- ¹¹ Benchmark is set based on an analysis of historical trends combined with current institutional challenges and the desired level of achievement. Based on a cohort of students that excludes non-degree/certificate-seeking, Dual Credit, and 100% audits. Includes registered credits and credits awarded through placement tests, Summer/Fall/Spring. Refreshed nightly so numbers may change slightly, i.e., incomplete grade changes. Impacted by COVID. Aspire to get back to pre-COVID levels in 2023 and 2027 will improve due to FYE program.
- ¹² Benchmark is set based on IPEDS data from comparator institutions combined with current institutional challenges and the desired level of achievement.
- ¹³ Benchmark is set based on IPEDS data from comparator combined with current institutional challenges and the desired level of achievement. FY21 numbers (Fall 2019 cohort) are pre-IPEDS submission and should be considered preliminary at this point.
- ¹⁴ Benchmark is set based on an analysis of historical trends combined with current institutional challenges and the desired level of achievement. Benchmark also factors in potential decrease in enrollment and increase in population. Service Area population numbers are based on United States Census Bureau estimates.
- ¹⁵ Benchmark is set based on an analysis of historical trends combined with current institutional challenges and the desired level of achievement. Benchmark also factors in potential decrease in enrollment and increase in population. Service Area population numbers are based on United States Census Bureau estimates.
- ¹⁶ Benchmark is set based on an analysis of historical trends combined with current institutional challenges and the desired level of achievement.

PPGA

TAB 2 Page 12

- ¹⁷ Benchmark is set based on an analysis of historical trends combined with current institutional challenges and the desired level of achievement. Full year cohort, first-time degree/certificate-seeking, full- and part-time (IPEDS). Gateway courses include MATH 123, 130, 143, 147, 157, 160, 170, and 253.
- ¹⁸ Benchmark is set based on the standardized mean of benchmark scores. Data points represent benchmark scores for the CCSSE Benchmark: Student-Faculty Interaction. Benchmarks are groups of conceptually related survey items that address key areas of student engagement. Benchmark scores are standardized to have a mean of 50 and a standard deviation of 25 across all respondents. Top Schools are those that scored in the top 10 percent of the cohort by benchmark. CCSSE is a survey administered to community college students across the nation.
- ¹⁹ Benchmark is set based on the standardized mean of benchmark scores. Data points represent benchmark scores for the CCSSE Benchmark: Support for Learners. Benchmarks are groups of conceptually related survey items that address key areas of student engagement. Benchmark scores are standardized to have a mean of 50 and a standard deviation of 25 across all respondents. Top Schools are those that scored in the top 10 percent of the cohort by benchmark. CCSSE is a survey administered to community college students across the nation.
- ²⁰ Benchmark is set based on an analysis of historical trends combined with current institutional challenges and the desired level of achievement. Each action for the goals is rated on a scale of 1 to 3: 3 = Action Met, 2 = Consistently Progressing, or 1 = Not Attempted. N/A = future timeline for the goal. The mean score of all actions is calculated and the percentage is used to evaluate this measure. The goals are evaluated annually.
- ²¹ Benchmark is set based on an analysis of historical trends combined with current institutional challenges and the desired level of achievement. Counts include all active employees.
- ²² Benchmark is set based on an analysis of historical trends combined with current institutional challenges and the desired level of achievement. Reflects the total of the Faculty PIP, Staff PIP, and Professional Development Fund and all expenses in the staff development line item for the general fund departments. Does not include tuition waivers for NIC courses taken by NIC employees. FY20 and FY21 substantially lower than prior years due to COVID-related travel restrictions.
- ²³ Benchmark is set based on an analysis of historical trends combined with current institutional challenges and the desired level of achievement.
- ²⁴ Benchmark is set based on an analysis of historical trends combined with current institutional challenges and the desired level of achievement. Percentages shown reflect the average pass rate of all programs. Programs may vary year to year. FY21 includes Radiography Technology, Medical Laboratory Technology, Medical Assistant, Physical Therapist Assistant, Registered Nursing, Practical Nursing, and Surgical Technology. In the evaluation of NIC's strategic plan, there is an additional benchmark that is considered aspirational and is extra-ordinary compared with similar institutions (peer groups). This component acknowledges that NIC has achieved a level of excellence on a particular measure and has little room for improvement, but should be encouraged to sustain this high level over time. Performance in the top third of the relevant comparator group is the threshold for sustained excellence for most measures. However, for any measure involving the performance of students on professional and occupational licensure tests, sustained excellence is considered to have been met with a passage rate of 90 percent or above.
- ²⁵ Benchmark is set based on an analysis of historical trends combined with current institutional challenges and the desired level of achievement.
- ²⁶ Benchmark is set based on an analysis of historical trends combined with current institutional challenges and the desired level of achievement.
- ²⁷ Benchmark is set based on an analysis of historical trends combined with current institutional challenges and the desired level of achievement.

13 | Page

- ²⁸ Benchmark is set based on an analysis of historical trends combined with current institutional challenges and the desired level of achievement. Data reflects the number of Distance Learning student credit hours out of number of both non-distance and distance- student credit hours, end-of-term. Includes courses and programs in which ALL instructional portions can be completed remotely. Non-instructional, in-person requirements (e.g., orientation and testing) does not exclude a course or program from being classified as exclusively distance learning. This includes credit distance learning courses that are web-based, computer mediated, asynchronously AND synchronously via zoom, etc. in which the learner and learning resources can be generally separated by time and/or space. Does not include hybrid or other courses that require a portion to be done in person.
- ²⁹ Benchmark is set based on an analysis of historical trends combined with current institutional challenges and the desired level of achievement. NIC Service Region comparison for prior year = 90% White, 8.2% Other, and 1.8% Unknown. (Source: U.S. Census Bureau Quick Facts, July 2019). The Census Bureau has delayed the release of 2020 data, originally targeted for December 2021, as they are continuing to refine their methodology so that they can minimize the impact of non-response bias due to the COVID-19 pandemic.
- ³⁰ Benchmark is based on national comparators combined with the desired level of achievement. Represents the percentage of students who answered "quite a bit" or "very much" to one individual survey question. The Community College Survey of Student Engagement (CCSSE) is a survey administered to community college students across the nation.
- ³¹ Proficiency outcomes were defined in the spring of 2021. GEM = General Education Requirements. GEM 5 = Humanistic & Artistic Ways of Knowing; GEM 6 = Social & Behavioral Ways of Knowing. Note: NIC started collecting proficiency outcome for all GEM courses in FY19. During the first year a limited number of courses were assessed. The college expects an increase in the number of courses assessed to increase as more faculty participate in the process. Consequently, the college is predicting a decrease in the percentage of students who meet the proficiency outcomes. Percentages represent the weighted average of GEM 5 and GEM 6.
- ³² Benchmark is set based on an analysis of historical trends combined with current institutional challenges and the desired level of achievement. FY21 decline due in part to CARES federal funding received.
- ³³ Benchmark is set based on IPEDS data from comparator institutions combined with the desired level of achievement. Higher percentile scores represent lower costs. For example, data indicates that NIC is less expensive than 73% of the institutions in its peer comparison group. Benchmark/target is to reach 75%.
- ³⁴ Benchmark is set based on an analysis of historical trends combined with current institutional challenges and the desired level of achievement. Auxiliary Services Operating Units include: Bookstore, Dining Services, Residence Hall, Student Union Operations, Financial Services, and the Student Wellness & Recreation Center. These Operating Units provide students and the North Idaho College campuses services that are not covered by tuition dollars and/or state fees. Cardinal Card Office, Parking Services, and Conference & Events were transferred to Campus Service Units in FY 20 and FY 21 and are not reported in this summary. FY21 reflects the continued financial impact of the COVID-19 pandemic. The associated enrollment decline resulted in lower student fee generation, the primary source of funding for Student Union Operations and the Student Wellness & Recreation Center. FY21 Revenues from Sales and Operational Expenses are markedly greater than FY20 due the accounting treatment caused by a switch to a Cost of Operations agreement with North Idaho College's food service provider, Sodexo America LLC. Debt-service attaches to the Residence Hall (to be retired in FY22) and the Student Wellness & Recreation Center. Stewardship is displayed by leveraging resources to contribute to the economic viability of North Idaho College.
- ³⁵ Benchmark is set based on an analysis of historical trends combined with current institutional challenges and the desired level of achievement.

14 | Page



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

Strategic Plan

FY202<u>3</u>2-FY202<u>67</u>

1 | Page

STRATEGIC PLAN

MISSION STATEMENT

The mission of the \underline{c} -areer $\underline{+}\underline{t}$ -echnical $\underline{+}\underline{e}$ -ducation (CTE) system is to prepare Idaho's youth and adults for high-skill, in-demand careers.

VISION STATEMENT

The vision of Idaho Division of Career Technical Education (IDCTE) is to be:

- 1. A premiere educational opportunity for students and adults to gain relevant workforce and leadership skills in an applied setting;
- 2. A gateway to meaningful careers and additional educational opportunities; and
- 3. A strong talent pipeline that meets Idaho business workforce needs.

GOAL 1

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

Below objective moved from Educational Attainment Goal to Educational System Alignment Goal Objective A: Support State Board Policy III.Y by aligning similar first semester CTE programs among the technical colleges and ensuring that secondary program standards align to those postsecondary programs.

Performance Measures:

 Number of postsecondary programs that have achieved statewide alignment of courses in their first semester.

Baseline data/Actuals: Baseline FY16 – 0

FY19 (2018-	FY20 (2019-	FY21 (2020-	FY22 (2021-	Benchmark	Benchmark
2019)	2020)	2021)	<u>2022)</u>	FY23	FY27
26 of 52 =	35 of 54 =	35 of 54 =		100%	100%
50%	65%	<u>65%</u>			

Benchmark: Align 100 percent of programs by FY2025.1

<u>Objective A:</u> Technical assistance and support for CTE programs – Provide timely, accurate, and comprehensive support to CTE programs that meets the needs of administrators and instructors at both the secondary and postsecondary levels.

Performance Measures:

I. The overall satisfaction levels of administrators and instructors respondents with the support and assistance provided by CTE.

Baseline data/Actuals: Initial Survey 2016

FY19 (2018-	FY20 (2019-	FY21 (2020-	FY22 (2021-	Benchmark	Benchmark
2019)	2020)	2021)	<u>2022)</u>	FY23	FY27
Survey not	3.78	<u>3.47</u>		Improvement	Improvement
administered.					

Benchmark: Annual improvement in satisfaction levels.²

<u>Objective B:</u> Data-informed improvement – Develop quality and performance management practices that will contribute to system improvement, including current research, data analysis, and strategic and operational planning.

Performance Measures:

I. Full implementation of Design and develop a Career trechnical Eeducation debata metal anagement sequences are to encompass program and educator data.

Baseline data/Actuals: 2009-2022 development began

FY19 (2018-	FY20 (2019-	FY21 (2020-	FY22 (2021-	Benchmark	Benchmark
2019)	2020)	2021)	<u>2022)</u>	FY23	FY27
	New team			Analyze System	Data system
	formed to			Data Complete	fully
	identify			gap analysis	implemented
	system				
	output needs				

Benchmark: By <u>FY2022FY2024</u>, <u>begin development of define required outputs of new data system.</u>³

<u>II.</u> <u>Using a desk audit function, the percent of secondary programs reviewed for quality and performance on an annual basis.</u>

Secondary programs are visited for quality, performance and technical assistance.

Baseline data/Actuals: FY202217 Actual _ Test data collected for each data

elementResume program quality visits resume.

FY19 (2018-	FY20 (2019-	FY21 (2020-	FY22 (2021-	Benchmark	Benchmark
2019)	2020)	2021)	<u>2022)</u>	FY23	FY27
100%	Unable to			100% <u>over five</u>	100% <u>over</u>
	complete – no			<u>years</u>	five years
	assessment				
	data due to				
	COVID-19				

Benchmark: All pathway secondary programs are subject to an annual desk audita visit on a 5 year5-year rotation.4

<u>Objective C:</u> Funding Quality Programs – Secondary and postsecondary programs will include key components that meet the definition of a quality program and are responsive to the needs of business and industry.

Performance Measures:

 A secondary program assessment model that clearly identifies the elements of a quality program.

Baseline data/Actuals: FY2017: Develop a plan for program assessment.

	•				
FY19 (2018-	FY20 (2019-	FY21 (2020-	FY22 (2021-	Benchmark	Benchmark
2019)	2020)	2021)	<u>2022)</u>	FY23	FY27
Expanded the	Measures	<u>Used</u>			
number of	expanded	<u>stakeholder</u>		Pilot model in	Fully
performance	and defined	feedback to		FY2022 and	implement
measures and		<u>develop</u>			ed

identified	<u>Program</u>	<u>l</u> implement in
strategies to	Quality	FY2023
collect the data	Measures.	
	<u>Piloted</u>	
	model.	

Benchmark: Identify schedule to comprehensively assess high quality secondary CTE programs with qualitative and quantitative review. This Program Quality Initiative is a subset of the Division's overall secondary program review process. Pilot model in FY2022 and ilmplement in FY2023. 5

<u>**Objective D:**</u> Create systems, services, resources, and operations that support high performing students in high performing programs and lead to positive placements.

Performance Measures:

Secondary student pass rate for Technical Skills Assessment (TSA).

Baseline data/Actuals: Baseline FY15 FY17 - 71.756

	•				
FY19 (2018-	FY20 (2019-	FY21 (2020-	FY22 (2021-	Benchmark	Benchmark
2019)	2020)	2021)	<u>2022)</u>	FY23	FY27
67.2	No assessment	<u>65.6</u>		67.6 68.0	TBD
	data due to				
	COVID-19				

Benchmark: 68.07.6 pass rate by FY202236

II. Positive placement rate of secondary concentrators.

Baseline data/Actuals: Baseline FY15 – 94.1

FY19 (2018-2019)	FY20 (2019-2020)	FY21 (2020-2021)	FY22 (2021- 2022)	Benchmark FY23	Benchmark FY27
95.0	97.0	<u>87.9</u>		95	95

Benchmark: Maintain placement rate at or above 95 percent.⁷

III. Implementation of competency-based SkillStack® micro-certifications for all relevant programs of study.

Baseline data/Actuals: Baseline FY16 – 0

FY19 (2018-	FY20 (2019-	FY21 (2020-	FY22 (2021-	Benchmark	Benchmark
2019)	2020)	2021)	<u>2022)</u>	FY23	FY27
26 of 52 =	35 of 54 =	54 of 54 =		100%	100%
50%	65%	<u>100%</u>			

Benchmark: By FY2025, implement SkillStack® for 100 percent of programs⁸

IV. Number of programs that align with industry standards and outcomes.

Baseline data/Actuals: FY2017 Actual - 37

FY19 (2018- 2019)	FY20 (2019-2020)	FY21 (2020-2021)	FY22 (2021- 2022)	Benchmark FY23	Benchmark FY27
52 of 52 = 100%	52 of 54 = 96%	<u>54 of 54 =</u> <u>100%</u>		100%	100%

Benchmark: Align 100 percent of programs by FY20239

GOAL 32

WORKFORCE EDUCATIONAL READINESS- The educational system will provide an individualized environment that facilitates the creation of practical and theoretical knowledge leading to college and career readiness. Provide a rigorous, uniform, and thorough education that empowers students to be lifelong learners and prepares all students to fully participate in their community and postsecondary and workforce opportunities by assuring they are ready to learn for the next educational level.

<u>Objective A:</u> Workforce Training – Non-credit training will provide additional support in delivering skilled talent to Idaho's employers.

Performance Measures:

The percent of Workforce Training students who complete their short-term training.

Baseline data/Actuals: FY2018 - Identify Baseline

FY19 (2018-2019)	FY20 (2019-2020)	FY21 (2020-2021)	<u>FY22 (2021-</u> <u>2022)</u>	Benchmark FY23	Benchmark FY27
89	92	<u>90</u>		90	90

Benchmark: 90 percent average completion 10

<u>Objective B:</u> Adult Education (AE) – AE will assist adults in becoming literate and obtaining the knowledge and skills necessary for employment and economic self-sufficiency.

Performance Measures:

I. The percent of AE students making measurable improvements in basic skills necessary for employment, college, and training (i.e. - literacy, numeracy, English language, and workplace readiness).

Baseline data/Actuals: FY2016 – 3323

FY19 (2018-2019)	FY20 (2019-2020)	FY21 (2020-2021)	<u>FY22 (2021-</u> <u>2022)</u>	Benchmark FY23	Benchmark FY27
35	29	<u>22</u>		47 <u>31</u>	TBD

Benchmark: By FY20223, 4743% of AE students make measurable progress. 11

<u>Objective C:</u> <u>Centers for New Directions (CND)</u> – CNDs will help foster positive student outcomes, provide community outreach events and workshops, as well as collaborate with other agencies.

 Percent of positive outcomes/retention that lead to completing a CTE program of study, entering employment or continuing their training.

Baseline data/Actuals: FY 2016 – 89

FY19 (2018-	FY20 (2019-	FY21 (2020-	FY22 (2021-	Benchmark	Benchmark
2019)	2020)	2021)	<u>2022)</u>	FY23	FY27
64	66	<u>58</u>		67	69

Benchmark: 67% positive outcome rate annually. 12

II. Number of institutional and community event/workshop hours provided annually that connect students to resources with other agencies, in addition to institutional resources.

Baseline data/Actuals: Average 5,000 hours annually

FY19 (2018-2019)	FY20 (2019-2020)	FY21 (2020-2021)		Benchmark
------------------	------------------	------------------	--	-----------

5 | Page

44 ,629 36,453	25,000
---------------------------	-------------------

Benchmark: Maintain an average of 25,000 contact hours annually.

GOAL 23

EDUCATIONAL ATTAINMENT – <u>Ensure</u> 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.

<u>Objective B:</u> Talent Pipelines/Career Pathways – CTE students will successfully transition from high school and postsecondary education to the workplace through a statewide career pathways model.

Performance Measures:

I. Placement rate of postsecondary program completers in jobs related to their training.
Baseline data/Actuals: Baseline FY15 – 68

FY19 (2018-2019)	FY20 (2019-2020)	FY21 (2020-2021)	<u>FY22 (2021-</u> <u>2022)</u>	Benchmark FY23	Benchmark FY27
62.3	69.7	<u>79.1</u>		65	67

Benchmark: 65 placement rate by FY2024¹³

II. Positive placement rate of postsecondary program completers.

Baseline data/Actuals: Baseline FY15 - 84.7

FY19 (2018-2019)	FY20 (2019-2020)	FY21 (2020-2021)	<u>FY22 (2021-</u> <u>2022)</u>	Benchmark FY23	Benchmark FY27
94.7	94.9	<u>93.0</u>		95	95

Benchmark: Maintain placement rate at or above 95 percent¹⁴

III. The percent of secondary CTE concentrators who transition to postsecondary education. Baseline data/Actuals: Baseline FY17 – 35.5

FY19 (2018-2019)	FY20 (2019-2020)	FY21 (2020-2021)	<u>FY22 (2021-</u> 2022)	Benchmark FY23	Benchmark FY27
41.0	44.4	49.0		60	60

Benchmark: 60 percent by FY2024 15

Key External Factors

- Lack of knowledge, perceptions, and stigma regarding career opportunities available through career technical education. As the labor market and overall economic conditions improve, fewer students are expected to enroll in postsecondary CTE programs.
- Policies, practices, legislation, and governance external to IDCTE.
- Ability to attract and retain qualified instructors, particularly those who are entering teaching from industry.
- Local autonomy and regional distinctions including technical college institutional priorities/varied missions.
- Timely access to relevant, comprehensive, and accurate data from external reporting sources affects the ability of IDCTE to conduct statewide data analyses.

Evaluation Process

Objectives will be reviewed at least annually (more frequently if data is available). The IDCTE Leadership Team will review the data in terms of its alignment with objectives, as well as assess progress toward reaching benchmarks. As necessary, the team will identify barriers to success, strategies for improvement, and any additional resources necessary to make measurable progress. As appropriate, IDCTE will make requests through its budget and legislative requests to support the agency's goals and objectives.

Cybersecurity Plans

The Division continues to comply with the National Institute of Standards and Technology (NIST) Cybersecurity Framework and implementation of Center for Internet Security (CIS) Controls, as required in June of 2018.

Red Tape Reduction Act

Administrative Rules are promulgated through the State Board of Education and this information is contained in the State Board of Education's K 20 Strategic Plan.

¹ Based on current rate of program alignment. <u>Delays in program alignment efforts due to COVID-19.</u>

² Based on survey results; intended to improve communication and feedback with secondary and postsecondary stakeholders. FY20 results only include a response from secondary stakeholders.

³ Based on IDCTE goal to improve data accuracy and reduce reporting burden on districts.

⁴ Based on IDCTE goal to improve program assessment process and 2018 legislative request for incentive funding.

⁵ Based on IDCTE goal to improve data accuracy and reduce reporting burden on districts.

⁶ Federally negotiated benchmark.

⁷ Based on IDCTE goal to ensure high placement rates for CTE programs.

⁸ IDCTE goal to coincide SkillStack® rollout with the completion of program alignment and standard setting.

⁹ Based on goal to improve positive placement rate at the postsecondary level and to better meet workforce needs by increasing the talent pipeline.

¹⁰ Based on goal to <u>ensure positive placementhigh completion</u> rate <u>for short-term training</u> at the postsecondary level and to better meet workforce needs by increasing the talent pipeline.

¹¹ Federally negotiated benchmark. <u>FY23 targets are negotiated and approved after Strategic Plan deadline.</u> Results lower due to COVID-19.

¹² Based on goal of continuing current outcome rates. <u>Results lower due to COVID-19.</u> <u>Statewide totals (FY18) are missing NIC data due to staff vacancies.</u>

¹³ Based on goal to improve positive placement rate at the postsecondary level and to better meet workforce needs by increasing the talent pipeline. <u>NIC data was not included in FY21 due to new reporting system.</u>

¹⁴ Based on IDCTE goal to ensure high placement rates for CTE programs. CSI provided updated numbers for FY19, this number is reflected on our Performance Measurement Report.

¹⁵ Based on goal to improve positive placement rate at the postsecondary level and to better meet workforce needs by increasing the talent pipeline. In the past, IDCTE used self-reported survey data for students that responded to a follow-up survey. Historical and current data includes (FY17 – FY19) students identified through National Clearinghouse data. This matches OSBE methodology.

ATTACHMENT 12

Public Schools Performance Report



Idaho State Department of Education

Strategic Plan FY2023 – 2026

MISSION STATEMENT

The Idaho State Department of Education provides the highest quality of support and collaboration to Idaho's public schools, teachers, students and parents.

VISION STATEMENT

Supporting Schools and Students to Achieve.

GOALS

- 1. Ensure all Idaho children are reading at grade level by the third grade.
- 2. All Idaho students persevere in life and are ready for college and careers.
- 3. Collaborate with all Idaho education stakeholders to support student progress and achievement.
- 4. Idaho attracts and retains great teachers and leaders.

GOAL 1

Ensure all Idaho children are reading at grade level by the third grade.

Objective A: Implement a Kindergarten screener to assess readiness

As students begin their education, it is critical to identify their readiness for school and remediatepotential obstacles. A comprehensive screener can provide actionable data on a student's educational, soft skills, and emotional development. Tailored instruction and support based on the screener results can ameliorate obstacles to learning and support long-term educational success.

Specific projects associated with this strategy include:

- Conduct background research and benchmark analysis on existing screener options.
- Summarize costs, benefits, and logistical implications for potential Kindergarten screeneroptions, including the expansion of existing programs and the acquisition of new tools.
- Institute new contract (whether amendment to existing vendor agreement, sole source, or

ATTACHMENT 12

Public Schools Performance Report

RFP) for most appropriate screening option.

- Develop training and implementation plan for chosen Kindergarten screener.
- Implement new Kindergarten screener.

Performance Measures:

I. Percentage of students placing as proficient/At Grade Level on the spring Idaho Reading Indicator (IRI) K-3.

Performance Measure	FY 2018	FY 2019	FY 2020	FY 2021	FY 2022	
Goal 1 Ensure all Idaho children are reading at grade level by the third grade.						
I. Percentage of students placing as proficient on the Idaho Reading		2017-18 School Yr.	2018-19 School Yr.	2019-20 School Yr.	2020-21 School Yr.	
Indicator (IRI) K-3. *New assessment administered in 2018/19	Actual	72.4%	70.4%	NA	65.9%	
School Year. Benchmarks to be determined after 2021/22 School Year data is available.	Benchmark	NA	NA*	TBD	TBD	

GOAL 2

All Idaho students persevere in life and are ready for college and careers

Objective A: Provide ongoing support for implementation of the Idaho Content Standards

Idaho Content Standards "represent the expectations for what students should know and be able to do by the end of each grade." (IDAPA 08.02.03.007 14 Definitions A-G)
Implementation support begins with a regular standard review process to confirm that Idaho has the best standards for teaching and learning followed by professional development for stakeholders to ensure appropriate implementation and curricular review to provide guidance to schools and districts in choosing appropriate materials. In addition, formative and summative assessment tools should be built to support and assess student learning outlined in the standards.

These activities support teachers and districts, driving teaching, learning, and assessment through the expectations of the standards as set into IDAPA.

Specific projects associated with this strategy include:

- Standards Review Every 6 years teams of teachers, administrators, parents, and communitymembers review standards in each content area and suggest appropriate changes to the to the State Board of Education to be presented to the legislature for administrative rules.
- Classroom Capacity Builders in ELA, Science, and Math work with teachers, schools, and districts to ensure appropriate implementation of the standards and assessment tools. Regional Learning Centers Pilot Program with Content Specific

ATTACHMENT 12

Public Schools Performance Report

- Assessment support to teachers and districts showing alignment of standards and assessments as well as the use of assessment tools as learning tools.
- Capacity Builders support schools to improve teaching and learning through school-wide implementation of best practices as measured through state assessments.

Performance Measures:

II. Fully Implement the Idaho Content Standards

Performance Measure		FY 2018	FY 2019	FY 2020	FY 2021	FY 2022
II. Percentage of students placing as proficient on the Idaho Reading		2017-18 School Yr.	2018-19 School Yr.	2019-20 School Yr.	2020-21 School Yr.	
Indicator (IRI) K-3. *New assessment administered in 2018/19	Actual	72.4%	70.4%	NA	65.9%	
School Year. Benchmarks to be determined after 2 years of data is available.	Benchmark	NA	NA*	TBD	TBD	
II. Percentage of students meeting proficient or		2017-18 School Yr.	2018-19 School Yr.	2019-20 School Yr.	2020-21 School Yr.	

II.	Percentage of students meeting proficient or advanced placement on the		2017-18 School Yr.	2018-19 School Yr.	2019-20 School Yr.	2020-21 School Yr.	
	Idaho Standards	3 rd Grade ELA ¹⁵ Actual	50.5%	50.7%	NA	47.9%	
	Achievement Test	3 rd Grade ELA ¹⁶ Benchmark	58.2%	60.8%	63.4%	66.1%	
		3 rd Grade Math ¹⁵ Actual	52.9%	53.3%	NA	48.1%	
		3 rd Grade Math ¹⁶ Benchmark	48.1%	51.3%	54.6%	57.8%	
		8 th Grade ELA Actual	54.7%	54.4%	NA	56.4%	
		8 ^{8th} Grade ELA Benchmark	58.2%	60.8%	63.4%	66.1%	
		8 th Grade Math Actual	42.1%	41.5%	NA	36.8%	
		8 ^{8th} Grade Math Benchmark	48.1%	51.3%	54.6%	57.8%	
		High School ELA Actual	60.6%	60.4%	NA	61.0%	
		High School ELA Benchmark	58.2%	60.8%	63.4%	66.1%	
		High School Math Actual	34.2%	34.7%	NA	33.6%	
		High School Math Benchmark	48.1%	51.3%	54.6%	57.8%	

Objective B: Ensure funding is strategically aligned to benefit students

The Public School appropriation and statutory language determines how funding is distributed and utilized in Idaho's public schools. The State Department appropriation

ATTACHMENT 12

Public Schools Performance Report

determines the resources available to provide services to support Idaho's public schools. The appropriation process begins with the Public School budget request and a State Department budget request. The steps outlined below will help ensure the needs of public schools are made known.

Specific projects associated with this strategy include:

- Work with the executive team to facilitate the inclusion of student-focused priorities in both the Public School and State Department of Education budget requests submitted annually.
- Ensure the budget facilitation process with each program includes discussions about measuring the return on investment for their requests.

Performance Measures:

III. Revenue and Expenditures

Revenue	FY 2018 ¹	FY 2019 ²	FY 2020 ³	FY 2021
General Fund	1,685,262,200	1,785,265,900	1,879,414,900	1,886,178,500
Federal Grant	230,722,600	224,890,900	225,794,800	432,478,700
Dedicated Fund	91,638,500	<u>91,901,500</u>	104,924,600	105,608,400
Total	2,007,513,300	2,101,058,300	2,210,124,300	2,424,265,600
Expenditure	FY 2018 ⁵	FY 2019 ⁶	FY 2020 ⁷	FY 2021 ⁸
Personnel Costs	0	0	0	0
Operating Expenditures	12,725,900	12,777,300	10,834,200	10,378,800
Capital Outlay	1,200	0	0	0
Trustee/Benefit Payments	2,016,453,300	2,103,946,400	2,231,638,500	2,444,121,200
Total	2,028,979,700	2,116,723,700	2,242,472,700	2,454,500,000

GOAL 3 Collaborate with all Idaho education stakeholders to support progress and achievement

Objective A: Provide targeted support for identified districts to accelerate growth

The Idaho Consolidated State Plan describes Idaho's accountability system for identifying schools in improvement based on the requirements under the Elementary and Secondary Education Act, reauthorized as Every Student Succeeds Act (2015). Although the Idaho Department of Education has many systems, processes, and supports in place for Idaho's underperforming schools across departments, this strategy will improve support to schools through a collaboration between the Federal Programs and the Content and Curriculum departments. Currently, the Idaho Building Capacity project capacity builders and the content coaches work in isolation of one another. Through strategic planning to unite the work of the capacity builders and content coaches, this strategy will significantly strengthen targeted support in improving achievement for identified schools.

ATTACHMENT 12

Public Schools Performance Report

Specific projects associated with this strategy include:

- Co-draft a proposal to unite the content coaches (classroom capacity builders) into the IdahoCapacity Building (IBC) project.
- Obtain approval to move forward with the proposal plan.
- Involve the university IBC regional coordinators, school improvement coordinator, math coordinator, ELA coordinator and the directors of Federal Programs, Content and Curriculum, and Assessment & Accountability to implement the Plan Components of the proposal.
- Develop a communication plan to 1) notify the IBC university partners and the current ELA
 and math coaches/specialists of the SDE's shift in supporting schools, and 2) to roll out the
 new support system.
- Strengthen the Idaho Mastery Education Network

Idaho Mastery-Based Education defines a learning environment where students are empowered, competencies are demonstrated, learning is personalized, and mastery is recognized. Through our work on school culture, curriculum and assessment, instruction, and policy, we create practices and systems of Mastery-Based Education that support all students in meeting rigorous outcomes, defined by competencies, standards, and goals for our learners.

Specific projects associated with this strategy include:

- Develop a communication plan to "provide ongoing statewide outreach and communications to increase awareness and understanding of and promote interest in mastery-based education for teachers, administrators, parents, students, business leaders, and policymakers;"
- Enhance the efforts of the Idaho Mastery Education Network (IMEN) through the creation of Mastery Advisory Groups (MAGS) with the specific purpose of fulfilling the specific goals outlined in statute.
- Develop an evaluation plan to measure student progress and implementation of mastery efforts throughout the state.
- Create a plan that promotes the awareness and use of the Idaho College and Career Readiness Competencies at all levels of implementation.

Performance Measures:

IV. Expand participation in the Idaho Mastery Education Network (IMEN).

	2017-18	2018-19	2019-20	2020-21	
S	School Yr.	School Yr.	School Yr.	School Yr.	

ATTACHMENT 12

Public Schools				F	Performano	e Report
IV. Percentage of students in IMEN that meet their 3-year	IMEN Cohort 1 ELA Actual	62.0%	62.1%	NA	NA	
growth target in ELA and Math^	ELA Benchmark	64.4%	65.4%	NA	>State Average	
	IMEN Math Cohort 1 Actual	45.5%	46.4%	NA	NA	
	Math Benchmark	53.8%	54.2%	NA	NA	

[^]Growth metric can only be calculated for 20 schools in Cohort 1 due to grades served.

GOAL 4

Idaho attracts and retains great teachers and leaders

Objective A: Align programs within the department to support educators

Provide ongoing, relevant, and actionable professional development that aligns, supports, and provides guidance for all Idaho Content Standards. Provide curriculum reviews that support the standards and help schools and districts in choosing appropriate materials. Classroom CapacityBuilders in ELA, Science, and Math work with teachers, schools, and districts to ensure appropriate implementation of the standards and assessment tools to ensure appropriate implementation and help support and guide teaching and learning.

Specific projects associated with this strategy include:

- Classroom Capacity Builders in ELA, Science, and Math will work with teachers, schools, and districts to provide professional development to help ensure appropriate implementation of the standards and assessment tools. Regional Learning Centers Pilot Program with Content Specific Coaches to extend to all content areas. Regional Learning Centers could also lead and facilitate a statewide mentorship program for first third year teachers.
- Curriculum coordinators in partnership with educators to continue to provide content specific professional development that helps support the Idaho Content Standards.
- Curriculum Review and Implementation facilitated by the Content and Curriculum Team to provide guidance to schools and districts in choosing appropriate materials that help support Idaho Content Standards.
- MTSS Support Team: Members from SDE departments who help give guidance and support or MTSS plans in districts.

Performance Measures:

V. Reduce the percentage of Idaho teachers leaving the profession within the first 5 years of service

2017-18	2018-19	2019-20	2020-21	
School Yr.	School Yr.	School Yr.	School Yr.	

ATTACHMENT 12

Public School	Public Schools Performance Report									
V.	Teacher Retention Rete	Actual	89.02%	88.23%	89.29%	90.8%				
	Retention Rate	Benchmark	92.%	92.%	92.%	92%				

Key External Factors

Movement toward meeting the specified goals is contingent on the actions of state policymakers, efforts of education stakeholders and the work occurring in districts and charter schools.

Evaluation Process

The objectives outlined in this plan will be reviewed at least annually to assess the SDE's progress toward reaching benchmarks. As necessary, the SDE will identify barriers to success, strategies for improvement and any additional resources necessary to make measurable progress. The SDE will align its annual budget request and legislative agenda to support schools and students to achieve.

¹ Revenues and expenditures, FY2017 Actual by Fund Source, https://legislature.idaho.gov/lso/bpa/pubs/lfr/?y=2018,

¹ Revenues and expenditures, FY2018 Actual by Fund Source, https://legislature.idaho.gov/lso/bpa/pubs/lfr/?y=2019,

¹ Revenues and expenditures, FY2019 Actual by Fund Source, https://legislature.idaho.gov/lso/bpa/pubs/lfr/?y=2020,

¹ Revenues and expenditures, FY2020 Actual by Fund Source, https://legislature.idaho.gov/lso/bpa/pubs/lfr/?y=2021,

¹ Revenues and expenditures, FY2017 Actual by Expenditure Classification, https://legislature.idaho.gov/lso/bpa/pubs/lfr/?y=2018,

¹ Revenues and expenditures, FY2018 Actual by Expenditure Classification, https://legislature.idaho.gov/lso/bpa/pubs/lfr/?y=2019,

¹ Revenues and expenditures, FY2019 Actual by Expenditure Classification, https://legislature.idaho.gov/lso/bpa/pubs/lfr/?y=2020,

¹ Revenues and expenditures, FY2020 Actual by Expenditure Classification, https://legislature.idaho.gov/lso/bpa/pubs/lfr/?y=2021,

ATTACHMENT 12

Public Schools Performance Report

 $\underline{http://www.sde.idaho.gov/finance/files/attendance-enrollment/historical/Charter-School-Historical-Enrollment-by-Year.xls,}$

¹ Historical Fall Enrollment/Membership by Grade for Idaho Public Schools http://www.sde.idaho.gov/finance/files/attendance-enrollment/historical/Historical-State-Enrollment-by-Grade.xlsx.

¹2017-2018 Statewide Certificated Staff Salary Report http://www.sde.idaho.gov/finance/files/staffing/salary-summaries/2017-2018/2017-2018-Statewide-Certificated-Staff-Salary-Summary.xlsx,

¹2018-2019 Statewide Certificated Staff Salary Report http://www.sde.idaho.gov/finance/files/staffing/salary-summaries/2018-2019/2018-2019-Statewide-Certificated-Staff-Salary-Report.xlsx,

¹⁴ 2019-2020 Statewide Certificated Staff Salary Report http://www.sde.idaho.gov/finance/files/staffing/salary-summaries/2019-2020/2019-2020-Statewide-Certificated-Staff-Salary-Report.xlsx,

¹⁵ Results reflect accountability results, which are restricted to students continuously enrolled in Idaho schools during the listed school year and available at https://idahoschools.org/.

¹⁶ Goals are not set at specific grades but derived using the same methodology https://www.sde.idaho.gov/assessment/accountability/files/state-goals/ESSA-State-Plan-Long-Term-and-Interim-Progress-Goals.docx.

¹⁷ 2017 Idaho College Board SAT Suite of Assessments Annual Report https://reports.collegeboard.org/pdf/2017-idaho-sat-suite-assessments-annual-report.pdf,

¹⁸ 2018 Idaho College Board SAT Suite of Assessments Annual Report https://reports.collegeboard.org/pdf/2018-idaho-sat-suite-assessments-annual-report.pdf,

¹⁹ 2019 Idaho College Board SAT Suite of Assessments Annual Report https://reports.collegeboard.org/pdf/2019-idaho-sat-suite-assessments-annual-report.pdf

The ACT Profile Report – State, Graduating Class 2019 Public High School Students Idaho, Page 7 - Table 1.1 – Five Year Trends Percent of Students Who Met College Readiness Benchmarks – Met All Four. Figures may change slightly over time due to updated data.

²¹ Four-Year Graduation Rate https://idahoschools.org/state/ID/graduation,

²² Accountability Results – Graduation Rate

https://www.sde.idaho.gov/assessment/accountability/files/accountability-results/2015-2019-4-Year-Grad-Rate-Master vlsv

²³: 2020-2021 Statewide Certificated Staff Salary Public School Finance Report <u>Public School Finance / Departments / SDE (idaho.gov)</u>

State of Idaho **PPGA**

¹Historical Fall Enrollment of Charter Schools by Grade by Year



Idaho Division of Vocational Rehabilitation

FY2023 - 2027

Content and Format

The Strategic Plan (Plan) is divided into four sections. The first twothree sections describe the programs administered under the Idaho Division of Vocational Rehabilitation (IDVR). Each of the programs, described, Vocational Rehabilitation, Extended Employment Services, and the Council for the Deaf and Hard of Hearing, outline specific goals, objectives, performance measures, benchmarks and/or baselines for achieving their stated goals. The final section addresses external factors impacting IDVR.

Due to requirements outlined in the Workforce Innovation and Opportunity Act (WIOA) and from Rehabilitation Services Administration (RSA), IDVR programmatically operates under a Program Year instead of a Federal Fiscal Year. The Program Year (PY) aligns with Idaho's State Fiscal Year time period (July 1-June 30). All three programs under the Division adhere to state fiscal year reporting for this Plan. This Plan covers fiscal years 20232 through 20276.

This is the fifthfourth year of IDVR's Plan as a result of the significant changes resulting from the Workforce Innovation and Opportunity Act (WIOA) and the Division's latest Comprehensive Statewide Needs Assessment (CSNA), both of which impacted the goals and objectives for the Vocational Rehabilitation program. The changes resulting from WIOA also lead the Division to modify both the mission and vision statements to better reflects the focus on the dual customer; customer, individuals with disabilities and employers. The Workforce Innovation and Opportunity Act dramatically shifted the performance indicatorsmeasures for the VR program to align with the other core WIOA programs. Rehabilitation Services Administration (RSA) has allowed VR programs time to collect the performance data necessary to establish baselines which will be used to establish levels of performance before negotiateding targets for the allnew Primary Pperformance Indicators (PPIs)measures April 2022. The Strategic Plan was updated to reflect the new negotiated targets. State Year 2021 (PY2020) was the first year for negotiations for one of the primary indicators; Measure Skill Gains. Negotiations for all other performance indicators will take place for State Year 2023 (PY2022). The majority of the Primary Performance Indicators (PPIs), (except Measure Skill Gains.) are lagging indicators. and not available (N/A) for reporting this Plan. The Division is aligning all PPI data for SY2021 and forward with RSA's defined cohort periods for the respective state years, which allows the Division to report complete data. This Plan reflects updated, complete PPI data for SY2019.

Senate Bill No. 1399 transferred the administration of the Extended Employment Services (EES) program from the Idaho Division of Vocational Rehabilitation to the Department of Health and Welfare effective July 1, 2022. This action warrants the removal of the EES program from the Division's Strategic Plan.

Vocational Rehabilitation

Vision

An Idaho where all individuals with disabilities have the opportunity to participate in the workforce and employers value their contributions.

Mission

To prepare individuals with disabilities for employment and career opportunities while meeting the needs of employers.

Vocational Rehabilitation

Goal 1 – Provide quality, relevant, individualized vocational rehabilitation services to individuals with disabilities to maximize their career potential.

Objective 1: Expand, monitor, and improve pre-employment transition services (Pre-ETS) to students with disabilities and similar services to youth.

Performance Measure 1.1: Number of students receiving Pre-employment Transition Services (Pre-ETS)

·	<u>SY</u>	<u>SY</u>	<u>SY</u>	<u>SY</u>	<u>Benchmark</u>	
<u>SY</u> 2018	<u>2019</u>	2020	<u>2021</u>	2022	SY 2023	SY 2027
<u>1180</u>	<u>885</u>	<u>1012</u>	<u>1210</u>	Available July 2022	<u>1210</u>	<u>1307</u>

Benchmark: Greater than or equal to 1210 for SY231

Performance Measure 1.2: Number of youth applications for program participants under the age of 25.

	<u>SY</u>			<u>SY</u>	<u>Benc</u>	<u>hmark</u>
<u>SY</u> 2018	<u>2019</u>	<u>2020</u>	<u>2021</u>	<u>2022</u>	SY 2023	SY 2027
<u>856</u>	<u>738</u>	<u>586</u>	<u>496</u>	Available July 2022	<u>496</u>	<u>536</u>

Benchmark: Greater than or equal to 496 for SY23²

Note: The reduction in youth applications <u>is likelymaybe be</u> attributed to the impact of COVID. This reduction is similar to the reduction with all VR applications during this time period.

Objective 2: Provide a comprehensive array of services to individuals with disabilities, including individuals with Most Significant Disabilities (MSD).

Performance Measure 2.1: For all successful Supported Employment closures: the percentage of customers employed in the 2nd quarter after exit.

	SY	SY	SY	SY	Bench	<u>nmark</u>
<u>SY</u> 2018	<u>2019</u>	<u>2020</u>	<u>2021</u>	2022	<u>SY</u> 2023	<u>SY</u> 2027
<u>81%</u>	81.67%	81.67%	77.77%	Available July 2022	<u>75%</u>	80%

Benchmark: Greater than or equal to 75% for SY23 3

Note: Data for SY2021 is similar to reflects RSA's cohort period 7/1/2019 - 6/30/2020.

Performance Measure 2.2: For all successful Supported Employment closures: the percentage of customers employed in the 4th guarter after exit.

•			·		Bench	<u>nmark</u>
<u>SY</u> 2018	<u>SY</u> 2019	<u>SY</u> 2020	<u>SY</u> 2021	<u>SY</u> 2022	<u>SY</u> 2023	<u>SY</u> 2027
70.9%	<u>74.2%</u>	<u>76.13%</u>	<u>67.56%</u>	<u>Available</u> July 2022	<u>65%</u>	<u>70%</u>

Benchmark: Greater than or equal to 65% for SY234

Note: Data for SY2021 <u>is similar to reflects</u> RSA's cohort period 1/1/2019 – 12/31/2019. The Division is considering updating the benchmark for SY2024 strategic plan.

Performance Measure 2.3: Number of Regions where Customized Employment is available.

	SY	SY	SY	<u>SY</u>	Benchmark		
<u>SY</u> 2018	<u>SY</u> 2019	<u>SY</u> 2020	<u>2021</u>	<u>SY</u> 2022	<u>SY</u> 2023	<u>SY</u> 2027	
<u>3</u>	<u>3</u>	<u>2</u>	<u>O</u>	<u>0</u>	<u>O</u>	8 Regions (100%)	

Benchmark: Present in 4 (50%) of All 8 Regions 5 (by SY243)

Note: Customized Employment stalled in SY20. COVID has impacted efforts to successfully launch a new pilot in SY22 and will also likely have a similar impact in SY23.

Objective 3: Hire and retain qualified staff to deliver quality vocational rehabilitation services.

Performance Measure 1: Percentage of counselors who meet Comprehensive System of Personnel Development (CSPD) compliance.

	SY	SY	SY	<u>SY</u>	Bench	<u>nmark</u>
<u>SY</u> 2018	<u>2019</u>	<u>2020</u>	<u>2021</u>	<u>2022</u>	<u>SY</u> 2023	<u>SY</u> 2027
<u>74%</u>	<u>68%</u>	<u>70.5%</u>	<u>70.8%</u>	<u>Available</u> July 2022	<u>85%</u>	<u>85%</u>

Benchmark: Greater than 85% for SY23 6

. This continues to be a stretch goal for the Division.

Goal 2 – Improve VR program efficiency through continuous quality improvement activities.

Objective 1: Meet or exceed targets for the first five Primary Performance Indicators established by the US Department of Education, Rehabilitation Services Administration (RSA).

Performance Measure 2.1: Meet or exceed negotiated targets on the following five Primary Performance Indicators (PPIs)—measures.

	Performance						Benchn	nark
	Measure	SY2018	SY2019	SY2020	SY2021	SY2022	SY2023	SY2027
1.	Employment Rate – 2 nd Qtr after Exit	55.0%	60.4%	60.4%	60.2%	Avail July 2022	<u>59.5%</u>	<u>61.5%</u>
2.	Employment Rate – 4 th Qtr after Exit	53.1%	58.2%	57.4%	58.2%	Avail July 2022	<u>57.8%</u>	<u>59.8%</u>
3.	Median Earnings – 2 nd Qtr after Exit (per quarter)		\$4,075	\$4,025	\$4,125	Avail July 2022	<u>\$4,400</u>	<u>\$4,800</u>
4.	Credential Attainment	26.0%	33.1%	30.4%	41.9%	Avail July 2022	42.8%	47.6%
5.1	Measurable Skill Gains	25.9%	35.3%	51.2%	55.7%	Avail July 2022	<u>55.1%</u>	<u>65.1%</u>

Benchmarks: All benchmarks were negotiated with RSA April 2022 and reflected in this plan.

Previous benchmarks for PPI's 1- 4 were proxies used by the Division until formal negotiations occurred. [Greater than or equal to 59.565%, greater than or equal to 57.85%, greater than or equal \$4,400680 per quarter, greater than or equal 42.822%. 10-.]

PPI 5 benchmark was and will be aadjusted based upon federal negotiations April 2022.en actual performance and applying a statistical adjustment model¹¹.

Note: Data for SY2021 for PPI's 1 & 3 above reflects RSA's cohort period 7/1/2019-6/30/2020 & data for -PPI's 2 and 4 above reflects RSA's cohort period 1/1/2019–12/31/2019.

Objective 2.2: Evaluate the satisfaction of customer's vocational rehabilitation experience and service delivery.

Performance Measure 2.2: Customer satisfaction rate.

	SY	SY	SY	SY	<u>Bench</u>	<u>nmark</u>
<u>SY</u> 2018	<u>2019</u>	<u>2020</u>	<u>2021</u>	2022	<u>SY</u> 2023	<u>SY</u> 2027
<u>87.1%</u>	<u>80.1%</u>	80.3%	80.7%	<u>Available</u>	90%	90%

		July 2022	

Benchmark: Greater than or equal to 90% for SY23-¹².—This continues to be a stretch goal for the Division.

Objective 2.4: Collaborate with Community Rehabilitation Program partners to improve the quality of services.

Performance Measure 2.4: Of those cases using CRP employment services (non-assessment), the percentage which contributed to successful case closure.

	SY	<u>SY</u>	SY	SY	Bench	<u>nmark</u>
<u>SY</u> 2018	2019	<u>2020</u>	<u>2021</u>	<u>2022</u>	<u>SY</u> 2023	<u>SY</u> 2027
43%	42.5%	43.13%	44.35%	<u>Available</u> July 2022	44%	49%

Benchmark: Greater than or equal to previous year in SY23¹³.

Goal 3 – Meet the needs of Idaho businesses

Objective 3.1: IDVR to be recognized by the business community as the disability experts in the workforce system by providing employers with skilled workers who maintain employment with that employer.

Performance Measure 3.1.1: Retention Rate with the Same Employer the 4th quarter after exit.

	SY	SY	SY	SY	<u>Bench</u>	<u>nmark</u>
<u>SY</u> 2018	<u>2019</u>	<u>SY</u> 2020	<u>2021</u>	2022	<u>SY</u> 2023	<u>SY</u> 2027
<u>37.2%</u>	42.9%	42.20%	<u>43%</u>	<u>Available</u> July 2022	<u>50%</u>	<u>50%</u>

Benchmark: Greater than or equal to 50% for SY23 14

Note: Data for SY2021 reflects RSA's cohort period 1/1/2019 – 12/31/2019. <u>This Primary Performance Measure continues to be a 'pilot' measure and has not been formally negotiated with RSA. The current benchmark is proxy until formal negotiation occur sometime in the future.</u>

Extended Employment Services

Mission

Idahoans with significant disabilities are some of the state's most vulnerable citizens. The Extended Employment Services (EES) Program provides individuals with the most significant disabilities employment opportunities either in a community supported or workshop setting.

Vision

Provide meaningful employment opportunities to enable citizens of Idaho with the most severe disabilities to seek, train-for, and realize real work success.

Goal #1 - Provide employment opportunities for individuals who require long-term support services through the Extended Employment Services program.

Objective: To provide relevant and necessary long-term supports to assist individuals with the most significant disabilities to maintain employment.

Performance Measure 1.1: Number of individuals served.

SY2018	SY2019	SY2020	SY2021	Benchmark
819	76 4	703	-616	<u>> previous year</u> performance

Benchmark: Greater than or equal to previous year in SY23¹⁵

Note: The reduction in the number of individuals served is likely attributed to the impact of COVID.

Performance Measure 1.1: Number of individuals on the EES waitlist.

SY2018	SY2019	SY2020	SY2021	Benchmark
0	0	0	0	on waitlist than previous
				year

Benchmark: Less than or equal to previous year in SY23 16

Council for the Deaf and Hard of Hearing (CDHH)

Role of CDHH

CDHH is an independent agency. This is a flow-through council for budgetary and administrative support purposes only with no direct programmatic implication for IDVR. The following is the Council for the Deaf and Hard of Hearing's Strategic Plan.

Mission

Dedicated to making Idaho a place where persons, of all ages, who are deaf or hard of hearing have an equal opportunity to participate fully as active, productive and independent citizens.

Vision

To ensure that individuals who are deaf, hard of hearing, or hearing impaired have a centralized location to obtain resources and information about services available.

Goal #1 – Work to increase access to employment, educational and social-interaction opportunities for persons who are deaf or hard of hearing.

1. *Objective*: Continue to provide information and resources.

Performance Measure 1.1: Track when information and resources are given to consumers.

	SY	SY	SY	SY	Bencl	<u>hmark</u>
<u>SY</u> 2018	<u>SY</u> 2019	<u>SY</u> 2020	<u>SY</u> 2021	<u>SY</u> 2022	<u>SY</u> 2023	<u>SY</u> 2027
2 addt'l brochures 136 FB posts	20 Library loans 24 packages of information 112 FB posts	43 Library loans 90 pkgs of info 108 FB posts 667 clear masks & 11,340 paper masks distributed	59 Library loans 40 pkgs of info 166 FB posts clear masks & 11,340 paper masks distributed	Available July 2022	61 Library loans 42 pkgs of info 168 FB posts	75 Library loans 50 pkgs of info 175 FB posts

Benchmark: 2 or more new brochures or information packets created in SY23 175

Goal #2 – Increase the awareness of the needs of persons who are deaf and hard of hearing through educational and informational programs.

1. **Objective**: Continue to increase the awareness.

Performance Measure 2.1: Deliver presentations and trainings to various groups through education and social media.

	SY	<u>SY</u>	SY	SY	Bench	<u>nmark</u>
<u>SY</u> 2018	<u>2019</u>	2020	<u>2021</u>	<u>2022</u>	<u>SY</u> 2023	<u>SY</u> 2027
<u>89</u>	<u>89</u>	<u>89</u>	<u>51</u>	<u>Available</u> July 2022	<u>51</u>	<u>60</u>

Benchmark: 51 or more presentation delivered in SY23 168

Goal #3 – Encourage consultation and cooperation among departments, agencies, and institutions serving the deaf and hard of hearing.

1. *Objective*: Continue encouraging consultation and cooperation.

Performance Measure 3.1: Track when departments, agencies, and institutions are cooperating (such as Department of Corrections and Health and Welfare).

·		SY	SY	SY	Bencl	<u>nmark</u>
<u>SY</u> 2018	<u>SY</u> 2019	<u>2020</u>	<u>SY</u> 2021	<u>SY</u> 2022	<u>SY</u> 2023	<u>SY</u> 2027
<u>14</u>	<u>64</u>	<u>48</u>	<u>48</u>	Available July 2022	<u>41</u>	<u>50</u>

Benchmark: Present at 48 or more local, state and federal agencies in SY23 179

Goal #4 – Provide a network through which all state and federal programs dealing with the deaf and hard of hearing individuals can be channeled.

1. *Objective*: The Council's office will provide the network.

Performance Measure 4.1: Track when information is provided.

	<u>SY</u>	<u>SY</u>	SY	SY	Bencl	<u>hmark</u>
<u>SY</u> 2018	<u>2019</u>	<u>2020</u>	<u>2021</u>	2022	<u>SY</u> 2023	<u>SY</u> 2027
1,160 calls	2,456 calls	<u>5,777</u> <u>calls</u>	7,173 calls	Available July 2022	Track calls	Track calls

Benchmark: Track all calls in SY23 ²⁰¹⁸ **Note:** Increased call volume due to COVID.

Goal #5 – Determine the extent and availability of services to the deaf and hard of hearing, determine the need for further services and make recommendations to government officials to ensure that the needs of deaf and hard of hearing citizens are best served.

1. *Objective*: The Council will determine the availability of services available.

Performance Measure 5.1: The Council will administer assessments and facilitate meetings to determine the needs.

	SY	<u>SY</u>	<u>SY</u>	SY	<u>Bencl</u>	<u>hmark</u>
<u>SY</u> 2018	<u>2019</u>	<u>2020</u>	<u>2021</u>	2022	<u>SY</u> 2023	<u>SY</u> 2027
Met	<u>Met</u>	<u>Met</u>	<u>Met</u>	<u>Available</u> July 2022	Meet goal	Meet goal

Benchmark: Meet goal in SY23 1921

Goal #6 – To coordinate, advocate for, and recommend the development of public policies and programs that provide full and equal opportunity and accessibility for the deaf and hard of hearing persons in Idaho.

1. **Objective:** The Council will make available copies of policies concerning deaf and hard of hearing issues.

Performance Measure 6.1: Materials that are distributed about public policies.

	<u>SY</u>	SY	<u>SY</u>	SY	Bencl	<u>nmark</u>
<u>SY</u> 2018	<u>2019</u>	<u>2020</u>	<u>2021</u>	<u>2022</u>	<u>SY</u> 2023	<u>SY</u> 2027
<u>Met</u>	<u>Met</u>	<u>Met</u>	<u>Met</u>	Available July 2022	Meet goal	Meet goal

Benchmark: Meet goal in SY23 ²⁰²

Goal #7 – To monitor consumer protection issues that involve the deaf and hard of hearing in the State of Idaho.

1. **Objective**: The Council will be the "go to" agency for resolving complaints from deaf and hard of hearing consumers concerning the Americans with Disabilities Act.

Performance Measure 7.1: Track how many complaints are received regarding the ADA.

	SY	SY	SY	SY	<u>Bencl</u>	<u>hmark</u>
<u>SY</u> 2018	<u>2019</u>	2020	<u>2021</u>	2022	<u>SY</u> 2023	<u>SY</u> 2027
150 ADA Issues	168 ADA Issues	172 ADA Issues	160 ADA Issues	Available July 2022	Track Issues	Track Issues

Benchmark: Track all complaints in SY23 213

Goal #8 – Submit periodic reports to the Governor, the legislature, and departments of state government on how current federal and state programs, rules, regulations, and legislation affect services to persons with hearing loss.

1. Objective: The Council will submit reports.

Performance Measure 8.1: Reports will be accurate and detailed.

	<u>SY</u>	<u>SY</u>	<u>SY</u>	SY	Benc	Benchmark	
<u>SY</u> 2018	<u>2019</u>	<u>2020</u>	<u>2021</u>	2022	<u>SY</u> 2023	<u>SY</u> 2027	
Completed	Completed	Completed	Completed	Available July 2022	<u>Pending</u>	Pending	

Benchmark: Complete for SY23 224

External Factors Impacting IDVR

The field of Vocational Rehabilitation is dynamic due to the nature and demographics of the customers served and the variety of disabilities addressed. Challenges facing the Division include:

Adequate Supply of Qualified Personnel

IDVR is dedicated to providing the most qualified personnel to address the needs of the customers served by the organization. Challenges in recruitment continue to be problamatic and persistent over the past several years. Recruiting efforts have been stifled by lower wages as compared to other Idaho state agencies as well as neighboring states and employers are all competiting for the same human talent. The Division continues to evaluate and implement new strateiges in an effort to improve the recruitment and retention rates of qualified personnel, e.g., providing tuition assistance offering recruitment and retention bonuses. IDVR continues to develop relationships with universities specifically offering a Master's Degree in Rehabilitation Counseling. Furthermore, IDVR has identified universities offering coursework for other degree programs that will meet eligibility for the Certified Rehabilitation Counselor (CRC).

State and Federal Economic and Political Climate

While Idaho has seen continuous and sustained improvement in its economic growth over the past several years there are a variety of influences which can affect progress. Individuals with disabilities have continue to historically experienced much higher unemployment rates, even in strong economic times. Furthermore, Idaho has one of the highest percentages per capita of workers in the country making minimum wage. IDVR recognizes this and strives to develop relationships within both the private and public sectors in an effort to increase employment opportunities and livable wages for its customers.

IDVR is also affected by decisions made at the federal level. The Workforce Innovation and Opportunity Act (WIOA), which replaces the Workforce Investment Act, _brings substantial changes to the VR program. WIOA's changes aim to improve the nation's workforce development system through an alignment of various workforce programs and improve engagement with employers to address skilled workforce needs.

WIOA has_requireds IDVR to implement substantial programmatic changes. These changes have had will an impact on policy development, staff training, fiscal requirements, and compliance reporting requirements. The most impactful changes continue to be the fiscal and programmatic requirements to increase and expand services to students and youth with disabilities. WIOA mandates state VR agencies reserve 15% of their budgets for the provision of Pre-employment transition services (Pre-ETS) which are essentially services the Division was not previously providing prior to WIOA. This change continueswill result in an agency which is_to shifting not only the

population it-serveds but also is-serving that population in different and innovative ways. The Division's performance measures have also shifted significantly under WIOA. As a result, the current benchmarks for the federal Primary Performance Indicators (PPI's)performance measures identified in this strategic plan continue to improve present a high degree of error that will diminish as IDVR completes its transition to business as usual under WIOA, and as data matures.new baselines are realized. The Division has diligently been working to address the new requirements and continues to move forward with the implementation of Pre-employment transition services and a strategic evaluation of the impact of these requirements. As previously mentioned, Vocational Rehabilitation programs continue to are transitioning to the new primary performance measures and recently negotiated one performance measure with benchmarks with Rehabilitation Services Administration in April 2022 for all of the PPIs.; Measurable Skill Gains. Additionally, all but one of the almost all of the new PPI'sperformance measures are lagging indicators, several lag by more than one full year.

EVALUATION PROCESS

The State Board of Education Planning, Policy, and Governmental Affairs Committee reviews the Idaho Division of Vocational Rehabilitation strategic plan on an annual basis. Changes may be brought forward to the Board for consideration in future meetings. This review and re-approval takes into consideration performance measure progress reported to the Board in the October meeting.

ATTACHMENT 13

Footnotes:

- ¹ Benchmarks are set based on an internal measure of performance and informed by the Division's SRC. Services for students are a major focus under WIOA.
- ² Benchmarks are set based on an internal measure of performance and informed by the Division's SRC. Services for youth are a major focus.
- ³ Benchmarks are set based on an internal measure of performance and informed by the Division's State Rehabilitation Council (SRC) and are similar to the federal common performance measures.
- ⁴ Benchmarks are set based on an internal measure of performance and informed by the Division's State Rehabilitation Council (SRC) and are similar to the federal common performance measures.
- ⁵ Benchmarks are set based on an internal measure of performance and informed by the SRC, implementing the CE pilot services across the state is the goal.
- ⁶ Benchmarks are set based on an internal program measure and represents a commitment to the development of quality vocational rehabilitation counselors, meeting this standard ensures that individuals with disabilities in Idaho receive services through certified professionals and promotes more efficient, comprehensive, and quality services. The baseline is an arbitrary percentage established by IDVR and is a stretch goal the agency aspires to achieve.
- ⁷ Benchmarks are set based on federally negotiated targets for a two-year period (SY 2023 & 2024). The Vocational Rehabilitation program is in a period of "transition" to continue to collect baseline data to establish performance levels which will be used to inform negotiated targets in future years (2023). (RSA-TAC-18-01, January 19, 2018)
- ⁸ Benchmarks are set based on federally negotiated targets-<u>for a two-year period (SY 2023 & 2024).</u> The Vocational Rehabilitation program is in a period of "transition" to continue to collect baseline data to establish performance levels which will be used to inform negotiated targets in future years (2023). (RSA-TAC-18-01, January 19, 2018)
- ⁹ Benchmarks are set based on federally negotiated targets. <u>for a two-year period (SY 2023 & 2024)</u>. The Vocational Rehabilitation program is in a period of "transition" to continue to collect baseline data to establish performance levels which will be used to inform negotiated targets in future years (2023). (RSA-TAC-18-01, January 19, 2018)
- ¹⁰ Benchmarks are set based on federally negotiated targets- for a two-year period (SY 2023 & 2024). The Vocational Rehabilitation program is in a period of "transition" to continue to collect baseline data to establish performance levels which will be used to inform negotiated targets in future years (2023). (RSA-TAC-18-01, January 19, 2018)
- ¹¹ Benchmarks are set based on federally negotiated targets. The Vocational Rehabilitation program will negotiate targets for this indicator in SY2021, negotiations are currently TBD. (RSA-TAC-18-01, January 19, 2018) for a two-year period (SY 2023 & 2024).
- ¹² Benchmarks are set based on an internal measure of performance and was established by the Division's SRC to gauge customer satisfaction with program services and identify areas for improvement. The benchmark of 90% is arbitrary; however, it is typically utilized as a threshold for quality performance.
- ¹³ Benchmarks are set based on an internal measure of performance and informed by the Division's SRC. The emphasis is on quality services provided by Community Rehabilitation Programs.
- ¹⁴ Benchmarks are established based on federally negotiated targets. The Vocational Rehabilitation program is in a period of "transition" to continue to collect baseline data to establish performance levels which will be used to inform negotiated targets in future year beginning with SY 2023. (RSA-TAC-18-01, January 19, 2018) This performance measure is useful in determining whether VR is serving employers effectively by improving the skills of customers and decreasing employee turnover.
- ⁴⁵ Benchmarks are set based on an internal program measure and were new as of the 2017-2021 Strategic Plan. This measure represents a better indicator of performance for the EES program.
- ⁴⁶ Benchmarks are set based on an internal program measure and were new as of the 2017-2021 Strategic Plan. This measure represents a better indicator of performance for the EES program.
- ¹⁵⁷ Benchmarks are set based on an internal program measure to expand information to Idaho's deaf and hard of hearing population, to include brochures and information via electronic and social media. The Council is the only clearinghouse of information in Idaho about deaf and hard of hearing issues. This benchmark was established to adhere to Idaho statute 67, chapter 73.
- ¹⁶⁸ Benchmarks are set based on internal program measure to provide information about the needs of persons who are deaf or hard of hearing. The benchmark was created because the Council is the only state agency to provide this type of information. CDHH has hired a part time Communications and

T 13

Strategic Plan

Outreach Coordination to increase awareness and make presentations throughout the state. This benchmark was established to adhere to Idaho statute 67, chapter 73.

- ¹⁷⁹ Benchmarks are set based on internal program measure to provide information about deaf and hard of hearing issues. CDHH partnered with JFAC to procure funding for a full-time interpreter and partnered with the Sexual Abuse/Domestic Violence Coalition. This benchmark was established to adhere to Idaho statute 67, chapter 73.
- The Council has historically been the organization where individuals and groups come for information concerning deaf and hard of hearing issues. The benchmark was created to continue tracking the information. This benchmark was established to adhere to Idaho statute 67, chapter 73.
- 1924 Benchmarks are set based on internal program measure to determine the need for public services for deaf and hard of hearing community and was established because there was a Task Force that met to determine the need of mental health services that need to be provided to deaf and hard of hearing individuals. This benchmark was established to adhere to Idaho statute 67, chapter 73.
- ²⁰² Benchmarks are set to provide information where interpreters can get information about current issues and has established a printed list of Sign Language Interpreters and also on the Council's website. This benchmark was established per the request of the Idaho Registry of Interpreters of the Deaf to support the legislation. This benchmark was established to adhere to Idaho statute 67, chapter 73.
- ²¹³ Benchmarks are set based to provide information, in collaboration with the Northwest ADA Center, about the Americans with Disability Act (ADA). The benchmark was established to continue that partnership and to adhere to Idaho statute 67, chapter 73.
- Benchmarks are set based on internal program measure to provide information about deaf and hard of hearing issues, this benchmark was established to adhere to Idaho statute 67, chapter 73.



FY 2023-2027 STRATEGIC PLAN

MISSION STATEMENT

We harness the power of public media to encourage lifelong learning, connect our communities, and enrich the lives of all Idahoans. We tell Idaho's stories.

VISION STATEMENT

Inspire, enrich and educate the people we serve, enabling them to make a better world.

SBoE Goal 1: EDUCATIONAL SYSTEM ALIGNMENT

Ensure that all components of the educational system are integrated and coordinated to maximize opportunities for all students.

IdahoPTV Objectives:

<u>Objective A:</u> Maintain a digital statewide infrastructure in cooperation with public and private entities.

Performance Measures:

I. Number of DTV translators.1

FY18	FY19	FY20	FY21	FY22	Benchmark	
(2017-	(2018-	(2019-	(2020-	(2021-		
2018)	2019)	2020)	2021)	2022)	FY23	FY27
47	47	46	46		46	46

II. Percentage of Idaho's population within our signal coverage area.²

FY18	FY19	FY20	FY21	FY22	Benchmark	
(2017-	(2018-	(2019-	(2020-	(2021-		
2018)	2019)	2020)	2021)	2022)	FY23	FY27
98.8%	98.8%	98.8%	98.8%		98.9%	98.9%

<u>Objective B:</u> Nurture and foster collaborative partnerships with other Idaho state entities and educational institutions to provide services to the citizens of Idaho.

Performance Measure:

Number of partnerships with other Idaho state entities and educational institutions.3

FY18	FY19	FY20	FY21	FY22	Benchmark	
(2017-	(2018-	(2019-	(2020-	(2021-		
2018)	2019)	2020)	2021)	2022)	FY23	FY27
40	49	41	55		45	55

<u>Objective C:</u> Provide access to IdahoPTV new media content to citizens, anywhere, that supports participation and education.

Performance Measures:

I. Number of visitors to our websites.4

FY18	FY19	FY20	FY21	FY22	Benchmark	
(2017-	(2018-	(2019-	(2020-	(2021-		
2018)	2019)	2020)	2021)	2022)	FY23	FY27
1,584,947	2,263,398	1,635,238	1,979,811		1,200,000	1,200,000

II. Number of visitors to IdahoPTV/PBS video player.⁵

FY18	FY19	FY20	FY21	FY22	Benchmark	
(2017-	(2018-	(2019-	(2020-	(2021-		
2018)	2019)	2020)	2021)	2022)	FY23	FY27
128,877	230,522	504,332	915,331		1,200,000	1,400,000

III. Number of alternative delivery platforms and applications on which our content is delivered.⁶

FY18	FY19	FY20	FY21	FY22	Benchmark	
(2017-	(2018-	(2019-	(2020-	(2021-		
2018)	2019)	2020)	2021)	2022)	FY23	FY27
11	11	12	13		14	16

<u>Objective D:</u> Broadcast educational programs and provide related resources that serve the needs of Idahoans, which include children, ethnic minorities, learners, and teachers.

Performance Measure:

Number of broadcast hours of educational programming.⁷

FY18	FY19	FY20	FY21	FY22	Benchmark	
(2017-	(2018-	(2019-	(2020-	(2021-		
2018)	2019)	2020)	2021)	2022)	FY23	FY27
35,095	25,480	24,853	24,918		25,000	25,000

Objective E: Contribute to a well-informed citizenry.

Performance Measure:

Number of broadcast hours of news, public affairs and documentaries.8

FY18	FY19	FY20	FY21	FY22	Benchmark	
(2017-	(2018-	(2019-	(2020-	(2021-		
2018)	2019)	2020)	2021)	2022)	FY23	FY27
12,624	11,755	11,947	12,329		13,000	13,000

Objective F: Provide relevant Idaho-specific information.

Performance Measure:

Number of broadcast hours of Idaho-specific educational and informational programming.9

FY18	FY19	FY20	FY21	FY22	Benchmark	
(2017-	(2018-	(2019-	(2020-	(2021-		
2018)	2019)	2020)	2021)	2022)	FY23	FY27
1,509	1,986	1,393	2,431		2,000	2,000

Objective G: Provide high-quality, educational television programming and new media content.

Performance Measure:

Number of awards for IdahoPTV media and services. 10

FY18	FY19	FY20	FY21	FY22	Benchmark	
(2017-	(2018-	(2019-	(2020-	(2021-		
2018)	2019)	2020)	2021)	2022)	FY23	FY27
56	57	68	81		60	60

Objective H: Operate an effective and efficient organization.

Performance Measures:

I. Total FTE in content delivery and distribution. 11

FY18	FY19	FY20	FY21	FY22	Benchmark	
(2017-	(2018-	(2019-	(2020-	(2021-		
2018)	2019)	2020)	2021)	2022)	FY23	FY27
22	21	18	18		<24	<24

II. Successfully comply with FCC policies/PBS programming, underwriting and membership policies/CPB guidelines.¹²

FY18 (2017-2018)	FY19 (2018-2019)	FY20 (2019-2020)	FY21 (2020-2021)	FY22 (2021-	Benchmark	
				2022)	FY23	FY27
Yes/Yes/Yes	Yes/Yes/Yes	Yes/Yes/Yes	Yes/Yes/Yes		Yes/Yes/Yes	Yes/Yes/Yes

SBoE GOAL 2: EDUCATIONAL READINESS

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

Objective: Be a relevant, educational and informational resource to all citizens.

3

Performance Measures:

I. Number of educational outreach and training events for teachers, students and parents. 13

FY18	FY19	FY20	FY21	FY22	Benchmark	
(2017-	(2018-	(2019-	(2020-	(2021-		
2018)	2019)	2020)	2021)	2022)	FY23	FY27
*	*	101	58		100	140

^{*}New performance measure beginning FY20

II. Average number per month during the school year of local unique users utilizing PBS learning media.¹⁴

FY18	FY19	FY20	FY21	FY22	Benchmark	
(2017-	(2018-	(2019-	(2020-	(2021-		
2018)	2019)	2020)	2021)	2022)	FY23	FY27
*	*	7,137	9,997		8,200	9,000

^{*}New performance measure beginning FY20

KEY EXTERNAL FACTORS

Funding – Idaho Public Television's funding depends upon a combination of State General Funds; an annual grant from the Corporation for Public Broadcasting that receives its revenue from Congress; Federal grants; and private donations from individuals, corporations and foundations. All four of these sources are subject to changes in economic conditions, political considerations, and competition from other non-profits and government entities. The largest portion of funding for Idaho Public Television comes from voluntary private contributions. Idaho Public Television ranks in the top one-third of PBS stations nationwide for overall donor revenue and donor retention. Average contribution per donor is \$183.00 per year. Philanthropic giving is directly affected by many external factors such as global events, federal and state charitable giving laws, and inflated cost-of-living factors that diminish discretionary giving budgets.

Regulatory Changes – With the greatest portion of Idaho Public Television funding coming from private contributions, the changes to federal tax policy has the distinct potential to negatively impact charitable giving. In addition, Idaho Public Television operates under numerous other rules and regulations from entities such as the Federal Aviation Administration, Federal Communications Commission, Department of the Interior, Department of Agriculture, Department of Education, Department of Homeland Security, and others. Changes to those policies and regulations could impact operations.

Broadband/New Media Devices – As viewers increasingly obtain their video content via new devices (computers, iPads, smartphones, broadband delivered set-top-boxes, etc.) in addition to traditional broadcast, cable and satellite, Idaho Public Television must invest in the technology to meet our viewers' needs and to make sure our content and services are available when and where viewers want to access them. The ability of public television stations to raise private contributions and other revenue via these new platforms continues to be a significant challenge.

ATSC 3.0 – Recently, the FCC adopted standards for a new, improved television technology. Like the move from analog to digital, this new standard will make all previous television equipment obsolete for both the broadcaster and the consumer. Currently, adoption of this new standard is voluntary, but we expect that eventually it will become mandatory. Planning for this

4

new standard is already underway; and as equipment is replaced, every effort is being made to ensure it is upgradable to the new standard. Significant new funding will need to be obtained to make this technology change happen. Unlike the change from analog to digital, there are currently no Federal grant programs available to fund this transition.

Aging Equipment – Much of the equipment in our statewide broadcast network has been depreciated and the expected lifespan has been surpassed. A long-range plan and funding strategy must be developed in order to continue serving the citizens of Idaho with content they expect, coverage of state government with Idaho in Session, and statewide emergency alerts.

EVALUATION PROCESS

Idaho Public Television uses the following methods to evaluate our services:

We are a member of the Organization of State Broadcasting Executives, an association of chief executive officers of state public broadcasting networks, whose members account for almost half of the transmitters in the public television system. OSBE gathers information, keeps years of data on file, and tracks trends. OSBE members are represented on the policy teams for our national organizations, including PBS, APTS, and NETA.

We have a statewide advisory Friends board, currently 28 directors and 12 emeritus directors, with broad community and geographic representation. This board meets formally on a quarterly basis. It serves as a community sounding board to provide input.

Through Nielsen data, Google Analytics, Domo Business Analytics (in partnership with PBS analytics) and other research information, we have access to relevant metrics to make informed and successful marketing and programming decisions. Viewership helps determine which content is most relevant to the community we serve and how to best serve the people of Idaho. We also receive feedback from the community regarding our work. Our production team ascertains issues in the community and uses this information to plan local program productions. Each quarter, we prepare and post on the FCC website lists of programs we air that provide the station's most significant treatment of community issues.

Idaho Public Television has been successful in obtaining a number of private and federal grants to provide educational services to teachers, students and parents. As part of those grants, we conducted research on the impact these education initiatives have had on the populations served.

Recently, IdahoPTV has begun to do qualitative and quantitative research on new and existing programs. Surveys have been conducted and research has been executed by external entities to design content, define platform use, and metrics for success. It has proved a useful tool to launch a new series or re-engineer an existing one. External groups have provided surveys and analytics, demographic data, environmental scans, content audits and communications plans. We see this as a way to better understand and serve all Idahoans on all platforms.

1. Benchmark is based on industry standard and the need to reach as many Idahoans as possible via all the content and video technologies.

6

^{2.} Benchmark is based on industry standard and the need to reach as many Idahoans as possible via all the content and video technologies.

^{3.} Benchmark is based on an analysis of historical trends combined with desired level of achievement.

^{4.} Benchmark is based on agency research and the need to reach as many Idahoans as possible via all the content and video technologies and to reach younger demographics.

^{5.} Benchmark is based on agency research and the need to reach as many Idahoans as possible via all the content and video technologies and to reach younger demographics.

^{6.} Benchmark is based on agency research and the need to reach as many Idahoans as possible via all the content and video technologies and to reach younger demographics.

^{7.} Benchmark is based on an analysis of historical trends combined with desired level of achievement.

^{8.} Benchmark is based on an analysis of historical trends combined with desired level of achievement.

^{9.} Benchmark is based on an analysis of historical trends combined with desired level of achievement.

^{10.} Benchmark is based on industry standard combined with desired level of achievement.

^{11.} Benchmark is based on industry standard combined with analysis of workforce needs.

^{12.} Benchmark is based on industry standard of best practices.

^{13.} Benchmark is based on an analysis of historical trends combined with desired level of achievement.

^{14.} Benchmark is based on an analysis of historical trends combined with desired level of achievement.



Strategic Plan FY 2023-2027

Idaho Public Charter School Commission 304 North 8th Street, Room 242

Boise, Idaho 83702 Phone: (208)332-1561 pcsc@osbe.idaho.gov

Alan Reed, Chairman Jenn Thompson, Director

Part I. Agency Overview

1. Agency overview

The Idaho Public Charter School Commission (IPCSC) is Idaho's state-level charter school authorizing entity. The IPCSC is made up of 7 appointed commissioners who serve as the governing body and 5 employees who execute the day-to-day work. The IPCSC maintains a chair and vice chair as well as three standing committees: finance, new petitions, and renewals. IPCSC currently occupies 1095 square feet in the Borah Building, Suite 241.

Because charter schools are not managed by a district office, the authorizer's role is to ensure that the operations, financial health, and academic outcomes of a charter school justify the school's use of public funds. At its core, the IPCSC is a risk-management team that serves a variety of stakeholders, including students, taxpayers, policy makers, school boards, and school administrators.

Mission: The IPCSC's mission is to cultivate exemplary public charter schools. Vision - The IPCSC envisions that living our mission will result in:

- Quality Idaho families have exemplary charter school options.
- Autonomy Charter schools design and implement unique educational programs.
- Accountability Charter schools meet standards defined in the performance framework.
- Compliance Charter schools operate in compliance with laws, rules, and regulations.
- Advocacy The IPCSC advocates for student and public interests.

Values – The IPCSC values the following approach to executing our work:

- Professionalism The IPCSC acts with respect and decorum.
- Efficiency The IPCSC provides service with efficiency.
- Credibility The IPCSC is a source of accurate information.
- Integrity The IPCSC makes data-driven decisions that serve its mission and vision.
- Communication the IPCSC communicates with and listens to stakeholders.

2. Core functions

The IPCSC is established by Idaho Code 33-5213 for the purpose of administering and enforcing the provisions of Chapter 52, Idaho Code. More specifically, the IPCSC is tasked with making approval and renewal decisions for the schools in its portfolio. In between those decision points, the IPCSC staff is tasked with day-to-day oversight of charter schools, including compliance and performance monitoring.

When a new charter school petition is determined likely to be successful and the IPCSC approves the school to operate, a performance certificate that outlines the terms and conditions under which the school is allowed to operate for the next five years is executed. At the end of the five (5) year term, the school applies for a renewal of that contract, and the IPCSC reviews the school's performance outcomes to determine whether a next five (5) year term is warranted.

The oversight work across each school's operational term is reported in a performance report each year. These reports inform IPCSC renewal decisions.

3. Fiscal Year Review

The IPCSC began operating as an independent state agency on July 1, 2021. Only one year of financial data is available for the FY22 progress report.

Approximately 28% of the IPCSC's FY22 budget was appropriated through the general fund. The remaining 72% was appropriated through the agency's dedicated fund. The dedicated fund, or

PPGA TAB 2 Page 2

Page 2 of 11

Authorizer's Fund, is established in Idaho Code, 33-5214. Each school authorized by the IPCSC pays an authorizer fee as defined in Idaho Code, 33-5208(8). Fees are collected in March for the purpose of funding the next fiscal year's dedicated fund appropriation.

Unexpended and unencumbered dollars in the authorizer's fund are re-appropriated to the agency each year to provide for unexpected costs such as appeals of Commission decisions or school closures.

4. Profile of cases managed/ services provided

The IPCSC's portfolio currently consists of 63Charter School LEA's, running 69 unique academic programs. In FY21, these schools served approximately 29,000 students. As Idaho's charter school law allows for rolling applications, the number of schools served by the agency continues to grow.

The following services are among those provided by the IPCSC:

- 12-week cycle of research, interviews, and reports for each new charter school petition received;
- In-depth analysis/report for each academic program based on statewide assessment data each year;
- Board meeting observations and feedback for each school at least once per term;
- Enrollment lottery observations and feedback for each school at least once per term;
- Site visits to determine fidelity of key design element implementation as necessary;
- Quarterly review of financial data for each school;
- Annual compliance desk audit of school operations, including policies, expert reports, etc.;
- Evaluation of complaints/concerns and management of any resulting investigations or interventions;
- A 16-week cycle for renewal application processing once every five years for each school;
- A series of meetings with each school during its pre-opening timeline to ensure sufficient progress;
- A pre-opening site visit and walk-through to ensure readiness to serve students;
- Annual consideration to issue or lift "notifications of fiscal concern";
- Investigation of complaints and concerns as necessary; and
- Issuance of courtesy letters as necessary.

5. Kev External Factors

- Lack of public awareness of charter schools;
- The autonomy of independent charter school governing boards;
- Legislation;
- Corporate influence on entities external to the IPCSC; and
- The impact on assessment of student mobility in a school choice setting.

6. Evaluation

The IPCSC will evaluate the successes and challenges of progress toward objectives at each regular meeting and will engage in long-term goal setting through annual strategic planning work.

Page 3 of 11

Part II. Performance Measures

Summary

Goal 1: The IPCSC will cultivate a portfolio of exemplary charter schools.

Objective A: The IPCSC will make data-driven decisions. **Objective B:** The IPCSC will provide effective oversight.

Goal 2: The IPCSC will advocate for student, taxpayer, and charter sector interests.

Objective A: The IPCSC will contribute to effective charter school law.

Objective B: The IPCSC will execute a communication plan.

Objective C: The IPCSC will provide technical assistance

Performance Measures – The following tools will be used to measure the IPCSC's progress toward its goals.

Data-Driven Decision Making

1.A.i - Petition Evaluation Report/ Meeting Minutes

1.A.ii - Annual School Performance Reports/ Final Orders

1.A.iii – Meeting Minutes

Effective Oversight

1.B.i - Performance Framework

1.B.ii - Complaint and Concern Log

1.B.iii - Courtesy Letters

Contribution to Effective Law

2.A.i – Maintenance of Effort Records

Communication

2.B.i - Communication Data

2.B.ii - School Survey Results

2.B.iii – Annual Performance Reports

Technical Assistance

2.C.i – Outreach Log

2.C.ii – Network Event Attendance Rosters

Goal 1: The IPCSC will cultivate a portfolio of exemplary charter schools.

Objective A: The IPCSC will make data-driven decisions. **Alignment:** SBE 1A - Data Access and Transparency

Performance Measure 1: Petition Evaluation Reports/ Meeting Minutes

Benchmark 1: 100% of new charter school petitions approved without conditions will meet

all of the established standards of quality.

Result: 100% of new charter school petitions approved without conditions met all established standards of quality.

	FY22	FY23	FY24	FY25	FY26
# of Petitions Approved Without Conditions	1				
# of approved petitions meeting all established	1				
standards of quality					
Benchmark:	100%	100%	100%	100%	100%
Achievement:	Met				

Benchmark 2: All approved amendment requests meet the applicable standards of quality.

Task 1: IPCSC staff will develop a guidance document specific to amendments by October 30, 2022.

Result: Task is incomplete as of 4/14/22. The IPCSC processed 13 amendments in FY22. Most were "housekeeping" changes to a school's charter. This target was prioritized behind the annual report re-formatting work and behind the revisions to the renewal process. As these tasks are complete, work on the amendment process can begin in FY23.

	FY22	FY23	FY24	FY25	FY26
# of requested amendments	13				
# of approved amendments	13				
# of Approved amendments meeting all	NA				
established standards of quality for the					
amendment type (major/minor, see policy).					
Benchmark:	Baseline	100%	100%	100%	100%
Achievement:	NA				

Performance Measure 2: Annual School Performance Reports/ Final Orders **Benchmark 1:** All schools whose renewal applications are approved without conditions meet all standards on the school's most recent annual performance report.

Result: All schools (4/4) renewed without conditions in FY22 met the minimum standard on all measures of the on the school's most recent annual performance report.

	FY22	FY23	FY24	FY25	FY26
# Charters Meeting All Standards	4/12	n/17			
# Charters Renewed Without Conditions	4/12	n/17			
Benchmark:	100%	100%	100%	100%	100%
Achievement:	Met				·

Page 5 of 11

Benchmark 2: All schools whose renewal applications are approved with conditions include conditions specific to the unmet measures noted in the school's most recent annual performance report.

Result: All schools renewed with conditions in FY22 included conditions specific to each measure on which the school did not meet standard as reported in the school's most recent annual performance report. Conditions are due in 2024 and revocation will be considered if conditions are not met at that time.

	FY22	FY23	FY24	FY25	FY26
# Charters with Unmet Standards in FY22	8				
# of Conditional Renewals w/ Conditions for Each	7				
Unmet Standard					
# of Non-Renewed Charters	1				
Benchmark:	100%				
Achievement:	Met				

Performance Measure 3: Meeting Minutes

Benchmark 1: The IPCSC will engage in at least five (5) professional development minisessions to be conducted at regular commission meetings each year.

Result: The IPCSC engaged in five trainings in FY22.

FY22 Topics:

- 1. Commission/Executive Relationships a.Reading/Discussion: Brian Carpenter August 2021
- 2. Renewal Procedures
 - a. Training: IPCSC Staff October 2021
- 3. 7 Strategies of Leadership
 - a. Video: Mark Brown ISBA 2021 Annual Convention Presentation Dec. 2021
- 4. Executive Director Eval Process a.Reading: DHR February 2022
- 5. Working with ESPs Readings/Discussion April 2022
 - a. Brian Carpenter "A Short Course on Contracting with ESPs"
 - b. NAPCS "Charting a Clear Course"

	FY22	FY23	FY24	FY25	FY26
# of training opportunities engaged	5				
Benchmark:	5				
Achievement:	Met				

Goal 1: The IPCSC will cultivate a portfolio of exemplary charter schools.

Objective B: The IPCSC will provide effective oversight.

Alignment: Idaho Code §33-5209A and §33-5210, regarding accountability

Performance Measure 1: Performance Framework

Benchmark 1: 95% of IPCSC schools will meet or exceed standard on each operational measure each year.

Result:

	Governance	Governance	Governance	Student	Data	Facility	Ops.
	Structure	Oversight	Compliance	Services	Transparency	Services	Compliance
2020-21 Result	94%	96%	92%	96%	86%	100%	90%
2021-22 Result							
2022-23 Result							
2023-24 Result							
2024-25 Result							
Benchmark:	95%	95%	95%	95%	95%	95%	95%
Achievement:	Not Met	Met	Not Met	Met	Not Met	Met	Not Met
Next Steps:	Resource:		Training: roles/		Resource:		Training:
	expectations		responsibilities		expectations		admin eval

Benchmark 2: 90% of IPCSC schools will meet or exceed standard on each financial measure each year.

Result:

	Current	Min. 60	Positive 3-Yr	Positive	Debt Service	Debt/Asset	Meeting
	Ratio (assets	Days Cash	Aggregate	Multi-Yr	Coverage at	Ratio less	Enrollment
	to liabilities)		Total Margin	Cash Flow	least 1.1	than .9	Projections
2020-21 Result	84%	80%	88%	84%	69%	78%	72%
2021-22 Result							
2022-23 Result							
2023-24 Result							
2024-25 Result							
Benchmark:	90%	90%	90%	90%	90%	90%	90%
Achievement:	Not Met	Not Met	Not Met	Not Met	Not Met	Not Met	Not Met
Next Steps:	Resource:	Pandemic	impacted measure	s. No IPCSC	Resource:	Resource:	Training:
	expectations	action is ne	action is necessary as these should bounce			expectation	Now ADM
			back.				based calc.

Benchmark 3: 75% of IPCSC schools will meet or exceed standard on all academic measures by 6/30/2025.

Result:

General	Math	ELA	Literacy	Alt.	Alt	Progress	Additional
Education	Proficiency	Proficiency	Proficiency	Math	ELA	Grad	Grad
2020-21 Result	38%	71%	72%	50%	67%	Baseline	baseline
2021-22 Result							
2022-23 Result							
2023-24 Result							
2024-25 Result							
Benchmark:	75%	75%	75%	Baseline	Baseline	Baseline	Baseline
Achievement:	Not Met	Not Met	Not Met	NA	NA	NA	NA

PPGA TAB 2 Page 7

Page 7 of 11

Performance Measure 2: Complaint and Concern Log

Benchmark 1: 95% of identified concerns will be resolved within 30 days or on-track for resolution within 30 days.

Proactive communication with schools when concerns arise will help prevent more costly interventions down the road and improve the overall quality of charter school operations. **Result:**

	FY22	FY23	FY24	FY25	FY26
# of Complaints Received	43				
# of Complaints Resolved w/in 30 days or on track to resolution w/in 30 Days	41				
% of Complaints Resolves promptly	95%				
Benchmark:	95%	95%	95%	95%	95%
Achievement:	Met				

Performance Measure 3: Courtesy Letters

Benchmark 2: 95% of the concerns that cannot be resolved within 30 days are engaged as a formal investigation and documented via courtesy letters.

Result:

	FY22	FY23	FY24	FY25	FY26
# of concerns not resolved within 30 days	2				
# of concerns addressed via courtesy letter					
Benchmark:	95%	95%	95%	95%	95%
Achievement:	Met				

Financial Note: The work of achieving targets in this Objective will be largely achieved through communication, training, and outreach to schools. The staffing plan at the end of this report seeks to provide the human resources necessary to meet these standards by the end of FY26.

Goal 2: The IPCSC will advocate for student, taxpayer, and charter sector interests.

Objective A: Contribute to effective charter school law.

Alignment: Idaho Code §33-5213, regarding duty to administer and enforce chapter

Performance Measure 1: Maintenance of Effort Records

Benchmark 1: The IPCSC Director will dedicate at least 10% of his/her time to activities that directly contribute to continuous improvement of charter schools.

Result:

	FY22	FY23	FY24	FY25	FY26
Actual Hours (4/1/22)	4%				
Benchmark:	Baseline	6%	8%	9%	10%
Achievement:	NA				

PPGA TAB 2 Page 8

Page 8 of 11

Financial Note: Additional staffing will be necessary to provide the Director time to focus on this important work. See the staffing plan section of this report.

Goal 2: The IPCSC will advocate for student, taxpayer, and charter sector interests.

Objective B: Communicate effectively with Stakeholders

Performance Measure 1: Newsletter and Social Media Data

Benchmark 1: The IPCSC will achieve a 75% open rate on quarterly newsletters sent to all IPCSC school administrators and board chairs by June 30, 2025.

Result:

Newsletter	FY22	FY23	FY24	FY25	FY26
# of Recipients	355				
Open Rate	60%				
Benchmark:	Baseline	70%	73%	75%	75%
Achievement:	NA				

Performance Measure 2: School Survey Participation Rate

Benchmark 1: 95% of IPCSC schools will provide feedback via an annual feedback survey.

Result:

Stakeholder	FY22	FY23	FY24	FY25	FY26
Survey					
# of Recipients	136				
Response Rate	29%				
Benchmark:	45%	55%	75%	85%	95%
Achievement:	Not Met				

Goal 2: The IPCSC will advocate for student, taxpayer, and charter sector interests.

Objective C: Facilitate access to meaningful resources for charter schools.

Alignment: Idaho Code §33-5209, regarding enforcement

Performance Measure 1: Network Event Attendance Rosters

Benchmark 1: The IPCSC will engage at least 100 unique stakeholders each year through networking events by June 30, 2025.

Task 1: The IPCSC will host quarterly webinar events

Task 2: The IPCSC will host annual in-person events

Events	FY22	FY23	FY24	FY25	FY26
# of Participants	TBD				
# of Events	Mid-June				
Benchmark:	Baseline	4	5	5	5
Achievement:	NA				

Task 3: The IPCSC will increase presence at local and Idaho events that celebrate the charter sector and/or promote the work of charter schools.

Page 9 of 11

Result: Events attended in FY22 include:

- Idaho School Board Association Annual Convention (3 presentations)
- Charter Start 101 Workshop SDE (fall and spring)
- Charter School Boot Camp SDE
- Idaho Superintendent's Network Meeting (discussion facilitator)
- Idaho Association of School Business Officials (presentation)
- Idaho Prevention and Support Conference
- Family and Community Engagement Conference

Performance Measure 2: Annual Performance Reports

Benchmark 1: Provide outreach to every school that does not meet standard on one or more measure as reported on the school's annual performance report by February 15th.

Task 1: Program Managers will engage in outreach with all schools whose annual reports indicates a rating of "approaches" or "does not meet" standard on any measure by February 15th each year.

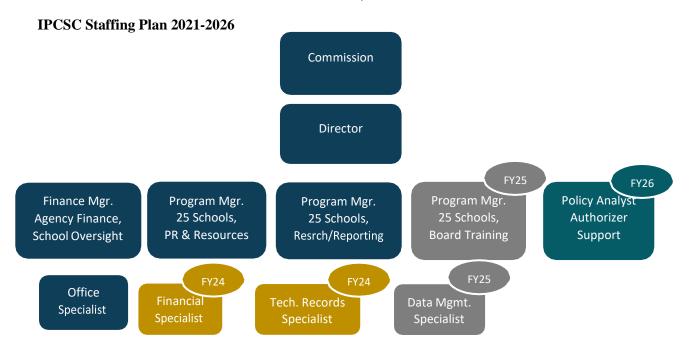
Result:

	FY22	FY23	FY24	FY25	FY26
% of schools not meeting one or more standard	65%				
that were provided direct outreach by 2/15/22					
Benchmark:	65%	75%	85%	95%	100%
Achievement:	Met				

Financial Note: While it has become clear that stakeholders want and need access to training, quality resources, and networking opportunities that the IPCSC is uniquely qualified to provide and facilitate, additional staffing will be necessary in order to fully realize this goal. See the staffing plan section of this report.

PPGA TAB 2 Page 10

Page 10 of 11



For FY24 the IPCSC requests two additional FTE.

- 1. A finance specialist (estimated salary \$55,000) will provide support to the current finance manager by completing day-to-day financial tasks for the agency and for school oversight.
- 2. A technical records specialist (estimated salary \$45,000) will take on management of contracts and oversight files. This will free-up program managers to more fully engage with school training, support, and charter sector advocacy.

In FY25, the IPCSC intends to request two additional FTE.

- 1. An additional program manager (estimated salary \$65,000) will be necessary to accommodate the steep growth in the number of charter schools in Idaho.
- 2. A data management position (estimated salary \$45,000) will be necessary to take on management of academic, financial, and operational data points that are not collected or managed by any other agency.

In FY26, the IPCSC anticipates a need to request one additional FTE.

1. A policy analyst (estimated salary \$73,000) that would also provide support and training to district and higher-ed entities that serve as charter school authorizers will be necessary. This position may be needed sooner should Rule or Statue

Notes on continued growth

As a program manger's case load of schools is ideal at 25 schools, and the IPCSC will begin FY23 with 63 schools, it is likely that a third program manger will quickly be at capacity. Future requests for additional program managers will be based on the number of schools served.

Notes on facilities growth

The IPCSC currently occupies 1075 square feet. The Idaho Division of Administration's facility needs worksheet indicates that 1095 is the minimum necessary for the agency's FY22 staffing size and 2,500 at the end of FY26.

FY24 budget anticipates a need for 3,000 square feet of office space in order to accommodate the anticipated growth.

PPGA TAB 2 Page 11

Page 11 of 11



Photo courtesy of Idaho State University

HIGHER EDUCATION RESEARCH STRATEGIC PLAN

2023-2027

Submitted by the Higher Education Research Council to the Idaho State Board of Education

June 2022

TABLE OF CONTENTS

I. INTRODUCTION	. 3
II. PURPOSE	. 3
III. VISION	. 3
IV. MISSION	. 4
V. BACKGROUND	. 4
VI. GOALS, OBJECTIVES, AND MEASURES	. 6

2

I. INTRODUCTION

Industry, government, and education organizations recognize and value research as a key factor in student success and the future economic vitality of Idaho. Research conducted at Boise State University, Idaho State University, and University of Idaho, and Lewis-Clark State College, (hereafter "institutions"), both creates the foundation for major advances in areas such as energy, health and medicine, agriculture, communications, and national security, and helps educate Idaho's future leaders and innovators. Creating greater research productivity and collaboration within Idaho will further our state's ability to compete in today's global environment.

Research is foundational to the mission of Idaho's institutions. Knowledge discovery, experiential student learning, addressing community problems, growing student skills, and technology commercialization via patents, copyrights, licenses, and startup companies all contribute to a vibrant teaching and research ecosystem. Furthermore, Idaho's institutions serve as a point of connection between fundamental research that improves scientific theories, translational research which moves ideas beyond basic discovery through proof-of-concept, and applied research which seeks to solve practical problems. The institutions also foster collaboration among public and private entities and serve as anchors for talent attraction and retention.

II. PURPOSE

The purpose of this plan is to provide strategic direction to Idaho's institutions and inform the general public, especially industry, in order to further the shared research agenda for the state. This agenda includes promoting student success, driving economic and workforce development, and addressing the needs and challenges of the state and beyond. This strategic plan is a tool for identifying and attaining quantifiable goals for research and economic growth and success. The plan outlines the scope and the manner in which the research and development goals will be met through actionable and measurable oversight. The plan will be reviewed annually and updated as needed amid the fast-changing pace of research discovery.

III. VISION

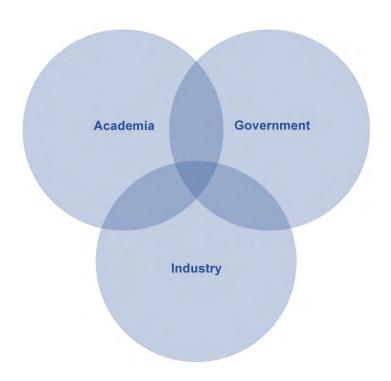
Through this strategic plan, Idaho's institutions will continue to build a vibrant higher education research ecosystem in Idaho that catalyzes the creation of knowledge, technologies, products, and industries. This will lead to increased student success, advances and opportunities for economic growth, and enhanced quality of life in Idaho and beyond.

IV. MISSION

This strategic plan supports the Idaho State Board of Education's mission to "drive improvement of the K-20 education system for the citizens of Idaho, focusing on quality, results, and accountability." The plan will support this mission by providing direction to Idaho's institutions in their development of enduring and robust research programs that contribute to student learning, knowledge generation, and economic development.

V. BACKGROUND

Recognizing the need to emphasize existing strengths and advance new areas of expertise to provide opportunities for Idaho's research community, this strategic plan aims to ensure the greatest potential for achieving a vital and sustainable research base for Idaho. The plan identifies the key research areas (fundamental, translational, and applied) that will become the focal points for research and economic development through partnerships among academia, industry and government in science, technology, and creative activity.



Partnerships between academia, government, and industry are critical to effective research and economic development in Idaho.

Today's Research

Research at Idaho's institutions is the foundation for innovation and application that provides wider benefits across the state, a state that has an incredible opportunity to expand the impacts of research. Research performed at Idaho's institutions is funded through a number of federal agencies, including the National Science Foundation (NSF), National Institutes of Health (NIH), Department of Energy (DOE), Department of Defense (DOD), US Department of Agriculture (USDA), National Aeronautics and Space Association (NASA), and the Environmental Protection Agency (EPA), among others. Research opportunities span these agencies. For example, NSF, an independent federal agency created by Congress in 1950 "to promote the progress of science; to advance national health, prosperity, and welfare; to secure the national defense..." funds about 25% of all federally supported basic research conducted by colleges and universities in the U.S. However, collectively, Idaho institutions have a 5-year average level of total funding that is just 0.27% of the total NSF budget, which ranks 41st among the 50 states. By comparison, public institutions in New Mexico have a 5-year average level of funding that is 0.64% of the total NSF budget, with Montana and South Dakota receiving 0.37% and 0.14%, respectively.¹

Research also enhances the national reputation of Idaho's institutions and researchers. Through novel and thought-provoking programs and labs that provide unique cutting-edge learning experiences in research laboratories, studios, field sites and classrooms, Idaho can attract top graduate and undergraduate students with research excellence. As a result, these students become well trained through research experiences and enter the Idaho workforce with the skills needed by industry, business, and development. On a basic level, and bolstered through collaborative, interdisciplinary and interprofessional research, such activities strengthen an institutions' primary product: Innovative, well-educated students ready to enter a competitive workforce. Moreover, research is a highly effective retention tool², and students who engage in research are more likely to graduate.³

Research is the foundation of Idaho institutions' responsibility for economic development, both on campus and within the larger community. The influx of research dollars from external grants and contracts creates new jobs and student funding at the institution, along with the attendant purchases of supplies, services, materials and equipment, driving local private-sector economic activity that would otherwise not exist. Industry collaborates with individuals and teams of faculty to develop lines of inquiry into problems impossible to solve in the vacuum of either realm. The resulting knowledge, ideas, and processes have led to patents, startup companies, more efficient businesses, as well as a highly trained workforce prepared to tackle current and future challenges. Furthermore, applied research and the associated industry engagement is a key driver of economic growth and productivity, contributing through commercialization of research, and adding value to existing businesses and vitality to new businesses.

^{1.} https://www.nsf.gov/od/oia/programs/epscor/Eligibility_Tables/FY2022_Eligibility.pdf

^{2.} Nagda, B., Gregerman, S., Jonides, J., von Hippel, W., & Lerner, JS. (1998). Undergraduate Student-Faculty Research Partnerships Affect Student Retention. Review of Higher Education, 22, 55-72

^{3.} RODENBUSCH, S. E., HERNANDEZ, P. R., SIMMONS, S. L., & DOLAN, E. L. (2016). EARLY ENGAGEMENT IN COURSE-BASED RESEARCH INCREASES GRADUATION RATES AND COMPLETION OF SCIENCE, ENGINEERING, AND MATHEMATICS DEGREES. CBE LIFE SCIENCES EDUCATION, 15(2), AR20. https://doi.org/10.1187/cbe.16-03-0117

The Future of Research

To align and emphasize existing strengths and opportunities in Idaho's research community, be competitive at a regional level, attract industry, and address the need to build capacity in new and emerging areas of importance to the state, Idaho must expand investment to build a stronger research base. Enhancing the research base will aid the institutions in increasing the number of federal competitive grants received, help provide the best experiences and impacts for students, and help strengthen the economy. These actions are necessary for both direct and indirect economic inputs for the state, to provide top-notch experiential learning for our students, and support a platform to recruit the highest caliber faculty, researchers, and industries to Idaho.

Idaho's public research institutions have emerging strengths and opportunities for development in five key areas:

- 1. Energy, Sustainability, and Resilience
- 2. Natural Resource and Agricultural Utilization and Conservation
- 3. Biomedical and Healthcare Sciences
- 4. Novel Materials
- 5. Data Science, Computer Science, and Cybersecurity

By collaborating on these research areas of strength, Idaho's institutions will broaden their success by:

- Strengthening collective expertise across Idaho's public institutions and creating opportunity for collaboration with the nation's top institutions;
- Providing opportunities that bring private and institutional teams together to build productive relationships;
- Providing opportunities that will contribute to the economic development of the state;
- Providing opportunities that enhance education and professional development through interdisciplinary and inter-professional research and scholarly activity;
- Providing resources that build and improve the research infrastructure of Idaho's public institutions to meet current and future research needs;
- Producing highly trained students who will use their skills to strengthen Idaho and its economy; and
- Increase the likelihood of student retention and graduation of those who participate in research experiences.

VI. GOALS, OBJECTIVES, AND MEASURES

Goal 1: Increase research at, and collaboration among, Idaho's institutions.

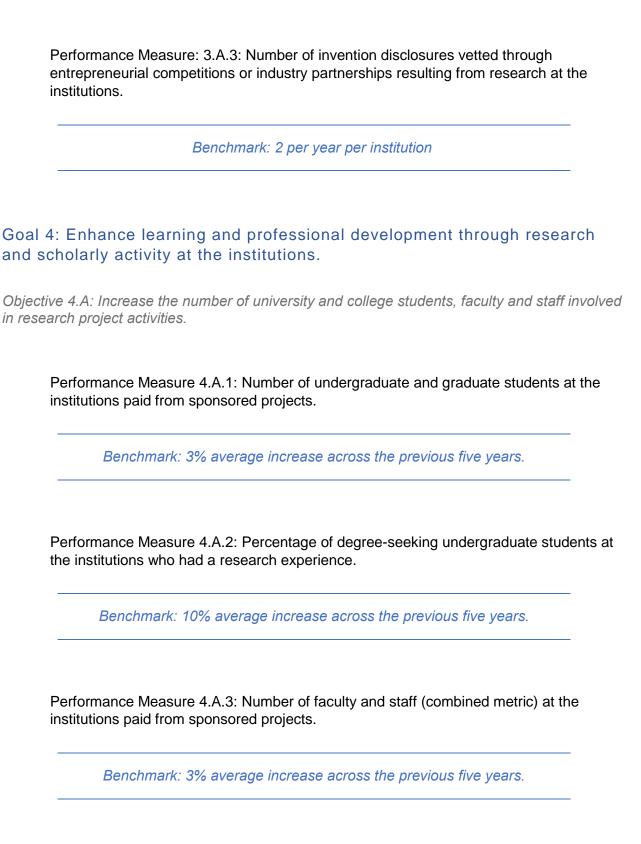
Objective 1.A: Increase expenditures for research efforts at the institutions.

Performance Measure 1.A.1: Statewide amount of total annual research and development expenditures as reported in the National Science Foundation (NSF) Higher Education Research and Development Survey. Benchmark: 5% average increase across the previous five years Objective 1.B: Expand joint research ventures among Idaho's institutions. Performance Measure 1.B.1: Number of new sponsored project proposals submitted by an institution that are collaborative, and have a subaward (or are NSF Collaborative) with another Idaho public postsecondary institution (in either direction). Benchmark: 5% increase per year Performance Measure 1.B.2: Number of new sponsored project awards to an institution that are collaborative, and have a subaward (or are NSF Collaborative) with another Idaho public postsecondary institution (in either direction). Benchmark: 3% increase per year Performance Measure 1.B.3: Number of competitive research projects per year supported by the Idaho Higher Education Research Council that directly address research opportunities outlined in this strategic plan and that involve at least two Idaho public postsecondary institutions. Benchmark: 1 per year

Objective 1.C: Ensure the growth and sustainability of collaborative research between the institutions and the Idaho National Laboratory.

Performance Measure 1.C.1: Statewide amount of awards with the Idaho National Laboratory by the institutions as reported in the National Science Foundation (NSF) Higher Education Research and Development Survey.





SUBJECT

Educator Shortage

REFERENCE

August 2016 The Board discussed the creation of a workgroup to

provide feedback and recommendations regarding

educator pipeline challenges and solutions.

April 2017 The Board reviewed an update on the Educator

Pipeline and recommendations from the workgroup.

October 2017 Board reviewed and approved the first

recommendation of the teacher pipeline workgroup.

December 2017 The Board reviewed 2016-2017 Teacher Pipeline

Report

December 2018 The Board reviewed 2017-2018 Teacher Pipeline

Report

February 2020 The Board received the 2019 task force subcommittee

reports, which included the 2018-2019 Teacher Pipeline Report update along with additional retention data as part of the educator pipeline subcommittee

report.

April 2022 The Board received the 2021 (FY 2022) Educator

Pipeline Report.

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Sections 33-1201 -1207, Idaho Code

Idaho Administrative Code, IDAPA 08.02.02, Rules Governing Uniformity

BACKGROUND/DISCUSSION

The Board was presented with a first look at various data points throughout the educator pipeline during the December 2015 Board meeting and received a more comprehensive review at the August 2016 Board meeting. During the discussion at the August 2016 Board meeting, it was determined that a broad group of stakeholders who are impacted at the various points in the pipeline should be brought together to form comprehensive recommendations for supports and improvements to Idaho's educator pipeline. The workgroup was made up of individuals nominated by the various stakeholder representative organizations with a focus on those individuals working in our public school system and approved educator preparation programs along with additional state policy makers.

On June 6, 2017, and then again on October 12, 2017, the full committee convened to form recommendations identified as critical to developing Idaho's Educator Pipeline. These recommendations included:

1. Develop an *Idaho Teacher Supply and Demand Report* consisting of multiple data points to determine if, where, and why a teacher shortage exists in Idaho

- 2. Begin developing a coherent policy dialogue
- 3. Define recommendations in the areas outlined below:
 - Attract/Recruit: Openly promote teaching as a profession to boost public perception; Continue to support higher salaries and compensation packages
 - b. Prepare/Certify: Expand options in preparation and certification to include mastery-based preparation programs that account for experiential credit; closer alignment between secondary and postsecondary education to expedite preparation for high school students interested in teaching
 - c. Retain: Development and support for teachers including induction programs and greater teacher-leader opportunities; emphasize evaluation for the purpose of professional growth and measurable outcomes that are teacher driven

The 2017 Teacher Pipeline Report and recommendations from the Educator Pipeline Workgroup was the first comprehensive effort to investigate and provide recommendations for pipeline issues specific to Idaho. The report was presented to the Board in December 2017 and provided baseline data on the supply and demand of instructional staff across Idaho. The report included recommendations on ways to utilize this information to ensure consistency and efficacy in addressing Idaho's educator pipeline issues over time. Ten total educator workforce recommendations were presented for consideration, with seven prioritized for immediate action. The recommendation from the Educator Pipeline Workgroup built on the 2013 recommendations from the K-12 Education Task Force that resulted in the current career ladder used for calculating salary based apportionment for instructional staff and pupil service staff. In addition to the career ladder, the Board has been responsible for an amendment to administrative code, IDAPA 08.02.02 and creating additional routes to educator certification and the approval of non-traditional or alternative educator preparation programs that maintain a balance between maintaining a minimum standard knowledge base while creating more flexibility for individuals wanting to enter the teaching profession through non-traditional routes. During the 2022 legislative session, the Legislature enacted legislation creating a rural teacher incentive program as well as additional funding to help school districts with the cost of moving to the state health insurance program. Both of these ongoing efforts were aimed at helping to address the educator shortage. Significant one-time funding was also provided to help school districts and charter schools with their efforts in teacher recruitment and retention.

IMPACT

This update is intended to provide an opportunity for Board members to discuss

the more immediate needs facing school districts and charter schools going into the 2022-2023 school year as a result of educator shortage.

ATTACHMENTS

Attachment 1 – Open Positions IASA Survey Results – As of 06/01/22

BOARD STAFF COMMENTS AND RECOMMENDATIONS

The Idaho Association of School Administrators conducted a short school district survey requesting feedback on open positions during the month of May. Preliminary results of the survey received during the last week of May showed large fluctuations in open positions as individuals notified school districts at the same time districts were actively filling positions that they already knew would be vacant in the coming school year. Attachment 1 provides the final survey results as of the first week in June. It is expected these numbers will continue to fluctuate through the start of the new school year in the fall. Between the preliminary results received the week earlier, the responses increased from 78 to 92 school districts and the total number of open teaching positions declined while the make up between open elementary and secondary positions became more balanced.

The final survey results:

•	Total School Distri	ict Responses	89
	Region 1		8
	Region 2		8
	Region 3		26
	Region 4		23
	Region 5		9
	Region 6		14
	 Unknown 		1
•	Current Open Pos	itions	702
	 Elementary 	,	332
	 Secondary 		370
•	Retirements		452

Across the board, school districts reported fewer candidates overall and in many cases no candidates with an existing teaching certificate. It was noted that the alternative authorizations to certification have been helpful when they have candidates that do not have a certificate yet, but in many cases, there are no applicants at all.

Special education positions were reported as the hardest positions to fill by the majority of the respondents, closely followed by mathematics and then science.

BOARD ACTION

This item is for informational purposes only.

ATTACHMENT 1

In which region are you located?	What athletic classification is your high school(s)? If you have more than one high school or don't have high school, pick the classification most representative of your community.	How many current teaching positions do you have open in your district?	Of your open positions, how many are at the elementary level?	Of your open positions, how many are at the secondary level? Open-Ended	Are you concerned about the number of viable applicants you have applying?	compared to recent years.			What are the hardest				How many retirements do you have this year?	General comments:
Response	Response	Response	Response	Response	Response	Open-Ended Response	Elementary Math	Science	Social Studies English	Special Education	Electives	Other (please specify)	Open-Ended Response	Open-Ended Response
1	3A	4	1	3	Yes	Very limited	Elementary Math	Science	Social Studies English	Special Education	Electives		2	There are not enough qualified applicants to go around.
1	4A 1A	54	34 N/A	20 N/A	Yes Yes	Our pool is more shallow than we have had in years past. We are in direct competition with our neighboring school districts.		Science		Special Education		Music, CTE courses	6	We are wondering if the state would be willing to help offset the cost of teachers relocating to Idaho? Maybe some sort of stipend for moving expenses. Part of our issue because of our close proximity to Washington is that our salary schedule has to be much higher than what the state gives us in SBA. This causes us to not be able to accept all years of experience for incoming teachers. Help here, would be greatly appreciated.
-	IA .	0	N/A	IN/A	res					Special Education			1	
1	4A	10	5	5	Yes	There are about 1/3 less applicants for positions for most positions. Special Education and music have a single applicant for positions.	Math			Special Education		Elementary Music	5	
1	5A	13	8	5	Yes	The applicant pool has gone down from 50-80 candidates approximately 5-6 years ago to 30-40 candidates.	Math	Science		Special Education		Right now we are really struggling with Special Education Teachers	39	The market for classified is even worse. We cannot find custodians, paraprofessionals (special and general education), before and after school child care, playground and crossing guards and nutrition services assistants. We can't compete with what our local fast food establishments and most employers are paying as a starting wage and they offer sign on bonuses.
1	5A	14	4	10	Yes	We used to have 120 applicants for elementary positions. Now we are lucky to have 45. Secondary positions used to have 10-15 viable applicants. Now we are lucky if we have 3.	Math	Science		Special Education			14	The number of people leaving the profession is concerning (both teachers and administrators). Special Education has no applicant pool. Our Special Education director is reaching out to contract services because we will not be able to fill the open positions. Our proximity to WA is another issue.
1	ЗА	3	0	3	Yes	We currently only have three openings, but I am anticipating 3-6 more. We do not have a pool in most cases. Lately, we have to depend on alternate certifications or leave wcancies open. We left a special education and school psych position open all last year.	Math	Science		Special Education		Our special education specialists - Behavior, Speert/Language, Psychologist	1	I want to thank the legislature for their increased funding and the support from the State Board. As a rural school district in the north, I am extremely concerned about the number of vacancies in Lakeland, Coeur of Alene, and Post Falls. As the larger and higher paying districts lose positions to Washington, our rural districts are finding it almost impossible to recruit and retain. Our districts become training districts and we suffer from continuous turnover. With increased housing and renting prices, I do not know how any beginning or middle of the salary schedule teacher can live here. Thank you for listening.
1	2A	5	2	3	Yes	Each year we get fewer applicants. For some positions we have not received any applications.	Math			Special Education		Student Support Staff - Speech and Language	2	
	1A	4	3	1	Yes	Much smaller	Math			Special Education			U	We would like to see more teacher and
2	5A	35	15	20	Yes	The quantity of our applicant pools are diminishing. The quality is mixed. We have multiple openings at the secondary levels, and not enough candidates to fill the positions (we need more and better). We have been unable to fill some of our specials and are currently contracting to fill the need.	Math	Science	Social Studies English	Special Education			12	We would like to see more teacher and pupil service candidates in the pipeline to help fill our future needs. What programs, opportunities or incentives could we offer our high school graduates to help enhance the higher education pipeline? Are there certain demographics that could be cultivated to help increase the pipeline? For example, are there incentives that could be offered to people looking for a second career or a different career that may offer more stability?

ATTACHMENT 1

						JUNE	J, 20	~~						ALIACH	IVI - IV I
2	1A	3	1	2	Yes	We have a music position that has been open for 2 months and zero applicants. This is the 3rd time in 5 years this position has been open. Both candidates we hired in 2017 and 2019 were straight out of college and hadn't even student taught yet. We hired them on the spot. We have an Ag position that has been posted for 1 month and 2 inquiries, but they didn't apply.						Electives		1	Living in rural Idaho and being a smaller district, it is tough to find people to fill certain position. If people aren't connected to the community, some people may be leary to move into the area. Housing is also a struggle, there are not a lot of houses for sale or rent. I want more flexibility for our Ag option of an Alternative Authorization of someone working in the field, but not certified. I think we are going to have to think outside the box to fill this spot. Our Music program numbers have lowered over the past 3 years due to other elective options. Though I don't want to eliminate music, trying to justify a full time music teacher for our numbers may not be economically smart!
2	1A	0			No			Math	Science					0	
2	1A	3	2	1	Yes	We have had no applicants for our Special Ed position. Our other position is K-12 music - we have had no qualified applicants apply - we have one applicant who is K-8 certified.					Special Education	Electives			
2	2A	11	8	3	Yes	generally no experience or no certification		Math	Science		Special Education			6	We have many more leaving the disrict due to failed levies over the past 3 years.
2	1A 1A	2	0	2	Yes	We have received 1 music applicant after several weeks of the job opening. We have received 0 applicants for our Ag/Shop program. 4 years ago we had 8 applicants for the Ag/Shop position. Shallow to say the least.		Math			Special Education	Electives	Small schools struggle due to the need for a variety of endorsements at the secondary level.	1	
3	4A	10	3	7	No	Some harder to fill positions are still difficult to find. However, we are getting good applicant pools		Math			Special Education			2	
3	3A	2	0	2	Yes	for other positions. We have zero applicants for one of the open positions. We have fewer applicants overall.		Math	Science		Special Education		ELD	1	We anticipate four retirements in a year from now and are very concerned about filling those positions as the number of qualified applicants goes down each year.
3	4A	75	36	39	Yes	Low and of poor quality	Elementary	Math	Science Social Studies	English	Special Education			33	Strong and/or qualified candidates are few and far between. The increased numbers of students qualified for special ed is causing a need for more teachers who are virtually non-existent. We have two teachers leaving this year
3	2A	4	2	2	Yes	The number of teachers we get applying varies every year.					Special Education		Bus Drivers	0	We have two teachers leaving this year because they can make more money in neleghboring districts. Both teachers are nearing retirment and want to increase the last years of their salary prior to retirement. We pay according to the career ladder as we run solely on the money we receive via state funding. We do not run any sunnolemental levies.
3	1A	2	1	1	Yes	Very limited.						Electives	Counselor	2	Tough year. Housing is very limited - expensive. Not fun this year!!
3	1A	2	1	1	Yes	Zero applicants at this time. Never had this experience before.							Counselor & CTE	2	Very concerned that we will not attract qualified applicants. There is no housing available in our community or surrounding areas.
3	1A 4A	47	22	25	Yes Yes	We began recruiting early in the year - starting in February. We attended several recruiting fairs. We were able to hire some very good candidates. However, now that it is May, and teachers are resigning or finding other positions or leaving education, the applicant pool has become shallow. We have had a large turnover in special education staff. Some special education teachers chose to leave and we have had to let several special education teachers go or coached them out due to performance issues.	Elementary		Science		Special Education			14	In the last two - three years, we have hired several individuals going through an ABCTE program or Teach for America that are unprepared to teach. It has become a major investment on the part of the district to train these individuals to manage a classroom let alone instruct at a high level. The majority of these alternatively authorized individuals leave within two years.
3	2A	2	1	1	Yes	We always have very limited applicants for every open position.	Elementary	Math	Science Social Studies	English	Special Education			1	
3	1A	6	4	2	Yes	So far we have only had 3 applicants for the 8 positions.		Math	Science		Special Education		Middle School	0	In addition to the 8 open teacher positions, our one K-12 Principal is leaving and that is open and our school counselor is leaving and that is open.
3	5A	12	3	9	Yes	We have seen a substantial decrease in the number of applicants we have received compared to past years. This decrease is across the board in all grade levels and subject areas, including elementary.		Math	Science		Special Education		Career Technical Education (Family Consumer Sciences, Construction Trades, Health Professions)	91	
3	4A	26	10	16	Yes	Applicants do not have the experience as in the past. Some content areas Science, Special Education and Counseling there are not viable candidates without alternate authorizations.			Science		Special Education		Counselors	20	Out of state applicants and placement on the career ladder without the student data and evaluation requirements is difficult to recruit from out of state. A number of staff have left because of lack of public support from legislatures, CRT and just feeling attacked and exhausted from COVID.
3	1A	1	0	1	Yes	The pool has always been limited, but more so now		Math	Science			Electives		1	Finding quality teachers for rural schools is always difficult, but this year things are even more of a struggle.
_															

ATTACHMENT 1

							-,									
3	1A	2	0	2	Yes	For the two positions, I only have 4 total applicants. 3 of them are not certified teachers and the 4th is a certified teacher I interviewed last year that I do not feel comfortable hiring.		Math			English	Special Education			0	
3	ЗА	10	5	5	No	Very shallow. We have been able to hire some great candidates but simply had way too many teachers leaving because of the school board decisions.	Elementary		Science			Special Education			4	
3	4A	4	3	1	Yes	The number of applicants has drastically reduced.	Elementary	Math						K-8 Music	1	I have 5 teachers that are moving out of the state of Idaho which is the reason for the higher number of openings I have this year. In most cases, the teacher's spouse got a higher paying job in another state.
3	1A	10	1	9	Yes	Other than TFA applicants we would have no		Math	Science						10	
3	1A	6	4	2	Yes	applicants for most positions. no applicants	Elementary								0	
3	5A	13	2	11	Yes	Our overall pool is pretty strong in elementary but not strong in special education and CTE. We also are desperate for School Psychologists and SLPs.						Special Education		CTE, School Psychologist, SLP	8	We continue to struggle with classified staff hiring, too. Bus drivers, custodians, child nutrition staff, paraprofessional the backbone of what allows us to focus on student learning.
3	2A	3	2	1	Yes	similar to most recent years, numbers are few						Special Education		special education	2	
						It's about the same. We are very rural and either						.,		preschool		
3	1A	2	0	2	Yes	grow our own to fill positions, or get applicants who won't stay long.						Special Education	Electives		1	
3	1A	5	1	4	Yes	We have three applicants so far this year, compared to about the same last year.	Elementary			Social Studies		Special Education			1	It is extremely difficult to find applicants, and then narrow the search down by those who can afford or find a house to buy or rent. We need to find some funding for affordable housing. The crisis that we have been talking about
3	ЗА	3	1	2	Yes	3 months posting for 2 secondary positions with zero certificated applicants		Math	Science						2	for the last 10 years, is here. I have 40 staff members in the bottom right corner of my salary scale. Not sure how we can accommodate a year in which 8-10 teachers refire at once.
3	1A	0	0	0	Yes	very slim		Math	Science					SLP is impossible	1	We have to pay Eluma \$55,000 per year for limited online services because we can't get a SLP in Council.
3	1A	1	1	NA	Yes	We have one applicant for our opening. That isn't a pool.	Elementary								1	
3	4A	24	18	6	Yes	There are way fewer applicants than ever.	Elementary	Math	Science			Special Education			4	It is going to be impossible to fill all of these
4	2A	1	1	0	Yes	Lowest ever	,		Science		English	Special Education			2	positions. We need help!!!!
4	1A	1	0	1	Yes	I started this process three months ago. It has been daunting. I've only been able to fill positions based on alternative authorizations.		Math	Science			Special Education			1	The application pool is slim, especially when reviewing certified or credentialed applicants.
4	1A	0	0	0	Yes	We filled our positions, but only because we grew one of our own, and because we had people with connections who got people to apply. We only had the people we hired who applied for our open positions. We had three teachers and one para and that was the amount of applicants we had apply.		Math	Science			Special Education		Janitors, coaches, paraprofessionals	1	I am extremely worried about the number of open positions just in our region. This year, we were lucky. I know next year I will have our transportation director, clerk, food service director and possibly a teacher retire and I'm worried about not being able to fill those positions that are vital to running a school district.
4	1A	4	2	2	Yes	minimal applications those applying are nearing certification or will need to get ABCTE or other						Special Education			0	
4	3A	6	2	4	Yes	This year we had a math and english teaching position that we didn't get any applicants for and went unfilled. Right now we have very few or no applications for our open positions. The pool is very small. We also had two counselor positions we didn't get filled for this year.		Math			English	Special Education			2	The teaching pool in the Magic Valley is very small and is only getting worse.
4		7	0	7	Yes	We have not had any applications for our open positions. Our English position has been open for over a month.		Math	Science	Social Studies	English	Special Education			5	
4	4A	5.5	5.5	0	Yes	The pool is half to a fourth of what it's been in the		Math				Special Education			18	Paraprofessional positions are very hard to fill this year too.
4	5A	3	2	1	Yes	Limited to none for SpEd. Cost of living is biggest obstacle once we offer a contract.						Special Education			3	This is a problem that we all saw coming - very low wages compared to other states. Now the cost of living has outpaced annual raises and there no available affordable housing. Perfect storm.
4	2A	4	2	2	Yes	Diminishing			Science			Special Education			1	Went to Missouls, Montana job fair in March 6approx. 62 school districts and 20 applicants.
4	3A	7		7	Yes	It seems to be a little smaller than in past years.					English	Special Education			4	оррисанта.
4	2A	27	13	14	Yes	Last year we were able to find teachers. This year								All of them.	15	Tough situation for education.
4	3A	6	1	5	Yes	has been more difficult. The last 2-3 years have been fairly good. This year is as bad or worse than it was 5-7 years ago. In	Elementary	Math	Science			Special Education			2	
4	1A	3	0	3	Yes	fact, probably the worst its been. I have zero applicants for my two positions.		Math	Science		-	Special Education			1	
4	4A	20	8	12	Yes	The pool has been getting more shallow each year			Science			Special Education			6	
*	*A	4 U	8	12	res	the poor has been getting more shallow each year		IVIDIN	science			special Education			D	

A T7	F A		I R A	F۱	ıT	4
\mathbf{A}	ΙА	СΠ	IVI		4 I	1

						JUNE	0, 20						4	ALIACHI	
4	ЗА	8	7	1	Yes	Each year there are fewer and fewer applicants for each opening. We have to recruit people and convince them to teach for us as they work on obtaining their certificate. It is extremely difficult at all levels.	Elementary	Math	Science	English	Special Education		Music	2	People are leaving education. We need help.
4	1A	1	1	0	Yes	Most applicants do not have teacher training. If we are lucky enough to have an application, they are likely alternative authorization. This is a crisis. It devalues the profession.	Elementary	Math						4	I believe we are seeing more alternative certification routes because in our region, we have put an emphasis on that. We need to get more students going right to college after graduation to major in teaching.
4	1A	2	1	1	Yes	There is no pool - only non certified applicantes							All positions have been difficult to fill, but 6-8 is the most difficult.	6	6 retirees is significant in our district. It is equal to 21% of our certified staff. None of these retirees are interested in the "hire the retired" option. They will not be returning to education.
4	1A				Yes	We had 6 open positions, we have only had one certified elementary applicant and one with preK-3 for Special Ed.									We only have 17 certified teachers, in the past two years. We had to replace our PE teacher in January, and 5 openings this spring, we added the music/art position. To replace a third of your staff is hard.
4	4A	69	38.5	30.5	Yes	The majority of applicants right now are from other schools in our Region. We are not seeing the out-of-area applicants like we have in the past. It is not even June and the number of out-of-area applicants is very small.	Elementary	Math	Science		Special Education		School Psychologist, SLP	22	I am wery concerned about being fully staffed in the fall. We need 5 Math and 6 Science teachers along with a number of Special Ed teachers. Also, we have never had a hard time filling the necessary elementary positions, and this year it is going to be a challenge.
4	3A	2	1	1	Yes	We did have applicants this year, but not the	Elementary	Math	Science		Special Education			0	We have been nervous, we currently believe we can fill the positions.
4	1A	2	0	2	Yes	quality of recent years. We had a science position filled earlier this year. Out of three applicants, only one was certified. We currently have two language arts positions. We have one certified applicant.							All position are hard to fill.	1	develop a "grow your own" program. Perhaps loan forgiveness once students have taught a specified number of years in Idaho.
4	2A	3	2	1	Yes	The pool is very low, this has been an ongoing problem for the past several years.								1	
4	1A	1	1	0	Yes	It's been good but this year I have a 3rd grade opening and no applications.								1	Schools are in trouble. We have done almost anything legal to have a teacher for our students and there are very few left with any interest of joining our ranks.
5	2A	3	2	1	Yes	Somewhat similar to a little less.	Elementary							0	
5	2A	1	0	1	Yes	We had 5 openings. Two of the five have been filled by qualified applicants. One is not filled and the other two are alternative authorization applicants.	Elementary			English	Special Education	Electives	All our positions have been difficult to fill!	4	Every year we are forced to hire alternative authorization candidates.
5	1A	1	0	1	Yes	I've only received 1 application for this open social studies position so far. We only received 6 total applicants for our high school principal position of a school that regularly scores within the top 20% of the state.		Math	Science		Special Education			2	
5	4A	4	2	2	Yes	Very few applicants compared to past years. We've had about 2 applicants for each position.							SLPs	1	Idaho State should consider increasing the number of students they let into the master's of speech-language pathology program (especially since so many out-of- state students can now attend at ISU remotely in their online SLP graduate program-and then never set foot in Idaho to provide therapy to Idaho K-12 students.) Also, some other university, besides ISU who is the sole provider in Idaho for an ASHA-accredited Speech-Language Pathology program, should step up and offer a master's program for SLPs.
5	1A 3A	0	0	0 2	Yes Yes			Math	Science		Special Education	Electives		0	
5	2A	3	1	2	Yes	We have been fortunate to be able to hire from a pool of Paraprofessionals. We have not been able to fill a Speech Pathology position as well as Math position. Our applicant pool otherwise is pretty	Elementary	Math	Science	English	Special Education			2	
5	3A	3	1	2	Yes	It has been pretty similar		Math			Special Education			6	
5	2A	5	3	2	Yes	All ABCTE applicant only one certified application for all positions		Math	Science		Special Education			4	
6	1A	4	3	1	Yes	We have not been able to fill the secondary position for the past three years.						Electives		0	
6	ЗА	6	3	3	Yes	position for the past three years. The pool is very shallow. Many candidates are coming to us with no experience or are coming via alternative certification.		Math	Science		Special Education			4	Finding quality candidates for teaching and administration positions is difficult. We are spending considerably more time mentoring than we have in previous years.
6	2A	5	3	2	Yes	Secondary math teachers are almost impossible to find, especially if they teacher upper level math. Many of our applicants do not have a teaching credential. Alternate authorizations are becoming more common. Our elementary applicants have been better this year because we are encouraging our better paraprofessionals to get their teaching endorsement. We are hoping to hire two former paraprofessionals this year.		Math	Science		Special Education			2	

ATTACHMENT 1

6	2A SA	0	0	0	No	About the same, with the exception that we had 3 out of our 5 openings come from employees who were paraprofessionals who returned to school to become teachers. The overall number of applicants from out of the area is very low, we were just fortunate to have quality applicants to fill the openings.		Math	Science		Special Education			1	This year is unique and does not follow the norm. Generally, we have a difficult time attracting teachers as our district is approximately 40 miles from larger cities. We have 75% of our staff that commutes to work. Our saving grace has been a Supplemental Levy which allows our district to pay teachers more to compensate for their travel. Additionally, we have been fortunate to have some local teacher candidates return to school and we have filled 4 out of our 5 openings with these individuals. I attribute this more to the favorable circumstance than anything else. Without these individuals, we would be in a difficult situation.
- 6	5A	5	2	3	Yes	Average		Math	Science		Special Education			6	
6	1A	0	0	0	Yes	All of my certified staff have pursued alternate authorizations. We typically can't recruit fully certified staff to a small rural community.	Elementary				Special Education			0	Small rural community. We've had consistency for past 4-5 years but if we get turn over again, it will be hard to fill for us.
6	1A	2	1	1	Yes	What pool?							Any/all	2	We are hoping for a new CTE program. I don't see it happening. We do with what we have and make it work.
6	1A	1.5	1	0.5	Yes	Our applicant pool has been extremely limited the past several years. Last year we had one applicant only for social studies. She is on an alternate route. We begged a new community member with a lapsed certificate to teach science 2 periods a day and used IDLA for the remainder.		Math	Science	English				1	
6	5A	8	5	3	Yes		Elementary	Math						4	
6	ЗА	8	4	4	Yes	Fewer candidates, very few at regional university teacher job fairs (Idaho, Utah), and more candidates needing alternative routes towards certification, which has been very helpful.		Math	Science		Special Education		СТЕ	4	Thanks for asking, getting the Legislature to improve salaries. & benefits would be the biggest help. This year's funding is better, but for example, Wyoming starts teachers around \$62,000, where many Idaho teachers end after 30 yrs. Not asking for that amount of increase, but know we lose many teachers and staff to Wyoming, for that reason (Teston County).
6	4A	3	2	1	No	Shelley recently moved to a 4-day week. This seems to have had a positive effect on our applicant pool.		Math	Science		Special Education			0	Thanks for seeking input!
6	1A	3	2	1	Yes	Last year was my first year here. The district was employing paras in a certified position, which required me to find a certified replacement. In addition, based on student enrollment for 2nd grade, I had to find a second 2nd grade teacher and could have used another 1st grade teacher. This year I have two teachers retiring in the elementary. I need a secondary teacher for elective opportunities. I replaced those two retirees, but still need two elementary positions based on expected class size.	Elementary				Special Education			3	Two elementary teachers are retiring and the MS/HS principal is retiring.
6	ЗА	3	1	2	Yes	We have very few applicants.		Math	Science		Special Education	Electives		1	We are actually struggling more to find classified positions, bus drivers and custodial help. Our High School has no custodians at the moment. We are short 3 bus drivers. We have no prospects on the horizon for either of these, as we have exhausted our last, last, last chance ideas over the course of the past two years. Our existing staff for these two categories must have a medial nage that is over 65.
6	2A	2	0	2	Yes	very thin		Math	Science	English	Special Education			3	This is the most positions I have had to fill
6	4 A	10	1	9	Yes	We are lucky when we get more than one applicant for positions. The pool is very weak, even in the most desirable of positions.		Math			Special Education			8	in the last seven years. Special education positions are getting more and more difficult to fill. We are desperate for individuals to fill these positions. These are our most vulnerable students and we have and filling that need is VITAL
	2A	2	1	1	Yes	Less candidates.		Math			Special Education			1	Lack of candidates is resulting in less quality
Total		702	332	370			21	54	44 6	14	62	11	27	452	in the classrooms.
		702				•									•

SUBJECT

Legislative Ideas – 2023 Legislative Session

REFERENCE

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

BACKGROUND/ DISCUSSION

The State Board of Education's legislative process starts with the approval of legislative ideas. Legislative ideas that are approved by the Board are submitted electronically to the Division of Financial Management (DFM) through the Executive Agency Legislative process. A legislative idea consists of a statement of purpose and a fiscal impact. If approved by the Board, the actual legislative language will be brought back to the Board at a later date for final approval prior to submittal to the legislature for consideration during the 2023 legislative session. Legislative ideas submitted to DFM are forwarded to the Governor for consideration then to the Legislative Services Office for processing and submittal to the legislature.

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

Proposed Legislative Ideas

- 1. Shift to FTE Enrollment to Calculate Support Units (based on Task Force recommendation)
- 2. Instructional Staff Apprenticeship Program
- 3. Career Technical School Added Cost Funding Eligibility
- 4. Regional Career Technical Charter School
- 5. Charter School Appeals Process
- 6. Educator Certification Standards
- 7. Professional Standards Commission
- 8. Statewide Confidential Tip Line School Safety and Security Program
- 9. Education Data
- 10. Continuous Improvement Plans

- 11. Agency Strategic Planning
- 12. Extended Learner
- 13. Retirement Options
- 14. School District Boundaries
- 15. Education Opportunity Resource Act
- 16. Rural School Definition

IMPACT

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

ATTACHMENTS

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

STAFF COMMENTS AND RECOMMENDATIONS

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

Each legislative idea submitted to the Governor's Office must include a Statement of Purpose and a Fiscal Note. The Statement of Purpose and Fiscal Note become part of the proposed legislation and summarize the purpose and impact of the legislation. Pursuant to the requirements for submitting legislation through the Executive Agency Legislative system, "A Fiscal Note is a statement estimating the amount of revenue or expenditure from all funds that will occur if the bill passes. It must be written exactly as it will appear on the attachment to the actual bill. A Fiscal Note must be precise and include impacts for all funds. Use of such terms as "minimal" or "undetermined" are inadequate and will be returned to the agency for editing. If the Fiscal Note states there is no projected fiscal impact, then the Fiscal Note must contain a statement of the reasons why per Idaho Joint [Senate and House] Rule 18."

Idaho Joint Rule 18 is a rule of the State Legislature requiring, "Fiscal Notes. — (b) The fiscal note applies only to a bill as introduced and does not necessarily reflect any amendment to the bill that may be adopted. The fiscal note shall reasonably contain the proponent's full fiscal year projected increase or decrease in existing or future appropriations, and/or the increase or decrease in revenues by the state or unit(s) of local government. The bill's proponent bears the responsibility to provide a reasonably accurate fiscal note. If the fiscal note states there is no projected fiscal impact, then the fiscal note must contain a statement of

the reasons that no fiscal impact is projected. All fiscal notes shall be reviewed for compliance with this rule by the committee to which the bill is assigned, excepting that any compliance review is subject to Joint Rule 18(e). A member of the committee may challenge the sufficiency of a fiscal note at any time prior to the committee's final action on the bill."

The legislative ideas provided in Attachment 1 are listed by number, allowing the Board to approve all of the legislative ideas as a whole or choose, by number, which legislative ideas they would like to move forward to the next step in the process. Proposed Board action would authorize the executive director to submit additional legislative ideas that may be identified between the Board meeting and the deadline for submitting legislative ideas. In addition to the legislative ideas being considered by the Board, Board staff have been in preliminary discussion with the Governor's Office around an additional legislative idea that would impact salary based apportionment in the public schools budget for classified staff and pupil service staff positions. The amount of funds distributed to school districts for personnel costs (salary based apportionment) is based on three main factors; the staff of allowance for the category of employee and the base or average salary amount (depending on the staff category). When adjusting the amount of funding allocated there are several levers that may be adjusted, the most common one being to adjust the base/average salary amount. In addition to this mechanism the K-12 Task Force also recommended exploring options for increasing the staff allowance and/or break out the classified staff category into two options, one for the average classified position and one for classified positions at the administrative level that typically garner high wages.

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

Moved by _____ Seconded by _____ Carried Yes ____ No ____

ATTACHMENT 1

2023 LEGISLATIVE IDEAS

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

Statement of Purpose

The current calculation for determining support units in public school funding is driven by the number of students determined to be in average daily attendance. Average daily attendance is calculated based on the number of students reported in full or half-day attendance each day the school is in session. How students are reported is established in Administrative Code, IDAPA 08.02.01. For FY 24 this calculation will be based temporarily on FTE student enrollment. This legislation would change the support unit calculation to one based on FTE enrollment rather than one based on daily attendance. The current FTE enrollment calculation also requires students attend the course(s) they are enrolled in and requires students who have not attended for 11 or more days to be excluded from the FTE enrollment calculations.

Fiscal Impact

FTE enrollment calculations have been used to calculate support units in FY 22 and FY 23. Using this methodology for calculating support units on an ongoing basis will result in no fiscal impact other than the year over year increase experienced in the student population. Using the enrollment methodology for funding purposes results in the state funding 100% of the students that schools are educating during the school year. This methodology includes safeguards that exclude students that have more than 11 or more unexcused absences. The previous methodology of using average daily attendance to calculate support units results in approximately 95% of the students that are educated by Idaho Public Schools being funded. A move back to this methodology could result in a reduction in the FY 24 Public Schools budget. By adjusting the support unit value to a value equivalent to approximately 95% of students equivalent to a rate calculated using daily attendance could make an ongoing move to public school funding based on FTE enrollment budget neutral.

2. Instructional Staff Apprenticeship Program

Statement of Purpose

The purpose of this legislation would be to make a few administrative changes in the current certification requirements to allow for individuals who complete an approved registered apprenticeship program to be eligible for certification. Proposed amendments to Section 33-1201, Idaho Code, to allow for a student serving in a practicum, internship or student teaching position under the supervision of a certificated staff person to be paid. Proposed amendments to section 33-1203, Idaho Code, would allow for successful completers of an approved registered apprenticeship program to be eligible for standard certification without four years of accredited college training. This added flexibility would allow for schools to implement apprenticeship programs that met minimum standards at completion but could be completed in less time than a four year degree program. This

ATTACHMENT 1

flexibility would create a pathway for school districts and charter schools to create "grow your own" programs for their paraprofessionals who do not have a baccalaureate degree or other individuals who are interested in becoming instructional staff through a more hands on environment.

Fiscal Impact

These amendments would not result in any additional fiscal impact to the state. Salary based apportionment is limited based on a calculated staff allowance. The staff allowance is determined based on students in average daily attendance. Additional positions do not necessarily create a liability to the state general fund. Individuals participating in an approved apprenticeship program could be paid, at the discretion of the school district or charter school, based on a locally set amount for participants of the apprenticeship program. Participating apprentice students would be able to serve as the teacher of record, but would not be considered certificated staff. Additionally, various grants are available through the US Department of Labor to help develop or expand registered apprenticeship programs at the state level. School districts could apply for the grants or could use local funding sources to pay participants in an apprenticeship program.

3. Career Technical School Added Cost Funding Eligibility

Statement of Purpose

Currently, Section 33-1002G, Idaho Code, only authorizes school districts and public charter schools to establish career technical schools that qualify for funding appropriated for the specific purpose of supporting the added cost of high quality career technical schools. To be eligible for this added funding, at least 15% of the students attending the career technical school (CTS) must come from a separate high school. In recent years, school districts in rural areas have expressed difficulty in being able to recruit 15% of the CTS students from other high schools during the initial startup years when student enrollments are lower. This limits the ability for rural areas to stand up collaborative programs. The proposed amendments would allow new schools to be eligible with an initial cohort of students with only 5% of the students coming from a separate high school. This amount would increase each year by 5% for the first three years, at which time the school would have the same 15% requirement as established programs. Additional changes would allow for existing programs, with approval from the Division of Career Technical Education, to use a three-year rolling average to calculate the 15% requirement. This flexibility would allow an established program to continue to receive the CTS added cost funding even if they saw a fluctuation in a given year in the 15% student enrollment requirement.

Fiscal Impact

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

ATTACHMENT 1

4. Regional Career Technical Charter School

Statement of Purpose

Section 33-5215, Idaho Code, sets out provisions for the creation of Career Technical Regional Public Charter schools. Over the past two years, Board staff have identified discrepancies in how these schools have reported data and in compliance with requirements set forth in Idaho Code. The proposed amendments would clarify the Division of Career Technical Education's role in approving career technical education programs, the reporting of students when shared between multiple schools, the locations of the career technical education programs and the responsibilities of the school authorizer.

Fiscal Impact

These amendments would not result in any additional fiscal impact to the state.

5. Charter School Appeals Process

Statement of Purpose

Section 33-5209C, Idaho Code, sets out the procedures for a charter school to appeal revocation or non-renewal of its charter by its authorized chartering entity. The State Board of Education has had one revocation appeal submitted to it in recent years (2010). The revocation appeal process was updated during the 2020 legislature. The appeal that is going before the Board in 2022 is the first appeal that has been submitted since the statute was updated. As Board staff worked through the process leading up to Board action there were some areas identified that could be updated to help streamline the process and clarify timelines. The proposed amendment would streamline the charter schools appeals processes.

Fiscal Impact

These amendments streamline and clarify existing processes and would not result in any fiscal impact.

6. Educator Certification Standards

Statement of Purpose

HB 716 (2022) moved the Idaho Standards for Initial Certification of Professional School Personnel out of IDAPA 08.02.02 where they were incorporated by reference into Section 33-114A, Idaho Code. A portion of these standards are historically updated each year to help keep them up to date and relevant. At the April Board meeting, the Board discussed additional updates to these standards, that would include state specific requirements for incorporating the college and career competencies across content areas. Having these standards incorporated in Idaho Code eliminated the Board's ability to initiate updates to the standards without going through the legislative process and eliminates the ability for the Board to be nimble and make amendments to these standards should an emergency need arise. Additionally, it has been brought to Board staff attention that the removal of all of the content specific standards may have a negative impact on our educator

ATTACHMENT 1

preparation programs' current accreditation. The language in the new standards also results in no state standards for pupil service staff positions, but allows any program accredited by one of the identified accrediting bodies to be considered as meeting the now nonexistent state standards. This proposed legislation would repeal Section 33-114A, Idaho Code, allowing the standards to be approved by the Board and placed back into the negotiated administrative rules process.

Fiscal Impact

These amendments would not result in any additional fiscal impact to the state.

7. Professional Standards Commission

Statement of Purpose

Section 33-1252, Idaho Code, establishes the professional standards commission and the process for the State Board of Education to consider appointments to the Commission. This includes the appointment of a member of the staff of the Department of Education and the Division of Career Technical Education. The proposed amendment would add one additional member, a staff person from the Office of the State Board of Education.

Fiscal Impact

These amendments would not result in any additional fiscal impact to the state.

8. Statewide Confidential Tip Line – School Safety and Security Program

Statement of Purpose

The Office of School Safety received a federal grant to establish the See-Tell-Now Tip Line. This statewide resource can be accessed through https://seeetellnow.org. The federal grant has since ended and in FY 24 the Office of the State Board of Education received general funds for continuing the tip line. The proposed legislation would codify the statewide tip line as a function of the School Safety and Security Program that now resides in the Office of the State Board of Education. By codifying the requirement for a tip line, the importance of the statewide resource can be identified and assure resources are maintained allowing school districts and charter schools continued access to a statewide tip line.

Fiscal Impact

The additional responsibility would not result in any additional fiscal impact to the state above what is currently appropriated.

9. Education Data

Statement of Purpose

Section 33-133, Idaho Code, sets out provisions for keeping Idaho student data secure and limiting access to personally identifiable student information. The proposed legislation would clarify reporting requirements on student data use, expand definitions to

ATTACHMENT 1

include educator and student personally identifiable information to assure the protection of educator data and align language with various education record security requirements.

Fiscal Impact

There would be no fiscal impact. Proposed changes would clarify existing requirements and assure consistency in how educational records are handled and kept secure.

10. Continuous Improvement Plans

Statement of Purpose

Section 33-320, Idaho Code, sets out the requirements for school districts and charter schools to develop and make publicly available the local education agencies (LEA) continuous improvement plans. These requirements include a requirement for LEAs to include individual staff performance on various measures. LEAs have been required to include this information for two years now and have struggled with how to meet the requirement in a meaningful way. The proposed legislation would amend the requirement to allow LEAs to report the information at an aggregate level rather than individual staff performance level.

Fiscal Impact

There would be no fiscal impact. The proposed amendments would clarify and streamline an existing regulation.

11. Agency Strategic Planning

Statement of Purpose

Section 67-1904, Idaho Code, requires each state agency to develop and submit to the Division of Financial Management comprehensive strategic plans annually. As used in chapter 19, title 67, Idaho Code, "state agency" includes all of the agencies, institutions, and special programs and health programs under the State Board of Education's governance and oversight. The proposed legislation would provide clarification allowing the special and health programs' strategic plans to be incorporated into the sponsoring institution's strategic plan.

Fiscal Impact

There would be no fiscal impact. The proposed amendments would clarify and streamline an existing regulation.

12. Extended Learner

Statement of Purpose

Section 33-512D, Idaho Code, establishes provisions for Extended Learner programs in Idaho public schools. This program allows school districts and charter schools to identify eligible students as Extended Learners. Extended Learners are allowed to attend school on a flexible schedule and be reported as a full-time student in attendance each instructional day for public school funding purposes. While working through the reporting

ATTACHMENT 1

requirements for these students, Board staff identified an issue with the current program language that would allow part-time dual enrolled students who also met the student eligibility requirements to be reported as a full day of attendance or 1 FTE student enrollment for funding purposes. The proposed amendment would allow only students who attend public school "full-time" to be eligible for the program.

Fiscal Impact

There would be a potential positive fiscal impact to the General Fund. The added clarification would limit eligibility to those students who would be equivalent to full-time students in the public school system if they were not identified as an Extended Learning. This will eliminate the possibility of students who might be enrolled in only one course to be reported as a full-time student for funding purposes.

13. Retirement Options

Statement of Purpose

Currently under Section 33-107A, Idaho Code, all eligible employees, unless vested in PERSI, must participate in the Optional Retirement Plan. Nonclassified staff of the Office of the State Board of Education may only participate in PERSI if they are already vested in PERSI when they come to work for a postsecondary institution or the Office of the State Board of Education ("OSBE"). Under Idaho Code, 67-5303(j), non-classified employees include those who meet the qualifications of "officer." Employees from other state agencies or Idaho institutions or public schools who may not yet be vested in PERSI are thus deterred from employment with OSBE. An employee must have contributed to PERSI for five years or been hired by an elected official to be vested in PERSI. The legislation would amend Section 33-107A, Idaho Code, to allow all new hires with OSBE to make a one-time election to participate in PERSI even if they are not yet vested in PERSI.

Fiscal Impact

Board staff are currently working with PERSI to identify the fiscal impact of allowing employees to elect to enroll or stay in PERSI when hired by OSBE. Preliminary discussion indicates that as long as the change is limited to OSBE, the fiscal impact would be minimal. If the Board approves the legislative idea, PERSI would have their actuaries develop a projected fiscal impact. This fiscal impact would be included in the submittal of the legislative idea to the Governance Office and the Division of Financial Management. If approved to move forward through the executive agency legislative process, the final fiscal impact would be brought back to the Board for consideration with the actual legislation.

14. School District Boundaries

Statement of Purpose

The State Board of Education has a responsibility in approving the external boundaries of school districts and the internal boundaries of school district trustee zones. Once there has been a change in one of these boundaries, the Idaho Tax Commission and the county

ATTACHMENT 1

clerks are notified of the boundary change and provided with the legal description of the amended boundaries. During the recent exercise of equalizing school district trustee zones, due to the decennial census population changes, there were some discrepancies in the school district boundaries' information at the county level. The proposed legislation would add language identifying the Idaho Tax Commission as the official repository of school district boundary information. The Tax Commission has an extensive GIS program that uniquely positions them to provide information to the counties and other parties on school district boundaries, internal and external. Board staff have discussed this proposal with Tax Commission staff, and they are supportive.

Fiscal Impact

There would be no fiscal impact. The Idaho Tax Commission already receives the legal descriptions of the school district boundaries and uses this information to provide electronic maps through their website.

15. Education Opportunity Resource Act

Statement of Purpose

The purpose of the Education Opportunity Resource Act is to establish a resource for Idaho's education and library system in providing broadband, wireless local area network (LAN) and related services to students and establishes a committee in the Department of Education to focus on the broadband, wireless LAN and related services needs of all E-rate eligible entities. This program was established in 2016 along with the Broadband Infrastructure Improvement Grant Program. At the time, the K-12 portion of the state longitudinal data system was housed in the Department of Education and the Chief Information Officer has served as the Committee Chair. With the move of the data system to the Office of the State Board of Education there has been some disconnect on which is responsible for staffing this committee. The proposed legislation would clarify and align responsibilities for staffing the committee while at the same time maintaining the distribution of any eligible grant funds or e-rate reimbursement through the current process with the Department of Education.

Fiscal Impact

The proposed amendments would be budget neutral.

16. Rural School Definition

Statement of Purpose

Section 33-319, Idaho Code, establishes the state definition for rural schools. The current definition is so broad it includes approximately 85% of Idaho's public schools. The proposed legislation would create rural subcategories to allow for a more targeted discussion or distribution of resources to rural school districts or schools. The rural subcategories would be based on distance from urban areas as well as population density and would be categorized as rural fringe, rural distant, and rural remote.

ATTACHMENT 1

Fiscal Impact

The proposed amendments would have no fiscal impact. The refined definition would allow for more targeted discussions around rural schools but would not have impact on current public schools funding.

SUBJECT

Idaho Broadband Advisory Board and Governor's Cybersecurity Task Force Recommendations Update

REFERENCE

February 2021 Board received update on postsecondary cybersecurity initiative.

APPLICABLE STATUTE, RULE, OR POLICY

Section 67-4761, Idaho Code

BACKGROUND/DISCUSSION

The Idaho Broadband Advisory Board (Advisory Board) was created in 2021 by Section 67-4761, Idaho Code. The Advisory Board consists of three members of the Idaho House of Representatives, three members of the Idaho Senate, and three members of the public. The Advisory Board is chaired by Representative Vander Woude and Senator Crabtree serves as the Vice-Chair. The Advisory Board is "responsible for creating a statewide broadband plan that will determine the manner of structuring, prioritizing, and dispersing grants from the Idaho broadband fund to areas of the state that are most in need and shall have the authority to determine which broadband projects are undertaken pursuant to this section. In the preparation, adoption, and implementation of the statewide broadband plan, the advisory board shall solicit the participation and assistance of state agencies with pertinent expertise. All agencies of the state of Idaho shall cooperate with the advisory board by providing requested research, information, and studies pertaining in any manner to the statewide broadband plan." With the adoption of the Idaho Broadband Strategic Plan found in Attachment 1, the Advisory Board is responsible for administering the implementation of the plan and revising the plan as necessary. Pursuant to Section 67-4761, Idaho Code, any state agency may petition the Advisory Board to revise the statewide broadband plan.

In August of 2021, Governor Brad Little created the Governor's Cybersecurity Task Force (Task Force). The Task Force was assigned the responsibility to provide recommendations to improve business, government and personal cybersecurity defenses and enhance the educational pipeline for cybersecurity workforce needs. The Task Force is made up of 19 members and is co-chaired by Tom Kealey, Director of the Idaho Department of Commerce and Zach Tudor, Associate Laboratory Director, Idaho National Laboratory. The complete list of Task Force members can be found on page 26 of Attachment 2. Dr. Scott Snyder, Dean of the College of Science and Engineering from Idaho State University and Dr. Christopher Nomura, Vice-President for Research and Economic Development for the University of Idaho provide postsecondary representation on the Task Force.

IMPACT

This agenda item will bring the Board up to date on the current recommendations from these two groups and provide an opportunity for the Board to discuss how they would like to engage with the groups.

ATTACHMENTS

Attachment 1 – Idaho Broadband Advisory Strategic Plan

Attachment 2 – Governor's Cybersecurity Task Force Report

STAFF COMMENTS AND RECOMMENDATIONS

The Advisory Board and the Task Force have both issued recommendations that touch on K-12 and postsecondary education to varying degrees. The Advisory Board's education related strategy objectives include:

- Economic Development
 - o Identify remote work and learning, telehealth and public safety opportunities in Idaho.
- Educational Access
 - Engage with the Idaho State Board of Education, independent school districts, libraries, and institutions of higher learning to identify broadband infrastructure gaps.
 - Prioritize broadband infrastructure investments to project areas where students, their families, and teachers, families reside in unserved and underserved locations. This is in partnership with state agencies, business and industry, and education non-profit organizations to improve digital access, literacy, and usage.
- Operations and Data
 - Collaborate with other state agencies on broadband infrastructure projects.

The Governor's Cybersecurity Task Force Report released March 2022 makes five recommendations with the following education related strategies for implementing the recommendations:

- Recommendation 2: Increase Investments for Cybersecurity Professionals in Workforce and Education.
 - Fund additional cybersecurity faculty, instructors, and infrastructure at Idaho's college and universities.
 - Assess and coordinate cybersecurity education offerings to ensure consistency.
 - o Increase support for K-12 computer science and math literacy.
 - Designate a cybersecurity liaison within the State Board of Education Presidents' Leadership Council.
- Recommendation 3: Ensure Election Integrity Through Cyber Enhancements
 - o Continued support for Boise State University's INSURE Project.
- Recommendation 4: Actively Engage the Public in Cybersecurity Awareness and education.

 Develop and publish a cybersecurity resource list that includes information about tools and services available ... such as Boise State University's Institute of Pervasive Cybersecurity and Cyberdome Initiative. (This initiative is currently funded by a grant through the State Board of Education's Higher Education Research Council.)

The Board has approved a number of cybersecurity initiative and programs in recent years (e.g. Boise State University Institute Pervasive Cybersecurity at the December 17, 2020 Board meeting). The Idaho Legislature appropriated \$1,000,000 for a cybersecurity initiative to be undertaken by the public postsecondary institution. The most recent update the Board received regarding the postsecondary cybersecurity initiative was at the February 2021 Regular Board meeting.

BOARD ACTION

This item is for informational purposes only.

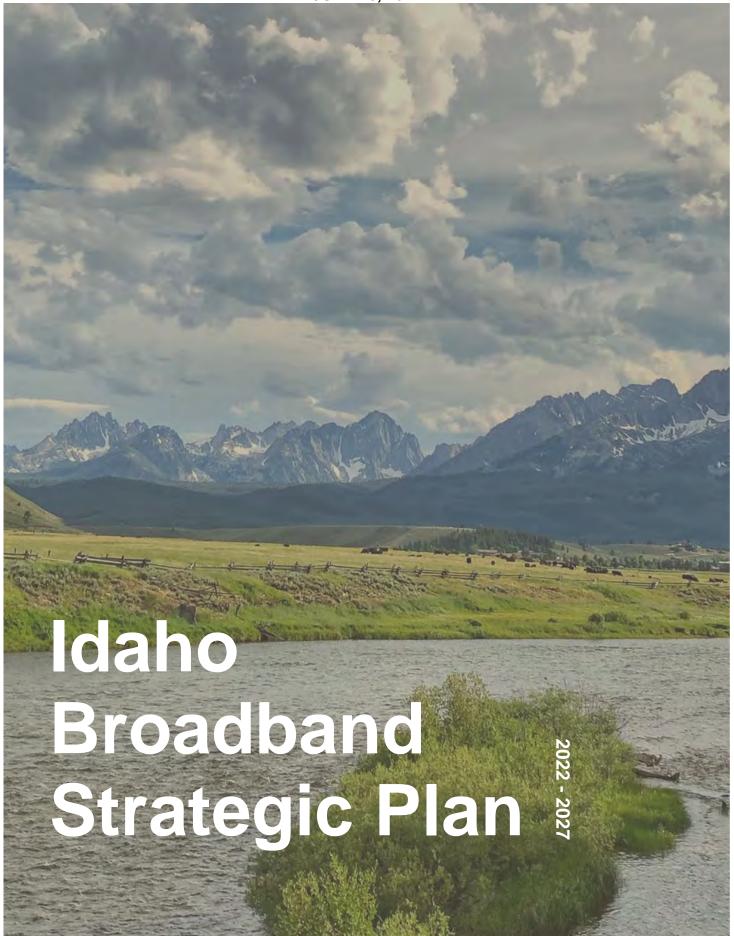


Table of Contents

01

A Message from the Advisory Board Chair & Vice Chair

02

Executive Summary

03

Key Terms & Abbreviations

04

Vision, Mission & Guiding Principles

05

Roles & Responsibilities

06

Strategic Objectives

07

Recommendations

O1 A Message from IdahoRep. John Vander Woude& Sen. Carl Crabtree

Dear Idahoans.



We are honored to lead Idaho's Broadband Advisory Board. This board was created by the Legislature through House Bill 127. Our board consists of three members of the Idaho House of Representatives, three from the Idaho Senate, and three appointed by the Governor. Together, our board is proud to deliver this statewide strategic plan to expand broadband in Idaho.

We recognize that access to affordable, accessible, and reliable broadband is one of the most critical infrastructure challenges of our time. Many of our Idaho communities lack adequate internet service or they simply don't have access at all. This creates a "digital divide" between rural and urban Idaho communities. Inadequate access to high-speed internet disadvantages Idahoans who choose to live in rural parts of our state. This is an issue that transcends political beliefs- all Idahoans want and need connectivity.



Expansion of broadband to rural Idaho is critical for several reasons including economic growth, educational opportunities, business growth and increased access to telemedicine, improved public safety and services. It is our commitment to close this digital divide in our state.

We are fortunate to have many prospering industries which form a strong statewide employment base. A continued effort to expand access to reliable and redundant broadband infrastructure will create more employment options for Idahoans. We want our citizens to have both the opportunity and access to launch online businesses, expand their customer reach, or even to work remotely for the organization anywhere in the world. By investing in the key pillars outlined in this strategic plan, we can achieve digital equity for all Idahoans.

02 Executive Summary

What is broadband and why is it important in Idaho?

Broadband has revolutionized the way services are provided and the way business is conducted. By improving communications and the flow of information, broadband enhances efficiency. This allows for significant advances in Idaho's ability to compete in the global economy. Idaho is one of the fastest growing states in the United States. People and companies are moving to Idaho not only for the lifestyle it provides, but also because it's a great place to work and operate businesses. We need to level the playing field between urban and rural areas of the State, and one of the biggest imbalances is access to broadband.

What is the current state of broadband data?

According to the Federal Communications Commission (FCC) the State of Idaho is home to 67 terrestrial broadband providers, however, connectivity is uneven for the residents of Idaho. Determining the number of unserved households in Idaho varies widely depending on the source cited. The FCC estimates that nearly 18,000 households lack access to fixed terrestrial broadband service at 25/3Mbps. Conversely, BroadbandNow and the US Census estimate the number of unserved households is closer to 100,000. Connecting Idahoans who are underserved, or lack access to 100/20Mbps, to high-speed broadband, is an even larger task, estimated by the FCC to be 150,000 households.

What is Idaho's long-term goal for broadband?

By no later than 2027, 90% of Idaho unserved businesses and homes should have access to high-speed broadband that provides minimum download speeds of at least 100 megabits per second and minimum upload speeds of at least 20 megabits per second. Additionally, by 2030 all Idaho businesses and homes without access to broadband speeds of 100/20Mbps should have access to at least one provider of broadband with download speeds of at least 100 megabits per second and upload speeds of at least 20 megabits per second. The value of investing in this level of connection is about the future of Idaho. Ultimately, the goal is to prepare citizens, businesses, and all Idaho communities to be able to compete for jobs in the next twenty to thirty years. Idaho will continue to grow economically, retain our businesses, create jobs, and attract entrepreneurs.

03 Key Terms & Abbreviations

Broadband: High-speed reliable Internet delivered via multiple technologies including fiber, fixed wireless, digital subscriber line (DSL), Hybrid Fiber Coaxial, cable modem, or satellite.

Broadband Infrastructure: Networks of deployed telecommunications equipment, conduit, and technologies necessary to provide broadband and other advanced telecommunications services to wholesalers or end users, including but not limited to private homes, businesses, commercial establishments, schools, or public institutions.

Unserved: U.S. Treasury, NTIA, and USDA define unserved at 25/3Mbps and will use this benchmark for future grant funding. FCC currently defines an area that lacks access to broadband infrastructure speeds of 10 Mbps download and 1 Mbps upload.

Underserved: U.S. Treasury, NTIA, and USDA define underserved as 100 Mbps download and 20 Mbps upload and benchmark for future grant funding. FCC currently defines an area that lacks access broadband infrastructure speeds of 25 Mbps download and 3 Mbps upload.

Last Mile: Infrastructure that serves as the final leg connecting the broadband service provider's network to the end-use customer's on-premises telecommunications equipment.

Middle Mile: Infrastructure that links a broadband service provider's core network infrastructure to last-mile infrastructure.

Internet Service Provider: A company that provides individuals, businesses, anchor institutions, etc. with a connection to the internet. ISPs can include telephone and cable companies, wireless ISPs, electric cooperatives, municipal utilities, and mobile wireless providers. They use different technologies, including fiber, cable, DSL, and fixed wireless, to deliver internet service to their customers.

Internet Backbone: The primary data routes on the internet, including those that transport internet traffic between countries. It consists of high-capacity fiber-optic lines that carry large amounts of data. Local or regional networks can connect to the backbone for long-distance data transmission.

03 Key Terms & Abbreviations

Take Rate: The percentage of customers within an ISP's service area who subscribe to, or "take" the service.

Fixed Terrestrial Service: Broadband services provided by terrestrial based non mobile services such as Cable, DSL, Fiber, and Fixed Wireless from fixed points such as a central office or telecommunications equipment on a tower to a home or business and connected to device within the property.

Indefeasible Right of Use: An agreement between a provider and a public sector partner for shared use of fiber.

Community Anchor Institutions: Schools, libraries, medical, and health care providers, public safety entities, institutes of higher education, local government facilities, and other community centers.

Open Access Network: Physical broadband network infrastructure that provides dark fiber access to municipalities, community institutions, rural cooperatives, nonprofit and communications companies utilizing a cost recovery-based model of operations and maintenance.

Municipal Network: Broadband network owned fully or partially by local governments.

Speed: The rate at which a device can send or receive data. Speed is defined for both download (the rate at which data are sent from the internet to a device) and upload (the rate at which data are sent from a device to the internet), conveyed in megabits per second.

Public/Private Partnership: A group of public and private entities, i.e., government, business, and non-profit, that form a consortium to provide affordable, sustainable, and reliable broadband infrastructure and service.

03 Key Terms & Abbreviations

Lifeline: FCC program that provides low-income households a discount on internet service.

American Connectivity Program (ACP): FCC program that provides eligible households with subsidized broadband service and connected devices. Capital Projects Fund and BEAD Program require subgrantees participate in the program.

Federal Communications Commission (FCC): Regulates interstate and international communications by radio, television, wire, satellite, and cable in all 50 states, the District of Columbia and U.S. territories. The Commission is an independent U.S. government agency overseen by Congress, and is the primary authority for communications law, regulation, and technological innovation in the U.S.

National Telecommunications and Information Association (NTIA): The Executive Branch agency that is principally responsible for advising the President on telecommunications and information policy issues. NTIA will oversee the BEAD program which is the broadband section of the Infrastructure Bill.

Rural Digital Opportunity Fund (RDOF): <u>RDOF</u> is an FCC reverse auction utilizing Universal Service Funds to bring broadband infrastructure to unserved census blocks in the United States. Started in 2019, awards began in late 2020 and the FCC is still in process of finalizing grants.

USDA Reconnect: Program from <u>USDA offering loan, grants, and loan</u> combinations to facilitate broadband deployment in rural areas that do not have sufficient access to broadband.

O4 Vision, Mission, & Guiding Principles

Vision

Idahoans have access to affordable and reliable broadband infrastructure by 2030.

Mission

We will deliver a roadmap to close the digital divide in Idaho. We commit to providing equal access to economic development, public safety, telehealth, and education opportunities with investments in broadband infrastructure. We will prioritize funding for our most needed areas identified as households, businesses, and communities in unserved and underserved areas.

Guiding Principles

Access: Barriers to access for all Idahoans are removed ensuring that undeserved and unserved locations receive broadband services.

Affordable: Committed to affordable broadband service for Idahoans.

Alignment: Stakeholders are committed to achieving the vision in this plan. Key decisions support the outlined long-term goals.

Competition: Support middle mile and last mile infrastructure investments that support and build off existing infrastructure and provider networks, increase competition, efficiency, and redundancy to communities.

Data-Driven: Plan is delivered with close attention to metrics. Data is continuously gathered and acted upon.

Responsive: Strategic agility is deployed in the execution of this plan and regular adaptation to the rapidly changing environment occurs.

05 Roles & Responsibilities

Roles

Idaho Broadband Advisory Board: "...three (3) members of the house of representatives appointed by the speaker of the house of representatives, three (3) members of the senate appointed by the president pro tempore of the senate, and three (3) members of the public appointed by the governor." (Idaho Statute 67-4761, 2021). The Board is responsible for creating a statewide broadband plan that determines the manner of structure, prioritization, and disbursement of the funds under the Broadband Fund.

Idaho Office of Broadband: Under the Idaho Department of Commerce, the team administers grants that follow the Idaho Broadband Advisory Board's Statewide Broadband Plan and any additional requirements. Supports and coordinates efforts of the Advisory Board and Idaho Broadband Fund.

Partners: All Internet Service Providers, local and state governments, schools and libraries, tribal entities, businesses, organizations, and entities that financially support broadband infrastructure and technology deployment in Idaho.

Community: Consumers and users of internet in Idaho, including citizens, businesses, and organizations, that have a vested interest in more reliable and better broadband infrastructure.

Responsibilities

Prioritize & Direct State Funding

Prioritize & Direct Federal Funding

Administer & Distribute State & Federal Funding

Solicit the Participation and Assistance of State Agencies

Ensure Compliance with State & Federal Guidelines

Strategic Broadband Decisions

Tactical Broadband Decisions

Technology & Infrastructure Objective

Business Development Objective

Educational Access Objective

Operations Data Objective

05 Roles & Responsibilities

Accountable (A) Outcome-oriented designation that applies to a single person/board who reports on the work.

Responsible (R) Task-oriented designation that applies to the person (or people) completing the work.

Consulted (C) Provide input based on either how it will impact future work or their domain of expertise on the deliverable itself; and with whom there is often two-way communication.

Informed (I) Kept up to date on progress, often only on completion of the task or deliverable; and with whom there is just one-way communication.

Task	Board	Commerce	Partners	Community
Direct State Funding	A/R	С	C/I	I
Direct Federal Funding	A/R	С	C/I	I
Administer & Distribute Funding	А	R	C/I	I
Solicit Participation from State Agencies	Α	R	I	I
Compliance with State & Federal Guidelines	С	A/R	I/R	I
Strategic Decisions	A/R	С	C/I	Ι
Tactical Decisions	Α	R	R/C	C/I
Technology & Infrastructure Deployment	I	R	A/R	C/I
Business Development	I	R	С	C/I
Educational Access	I	R	С	C/I
Operations, Data	A	R	С	C/I

Infrastructure & Technology

The Idaho Broadband Advisory Board will prioritize middle mile and last mile infrastructure investments to connect residents, businesses, and community anchor institutions which are unserved and underserved in the State of Idaho.

Economic Development

The Idaho Broadband Advisory Board will prioritize broadband investments that strengthen the economic ecosystem for businesses in our state and ensure access to broadband infrastructure that is reliable and affordable

Operations & Data

The Idaho Office of Broadband will manage the deployment of funding for capital projects, grant programs, and other established projects, to support data driven broadband infrastructure investments in Idaho.

Educational Access

The Idaho Broadband Advisory Board will prioritize that both students and educators have access to affordable and reliable broadband services in their home as well as across Idaho in schools, libraries, and communities in unserved and underserved locations.

Public Safety & Communications

The Idaho Broadband Advisory Board will prioritize broadband investments that strengthen access to reliable, resilient, scalable, and redundant broadband services to the Emergency Communications Centers (ECCs) locations in the State of Idaho.

Infrastructure & Technology

The Idaho Broadband Advisory Board will prioritize middle mile and last mile infrastructure investments to connect residents, businesses, and community anchor institutions which are unserved and underserved in the State of Idaho.

- Implement grant programs that focus on unserved and underserved communities
- Approve grant programs focused on delivery to locations or last mile, middle mile, community anchor institutions, public safety, telehealth, or other priorities deemed lacking sufficient broadband infrastructure by the Idaho Broadband Advisory Board
- Engage in partnerships with internet service providers, local governments, state agencies, and experts.
- Promote Dig Once principles and Right of Way policies in building out broadband infrastructure.

Economic Development

The Idaho Broadband Advisory Board will prioritize broadband investments that strengthen the economic ecosystem for businesses in our state and ensure access to broadband infrastructure that is both reliable and affordable.

- Provide broadband infrastructure opportunities to previously unserved areas.
- Increase the potential economic diversification through enhanced connectivity
- Identify remote work and learning, telehealth, and public safety opportunities in Idaho.
- Expand the utilization of broadband to low-income users through use of Affordable Connectivity Program/Lifeline subsidy.
- Partner with appropriate state agencies to avoid duplication of service and support the varying needs of rural community infrastructure.

Educational Access

The Idaho Broadband Advisory Board will ensure that students and educators have access to affordable and reliable broadband services across Idaho in their home as well as across schools, libraries, and unserved and underserved locations.

- Engage with the Idaho State Board of Education, independent school districts, libraries, and institutions of higher learning to identify broadband infrastructure gaps.
- Prioritize broadband infrastructure investments to project areas where students, their families, and teachers, families reside in unserved and underserved locations. This is in partnership with state agencies, business and industry, and education non-profit organizations to improve digital access, literacy, and usage.

Operations & Data

The Idaho Office of Broadband will manage the deployment of funding for capital projects, grant programs, and other established projects, to support data driven broadband infrastructure investments in Idaho.

- Collaborate with other state agencies on broadband infrastructure projects.
- Propose and implement standard operating procedures for grant programs, capital projects, and community engagement.
- Facilitate collaboration between state agencies, stakeholder groups, and overlapping service providers.
- The Idaho Department of Commerce will provide the Idaho Broadband Advisory Board with relevant data and information as necessary.

Public Safety & Communications

The Idaho Broadband Advisory Board will prioritize broadband investments that provides access to reliable, resilient, scalable, and redundant broadband service to the Emergency Communications Centers (ECCs) locations in the State of Idaho.

- Encourage the identification of ECC locations in Idaho that are unserved and underserved with current standards (100/20 Mbps) of broadband service and prioritize connecting those facilities in grant applications.
- Encourage the identification of broadband service single points of failure to ECC locations.
- Encourage the development of map layers that identify ECC locations that are unserved and underserved and shared with other state agencies (ISPs) so that the state can incorporate those into grant applications.
- Identify and include primary and redundant connectivity to ECCs via middle and last mile projects.

07 Recommendations

1

Create a Technical Plan

Feedback from the Idaho Broadband Advisory Board and the Office of Broadband indicate the need to create a separate technical plan that will assist with federal grant awards and identify the specific processes, tactics, and details of each strategic objective. This plan will determine how to achieve goal of connecting 90% of unserved locations and how leverage all sources of funding.

2

Streamline Decision Making

To ensure that the Advisory Board is consistent in prioritizing and awarding grants and projects, a decision-making matrix should be used.

3

Broadband Funding

Considering the influx of federal dollars into the State Broadband Fund, a conversation around allocation for each grant fund should be had. In addition, an ongoing source of funding should be identified. 4

Clarify Reporting Structure

There needs to be clarity around reporting structure, and legislative and executive functions of this plan. Write annual operating plan.

Appendix B: Acknowledgements

Idaho Broadband Advisory Board

Chairman Rep. John Vander Woude, Idaho Legislator

Vice Chair Sen. Carl Crabtree, Idaho Legislator

Sen. David Nelson, Idaho Legislator

Sen. Doug Ricks, Idaho Legislator

Rep. Megan Blanksma, Idaho Legislator

Rep. Barbara Ehardt, Idaho Legislator

Mitch Watkins, Watkins Distributing

Margie Watson, JC Watson & Company

Andrew Emerson, MH Solutions

Idaho Commerce

Tom Kealey, Director, Idaho Commerce

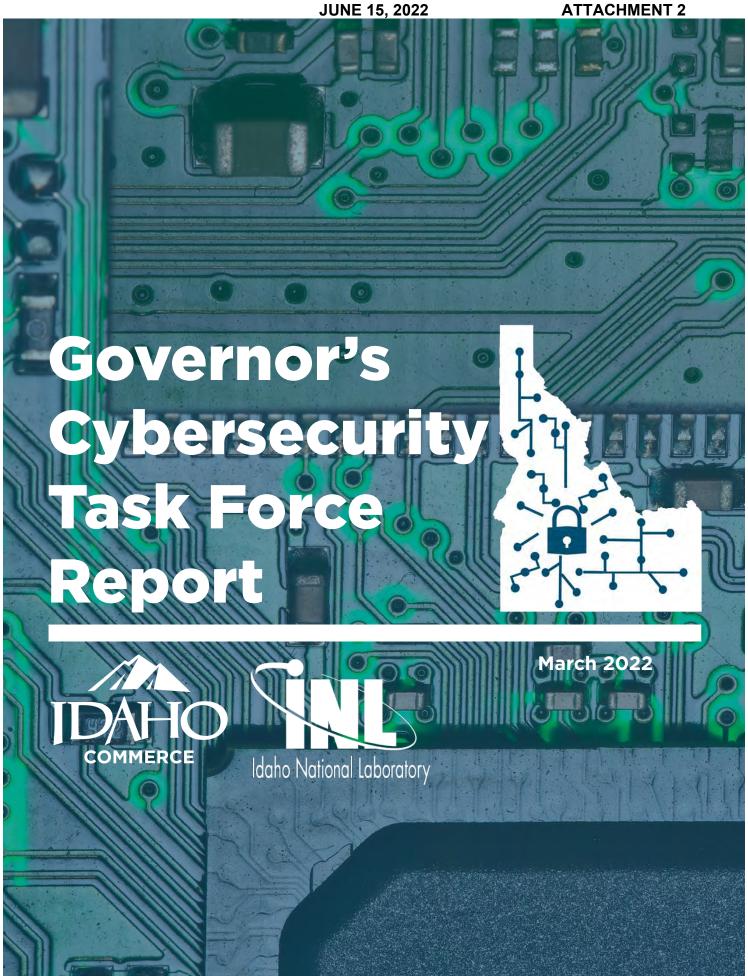
Jake Reynolds, Business Development & Operations Administrator

Eric Forsch, Broadband Development Manager

Ewa Szewczyk, Grants and Contracts Manager

Magaly Carrillo, Community Development Analyst

Facilitated & prepared by Horras Leadership Danielle Horras, Principle Charity Strong, Consultant





From the Governor

Cybersecurity attacks pose an increased and significant risk to all citizens, businesses, critical infrastructure operators, and state and local governments.

To meet the increasing threat and leverage Idaho's resources and expertise, Governor Brad Little created the Governor's Cybersecurity Task Force.

Governor Little convened the Cybersecurity Task Force to focus on promoting improved business, government, and personal cybersecurity. The task force is also focused on ensuring secure, transparent, and resilient election infrastructure and enhancing the educational pipeline for cybersecurity workforce needs.

The members of the task force, co-chaired by Idaho Department of Commerce Director Tom Kealey and Idaho National Laboratory Associate Laboratory Director Zach Tudor, represent a diverse range of expertise and experience in cybersecurity initiatives.



Idaho Governor Brad Little

"Through the Idaho National Laboratory, the State of Idaho is home to unique and world-leading capabilities in countering cyberattacks and engineering solutions to the cybersecurity challenges facing our state and nation. We'll need increased resources, partnerships, and active collaboration between a broad range of organizations to successfully protect from ever-growing cybersecurity threats, and I'm confident my Cybersecurity Task Force is up to the task."

- Governor Brad Little

Welcome from the Co-Chairs

Welcome to the final report of Idaho Governor Brad Little's Cybersecurity Task Force. We hope you find the recommendations in this document useful as the state continues to make strategic investments in cybersecurity and prepares the State of Idaho for the everchanging cybersecurity landscape.

The State of Idaho is home to unique and world-leading capabilities in countering cyberattacks and engineering solutions to the cybersecurity challenges facing our state and nation. However, the citizens, businesses, critical infrastructure operators, and state and local governments that call Idaho home, all face an increasing and significant risk of cyberattacks. It was this increasing threat that led Governor Brad Little to create the Governor's Cybersecurity Task Force in August 2021 and leverage Idaho's resources and expertise.

When we set out last fall with our private and public sector partners, we knew we would not be able to address the entire scope of cyber needs in the state. However, with the great work of the expert and dedicated task force and committee members, we made important progress in developing relationships, proposing recommendations, investments, and completing other important actions.

It was our pleasure to serve in the capacity of co-chairs for this important task force. However, there is more work to do. We view this report as a starting point for future discussions and actions needed for the State of Idaho and welcome additional conversations.

Tom Kgaley
Tom Kealey
Idaho Commerce

Zach Tudor Idaho National Laboratory



Introduction

The Cybersecurity and Infrastructure Security Agency (CISA) was established in November 2018 when former President Donald Trump signed into law the Cybersecurity and Infrastructure Security Agency Act. Soon after, in 2019, Congress passed legislation establishing the Cyberspace Solarium Commission to develop a consensus on a strategic approach to defending the United States in cyberspace against cyberattacks of significant consequences¹. After two years of research, hearings, expert analysis, debates, and discussions, the commission's recommendations make one thing absolutely clear. We are a nation at great risk.

As the commission's report notes, domestic and foreign actors including China, Russia, Iran, and North Korea have used cyberspace for two decades to subvert American power and security. Be it the theft of intellectual property, the probing of our critical services, or election interference, malicious cyber actors have operated with impunity. And even though our digital connectivity has brought economic growth, technological dominance, and an improved quality of life to nearly every American, it has also created a strategic dilemma. The more digital connections people make and data they exchange, the more opportunities adversaries have to destroy private lives, disrupt critical infrastructure, and damage our economic and democratic institutions. When the commission's work ended in late 2021, the U.S. was coming off one of the worst years for high-profile cyberattack events. The year began with a massive supply-chain assault on SolarWinds Corporation and ended with breaches on critical infrastructures in Florida, Georgia, and Colorado.^{2,3,4,5}

Although the report and recent events strike a stark tone about the state of cybersecurity in the United States, the news is not entirely bad. In fact, the very purpose of the commission was to get the country's cyber house in order before a crippling multisector, multi-day cyber incident. Among the 82 recommendations the commission made, several focused on support the federal government should provide to local, state, tribal, and territorial governments including access to more funding, response resources, and training. It is under the pretext of preparation before a major cyber event occurs in Idaho, that the Governor's Cybersecurity Task Force was chartered and commissioned.

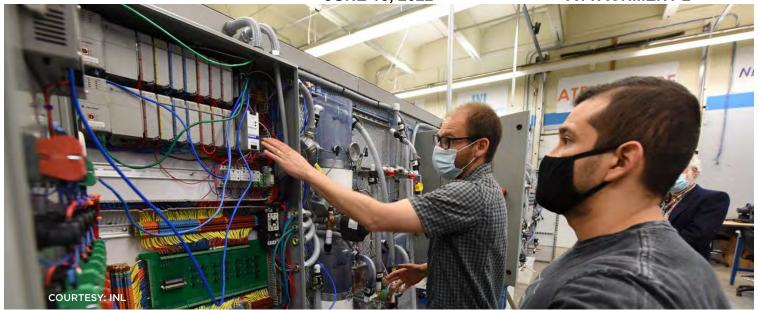


A Word About Current Affairs

As this report was being written, Russian military forces were engaged in an unprovoked attack on the neighboring country of Ukraine. For weeks leading up to this conflict, U.S. officials had warned the public of a potential cyber spillover, a situation in which cyber conflicts seep into traditional arenas of militarized and foreign policy conflict⁶, or impacts computer networks beyond the original target. Given Russia's propensity for hacking, national security officials believe Kremlin state agencies or other organizations sympathetic to their hostilities could deploy cyberattacks to advance Russian objectives. This may include attacks within or against the United States. To be clear, a sustained cyber offensive campaign has yet to emerge from the current Russia-Ukraine conflict. However, the White House has repeatedly warned that Russia's invasion, coupled with international sanctions, could lead the Kremlin to use cyberattacks against private sector organizations, including critical infrastructure owners and operators.⁷ Like all states, Idaho would not be immune to the consequences of such an event.

Russia has a long history using cyberattacks against other countries. In 2015 and 2016, Russian hackers took down Ukraine's power grid for several hours leaving upwards of 250,000 residents in the dark.⁸ In 2020, Russian hackers used a SolarWinds software update to maliciously infect thousands of computers operating at U.S. government agencies and Fortune 500 companies. And in 2021, a Russian ransomware group shutdown the 5,500-mile Colonial Pipeline causing delays in gasoline and other fuel deliveries to several states along the U.S. East Coast. In February 2022, reports emerged that Ukraine's embassy in Washington D.C. experienced the first U.S.-based cyberattack of the current conflict.⁹ In retaliation, the hacking group Anonymous directed its 7.4 million followers to engage in cyber war against Russian President Vladamir Putin.¹⁰ This seemingly endless series of malicious incidents brings into focus the challenging cybersecurity landscape we must confront, as it grows more dangerous and complex with each passing day.





State of Idaho Preparation

Readers may wonder what all of this has to do with the State of Idaho. It is a fair point, especially because most residents have been minimally impacted by national and international cyber events to date. Despite years of dire warnings about a "cyber Pearl Harbor," electricity continues to flow to our homes and businesses, our online packages still arrive at our doorsteps, and remote work and education is not only possible, but thriving. So, is there really a concern?

The answer is yes. But the reasons are nuanced.

It is difficult to point to a single, seminal moment in which cybersecurity became a priority for the State of Idaho. But in 2015, following several disruptive cyberattacks on state agencies, then Governor CL "Butch" Otter created a task force to develop recommendations for protecting the state's computer systems. The task force was chaired by then Lt. Governor Brad Little and led Idaho to hire its first state director of information security.

Since then, the state has organized the Office of Information Technology Services around active cyber deterrence. Services have been streamlined, technology modernized, and efforts to recruit and retain a capable workforce are ongoing. Idaho has also invested in cybersecurity research through unique relationships with Idaho National Laboratory and the state's public research universities. In 2017, following legislative approval, the State Board of Education (SBOE) used its public bonding authority to construct two state-of-the-art computing and cybersecurity facilities in Idaho Falls on the campus of Idaho National Laboratory. In 2020, the legislature approved the state's request for nearly \$1 million in one-time joint funding earmarked for cybersecurity curriculum development. Idaho's three public research universities all have active cybersecurity degree programs.

Even with an extensive effort to shore up cyber defenses throughout the state, rural counties, school districts, and small businesses across Idaho continue to face a barrage of cyberattacks ranging from identity theft to ransomware. With data breaches resulting in a national average loss of \$4.2 million per incident¹¹, there is good reason to remain concerned and vigilant. In 2018, Madison County experienced a ransomware attack that locked employees out of their email and corrupted digital files. The county was able to

recover from the attack by relying on their information technology staff and backup files. A few months later, Bannock County experienced a data breach through its third-party utility payment system resulting in the loss of some resident's financial information. Several county residents later reported to police they had unauthorized funds taken from their bank accounts. And in 2021, Twin Falls County computers were infected with malware affecting department operations, phone lines, and delaying county court procedures. These incidents are but a few known examples that highlight the continuing problem of cyber intrusions on Idaho organizations.

Protecting today's information technology and operational technology networks is an immensely difficult task. Security vanguards are on watch 24/7 and must constantly act to safeguard and patch thousands of devices, ports, switches, routers, servers, and more. Some operational systems that run critical infrastructure are decades old and cannot easily be replaced or secured against advanced persistent threats. Our Idaho cybersecurity professionals must be tireless, even while the vulnerabilities are endless. And there never seems to be enough cyber talent to fill the hiring gap. At some point, the just-in-time patch and update system we rely on will break, and cyberattacks will not just be a minor inconvenience, but a full-fledged service disruption leading to undue harm and diminished faith and confidence in our Idaho institutions. In short, without preparation today, chaos could loom tomorrow.



Key Themes

Over the last several months, the Governor's Cybersecurity Task Force has heard from local and national experts on cybersecurity issues around the country and in the Gem State. We have learned that in today's interconnected and interdependent internet environment, information sharing must be carefully balanced against spreading disinformation. Social identity and status updates must be balanced against concerns for identity theft. Remote access for work or play balanced against disruptions to our infrastructure. And the need to train and educate the next generation of students and workers balanced against a threat that is evolving faster than curriculum. These are the

realities of the modern cyberspace environment and a prelude to the topics confronting the state, even if we cannot see them just yet.

During the task force's work, three broad themes emerged from our discussions and interviews with local and national experts. These themes helped shape our recommendations and the path forward.

Active Public Engagement

In today's digital environment, cybersecurity is everyone's responsibility. That means an active and engaged public is necessary. Nearly every American consumer and business is connected to the global internet with billions of devices ranging from computers to smart phones, vehicles to vacuums. In fact, there are more internet-connected devices in the world than there are people on the planet.¹² That means the probability of attacks from bad cyber actors is enormous and growing. Since most devices are interconnected to other systems, a hack on one can compromise every other device connected to it. This is how malware spreads quickly.

This reality has led government and industry to coalesce around a new cybersecurity strategy known as zero trust. Zero trust assumes there is no implicit trust granted to assets or user accounts based solely on their physical or network location or based on asset ownership. To the public, zero trust involves creating, maintaining, and updating complex passwords, required use of two-factor authentication, and frequent checks to verify one's identity and authorization to information. In short, it means access to online services will require additional time and effort. For zero trust to be effective, the public must be actively engaged in the security process and become knowledgeable — even at a basic level — about the benefits and responsibility of good cyber hygiene.

Zero trust is a proactive approach to securing vulnerable networks, but it is not a singular solution. Other cybersecurity philosophies advocate for secure-by-design architectures to protect both information technology and operational technology equipment. For example, cyber-informed engineering is a method that some Idaho organizations and educational institutions have a hand in developing. This method uses design decisions and engineering controls to eliminate or significantly mitigate cyberattacks throughout a product's design lifecycle.

Adaptable Organizations

Most cybersecurity professionals already employ a layered defense when protecting their networks from threats. This approach involves the use of multiple technologies, controls, policies, and mechanisms that overlap one another, making it difficult for cyber threats to go unnoticed. But as attacks grow, evolve, and enter new domains (e.g. internet of things), the current trajectory of cyberattacks may outpace even the best defenses. Without quick action, Idaho citizens and organizations could be overwhelmed by the consequences of a major cyberattack in this continuously contested environment.

To give the state a fighting chance, all organizations and citizens — including government, industry, education, and households — should acknowledge and elevate cybersecurity to the top of their priority list. They should inventory and understand their connected critical resources and must-not-fail assets. They should capitalize on resources provided by private, state, and federal partners. Organizations should continue to converse and discuss cybersecurity topics through open lines of communication from executive

leadership to the front-line members. Workforce development and education is crucial to success. Therefore, organizations should be flexible, adaptable, and unconventional in their incentives and hiring practices.

Communication and Coordination

Emergency managers will tell you that communication and coordination during a crisis event is of utmost importance. Emergencies are fluid events with facts and details that change constantly. To move such an event from crisis to resolution, stakeholders must be regularly informed and consulted. Information must be vetted and shared with individuals including employees, customers, first responders, elected leaders, government officials, consultants, regulators, the press, and the public. Emergency events are almost always complex, messy, and take tremendous resources to resolve successfully. This is true whether the event is a physical disturbance like a natural disaster or a cyber event impacting access to information or services.

When Colonial Pipeline was hit with a ransomware attack in 2021, the company lost access to confidential data and some business operations. As a result, they proactively took operational systems offline, resulting in a suspension of gasoline delivery to fuel stations in several states including Florida, North Carolina, and New Jersey. After it became clear the cyber incident was a ransom-based attack from an international cyber-criminal hacking group, Colonial Pipeline worked to notify relevant stakeholders including employees, customers, law enforcement, and the federal government. They brought in an outside private contractor to support cyber recovery operations, alerted the White House, Federal Bureau of Investigation (FBI), Department of Homeland Security (DHS), and National Security Agency (NSA), and they posted statements to their website. They also paid the hackers at least a \$4.4 million ransom as this act was "in the best interest of the country." Although this incident was resolved relatively quickly, primarily because of the ransom payment, it is a relevant case study in the need to proactively communicate and coordinate on cyber issues.

Ransomware is now a primary threat for businesses, utilities, and government organizations ranging from school districts to health departments, and individuals. Experts advise organizations large and small to be prepared by identifying and understanding the interconnections of digital assets. This includes investing in the use of cyber tools, training,



and resources to prevent and detect breaches, and developing and practicing a response and recovery plan that ensures communication and coordination is fully understood and implemented. In today's connected environment, every organization should be prepared for a cyber breach, hack, or digital service disruption.

About the Task Force

Idaho Governor Brad Little established the Governor's Cybersecurity Task Force in 2021. Its charter was to provide recommendations that improved business, government, and personal cybersecurity procedures, while identifying cybersecurity resources, and public-private partnerships across the state to increase awareness, education, and training. The task force also examined ways to ensure Idaho's elections remain secure, transparent, and resilient.

The task force held five official meetings and more than a dozen subcommittee meetings. Due to the COVID-19 pandemic, all but one meeting was held virtually. Co-led by the Idaho Department of Commerce and Idaho National Laboratory, the task force was composed of 19 members representing key Idaho institutions.

To take an in-depth look into cybersecurity in Idaho, additional experts served on four committees focused on critical infrastructure, workforce development and education, election security, and cyber literacy.

With the threat of a cyberattack against one of Idaho's critical infrastructures or key facilities a top concern, the critical infrastructure committee's mission was to provide recommendations on ways to ensure critical infrastructure across Idaho remains protected in the face of cyberattacks. These systems and assets, whether physical or virtual, are so vital to the United States that their incapacity or destruction could have a debilitating impact on security, economic stability, public health, and safety.

The workforce development committee's mission was to review, develop, and provide recommendations to increase workforce development and interest in cybersecurity, a growing and pervasive need within the state of Idaho. This task led to the examination of existing programs and partnerships within higher education, federal and state agencies, the public and private sectors, and Idaho's K-12 offerings.

The mission of the election security committee was to support, enhance, and highlight the existing election system in Idaho. While Idaho has proven that it currently administers elections very well, the ever-growing threat landscape demands that we continue to build on current and past successes.

The cyber literacy committee was tasked with providing recommendations to improve small business and individual cybersecurity awareness, understanding, and actions. Providing proper cyber literacy and education to businesses and the public gives individuals the toolbox of skills needed to use technology safely and effectively, reducing the likelihood of cyberattacks.

Several staff members also supported the task force. All task force members and staff served on a voluntary basis. A list of task force members, committees members, and meeting agendas can be found in the appendix of this report, or online at commerce.idaho.gov/cybersecurity/.



Summary of Recommendations

Following extensive discussion and debate, the Governor's Cybersecurity Task Force developed 18 major recommendations. These recommendations are categorized into five strategic objectives as outlined below. Its important to note these recommendations cannot be accomplished without continued investment in cybersecurity in both public and private sectors.

1. Safeguard Idaho's Infrastructure and Provide Active Cyber Deterrence

Ensure safeguards are in place to protect critical infrastructure across Idaho in the face of potential cyberattacks.

2. Increase Investments for Cybersecurity Professionals in Workforce and Education

Increase investments in cybersecurity education to improve cybersecurity interest and workforce.

3. Ensure Election Integrity Through Cyber Enhancements

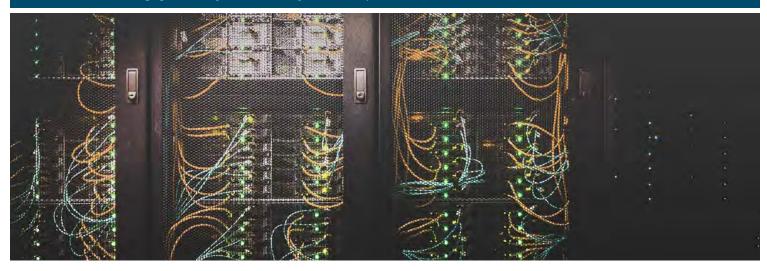
Support, enhance, and highlight the existing election system in Idaho and continue to build upon current and past successes.

4. Actively Engage the Public in Cybersecurity Awareness and Education

Improve individual and small business cybersecurity awareness, understanding, and actions by providing proper cyber literacy and education.

5. Continue to Address Cybersecurity in Idaho and Build Upon the Recommendations of Cybersecurity Task Force

Continue the task force's efforts to provide expert feedback and recommendations on the ever-evolving global cybersecurity landscape in Idaho.





Recommendations

Recommendation 1: Safeguard Idaho's Infrastructure and Provide Active Cyber Deterrence

1.1 - Develop a Statewide Cybersecurity Strategy and Road Map

The Governor's Cybersecurity Task Force recommends the Governor develop a statewide cybersecurity strategy and road map laying out a clear vision and set of actions to improve Idaho's cybersecurity posture. The strategy should address challenges and set broad, but achievable, goals for improved digital security now and into the future. The road map should build on the strategic plan and included detailed information to implement the state's vision in areas include election security, critical infrastructure protection, workforce development and education, healthcare and cyber literacy.

1.2 - Establish an Idaho Cyber Fusion Center

The task force recommends the Governor establish, and the state legislature fund, an Idaho Cyber Fusion Center. The center would act as a clearinghouse to communicate cyber threat information received from utilities, academic institutions, private companies, the federal government, and other appropriate sources. It would lead response efforts and provide warnings of potential cyberattacks, coordinate information sharing, assess risks to operational and information technology networks, prioritize cyber threats, and support public and private sector partners in protecting their vulnerable infrastructure.

1.3 - Create a Cyber Response and Defense Fund

The task force recommends the state create and invest in a Cyber Response and Defense Fund for the inevitable event that all organizations must plan for, the moment of a cyber security compromise. Funds would not be distributed until needed; however, this fund would prevent the need for deficiency warrants or supplement requests. While the Governor and its agencies are being diligent in minimizing exposure to cybersecurity threats, it is recognized that the state has many points of vulnerability. Those vulnerabilities and the increased threats across all sectors make it imperative that the state be prepared to respond.

1.4 - Maintain and Enhance Inventory of the State's Critical Resources and Dependencies
The task force recommends the state should continue to identify, map, and prioritize key
resources, critical infrastructures, and interdependencies whose operations must function
to ensure minimal disruptions to Idaho residents before, during, and after a cyberattack.
This inventory should be regularly maintained and shared with appropriate individuals
including emergency planners and first responders.



Recommendation 2: Increase Investments for Cybersecurity Professionals in Workforce and Education

2.1 - Fund Additional Cybersecurity Faculty, Instructors, and Infrastructure at Idaho's Colleges and Universities

The task force recommends the Idaho State Board of Education and higher education actively recruit and hire additional cybersecurity instructors and invest in infrastructure to meet the ever-growing demand of industry. As industry and academia come together to assess Idaho's cybersecurity offerings, funding must be available to hire additional faculty to instruct new courses. The ability of Idaho's colleges and universities to deliver a comprehensive cybersecurity curriculum is currently limited by a shortage of instructional faculty who specialize in cybersecurity and facilities to meet hands-on and immersive learning needs critical for student success and workforce needs.

2.2 - Assess and Coordinate Cybersecurity Education Offerings to Ensure Consistency
The task force recommends the Idaho State Board of Education create a comprehensive
and well-defined outline of all cybersecurity offerings from Idaho's colleges and
universities. Idaho should also leverage the capacity of the Idaho Regional Optical
Network (IRON) to expand internet connectivity to schools across Idaho and improve the
availability of cyber offerings and trainings.

This outline should identify how an individual can easily leverage courses from any Idaho college or university and how they can build upon these courses for continued education and a degree. Likewise, it should identify trainings offered through Idaho Career Technical Education, the Idaho Digital Learning Alliance, and other entities, to provide policy stakeholders with a comprehensive view of Idaho's cybersecurity training landscape. This makes it easier for individuals to select cybersecurity courses, increasing the number of cyber trained professionals. As a result of this assessment, a comprehensive cyber security workforce development plan is to be developed between academia, Idaho's Workforce Development Council, and other stakeholders. The creation of this cybersecurity training plan will better position the State of Idaho for federal or private sector grants. This thorough assessment will identify any gaps within Idaho's curricula and ensures Idaho's curricula remains cutting edge and relevant.

2.3 - Increase Support for K-12 Computer Science and Math Literacy
The task force recommends the State Department of Education and the State Board of
Education explore and fund efforts to increase K-12 Computer Science and Mathematical
literacy in Idaho. Idaho's partnerships with Code.org, Idaho's STEM Action Center, Idaho
Business for Education, and the Idaho Digital Learning Alliance are pivotal to Idaho's
cybersecurity workforce trajectory. These partners have resources, programming, and
professional development content that helps Idaho's quest for increased literacy in math
and computer science. Early exposure to computer science leads to increased interest in
cybersecurity. Mathematical literacy is fundamental in cybersecurity.

Early exposure to computer science and stronger mathematical skills leads to the expansion of Idaho's cybersecurity talent pipeline.

2.4 - Create a Forum to Discuss Cybersecurity Training and Workforce Development
The task force recommends that the Idaho Cybersecurity Interdependencies Workshop
(ICIW) annual conference include a forum for public-private discussions on cybersecurity
training and workforce development needs.

The ICIW is an annual cybersecurity conference supported by the Idaho Office of Emergency Management (OEM) and the State of Idaho's Information Technology Services of Idaho (ITS). The ICIW conference provides a critical platform for developing communities of practice, sharing best practices and approaches, deepening the conversations around cybersecurity throughout the state, and providing direct or hands-on actions and artifacts that can be taken and deployed immediately. This recommendation builds upon and compliments ICIW's focus of cybersecurity. This recommendation leverages the ICIW forum, allowing both private-public feedback to Idaho's higher education on what is working in industry, what is needed, and what is evolving.

Given the state's support and commitment to Idaho's Air National Guard, the Mountain Home Air Force Base, and all military veterans, the task force recommends focused recruitment and training for Idaho veterans in cybersecurity. This recommendation allows public and private sector entities to leverage the partnerships and programs led by the Idaho Division of Veterans Services, Idaho Veterans Chamber of Commerce, nonprofit groups like Mission 43, who have demonstrated unified support in enacting the GI bill and other military funding (Department of Defense Skillbridge, Scholarship for Service, etc.) These support programs offset the cost of transitional training to Idaho veterans

etc.). These support programs offset the cost of transitional training to Idaho veterans and prospective employers, allowing the critical "mission" to continue for many of Idaho's veterans.

2.6 Designate a Cybersecurity Liaison Within the Presidents' Leadership Council
The task force recommends the Presidents' Leadership Council (PLC) designate an
education liaison to monitor, coordinate, and assist with Idaho's cybersecurity efforts
across Idaho's post-secondary institutions. This designee would be tasked with
coordinating approaches to providing cybersecurity courses across the state in a strategic
manner and keeping the PLC abreast of these efforts. As more courses in cybersecurity
are offered across Idaho's post-secondary institutions, a designee to the PLC will be
critical to ensure a strategic approach to course offerings across the state.

2.5 Focused Recruitment of Veterans to Cybersecurity



Recommendation 3: Ensure Election Integrity Through Cyber Enhancements

3.1 - Continued Support for Boise State University's INSURE Project
The task force recommends the Governor continue support of the Idaho Election
Cybersecurity Center (INSURE). Established in October 2020, the INSURE center, and its
partners, undertake multiple research priorities essential to protecting the fair election
process through the development of tools, technologies, and policies. The task force
believes it is important to explore multiple avenues for additional funding including
national and private sector grants.

3.2 - Support Post-Election Audits to Maintain Election Integrity

The task force recommends the Governor support the post-election audit efforts of the Secretary of State to validate and maintain Idaho's election integrity. Putting an audit framework into place will assist in maintaining voter confidence during primary and general elections. Because the election processes in Idaho vary minutely from county to county, a flexible audit procedure will be required, and the task force recommends supporting the post-election audit processes currently being proposed by the Secretary of State's office in consultation with leadership representatives of the Idaho Association of County Recorders and Clerks. Under this plan, the costs of the audit would be borne at the state level for these primary and general elections. It is critically important Idahoans have confidence in the election process and results, and this is a natural step to help ensure that confidence is established, and then sustained.

3.3 - Support Early Processing of Absentee Ballots

The task force recommends the state revisit the ability for county clerks to process absentee ballots prior to election day. During the record-setting 2020 general election, this process proved to be a safe, effective, and transparent way for clerks to process election results in a timely manner. It is no secret that timely election results engender confidence in the election process. This change is another positive step in supporting the current election system and helps ensure continued voter confidence in Idaho.

Recommendation 4: Actively Engage the Public in Cybersecurity Awareness and Education

4.1 - Expand Development, Communication Strategy for State's Cybersecurity Website The task force recommends the Governor expands the development, content, and advertising of the state's cybersecurity information website — cybersecurity.idaho. gov. This site includes cybersecurity awareness and information for individuals, small businesses, and other vulnerable organizations like city and county municipal governments; however, site traffic and tool usage could be expanded with improved content and communication.

4.1a – The task force recommends a link to this website be placed prominently on all State of Idaho websites that individuals, organizations, and small businesses frequent for information, such as the Idaho Tax Commission, State Controller's Office, and Department of Motor Vehicles websites where Idaho citizens are required to enter sensitive information.

4.1b - The task force recommends the state produce and publish basic cybersecurity standards, guidelines, best practices, and available resources. Small businesses, school districts, and co-op utilities can use this information to inform their cybersecurity decision making process ensuring they receive a consistent and uniform level of security.

4.1c – The task force recommends that the state develop and publish a cybersecurity resource list that includes information about tools and services available to assist organizations seeking to improve their cybersecurity posture. For instance, the resource list should direct people to the federal government's ransomware response website (www.cisa.gov/stopransomware) which provides helpful information and resources for small businesses. This site could also point out programs that the state has invested in such as Idaho's own Institute for Pervasive Cybersecurity at Boise State University, and the Cyberdome Initiative. The Cyberdome is funded by a grant from the State Board of Education Higher Education Research Council (HERC) to develop regional training security operation centers across the state (at Idaho 2-year and 4-year institutions) and provide a scalable operation model that can help provide small cities and counties network security monitoring. Additional resources may also be available through federal partners including DHS, CISA, and the Idaho National Guard.

4.1d - CISA (www.cisa.gov) is the recommended site for all organizations, small businesses, and members of the public for guidance on cybersecurity matters. The Idaho Information Technology Services (www.its.idaho.gov) website is the recommended site for guidance on state cybersecurity matters.

4.2 - Launch a Series of Cyber Public Service Announcements

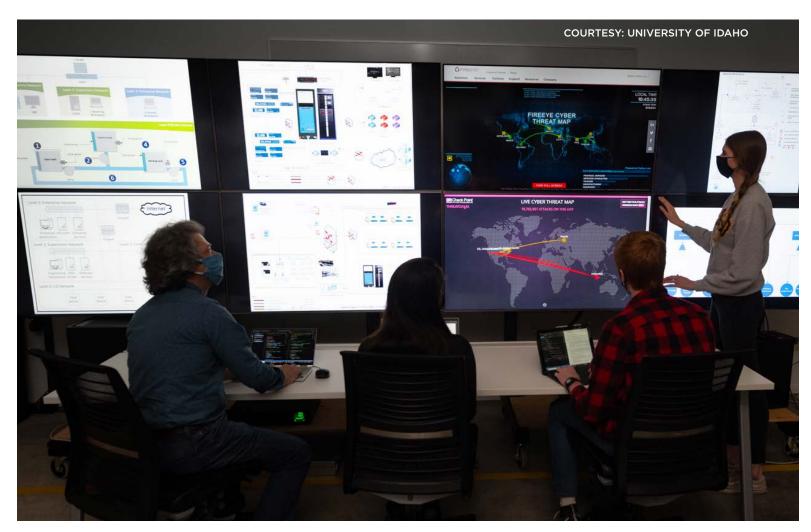
The task force recommends the Governor pursue a cyber-themed public service announcement campaign to educate the public on issues including cyber prevention, detection, response, and recovery. The information in these campaigns should come from well-established and trusted organizations such as DHS, CISA, Idaho Information Technology Services, the Idaho Tax Commission, Idaho State Controller's Office, and more. Events like National Cybersecurity Awareness Month in October presents another opportunity to promote cybersecurity awareness and literacy through television or radio stations.

4.3 - Build on the Success of and Further Develop Idaho Cybersecurity Summit
The task force recommends the Governor continue to develop and sponsor the annual
Idaho Cybersecurity Interdependencies Summit, while working to expand relevant content,
topics, and speakers.

This annual cybersecurity conference is a critical platform for developing communities of practice, sharing best practices and approaches, deepening the conversations around cybersecurity throughout the state, and providing direct or hands-on actions and artifacts that can be taken and deployed immediately. It could also provide timely feedback to Idaho's higher education institutions on what is working in industry, what is needed, and what is evolving. The task force also recommends that the event organizers work with industry to underwrite and sponsor this event.

4.4 - Continue Outreach and Information Sharing with Rural Counties

The task force recommends the Governor continue providing cyber outreach and information sharing to rural county risk managers, emergency managers, and local elected officials. In the event of a major cybersecurity breach, service disruption, or ransomware attack of a critical business or infrastructure resource, rural counties should be aware of and understand the state and federal resources available to assist in response and recovery.



Recommendation 5: Continue to Address Cybersecurity in Idaho and Build Upon the Recommendations of Cybersecurity Task Force

5.1 Continue to Address Future Cybersecurity Threats to Idaho
The recommendations provided in this report are a start in the process of addressing
cyber threats to the state of Idaho. However, cybersecurity is a complex and evolving
global topic, and no single report or set of recommendations can cover the scale of the
challenge or address all the opportunities.

Therefore, the task force recommends that the Governor's office continue this conversation and effort to address cybersecurity in Idaho through the continuation of the task force, an annual cybersecurity symposium, the creation of a new nonprofit organization, or the establishment of an advisory board. Just like the economy, information, and technology the state aims to protect, this discussion must be active, ongoing, and ever-evolving.



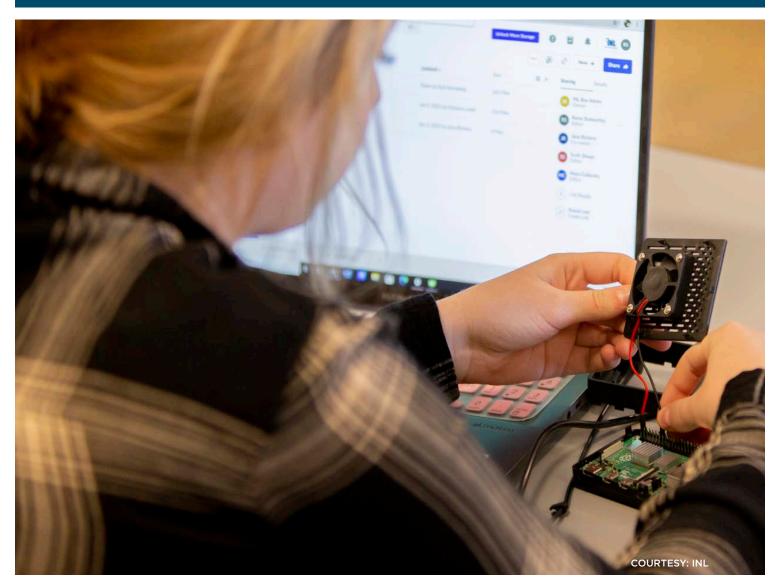
Conclusion

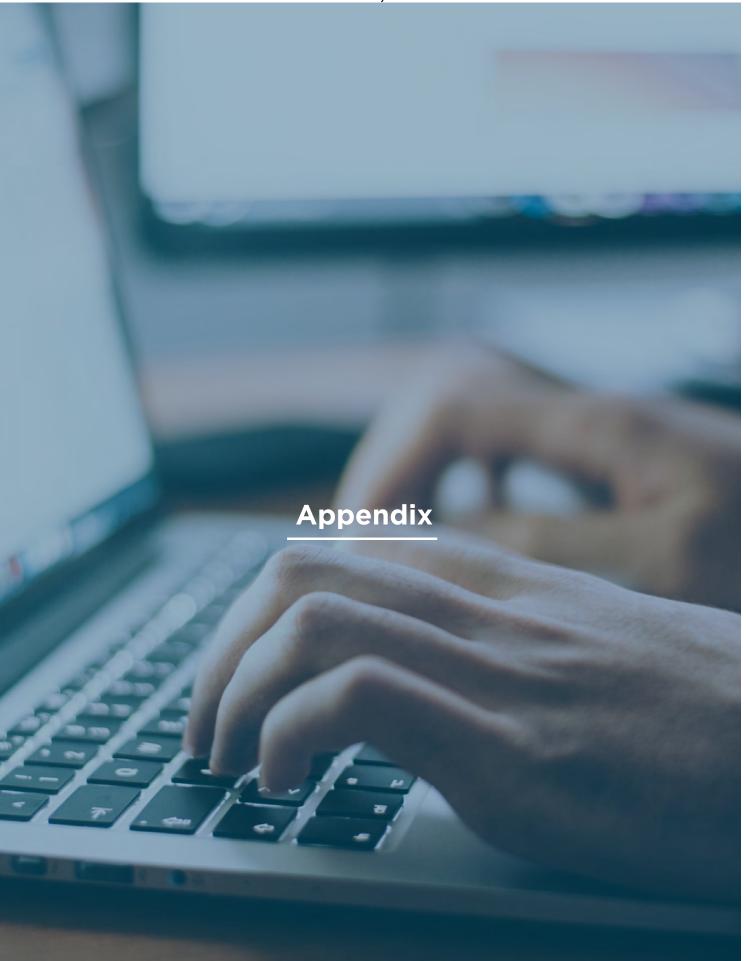
The recommendations from the task force are a necessary step forward in protecting valuable Idaho resources from cyberattack while preparing the state for future threats and exigencies. Thanks to the task force members and all contributors to this process.

By focusing our efforts on active engagement, adaptability, and coordination, Idaho is stepping up to meet the global threat head-on. But it will take all of us to be successful.

From increasing resources for cybersecurity education and workforce training, to protecting our state's most vital infrastructure, partnerships will be critical. It will also be critical to continue the work of this task force and continue to make investments in cybersecurity in Idaho. Other states are already making significant investments in cybersecurity. Idaho must continue to do the same, or risk falling behind.

By working together, sharing information, communicating regularly, and remaining vigilant to the ever-evolving landscape, Idaho can help prevent, detect, respond, and recover from present and future cyber threats.





References

- 1. Montgomery, Mark. United States Cyberspace Solarium Commission, 12 Mar. 2020, https://www.solarium.gov/.
- 2. Temple-Raston, Dina. "A 'Worst Nightmare' Cyberattack: The Untold Story of the Solarwinds Hack." NPR, NPR, 16 Apr. 2021, https://www.npr.org/2021/04/16/985439655/a-worst-nightmare-cyberattack-the-untold-story-of-the-solarwinds-hack.
- 3. Greenberg, Andy. "A Hacker Tried to Poison a Florida City's Water Supply." Wired, Conde Nast, 8 Feb. 2021, https://www.wired.com/story/oldsmar-florida-water-utility-hack/.
- 4. Greenberg, Andy. "The Colonial Pipeline Hack Is a New Extreme for Ransomware." Wired, Conde Nast, 8 May 2021, https://www.wired.com/story/colonial-pipeline-ransomware-attack/.
- 5. Batista, Fabiana, et al. "All of JBS's U.S. Beef Plants Were Forced Shut by Cyberattack." Bloomberg.com, Bloomberg, 31 May 2021, https://www.bloomberg.com/news/articles/2021-05-31/meat-is-latest-cyber-victim-as-hackers-hit-top-supplier-jbs.
- 6. Maness, Ryan C, and Brandon Valeriano. "Cyber Spillover Conflicts: Transitions from Cyber Conflict to Conventional Foreign Policy Disputes?" Conflict in Cyber Space Theoretical, Strategic and Legal Perspectives, edited by Karsten Friis and Jens Ringsmose, 1st Edition ed., Routledge, Taylor, Francis Group, London, NA, 2017, pp. 45-64.
- 7. The White House. "Statement by President Biden on Our Nation's Cybersecurity." The White House Briefing Room, The United States Government, 21 Mar. 2022, https://www.whitehouse.gov/briefing-room/statements-releases/2022/03/21/statement-by-president-biden-on-our-nations-cybersecurity/.
- 8. Zetter, Kim. "Inside the Cunning, Unprecedented Hack of Ukraine's Power Grid." Wired, Conde Nast, 3 Mar. 2016, https://www.wired.com/2016/03/inside-cunning-unprecedented-hack-ukraines-power-grid/.
- 9 Sabin, Sam. "U.S. Cyber Officials Brace for Attacks in Wake of Ukraine Invasion." POLITICO, 28 Feb. 2022, https://www.politico.com/newsletters/weekly-cybersecurity/2022/02/28/u-s-cyber-officials-brace-for-attacks-in-wake-of-ukraine-invasion-00012203.
- 10. Milmo, Dan. "Anonymous: The Hacker Collective That Has Declared Cyberwar on Russia." The Guardian, Guardian News and Media, 27 Feb. 2022, https://www.theguardian.com/world/2022/feb/27/anonymous-the-hacker-collective-that-has-declared-cyberwar-on-russia.
- 11. Osborne, Charlie. "Enterprise Data Breach Cost Reached Record High during COVID-19 Pandemic." ZDNet, ZDNet, 28 July 2021, https://www.zdnet.com/article/enterprise-data-breach-cost-reached-record-high-during-covid-19-pandemic/.

References

- 12. Lee, Ahyoung & Wang, Xuan & Nguyen, H. & Ra, Ilkyeun. (2018). A Hybrid Software Defined Networking Architecture for Next-Generation IoTs. KSII Transactions on Internet and Information Systems. 12. 932-945. 10.3837/tiis.2018.02.024.
- 13. NIST SP 800-207: Zero Trust Architecture. 2020. https://nvlpubs.nist.gov/nistpubs/SpecialPublications/NIST.SP.800-207.pdf
- 14. Pearlson, Keri, and Nelson Novaes Neto. "7 Pressing Cybersecurity Questions Boards Need to Ask." Harvard Business Review, Harvard Business Publishing, 7 Mar. 2022, https://hbr.org/2022/03/7-pressing-cybersecurity-questions-boards-need-to-ask.
- 15. Morse, Andrew. "Colonial Pipeline CEO Tells Senate Decision to Pay Hackers Was Made Quickly." CNET, CNET, 8 June 2021, https://www.cnet.com/news/privacy/colonial-pipeline-ceo-tells-senate-decision-to-pay-hackers-was-made-quickly/.

Cybersecurity Resources

- Cybersecurity and Infrastructure Security Agency (CISA) https://www.cisa.gov/
- Cybersecurity Manufacturing Innovation Institute (CyManII) https://cymanii.org/
- Federal Bureau of Investigation (FBI) https://www.fbi.gov/
- Idaho State Board of Education (SBOE) https://boardofed.idaho.gov/
- National Security Agency (NSA) https://www.nsa.gov/
- State of Idaho Cybersecurity https://cybersecurity.idaho.gov/
- State of Idaho Information Technology Services (ITS) https://its.idaho.gov/
- State of Idaho Office of Emergency Management (OEM) https://ioem.idaho.gov/
- United States Department of Homeland Security (DHS) https://www.dhs.gov/

Idaho University Cybersecurity Programs

- Boise State University (BSU) https://www.boisestate.edu/cybersecurity/programs/
- College of Eastern Idaho (CEI) https://www.cei.edu/programs-of-study/technology/ cybersecurity-center
- College of Southern Idaho https://www.csi.edu/information-technology/community/ cybersecurity/default.aspx
- College of Western Idaho (CWI) https://cwi.edu/program/cybersecurity
- Idaho State University (ISU) https://www.isu.edu/industrialcybersecurity/
- Lewis and Clark State College (LCSC) https://www.lcsc.edu/program-finder/ cybersecurity
- North Idaho College (NIC) https://www.nic.edu/cybersecurity/
- University of Idaho Cybersecurity (U of I) https://www.uidaho.edu/engr/programs/ cybersecurity

Task Force Members



Tom Kealey, Director, **Idaho Department of** Commerce



Zach Tudor, Associate Laboratory Director, Idaho National Laboratory



General Brad Richy, **Director, Office of Emergency** Management



Jeff Weak, **Administrator, Office** of Information **Technology Services**



Lisa Grow, President & CEO, IDACORP and **Idaho Power**



George Mulhern, CEO, Cradlepoint



Jeff Newgard, President & CEO, Bank of Staff, Senator Jim of Idaho



Ryan White, Chief Risch



Anand Bahl, Chief Information Officer, **Micron Technology**



Domini Clark, CEO, **Blackmere Consulting**

Task Force Members



Edward Vasko, **Director Pervasive** Cybersecurity, BSU



Dr. Scott Snyder, Dean, Dr. Christopher College of Science and Nomura, Vice **Engineering, ISU**



President for Research and Economic **Development, U of I**



Ben Ysursa, Former **Idaho Secretary of State**



Brad Wiskirchen, **VP and General** Manager, Kount-Equifax Engineering



Frank Harrill, VP of **Security, Schweitzer Laboratories**



Rep. Brooke Green





Rep. Dustin Manwaring Sen. Jim Woodward

Committees



Election Security

- Ben Ysursa, Chair, Former Secretary of State
- Ryan White, Office of Senator Jim Risch
- George Mulhern, Cradlepoint
- Dr. Hoda Mehrpouyan, BSU
- · Dr. Amit Jain, BSU
- Sharee Sprague, Power County
- Jason Maughan, INL
- · Chad Houck, Secretary of State



Cyber Literacy

- Jeff Newgard, Chair, Bank of Idaho
- Jeff Weak, Information Technology Services
- Dr. Christopher Nomura, U of I
- Senator Jim Woodward
- Dick Fosbury, Blaine County
- Ron Pisaneschi, Idaho Public Television (IPTV)
- Britt Raybould, Raybould Farms
- John Keenan, INL

Critical Infrastructure

- Frank Harrill, Chair, Schweitzer
 Engineering Laboratories
- General Brad Richy, Office of Emergency Management
- · Lisa Grow, Idaho Power
- Representative Brooke Green
- Ed Vasko, BSU
- Will Hart, Idaho Consumer Owned
 Utilities Association (ICUA)
- Will Goodman, Boise School District
- Tom Schultz, Idaho Forest Group
- Kelly Wilson, INL



Workforce Development

- Domini Clark, Chair, Blackmere Consulting
- Anand Bahl, Micron Technology
- Dr. Scott Snyder, ISU
- · Brad Wiskirchen, Kount
- Representative Dustin Manwaring
- Dr. Rick Aman, CEI
- Eleanor Taylor, INL
- John Young, Workforce Development Council

Staff Contributors

Idaho National Laboratory: Ethan Huffman, Elli Brown, John Revier Idaho Commerce: Matt Borud, Carmen Achabal, Cody Allred





Cybersecurity Task Force Meeting

Thursday, August 19, 2021 1:00 p.m. to 5:00 p.m. MT The Riverside Hotel – Cinnabar Conference Room 2900 W. Chinden Blvd. Garden City, ID 83714

Meeting ID: 851 5003 3922
Click here to join the meeting remotely.
*Members may also be attending via conference call.

Time	Topic	Lead	Notes
1:00 p.m.	Call to Order and Welcome	Tom Kealey	
1:15 p.m.	Overview of Mission and Deliverables	Zach Tudor & Tom Kealey	
1:30 p.m.	Introduction of Task Force Members and Support Team	Zach Tudor	
2:30 p.m.	Setting the Stage – State and National Challenges	Zach Tudor & Tom Kealey	
3:00 p.m.	Break	Tom Kealey	
3:15 p.m.	 Why Idaho – Assets and Opportunities Panel Discussion Zach Tudor, INL, Associate Lab Director Ryan White, Senator Jim Risch's Office, Chief of Staff Scott Cramer, Cybercore Integration Center, Director General Brad Richy, IOEM, Director Brad Wiskirchen, Idaho Cyber Alliance, Founder 	Zach Tudor	
4:15 p.m.	Next Steps – Subcommittees and Meetings	Tom Kealey	
4:55 p.m.	Public Comments	Zach Tudor	
5:00 p.m.	Adjournment	Tom Kealey	Action Item

700 W State Street, Boise, Idaho 83702 — 208.334.2470 or 800.842.5858 — commerce.idaho.gov





CYBERSECURITY TASK FORCE MEETING

Thursday, September 30, 2021 9:00 a.m. – 2:00 p.m. MT

The public meeting will be located at 700 W. State St. Boise, ID 83702, second floor, Clearwater conference room. Seating is limited. The public is encouraged to participate online.

Click the link below to join this meeting remotely. https://us02web.zoom.us/s/88217307865?pwd=YzhodWY4TTkwZnRMVVRCWklYdW5RUT09

Time	Topic	Lead	Notes
9:00 a.m.	Call to Order, Welcome and Updates Subcommittee Introductions	Tom Kealey	Action Item
9:30 a.m.	Elections in Idaho Presenter: Ben Ysursa, Former Idaho Secretary of State	Zach Tudor	
9:45 a.m.	Idaho Election Cybersecurity Center Presenter: Dr. Hoda Mehrpouyan, Boise State University	Tom Kealey	
10:15 a.m.	National Perspective on Election Security Presenter: Bob Kolasky, Director National Risk Management Center	Zach Tudor	
10:45 a.m.	Break		
11:00 a.m.	State and National Perspective on Election Security Panel Discussion Moderator: Zach Tudor, INL, Associate Lab Director Jeremy Epstein, National Science Foundation Chad Houck, Idaho Secretary of State Office Sharee Sprauge, Power County	Zach Tudor	
12:00 p.m.	Task Force Reflections and Input	Tom Kealey	
12:30 p.m.	Break		
1:00 p.m.	Subcommittee Reports Election Security: Ben Ysursa Workforce Development: Domini Clark	Zach Tudor	

700 W State Street, Boise, Idaho 83702 — 208.334.2470 or 800.842.5858 — commerce.idaho.gov





CYBERSECURITY TASK FORCE MEETING

Wednesday, November 10th 8:00 a.m. MT – 4:00 p.m. MT

The public meeting will be located at 700 W. State St. Boise, ID 83702. Seating is extremely limited. The public is encouraged to participate online.

Click the link below to join the meeting remotely: https://us02web.zoom.us/j/81755325544?pwd=QIVEcXIqUW9JREk0Z1pBOHZUK3phdz09

Time	Topic	Lead
8:00 am	Call to Order, Welcome and Updates	Zach Tudor
8:10 am	National Priorities and Perspectives on Cybersecurity Presenter: Rob Lee; Dragos, Inc	Tom Kealey
8:45 am	Critical Infrastructure Overview and Subcommittee Update Presenter: Frank Harrill	Tom Kealey
9:15 am	DOE Cyber Testing for Resilient Control Systems (CyTRICS) presenter: Ginger Wright	Zach Tudor
9:45 am	DHS Regional Resiliency Assessment Program Briefing Presenter: Kelly Wilson	Zach Tudor
10:15 am	State and National Perspective on Critical Infrastructure Panel Discussion Moderator: Frank Harrill Brad Richy, Office of Emergency Management	Zach Tudor
	Paul Shaver, Mandiant	
	Tobias Whitney, Fortress Information Security	
	Sgt. Bret Kessinger, Idaho State Police	
	Kevin Reifsteck, Microsoft	
11:15 am	Task Force Reflections and Input	Tom Kealey
11:45 am	Break	T 1/1
12:15 pm	Cyber Literacy Overview and Subcommittee Update Presenter: Jeff Newgard	Tom Kealey
12:30 pm	US Secret Service Cybersecurity Briefing Presenter: Paul Hagedorn, Sr. Special Agent	Tom Kealey
1:15 pm	Educating and Empowering Cybersecurity Presenter: Lisa Plaggemier, National Cybersecurity Alliance	Tom Kealey
2:00 pm	Perspectives on Cyber Literacy for Small Businesses Moderator: Jeff Newgard Daniel DeCloss, PlexTrac	Tom Kealey
	James Perry, Amazon Web Services	
2:45 pm	Evan Francen, Security Studio Task Force Reflections and Input	Tom Kealey
3:15 pm	Subcommittee Updates: Election Security, Ben Ysursa Workforce Development, Domini Clark	Zach Tudor
3:45 pm 4:00 pm	Public Comments Action Items and Adjournment Future meeting dates: December 15th – Location TBD February 9th – Boise	Tom Kealey Zach Tudor





CYBERSECURITY TASK FORCE MEETING

Wednesday, December 15th 9:00 a.m. MT – 4:35 p.m. MT

The public meeting will be located at 700 W. State St. Boise, ID 83702. Seating is extremely limited. The public is encouraged to participate online.

Join the meeting remotely using the link below:

https://us02web.zoom.us/s/85656444646

Time	Topic	Lead
9:00 a.m. 9:10 a.m.	Call to Order and Welcome National Perspectives and Initiatives on Cybersecurity Workforce Development	Tom Kealey Zach Tudor
10:00 a.m.	Presenter: Nitin Natarajan, Deputy Director Cybersecurity & Infrastructure Security Agency (CISA) Sparking Cyber Interest in America's Future Presenter: Pat Yongpradit, Chief Academic Officer CODE.org	Tom Kealey
10:30 a.m.	Break	
10:45 a.m. 11:00 a.m.	Task Force Reflections and Input Workforce Development Subcommittee Update	Zach Tudor Domini Clark
11:15 a.m.	Idaho K-12 Efforts in Increasing Cybersecurity Interest Moderator: Wendi Secrist, Idaho Workforce Development Council Kaitlin Maguire, Ph.D., Idaho STEM Action Center Jennifer Jackson, Idaho National Laboratory Ryan Gravette, Idaho Digital Learning Alliance Roger Plothow, Idaho Business for Education	Tom Kealey
12:15 p.m.	Lunch Break	
1:00 p.m.	Cybersecurity and Workforce Transformation Presenter: Diana Burley, Ph.D., Vice Provost for Research American University	Zach Tudor
1:30 p.m.	Synergizing Idaho's Higher Education Cyber Initiatives Moderator: Domini Clark, Blackmere Consulting Dr. Michael Haney, University of Idaho Dr. Terry Soule, University of Idaho Ed Vasko, Boise State University Dr. Rick Aman, College of Eastern Idaho	Tom Kealey
2:45 p.m.	Break	
3:00 p.m.	Apprenticeships: Transitioning Veterans to Cyber Heroes Moderator: Dr. Scott Snyder, Idaho State University Mark Tschampl, Idaho Division of Veteran Services Dr. Mindi Anderson, Idaho Veterans Chamber of Commerce Alison Garrow, Mission 43	Zach Tudor
	Ephraim Peterson, Veteran - DOD SkillBridge Program	
4:00 p.m.	Task Force Reflections and Input	Tom Kealey
4:15 p.m.	Short-Term Recommendations February 9 th Meeting Expectations and Preparation	Zach Tudor and Tom Kealey
4:30 p.m. 4:35 p.m.	Public Comments Action Items and Adjournment	Zach Tudor Tom Kealey

700 W State Street, Boise, Idaho 83702 — 208.334,2470 or 800.842,5858 — commerce.idaho.gov





CYBERSECURITY TASK FORCE MEETING

Wednesday, February 9th 1:00 p.m. MT – 5:00 p.m. MT

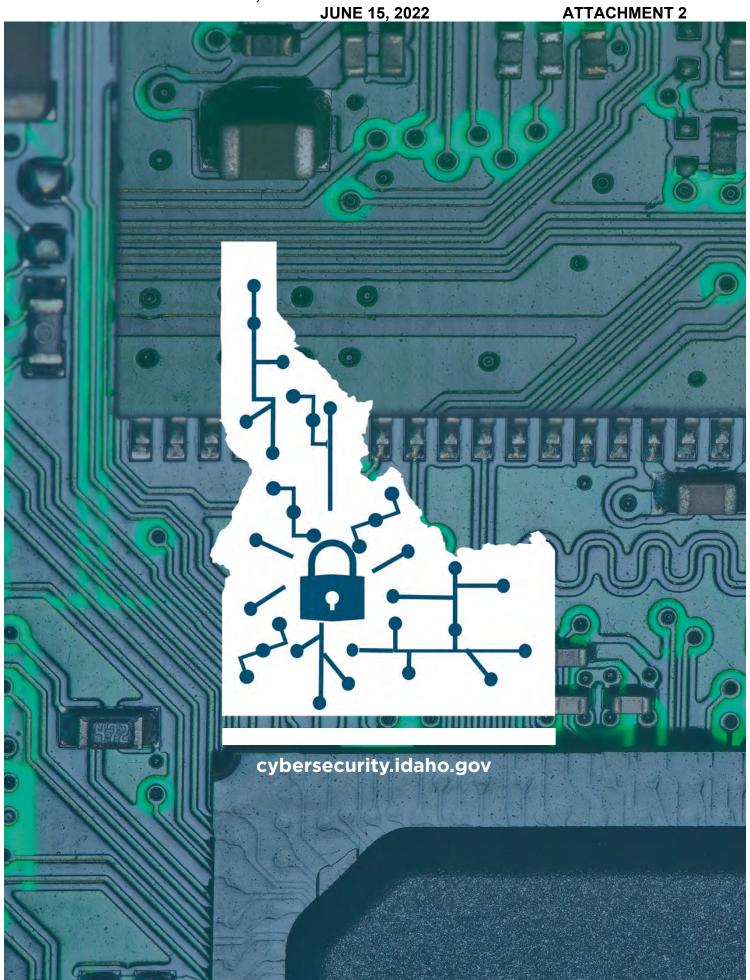
The public meeting will be located at 700 W. State St. Boise, ID 83702. Seating is extremely limited. The public is encouraged to participate online.

Click the link below to join the meeting remotely:

 $\frac{https://us02web.zoom.us/s/88217307865?pwd=YzhodWY4TTkwZnRMVVRC}{WklYdW5RUT09}$

Time	Topic	Lead	Notes
1:00 p.m.	Call to Order, Welcome and Updates	Tom Kealey	Action Item
1:15 p.m.	Review Draft Recommendations and Report Facilitator: Darcie Martinson	Zach Tudor	
4:45 p.m.	Public Comment Period	Tom Kealey	
4:50 p.m.	Path Forward – Review Schedule	Tom Kealey	
5:00 p.m.	Action Items and Adjournment	Zach Tudor	

 $700 \ W \ State \ Street, \ Boise, \ Idaho \ 83702 \ - \ 208.334.2470 \ or \ 800.842.5858 \ - \ commerce.idaho.gov$



TAB 5 Page 34 **PPGA**

UNIVERSITY OF IDAHO

SUBJECT

University of Idaho Extension 4-H Youth Development Program – Extended Learning Opportunities Provider Application

APPLICABLE STATUTE, RULE, OR POLICY

Idaho Code Chapter 64, Section 33

BACKGROUND/DISCUSSION

The University of Idaho Extension 4-H Youth Development Program requests permission to serve as a statewide provider of for-credit programs to K-12 public school students, as allowed by Idaho Code Chapter 64, Section 33. Idaho 4-H has a long history providing extensive programming for Idaho youth, partnering with schools across the state. As such, 4-H is uniquely positioned to help Idaho students earn school credit, adding additional value to their current curriculum through experiential learning that will serve them throughout their lifetime.

The 4-H program year begins October 1 each year, and most proposed creditbearing programs would conclude the following summer after the student completes their exhibition at county fairs around the state. Completion of credits would then be awarded at the end of the student's next fall semester. Other programming such as 4-H Know Your Government is completed during the spring legislative session and credits could be awarded at the end of spring semester.

IMPACT

Over 14,000 K-12 students in Idaho are members of 4-H clubs and more than 70,000 participate in 4-H to some extent. Approval of this request would positively impact thousands of 4-H club members that complete approved programming to earn mastery credit in elementary school and credits towards graduation in middle and high school.

ATTACHMENTS

Attachment 1 – University of Idaho Extension letter requesting State Board of Education Approval

Attachment 2 – 4-H Youth Development Program Course List and Descriptions

BOARD STAFF COMMENTS AND RECOMMENDATIONS

HB 172 (2021), enacted by the 2021 Legislature created Chapter 64, Title 33, establishing extended learning opportunities for public school students. Section 33-6401, Idaho Code, entitles students attending public school in Idaho to be eligible to participate in learning experiences out of the classroom. These learning experiences may be approved by the State Board of Education as a statewide eligible program or by the school district or charter school (local education agency) as a locally available program.

Each local education agency is required to adopt extended learning opportunities program policies identifying how students may apply for credit and how programs may apply to offer extended learning opportunities. To earn credit or acknowledgement that a required standard has been met, the student must agree to abide by the local education agency's policy for recognition of extended learning opportunities. The award of credits at the high school level must also conform to the high school accreditor standards for the awarding of credit.

Section 33-6402, Idaho Code, requires the Board adopt a policy regarding extended learning opportunities. Board staff is working with interested parties in developing the policy as well as exploring similar programs in other states. This program will serve as a pilot for the process of bringing proposals forward to the Board. The first reading of the Extended Learning Opportunities policy is scheduled to come before the Board at the August 2022 regular Board meeting.

Approval of this program by the Board as an eligible program will alleviate the need for each local education agency to approve the program. For specific subject area credits to be granted, additional work will need to be done to show the individual programs meet the content standards for the applicable subject area or credits could be granted as elective credits. The content standards alignment is not necessary for programs that are used toward elective credits.

Staff recommends approval.

BOARD ACTION

I move to approve the request by the University of Idaho 4-H Youth Development Program to serve as a statewide provider of for-credit programs to Idaho K-12 public school students through those programs listed in Attachment 2. The awarding of individual student credit is subject to the local education agency policy. Credits awarded for core subject areas must align to the applicable content standards credits are being awarded toward.

ivioved by Seconded by Carried res No	Moved by _	Seconded by	Carried Yes	No
---------------------------------------	------------	-------------	-------------	----

May 2, 2022

Idaho State Board of Education % Mr. Matt Freeman P.O. Box 83720 Boise, ID 83720-0037

Dear State Board of Education.

On behalf of the University of Idaho Extension 4-H Youth Development Program, I am writing with a formal request under Idaho Code Chapter 64, Section 33 that we be approved as a statewide provider of for-credit programs to public-school students.

The code describes Extended Learning Opportunities as "... enrichment opportunities outside of a classroom setting; [and] career readiness or employability skills, including internships, preapprenticeships, and apprenticeships ..."

The code also states that credits can be approved by the Idaho State Board of Education either for graduation (if students are in middle school or high school) or through mastery of required skills or state standards (if students are in elementary school.)

We are delighted that the Idaho Legislature approved, and Gov. Brad Little signed into law this innovative bill. As you likely know, Idaho 4-H programs work collaboratively with youth, parents and community partners including schools across the state to provide non-formal educational opportunities to Idaho youth. We have abundant examples of successful, local 4-H programs using aligned, standard curriculum to drive hands-on learning for students.

We believe 4-H is the ideal organization to be the first for approval by the State Board to offer Extended Learning Opportunities statewide. Since our founding in Idaho 110 years ago, 4-H has provided high-quality learning opportunities in science, government, history and more through handson programs, project-based learning, and educational experiences.

4-H'ers learn through their involvement with caring adults and develop a spark which is the youth's personal view of their potential. 4-H sparks the inner passions, interests and talents of young people that inspire them on the path to thriving in today's world.

Through 4-H, some youth learn through courses that are taught in a school in partnership with a certified teacher, while in other cases they are offered as an after-school program or off-site with certified volunteers. But in all cases the courses are teaching Idaho students the foundational life skills they need to be successful students and citizens.

Examples of our Extended Learning Opportunities include:

 We responded to a huge increase in interest for our Animal Science program by developing a training program so that volunteers could lead students though a curriculum rooted in standards from the National Science Foundation.

- We collaborate in the Magic Valley with Boys & Girls Clubs, the county and local schools on STEM enrichment programs for elementary school students, and expanded that commitment to help fund AmeriCorps volunteers, who lead the programs.
- Each year we host the 'Know Your Government' conference, bringing students in grades eight and nine together from around the state to learn about Idaho state government and the legislature. (It is organized each year in collaboration with graduates of the program.)

There is so much more. Enclosed with this letter are descriptions of the programs we offer in partnership with youth, families, community partners, and schools throughout Idaho. These programs align to state standards and require a student to show mastery of subjects before completion.

We are delighted by the opportunity to submit this formal application for approval. We are happy to work with your staff on whatever information you need to approve our curriculum under the new Extended Learning Opportunities law.

Please contact me with thoughts or questions.

Sincerely,

James Lindstrom, Ed.D.

4-H Youth Development Program Director

Idaho 4-H provides experiences where young people learn by doing through completing hands-on projects in areas like health, science, agriculture, and citizenship. Youth build confidence, creativity, curiosity, and life skills such as leadership and resiliency to help them thrive today and tomorrow.

Research shows 4-H youth excel beyond their peers. A longitudinal study discovered that the structured out-of-school time learning, leadership experiences, and adult mentoring that young people receive through their participation in 4-H plays a vital role in helping them achieve success.

All 4-H projects include enrollment, attendance of a minimum of six club meetings, project meetings, individual project work, a speech or demonstration, an exposition of the project, and the completion of a record book which includes journaling.

Below are programs that Idaho 4-H has delivered that would be excellent examples of Idaho 4-H programming eligible for school certification. The lists include 4-H projects and educational programming led by UI Extension educators and volunteers.

Leadership and Personal Development

Included in the project area are entrepreneurship, youth financial literacy, leadership, and workforce development. 4-H members enrolled in 9,142 projects in this area in 2019-2020. Additional program information includes:

- State Teen Association Conference an opportunity for youth to experience college life, explore
 career opportunities, and prepare for a lifetime of success; 4-day conference at University of
 Idaho Moscow campus
- Juntos 4-H this program encourages underserved Latinx youth and their families to gain the knowledge and skills they need to access higher education. Jerome, Twin Falls, Blaine, and Canyon Counties are involved in the program.
- Camp Counselors resident camping programs throughout the state rely on trained teens to act as mentors in a leadership role with younger youth.
- Ambassadors Trained 4-H Teens represent the program through public presentations on the county and state levels.

Civic Engagement

- Know Your Government is a project and program area that empowers youth to be well-informed citizens actively engaged. Youth are in their communities by learning how state government decision making works, influencing state government, how the state judicial system works, how cases are brought to court, and observing the legislative process in action, a three-day conference in Boise. Project enrollment in 2019-2020 was 362.
- International exchange programs are reciprocal hosting and traveling to various countries, including throughout the world, including Japan and Korea. For example, Idaho 4-H Youth Development has hosted 60 youths and sent 6 7 youth per year prior to COVID-19.

Communications & Expressive Arts

This project area includes various projects, including drama, jewelry making, leathercraft, music, cowboy poetry, photography, and design concepts. Project enrollment in 2019-2020 was 5,493.

Consumer and Family Sciences

Clothing construction, quilting, consumer education, and heritage crafts make up this project area. In 2019-2020 there were 1,757 4-H projects completed in this area. Additional programs include:

- Financial Management –Jefferson County has a 2-day simulation program
- Child Development babysitting program with military youth and families
- LifeSmarts the ultimate consumer decision-making challenge as part of a national set of contests managed and led by UI Extension educators

Foods and Nutrition

This project area includes food preservation, food sciences, food culture, baking, Dutch-oven cooking, and nutrition. Recent reports indicate that there were 5,568 Food and Nutrition projects enrollments in this project area.

- Cooking & Nutrition Multiple counties throughout the state offer educational workshops and day-camps to facilitate hands-on learning.
- Food Preservation University of Idaho 4-H faculty developed the Food Preservation curriculum that is used nationally.

Health

This project area includes Choose Health, Food Fun, and Fitness, Keeping Fit, first-aid, and yoga for youth. In 2019-2020 there were 4,711 4-H projects in this area 2019-2020.

Animals

Animal Science projects include feed and nutrition, facility management, anatomy and
physiology, biology, biosecurity, and financial management. In addition, Animal Science 4-H
project members select an animal, attend at a minimum of six 4-H Club meetings, either teach
or attend training on five advanced animal science lessons, exhibit their animal, complete a
record book, and give a speech or demonstration on their project. There were 23,274 individual
4-H animal science projects in the 2019-2020 program year.

Biological Sciences

- The Biological Science project area includes plant science, entomology, beekeeping, and veterinary science 4-H projects. There were 3,741 projects taken throughout Idaho in the 2019-2020 project year. Project completion requirements include 4-H meetings, individual study, contests and competitions, speech and demonstrations, and record book completion.
- Other specific programs include:
 - o Hydroponics educational programming in Washington County
 - o Rangeland Skill-a-thon Statewide
 - Dabble in Dissection a dissection lab hosted by 4-H where students dissect a frog, pig, and worm.

Environmental Education & Earth Sciences

 This project area includes various related 4-H projects, including ecology, camping/backpacking, water quality, forestry, geology, shooting sports, survival, and wildlife science. There were 4,759 individual projects in the 2019-2020 program year.

Technology and Engineering

- 4-H projects such as robotics, wood science, electricity, engines, aerospace, and computer science make up this project area. Idaho 4-H Youth Development sponsored 7,740 projects in this area in 2019-2020.
 - o Drones several counties offer drone camps and workshops for youth
 - Coding Cassia County, Twin Falls County, Canyon County, and Ada County 4-H Youth Development programs offer various workshops, camps, and projects in coding
 - o Robotics is a project area and program offered as multiple school enrichment and short-term programs currently offered throughout the state.
 - Think Make Create (TMC) Labs are 16 mobile makerspaces across the state that provide low-tech, hands-on STEM education that includes engineering, electronics, design, art, and literacy, about 850 youth/month are served by TMC hosts

SUBJECT

Charter School Programs Grant Update

APPLICABLE STATUTE, RULE, OR POLICY

Idaho Code Chapter 64, Section 33

BACKGROUND/DISCUSSION

Bluum is a non-profit corporation in existence since 2014. Since then, the organization has supported the growth of high quality charter schools throughout the state. To date, the organization has overseen an investment of more than \$80 million to support the creation of 15,000 charter school seats. The organization has also expanded to provide technical assistance in charter school start-up, operations, facilities financing, school leadership development, special education, governance, and academics. In 2018, Bluum partnered with the Board, the Public Charter School Commission, the J.A. and Kathryn Albertson Family Foundation and Building Hope to secure a \$22 million federal Charter School Programs grant. Bluum serves as the project lead for Idaho's Communities of Excellence Program.

IMPACT

This presentation will provide an overview of the status of the grant as well as an update on some of Bluum's other partnership activities and outcomes.

ATTACHMENTS

Attachment 1 – Presentation

BOARD STAFF COMMENTS AND RECOMMENDATIONS

Idaho received \$17,111,111 in funding over five years. In September 2019, the grant amount was increased to \$22,472,222. Ninety percent of funds will go to charter school start-up, school replication, and school expansion project; seven percent of the funds will be used to provide state-level technical assistance, program evaluation/research for schools and authorized chartering entities. The grant program is open to newly authorized charter schools, expanding or replicating high performing charter schools. Awards are made through a competitive, peer reviewed process.

In addition to the partnership on the Charter School Programs federal grant, Bluum has partnered with the Board office in applying for a grant program whose model was ultimately used for the foundation of the Strong Families, Strong Students program as well as other areas focus on charter school quality and accountability. These efforts have included research like the CREDO report presented to the Board in 2019 that looked at charter school student performance and the current longitudinal student researching full-day kindergarten outcomes that was started in 2021.

BOARD ACTION

This item is for informational purposes only.





State Board of Education

June 2022







WHAT BLUUM VALUES AND DOES



WE BELIEVE

That school choice helps families, children, and educators achieve more and do better.



WE ARE COMMITTED

To ensuring that Idaho's children reach their fullest potential by cultivating great leaders and innovative schools.



ABOUT BLUUM

Bluum is a nonprofit organization helping Idaho become a national model for how to maximize learning opportunities for children and families.

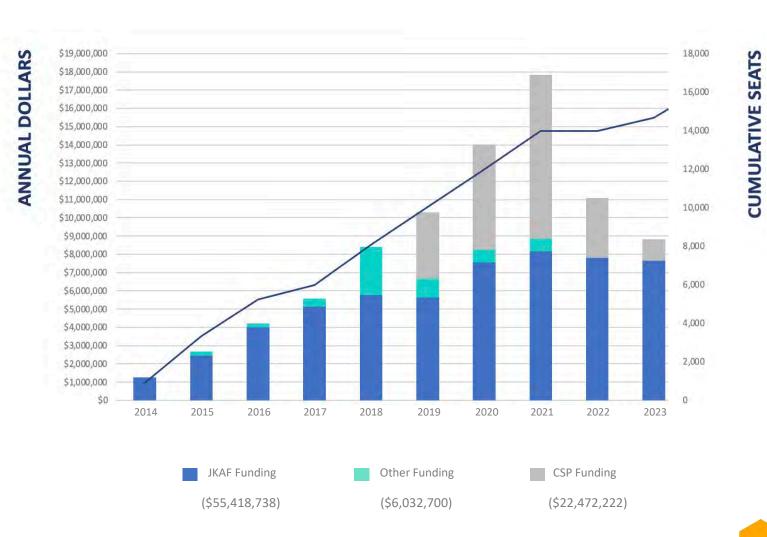
BLUUM EMPOWERS AND SUPPORTS educators who take risks and put children first by:

- Developing innovative leaders;
- Growing successful school models;
- Sharing research and learning innovations;
- Providing school support and management help.



Work getting done at Elevate Academy in Caldwell

1



\$22M

2018 - 2023



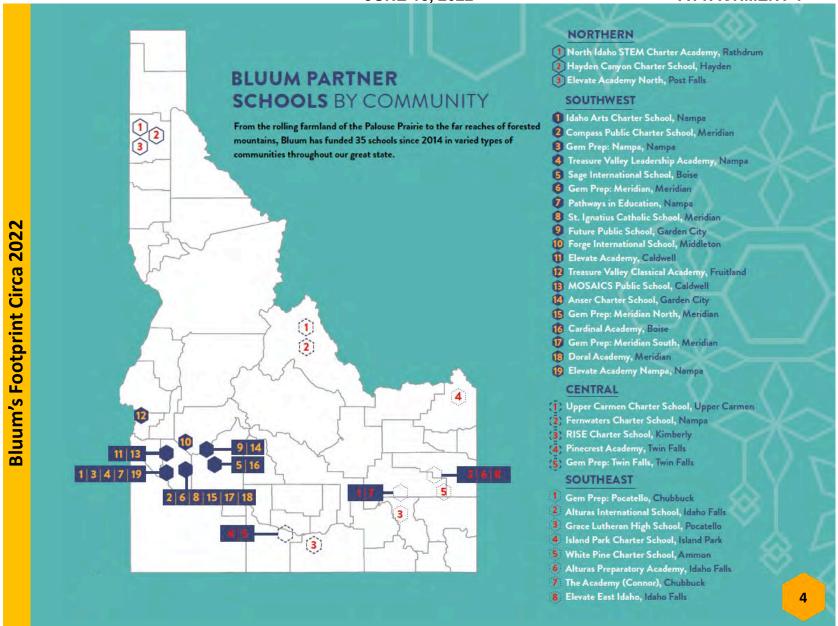
Idaho's "Communities of Excellence" Consortium

- **Bluum** Boise-based non-profit project lead and grant recipient.
- Idaho State Board of Education ultimate state quality control agent.
- J.A. and Kathryn Albertson Family Foundation critical nonprofit funding partner.
- Idaho Public Charter School Commission lead authorizer for new and expanded public charter schools.
- Building Hope nationally-recognized facilities finance experts.

Other Activities done in Partnership with Idaho State Board of Education:

- Strong Families, Strong Students was funded with \$50 million in federal coronavirus relief funds. It enabled eligible families to securely access \$1,500 per child or up to \$3,500 per family credit. Eligible purchases included computer hardware, software, and other devices including adaptive learning technology, internet connectivity, instructional materials, fees for courses, tutoring services, educational services and therapies, and licensed daycare during work hours.
- Full-Day Kindergarten Research engaged Public Impact to analyze academic outcomes of students participating in full-day kindergarten across Idaho as measured by the IRI.

3



First GAN They Applied New Round Date Charter School for CSP as: Seats Total CSP Award Authorizer NCES Code 5/10/19 Compass Public Charter School 319 \$ 800,000 PCSC 21 - Suburb Large Expansion Round 1 5/10/19 Forge International School Replication 653 \$ 1,250,000 PCSC 22 - Suburb Midsize Round 1 5/10/19 Future Public School Start Up 576 \$ 1,250,000 PCSC 21 - Suburb Large Round 1 574 \$ 5/10/19 Gem Prep: Meridian Start Up 1,250,000 PCSC 21 - Suburb Large Round 1 182 \$ 5/10/19 White Pine Charter School Expansion 613,353 PCSC 23 - Suburb-Small Round 1 Subtotal Round 1: 2,304 \$ 5,163,353 11/15/19 Elevate Academy Inc. Start Up 487 \$ 1,250,000 PCSC 22 - Suburb Midsize Round 2 11/15/19 Fern Waters Public Charter School 57 \$ 133,224 Salmon School Dist. Start Up 33 -Town Remote Round 2 3/1/20 Gem Prep Meridian North LLC Start Up 574 \$ 800,000 PCSC 41 - Rural Fringe Round 2 800,000 PCSC 11/15/19 Hayden Canyon Charter Start Up 434 \$ 41 - Rural Fringe Round 2 11/15/19 Mosaics Public School Start Up 540 \$ 800,000 PCSC 41 - Rural Fringe Round 2 702 \$ 11/15/19 Treasure Valley Classical Academy Start Up 1,250,000 PCSC 32 - Town Distant Round 2 Subtotal Round 2: 2,794 \$ 5,033,224 3/1/21 Anser Charter School 21 - Suburb Large Expansion 302 \$ 800,000 PCSC Round 3 4/17/20 Idaho Arts Charter School Expansion 260 \$ 800,000 Nampa School Dist. 22 - Suburb Midsize Round 3 Subtotal Round 3: 562 \$ 1,600,000 12/18/20 Alturas Preparatory Academy Start Up 602 \$ 800,000 PCSC 13- City Small Round 4 12/18/20 Gem Prep Meridian South LLC 574 \$ 800,000 PCSC 41 - Rural Fringe Round 4 Start Up Subtotal Round 4: 1,176 1,600,000 **GRAND TOTAL AFTER ROUND 4:** 6,836 \$ 13,396,577 5/14/21 Cardinal Academy Incorporated Start Up 120 \$ 12-City, Midsize Round 5 376,085 PCSC 5/14/21 Doral Academy of Idaho, Inc. Start Up 342 \$ 500,000 PCSC 21-Suburb, Large Round 5 5/14/21 Elevate Academy Nampa LLC Start Up 486 \$ 800,000 PCSC 22-Suburb, Midsize Round 5 5/14/21 Elevate Academy North LLC Start Up 308 \$ 800,000 PCSC 23-Suburb, Small Round 5 Round 5 5/14/21 Pinecrest Academy of Idaho, Inc. Start Up 367 \$ 501,600 PCSC 33-Town, Remote 5/14/21 Rise Charter School, Inc. 225 \$ 405,615 Kimberly SD 33-Town, Remote Start Up Round 5 5/14/21 The Academy, Inc. (ABN Connor Academy) 282 \$ 800,000 PCSC Expansion 41-Rural, Fringe Round 5 2,130 \$ Subtotal, Round 5: 4,183,300 **GRAND TOTAL:** 8,966 \$ 17,579,877 AMOUNT REMAINING TO ALLOCATE TO SCHOOLS IN 2022 \$2,645,123

JUNE 15, 2022

Overall, how satisfied are you with this school?

89.4%

Very Satisfied

97.4%

Very Satisfied





If you could choose to work anywhere, would you choose:

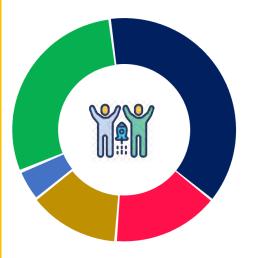
72.2%

To continue teaching at your charter school

80%

To continue teaching at your charter school

2014-19



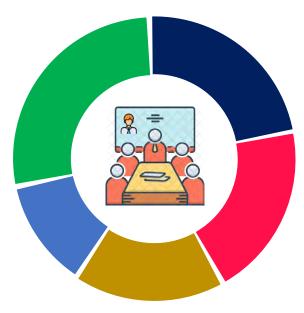
22 Schools 9,646 Seats

- Grantmaking/Intermediary
- School Finance
- **School Troubleshooting**
- Fellow Development
- Research/Advocacy/Storytelling

The Team



2020-22



31 Schools * **13,966 Seats**



Academics

Operations

SPED

Facilities/Finance

Technical Assistance Governance

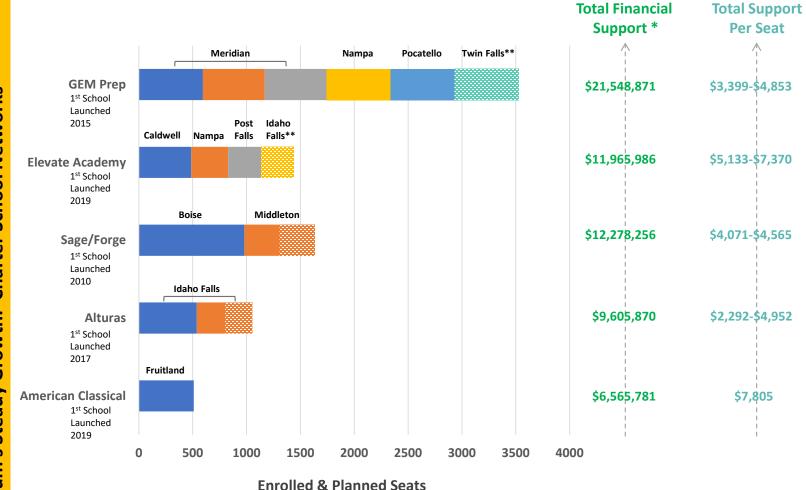
Talent

Communications

* Plus Six Non-Bluum CSP Funded

7

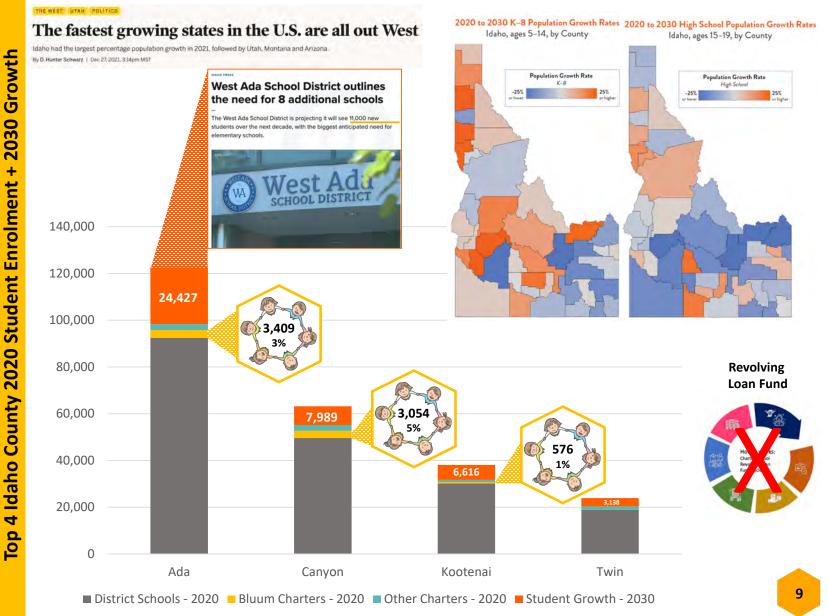
Strategic Planning



^{*} Total Financial Support = JKAF Direct Grants, Fellowships, BH PRI, CSP Grants, and Other Support

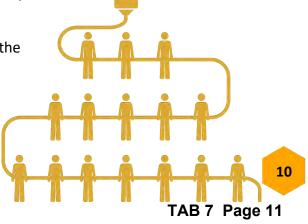
^{**} GEM Prep Twin Falls & Elevate Idaho Falls are Applying for HPM and CSP Funding (\$850K Max)

ATTACHMENT 1



ATTACHMENT 1

- **1. Talent is key to success** both on the Bluum team (staff and consultants); and within the schools we support.
- **2. It's about results** our efforts should prioritize student performance and success over all other considerations.
- **3. Our work is expensive** the average amount of grant support per school launched has been \$1.45 million, or \$4,109 per seat created. These numbers do not include **facility financing** support, nor does it include Bluum's annual operating costs.
- **4. Our work has been impactful; demand outpaces resources** our collective efforts have impacted the larger education efforts in Idaho (variety of evidence).
- **5. Scale matters** it is more efficient to help a group (e.g. GEM Innovation Schools, Elevate Academies) launch a second, third or fourth school than it is to launch a start-up.
- **6. Rural Idaho is an opportunity** we've made inroads in places like Fruitland, Salmon, Kimberly and Island Park. Demand for choice and innovation in rural Idaho is high.
- **7. Returns on work with traditional school districts** we've spent a lot of effort working to partner with districts (Nampa, Middleton, Kimberly, Preston and Freemont). Would love to do more.
- **8. It's about fairness** our school portfolio should prioritize serving the most highly disadvantaged students first.
- **9. It's about innovation** we are model agnostic as long as partner deliver for families and children.



Impact of Dearth of Quality Data in the Fog of COVID

Problem: COVID and Two Years of No State-Wide Student Achievement Data

JKAF/Bluum Response: Leverage Funding NWEA MAP for K-8 Across Partner Schools Over the Next Three-Five Years

NWEA MAP Math and Reading for Portfolio Schools 2017-2018

STUDENT PERFORMANCE

Bluum's growing portfolio of partner schools are closing the academic gap for Idaho's neediest students, while expanding the number of new school seats in Idaho. The table below compares the performance of students in Bluum partner schools to state averages.

STUDENTS IN BLI	IN LAN
PARTNER SCHOOL	
OUTPERFORMED	THE
STATE AVERAGE	
BY AT LEAST 13%	

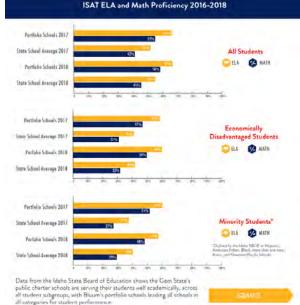
ALL STUDENTS	2017-18		2018-19	
Performance of All Bloom Portner Schools' Students & All Students Statewide	Parmar Schools	All State Public Schools	Partner Schools	All State Public Schools
Proficient ELA	67%	55%	69%	57%
Proficient Math	5874	45%	58%	45%
Making Adequate Growth ELA	73%	65%	75%	65%
Making Adequate Growth Math	63%	54%	68%	54%

OUTPERFORMED THE	
STATE SYEREGE	
BY AT LEAST NO.	

• • • MINORITY STUDENTS	2017-18		2017-18 2018-19		118-19
Performance of "Minarity Students" by All Bloom Partner Schools Students & All Students Statewide	Farmer Schools	All State Public Schools	Paris Milash	All State Public Schools	
Proficient ELA	25	40%	- 11	41%	
Proficient Math	481	29%	161	30%	
Making Adequate Growth ELA	100	55%	400	56%	
Making Adequate Growth Math	500	41%	140	43%	

0	UTPERFORMED THE
	ATE AVERAGE HELA
	CHICIENCY BY AT
w	AST 16%
100	A51 10 h

O ECONOMICALLY DISADVANTAGED STUDENTS	2017-18		2018-19	
Performance of Economically Disadvantaged Students by All Bluum Partner Schools' Students & All Students Statewide	Parties Schools	All State Public Schools	1	All State Public Schools
Proficient ELA.	801	42%	100	43%
Proficient Math	101	32%	400	33%
Making Adequate Growth ELA	683	56%	705	57%
Making Adequate Growth Math	587	44%	100	45%



11

The Story of Idaho's Moral Obligation Law for Charters

The Reality: A growing number of partner schools needing to refinance their facility debt at the lowest rates possible.

A leader's first responsibility is to define reality."

The Process: Learn from other states, especially Utah and Colorado.

- Jim Mattis

The Players: ID Charter School Network, Bluum, National Alliance, Building Hope, Vectra, Piper Sandler, Givens Pursley, Skinner Fawcett, individual schools, the legislature and the Governor.

The Outcome: SENATE BILL 1180 - "created a credit enhancement to help seasoned, stable public charter schools obtain lower interest rates on bonds so more taxpayer money can stay in the schools."

TABLE 1: Purchase-Refinance Bond Financing

School	Prior Annual	New Annual	Annual	Bond Int	% Annual	Refi or Purchase
	Debt Service	Debt Service	Savings	Rate	Savings	(BH = Building Hope)
Sage International	\$740,000	\$618,000	\$122,000	3.44%	16.5%	Refinance
Future Public School	\$658,000	\$520,000	\$138,000	4.16%	21%	BH Lease to Owner
Gem Prep - Meridian	\$548,000	\$515,000	\$33,000	3.49%	6%	BH Lease to Owner
Gem Prep – Nampa	\$631,000	\$511,000	\$120,000	3.57%	19%	BH Lease to Owner
Gem Prep - Pocatello	\$462,000	\$367,000	\$95,000	3.54%	20.6%	BH Lease to Owner
Alturas International*	\$525,000	\$483,000	\$58,000	3.79%	13.7%	BH Lease to Owner
TOTAL			\$566,000			

^{*}Alturas International achieved these savings while borrowing an additional \$1 million for facility updates
Other stories that could be told: streamlining charter application process, charter administrator cert, charter teacher cert.

12

Launch, Grow, and Replicate High-Quality Schools

Key Objectives

- Expand number of "20 in 10" seats in rural areas (TVCA and BCSI)
- Expand number of "20 in 10" seats for students of greatest need (Elevate Academies)
- Grow and replicate high-performing school models (GEM Innovation Schools)
- Launch innovative single site schools (IYR and district partners)
- Explore feasibility of micro-schools for smaller rural communities (GEM Innovation Schools)
- Apply for second federal CSP grant when eligible (Eligible late 2023)

Expand and Mature Leadership Programs

Expand and Mature Community of Practice Capacity

Expand and Mature Data Capacity

Expand and Mature Technical Assistance and Drive Continuous Improvement

Funds will be distributed as follows:

Schedule Date	Notes	Status	Amount	
12/17/2021	Payment – 1	Paid	\$1,416,850	
06/17/2022	Payment – 2	Scheduled	\$1,416,850	
12/16/2022	Payment – 3	Scheduled	\$1,550,650	
06/16/2023	Payment – 4	Scheduled	\$1,550,650	
12/15/2023	Payment – 5	Scheduled	\$1,588,800	
06/16/2024	Payment – 6	Scheduled	\$1,588,800	
		TOTAL:	\$9,112,600	



THANK YOU



Students at Idaho Arts Charter School in Nampa

SUBJECT

Temporary Rule – Docket Number 08-0203-2201

REFERENCE

March 23, 2020 Board approved partial waiver of IDAPA 08.02.03.105,

waiving the college entrance exam, senior project graduation requirements for students graduating in 2020 and administration of the ISAT for the 2020-2021

school year.

October 2020 Board approved partial waiver of IDAPA 08.02.03.105,

waiving the senior project graduation requirement for

students graduating in 2021.

December 2020 Board approved partial waiver of IDAPA 08.02.03.105,

waiving the requirement the college entrance exam

requirement for students graduating in 2021.

A June 2021 Board approved temporary omnibus rules, Dockets 08-

0000-2100 and 55-0000-2100.

August 2021 Board approved proposed rules Dockets 08-0201-

2101, 08-0202-2102, and 08-0203-2101.

October 2021 Board approved proposed Omnibus rule, Docket 08-

0000-2100, incorporating proposed rules approved in

August 2021.

November 2021 Board approved pending Omnibus rule, Docket 08-

0000-2100.

APPLICABLE STATUTE, RULE, OR POLICY

Section 33-105 and 33-1612, Idaho Code

Idaho Administrative Code, IDAPA 08.02.01 - Administration and 08.02.03.112, Accountability

BACKGROUND/DISCUSSION

Section 33-110, Idaho Code, designates the State Board of Education as the State Educational Agency (SEA) and authorizes the Board to negotiate with the federal government, and to accept financial or other assistance to further the cause of education. The Elementary Secondary Education Act (ESEA), as reauthorized by the Every Student Succeeds Act (ESSA) of 2015, requires each state's SEA to submit plans outlining how they will meet the requirements of ESSA to be eligible for the federal funding. States were allowed to submit individual plans for each Title contained in the law or they had the option to submit a single consolidated plan. Idaho, like most states, submitted a single consolidated plan. The Board approved Idaho's Consolidated State Plan at the August 2017 Board meeting. Provisions in ESSA (34 C.F.R. § 299.13(b) and 299.15(a) — Consultation and Stakeholder Engagement, 34 C.F.R. § 299.13(b) — Public Notice and Outreach and Input, and ESSA § 8540 Governor's Consultation) require much broader stakeholder engagement than was previously required under ESEA in the development of state plans.

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

In addition to requiring the same accountability system be used for state and federal accountability, IDAPA 08.02.03.112. establishes the state Comprehensive Assessment Program. These requirements set which statewide assessment will be taken at each grade level, including the Idaho Standards Achievement Test.

During the 2021-2022 negotiated rulemaking cycle, the Board approved amendments to IDAPA 08.02.03 adding chronic absenteeism and removing the student, teacher and parent engagement surveys for use in Idaho's accountability framework. As part of the same process, the Board approved moving the administration of the high school ISAT in English language arts, mathematics and science from grade 10 to grade 11. During the 2022 legislative session, the legislature expressed concern in removing the annual engagement surveys. Because the language in the Omnibus rules goes forward as all new language, in trying to reject the change and maintain the surveys, the legislature rejected the addition of chronic absenteeism; however, this did not result in reinstating the engagement surveys, leaving the state with no measure that could be used across all elementary level schools as required by ESEA.

IMPACT

The temporary rule amendment will bring the accountability framework and comprehensive assessment program into alignment with accountability requirements in ESEA.

ATTACHMENTS

Attachment 1 – Temporary Rule Docket 08-0203-2201

STAFF COMMENTS AND RECOMMENDATIONS

Idaho's assessment and accountability requirements are established in Idaho Administrative Code IDAPA 08.02.03.111 and 112. IDAPA 08.02.03.111 establishes Idaho's comprehensive assessment system and identifies which assessments must be administered in each grade. IDAPA 08.02.03.112 establishes Idaho's accountability framework. The framework consists of standardized assessments as well as other measures that provide a broader picture of our school districts' and charter schools' performance than can be provided through a standardized assessment that only looks at a single point in time. The accountability framework identifies the measures that will be used for accountability, identifies subgroup populations, and establishes other provisions

defining participation and how graduation rates will be calculated. Additionally, it authorizes the Board to establish annual measurable progress requirements. The Board has established requirements for annual measurable progress and measures used for identifying low performing schools for additional assistance through Idaho's ESSA Consolidated State Plan to meet the federal accountability requirements. The temporary rule will add chronic absenteeism as a measure in the accountability framework and a provision for maintaining the engagement surveys outside of the accountability framework. This rule will allow the state to temporarily move forward with chronic absenteeism as an accountability measure for use during the 2022-2023 school year. The temporary rule will expire at the end of the 2023 legislative session. A proposed rule will be brought forward to the Board for consideration that will include an ongoing solution.

The amendments to IDAPA 08.02.03 that went into effect March 15, 2022 require the Board to amend Idaho's Consolidated State Plan. The plan is currently out for public comment and will be brought before the Board for consideration at a later date.

BOARD ACTION

I move to approve	e temporary rule Docket 08-	·0203-2201 as provideo	d in Attachn	nent
Moved by	Seconded by	Carried Yes	No	

ATTACHMENT 1

08.02.03 - RULES GOVERNING THOROUGHNESS

000. LEGAL AUTHORITY.

All rules in this Thoroughness chapter (IDAPA 08.02.03) are promulgated pursuant to the authority of the State Board of Education under Article IX, Section 2 of the Idaho Constitution and under sections 33-116, 33-118, and 33-1612, Idaho Code. Specific statutory references for particular rules are also noted as additional authority where appropriate. (3-15-22)

001. SCOPE.

These rules govern the thorough education of all public school students in Idaho. (3-15-22)

002. -- 003. (RESERVED)

004. INCORPORATION BY REFERENCE.

The following documents are incorporated into this rule:

(3-15-22)

O1. The Idaho Content Standards. The Idaho Content Standards as adopted by the State Board of Education. Individual subject content standards are adopted in various years in relation to the curricular materials adoption schedule. Copies of the document can be found on the State Board of Education website at https://boardofed.idaho.gov. (3-15-22)

a.	Arts and Humanities Categories:	(3-15-22)
i.	Dance, as revised and adopted on August 11, 2016;	(3-15-22)
ii.	Interdisciplinary Humanities, as revised and adopted on August 11, 2016;	(3-15-22)
iii.	Media Arts, as adopted on August 11, 2016.	(3-15-22)
iv.	Music, as revised and adopted on August 11, 2016;	(3-15-22)
v.	Theater, as revised and adopted on August 11, 2016;	(3-15-22)
vi.	Visual Arts, as revised and adopted on August 11, 2016;	(3-15-22)
vii.	World languages, as revised and adopted on August 11, 2016.	(3-15-22)
b.	Computer Science, adopted on November 28, 2016.	(3-15-22)
c.	Driver Education, as revised and adopted on August 10, 2017.	(3-15-22)
d.	English Language Arts/Literacy, as revised and adopted on November 28, 2016.	(3-15-22)
e.	Health, as revised and adopted on August 11, 2016.	(3-15-22)
f.	Information and Communication Technology, as revised and adopted on August 10, 20	17. (3-15-22)
g.	Limited English Proficiency, as revised and adopted on August 21, 2008.	(3-15-22)
h.	Mathematics, as revised and adopted on August 11, 2016.	(3-15-22)
i.	Physical Education, as revised and adopted on August 11, 2016.	(3-15-22)

ATTACHMENT 1

- j. Science, as revised and adopted on August 10, 2017. (3-15-22)
- **k.** Social Studies, as revised and adopted on November 28, 2016. (3-15-22)
- **l.** College and Career Readiness Competencies adopted on June 15, 2017. (3-15-22)
- **O2.** The English Language Development (ELD) Standards. The WIDA 2020 English Language Development (ELD) Standards statements as adopted by the State Board of Education on August 26, 2021. Copies of the document can be found at https://wida.wisc.edu. (3-15-22)
- **03.** The Idaho English Language Proficiency Assessment (ELPA) Achievement Standards. The Idaho English Language Proficiency Assessment (ELPA) Achievement Standards as adopted by the State Board of Education on October 18, 2017. Copies of the document can be found on the State Board of Education website at https://boardofed.idaho.gov. (3-15-22)
- **04. The Idaho Standards Achievement Tests (ISAT) Achievement Level Descriptors.** Achievement Level Descriptors as adopted by the State Board of Education on April 14, 2016. Copies of the document can be found on the State Board of Education website at https://boardofed.idaho.gov. (3-15-22)
- **05. The Idaho Content Standards Core Content Connectors.** The Idaho Content Standards Core Content Connectors as adopted by the State Board of Education. Copies of the document can be found at the State Board of Education website at https://boardofed.idaho.gov. (3-15-22)
 - a. English Language Arts, as adopted by the State Board of Education on August 10, 2017. (3-15-22)
 - **b.** Mathematics, as adopted by the State Board of Education on August 10, 2017. (3-15-22)
 - c. Science, as adopted by the State Board of Education on June 19, 2019. (3-15-22)
- **106. The Idaho Alternate Assessment Achievement Standards.** Alternate Assessment Achievement Standards as adopted by the State Board of Education on October 18, 2017. Copies of the document can be found on the State Board of Education website at https://boardofed.idaho.gov. (3-15-22)
- **O7.** The Idaho Standards for Infants, Toddlers, Children, and Youth Who Are Deaf or Hard of Hearing. As adopted by the State Board of Education on October 11, 2007. Copies of the document can be found on the State Board of Education website at https://boardofed.idaho.gov. (3-15-22)
- **08.** The Idaho Standards for Infants, Toddlers, Children, and Youth Who Are Blind or Visually Impaired. As adopted by the State Board of Education on October 11, 2007. Copies of the document can be found on the State Board of Education website at https://boardofed.idaho.gov. (3-15-22)
- **09. The Idaho Special Education Manual**. The Idaho Special Education Manual as adopted by the State Board of Education on October 17, 2018. Copies of the document can be found on the State Board of Education website at https://boardofed.idaho.gov. (3-15-22)

005. -- 006. (RESERVED)

007. **DEFINITIONS.**

01. Achievement Standards. Define "below basic," "basic," "proficient," and "advanced" achievement levels on the Idaho Standards Achievement Tests (ISAT) and level one (1) through level six (6) on Idaho's English language assessment by setting scale score cut points. These cut scores are paired with descriptions of how well students are mastering the material in the content standards. These descriptions are called performance level descriptors or PLDs, and are provided by performance level, by content area, and by grade.

(3-15-22)

ATTACHMENT 1

- **02. Advanced Opportunities**. Placement courses, Dual Credit courses, Technical Competency Credit, or International Baccalaureate programs. (3-15-22)
- **O3.** Advanced Placement® (AP) College Board. The Advanced Placement Program is administered by the College Board at http://www.collegeboard.com. AP students may take one (1) or more college level courses in a variety of subjects. AP courses are not tied to a specific college curriculum, but rather follow national College Board curricula. While taking the AP exam is optional, students can earn college credit by scoring well on the national exams. It is up to the discretion of the receiving college to accept the scores from the AP exams to award college credit or advanced standing. (3-15-22)
 - **04. All Students**. All public school students, grades K-12. (3-15-22)
- **05. Assessment**. The process of quantifying, describing, or gathering information about skills, knowledge or performance. (3-15-22)
- **06. Assessment Standards**. Statements setting forth guidelines for evaluating student work, as in the "Standards for the Assessment of Reading and Writing." (3-15-22)
- **07. Career Pathway Plan.** The plan that outlines a student's program of study, which should include a rigorous academic core and a related sequence of electives in academic, career technical education (CTE), or humanities aligned with the student's post-graduation goals. (3-15-22)
- **08.** Career Technical Education. Formal preparation for semi-skilled, skilled, technical, or paraprofessional occupations, usually below the baccalaureate level. (3-15-22)
- **09. College and Career Readiness**. College and career readiness is the attainment and demonstration of state board adopted competencies that broadly prepare high school graduates for a successful transition into some form of postsecondary education and/or the workplace. (3-15-22)
- **10. Content Standards**. Describe the knowledge, concepts, and skills that students are expected to acquire at each grade level in each content area. (3-15-22)
- 11. Criteria. Guidelines, rules or principles by which student responses, products, or performances, are judged. What is valued and expected in the student performance, when written down and used in assessment, become rubrics or scoring guides. (3-15-22)
- 12. Diploma. A document awarded to a student by a secondary school to show the student has successfully completed the state and local education agency graduation requirements. Diplomas may be awarded to individuals who attended a secondary school prior to the year in which the student is requesting issuance of a diploma based on the graduation requirements in existence at the time the student attended. Determination of meeting past graduation requirements may be determined based on proficiency as determined by the local education agency. Each local education agency may determine the format of the diploma, including the recognition of emphasis areas based on a student's completion of courses or courses or studies in an emphasis area or educational pathways, including but not limited to science, technology, engineering and math (STEM), career technical education, or arts and music. (3-15-22)
- 13. Dual Credit. Dual credit allows high school students to simultaneously earn credit toward a high school diploma and a postsecondary degree or certificate. Postsecondary institutions work closely with high schools to deliver college courses that are identical to those offered on the college campus. Credits earned in a dual credit class become part of the student's permanent college record. Students may enroll in dual credit programs taught at the high school or on the college campus. (3-15-22)
- **14. Idaho Standards Achievement Tests**. Statewide assessments aligned to the state content standards and used to measure a student's knowledge of the applicable content standards. (3-15-22)

ATTACHMENT 1

- 15. International Baccalaureate (IB). Administered by the International Baccalaureate Organization, the IB program provides a comprehensive liberal arts course of study for students in their junior and senior years of high school. IB students take end-of-course exams that may qualify for college credit. Successful completion of the full course of study leads to an IB diploma. (3-15-22)
- **16. Laboratory**. A laboratory course is defined as one in which at least one (1) class period each week is devoted to providing students with the opportunity to manipulate equipment, materials, specimens or develop skills in observation and analysis and discover, demonstrate, illustrate or test scientific principles or concepts. (3-15-22)
- **17. Portfolio.** A collection of materials that documents and demonstrates a student's academic and work-based learning. A portfolio typically includes many forms of information that exhibit the student's knowledge, skills, and interests. By building a portfolio, students can recognize their own growth and learn to take increased responsibility for their education. Teachers, mentors, and employers can use portfolios for assessment purposes and to record educational outcomes. (3-15-22)
- **18. Project Based Learning**. A hands-on approach to learning that encourages students to create/interpret/communicate an original work or project and assesses quality and success of learning through performance/presentation/production of that work or project. (3-15-22)
 - **19. Proficiency**. Having or demonstrating a high degree of knowledge or skill in a particular area. (3-15-22)
- **20. Standards**. Statements about what is valued in a given field, such as English language arts, and/or descriptions of what is considered quality work. See content standards, assessment standards, and achievement standards. (3-15-22)
- 21. Technical Competency Credit. Technical competency credit is a sequenced program of study that allows secondary students to document proficiency in the skills and abilities they develop in approved high school career technical programs to be evaluated for postsecondary transcription at a later date. Technical Competency Credits are awarded for skills and competencies identified as eligible through an agreement with at least one Idaho postsecondary institution. Eligible skills and competencies are included as part of a high school career technical program and approved by the postsecondary institution through the agreement in advance to student participation. Credits are granted by the postsecondary institution for which the agreement is with and are transcripted at the time the student enrolls at the postsecondary institution. (3-15-22)
- **22. Technology Education**. A curriculum for elementary, middle, and senior high schools that integrates learning about technology (e.g., transportation, materials, communication, manufacturing, power and energy, and biotechnology) with problem-solving projects that require students to work in teams. Many technology education classrooms and laboratories are well equipped with computers, basic hand tools, simple robots, electronic devises, and other resources found in most communities today. (3-15-22)
- **23. Unique Student Identifier.** A number issued and assigned by the Board or designee to each student currently enrolled or who will be enrolled in an Idaho local education agency to obtain data. (3-15-22)

008. – 101. (RESERVED)

102. INSTRUCTIONAL REQUIREMENTS.

- **01. Instruction and Programs**. All schools will deliver a core of instruction and advisement programs (see Section 108, Guidance Programs) for each student in elementary schools, middle schools/junior high and high schools. (3-15-22)
 - **O2.** Standards. All students will meet standards established locally (at a minimum, the standards of the

ATTACHMENT 1

state) through rigorous accountability, which includes challenging examinations, demonstrations of achievement, and other appropriate tests and measures. (3-15-22)

103. INSTRUCTION GRADES 1-12.

- **01. Instruction**. Instruction is inclusive of subject matter, content and course offerings. Patterns of instructional organization are a local school district option. Schools will assure students meet locally developed standards with the state standards as a minimum. This includes special instruction that allows limited English proficient students to participate successfully in all aspects of the school's curriculum and keep up with other students in the regular education program. It also includes special learning opportunities for accelerated, learning disabled students and students with other disabilities. (3-15-22)
- **02. Instructional Courses**. At appropriate grade levels, instruction will include but not be limited to the following: (3-15-22)
- **a.** Language Arts and Communication will include instruction in reading, writing, English, literature, technological applications, spelling, speech and listening, and, in elementary schools, cursive writing. (3-15-22)
- **b.** Mathematics will include instruction in addition, subtraction, multiplication, division, percentages, mathematical reasoning and probability. (3-15-22)
- **c.** Science will include instruction in applied sciences, earth and space sciences, physical sciences, life sciences, and computer science. (3-15-22)
- **d.** Social Studies will include instruction in history, government, geography, economics, current world affairs, citizenship, and sociology. (3-15-22)

104. OTHER REQUIRED INSTRUCTION.

Other required instruction for all students and other required offerings of the school are: (3-15-22)

01. Elementary Schools.

(3-15-22)

a. The following section outlines other information required for all elementary students, as well as other required offerings of the school:

Fine Arts (art and music)

Health (wellness)

Physical Education (fitness)

(3-15-22)

b. Additional instructional options as determined by the local school district. For example:

Languages other than English

Career Awareness (3-15-22)

02. Middle Schools/Junior High Schools.

(3-15-22)

a. No later than the end of Grade eight (8) each student shall develop parent-approved student career pathway plans for their high school and post-high school options. The career pathway plan shall be developed by students with the assistance of parents or guardians, and with advice and recommendation from school personnel. It shall be reviewed annually and may be revised at any time. The purpose of a parent-approved student career pathway plan is to outline a course of study and learning activities for students to become contributing members of society. A student career pathway plan describes, at a minimum, the list of courses and learning activities in which the student will engage while working toward meeting the state and school district's or LEA's graduation standards in preparation for postsecondary goals. The school district or LEA will have met its obligation for parental involvement if it makes a good faith effort to notify the parent or guardian of the responsibility for the development and approval of the career

ATTACHMENT 1

pathway plan. A career pathway plan will not be required if the parent or guardian requests, in writing, that no career pathway plan be developed. (3-15-22)

- **b.** A student must have met the grade eight (8) mathematics standards before the student will be permitted to enter grade nine (9). (3-15-22)
 - **c.** Other required instruction for all middle school students:

Career exploration

Health (wellness)

Physical Education (fitness)

(3-15-22)

d. Other required offerings of the school:

Fine and Performing Arts

Career Technical Education

Advisory Period (middle school only, encouraged in junior high school)

(3-15-22)

03. High Schools.

(3-15-22)

- **a.** High schools must offer a wide variety of courses to satisfy state and local graduation requirements. High schools are required to provide instructional offerings in Physical Education (fitness) and Career Technical Education and the instruction necessary to assure students are college and career ready at the time of graduation. (3-15-22)
- **b.** High schools will annually review and update with the student the student career pathway plans specified in Subsection 104.02.a. (3-15-22)

105. HIGH SCHOOL GRADUATION REQUIREMENTS.

A student must meet all of the requirements identified in this section before the student will be eligible to graduate from an Idaho high school. The local school district or LEA may establish graduation requirements beyond the state minimum.

(3-15-22)

- **01. Credit Requirements.** The State minimum graduation requirement for all Idaho public high schools is forty-six (46) credits and must include twenty-nine (29) credits in core subjects as identified in Paragraphs 105.01.c. through 105.01.h.(3-15-22)
- **a.** Credits. One (1) credit shall equal sixty (60) hours of total instruction. School districts or LEA's may request a waiver from this provision by submitting a letter to the State Department of Education for approval, signed by the superintendent and chair of the board of trustees of the district or LEA. The waiver request shall provide information and documentation that substantiates the school district or LEA's reason for not requiring sixty (60) hours of total instruction per credit. (3-15-22)
- **b.** Mastery. Notwithstanding the credit definition of Subsection 105.01.a., a student may also achieve credits by demonstrating mastery of a subject's content standards as defined and approved by the local education agency (LEA.) (3-15-22)
- c. Secondary Language Arts and Communication. Nine (9) credits are required. Eight (8) credits of instruction in Language Arts. Each year of Language Arts shall consist of language study, composition, and literature and be aligned to the Idaho Content Standards for the appropriate grade level. One (1) credit of instruction in communications consisting of oral communication and technological applications that includes a course in speech, a course in debate, or a sequence of instructional activities that meet the Idaho Speech Content Standards requirements. (3-15-22)
 - **d.** Mathematics. Six (6) credits are required. Secondary mathematics includes Integrated Mathematics,

ATTACHMENT 1

Applied Mathematics, Business Mathematics, Algebra, Geometry, Trigonometry, Fundamentals of Calculus, Probability and Statistics, Discrete Mathematics, and courses in mathematical problem solving and quantitative reasoning including mathematics taken through career technical education programs. Dual credit engineering and computer science courses aligned to the state standards for grades nine (9) through (12), including AP Computer Science and dual credit computer Science courses may also be counted as a mathematics credit. Students who choose to take computer science and dual credit engineering courses may not concurrently count such courses as both a mathematics and science credit for the same course. (3-15-22)

- i. Students must complete secondary mathematics in the following areas: (3-15-22)
- (1) Two (2) credits of Algebra I, Algebra I level equivalent Integrated Mathematics or courses that meet the High School Algebra Content Standards; (3-15-22)
- (2) Two (2) credits of Geometry, Geometry level equivalent Integrated Mathematics, or courses that meet the Idaho High School Geometry Content Standards; and (3-15-22)
 - (3) Two (2) credits of mathematics of the student's choice. (3-15-22)
- **e.** Science. Six (6) credits are required, two (2) of which will be laboratory based. Secondary sciences include instruction in applied sciences, earth and space sciences, physical sciences, life sciences, and computer science. (3-15-22)
- i. Secondary sciences include instruction in the following areas: biology, computer science, physical science or chemistry, and earth, space, environment, or approved applied science. (3-15-22)
- **f.** Social Studies. Five (5) credits are required, including government (two (2) credits), United States history (two (2) credits), and economics (one (1) credit). Courses such as geography, sociology, psychology, and world history may be offered as electives, but are not to be counted as a social studies requirement. (3-15-22)
- **g.** Humanities. Two (2) credits are required. Humanities courses include instruction in visual arts, music, theatre, dance, or world language aligned to the Idaho content standards for those subjects. Other courses such as literature, history, philosophy, architecture, or comparative world religions may satisfy the humanities standards if the course is aligned to the Interdisciplinary Humanities Content Standards. (3-15-22)
- h. Health/Wellness. One (1) credit is required. Course must be aligned to the Idaho Health Content Standards. Effective for all public school students who enter grade nine (9) in Fall 2015 or later, each student shall receive a minimum of one (1) class period on psychomotor cardiopulmonary resuscitation (CPR) training as outlined in the American Heart Association (AHA) Guidelines for CPR to include the proper utilization of an automatic external defibrillator (AED) as part of the Health/Wellness course. (3-15-22)
- **i.** Students participating in one (1) season in any sport recognized by the Idaho High School Activities Association or club sport recognized by the local school district, or eighteen (18) weeks of a sport recognized by the local school district may choose to substitute participation up to one (1) credit of physical education. Students must show mastery of the Physical Education Content Standards in a format provided by the school district. (3-15-22)
- **02. Content Standards**. Each student shall meet locally established subject area standards (using state content standards as minimum requirements) demonstrated through various measures of accountability including examinations or other measures. (3-15-22)
- **O3. Senior Project**. The senior project is a culminating project to show a student's ability to analyze, synthesize, and evaluate information and communicate that knowledge and understanding. A student must complete a senior project by the end of grade twelve (12). Senior projects may be multi-year projects, group or individual projects, or approved pre-internship or school to work internship programs, at the discretion of the school district or charter school. The project must include elements of research, development of a thesis using experiential learning or

ATTACHMENT 1

integrated project based learning experiences and presentation of the project outcome. Additional requirements for a senior project are at the discretion of the local school district or LEA. Completion of a postsecondary certificate or degree at the time of high school graduation or an approved pre-internship or internship program may be used to meet this requirement. (3-15-22)

- **O4. Civics and Government Proficiency.** Pursuant to Section 33-1602, Idaho Code, each LEA may establish an alternate path for determining if a student has met the state civics and government content standards. Alternate paths are open to all students in grades seven (7) through twelve (12.) Any student who has been determined proficient in the state civics and government content standards either through the completion of the civics test or an alternate path shall have it noted on the student's high school transcript. (3-15-22)
- **05. Middle School**. A student will have met the high school content and credit area requirement for any high school course if the requirements outlined in Subsections 105.06.a. through 105.06.c. of this rule are met.

(3-15-22)

- a. The student completes such course with a grade of C or higher before entering grade nine (9); (3-15-22)
- **b.** The course meets the same content standards that are required in high school for the same course; and (3-15-22)
- **c.** The course is taught by a teacher properly certified to teach high school content and who meets the federal definition of highly qualified for the course being taught. (3-15-22)
- d. The student shall be given a grade for the successful completion of that course and such grade and the number of credit hours assigned to the course will be transferred to the student's high school transcript. Notwithstanding this requirement, the student's parent or guardian shall be notified in advance when credits are going to be transcribed and may elect to not have the credits and grade transferred to the student's high school transcript. Courses taken in middle school appearing in the student's high school transcript, pursuant to this subsection, shall count for the purpose of high school graduation. However, the student must complete the required number of credits in all high school core subjects as identified in Subsections 105.01.c. through 105.01.h. except as provided in 105.01.d.iii. The transcribing high school is required to verify the course meets the requirements specified in Subsections 105.05.a. through 105.05.c. of this rule.
- **O6. Special Education Students**. A student who is eligible for special education services under the Individuals With Disabilities Education Improvement Act may, with the assistance of the student's Individualized Education Program (IEP) team, meet the graduation requirements through to the current Idaho Special Education Manual specifications. (3-15-22)
- **07. Foreign Exchange Students**. A foreign exchange student may be eligible for graduation by completing a comparable program as approved by the LEA. (3-15-22)

106. ADVANCED OPPORTUNITIES.

01. Advanced Opportunities Requirement. All high schools in Idaho shall be required to provide Advanced Opportunities, or provide opportunities for students to take courses at the postsecondary campus.

(3-15-22)

02. Advanced Opportunities Early Graduation Scholarship Funding. (3-15-22)

a. Scholarship Calculation. (3-15-22)

i. The statewide average daily attendance-driven funding per enrolled pupil shall be calculated by adding the previous fiscal year's statewide distributions for salary-based apportionment, benefit apportionment and discretionary funds, and dividing the total by the previous year's statewide public school enrollment for all grades.

ATTACHMENT 1

(3-15-22)

- ii. The statewide average daily attendance-driven funding per enrolled pupil shall be recalculated each fiscal year. (3-15-22)
- iii. All benefits paid for scholarships and to public schools shall be based on the statewide average daily attendance-driven funding per enrolled pupil figure for the fiscal year in which the benefit is paid. (3-15-22)
 - **b.** Payments to Idaho Colleges and Universities. (3-15-22)
- i. Annual scholarship payments will be made in one (1) installment during the first semester in which the student is enrolled, regardless of the number of years early the student graduated. Proof of enrollment in an Idaho public college or university must be obtained before any scholarship payment is made. (3-15-22)
- ii. The State Department of Education will be responsible for making payments to the Idaho public colleges and universities attended by eligible students. The payments must be made no later than August 30 for the fall semester and January 30 for the spring semester. (3-15-22)
 - c. Payments to Public Schools. (3-15-22)
- i. Public schools shall report to the State Department of Education, no later than June 15 of each school year, students who have graduated early. (3-15-22)
- ii. The State Department of Education will make a single annual payment to public schools no later than October 1 of each year for all early graduates who are not attending the public school that school year as a result of early graduation. (3-15-22)

107. MIDDLE LEVEL CREDIT SYSTEM.

A school district or LEA must implement a credit system no later than grade seven (7) that includes components that address the credit requirements, credit recovery, alternate mechanisms and attendance. The LEA may establish credit requirements beyond the state minimum. (3-15-22)

- **01. Credit Requirements**. Each LEA credit system shall require a student to attain a portion of the total credits attempted in each area in which credits are attempted except for areas in which instruction is less than a school year before the student will be eligible for promotion to the next grade level. (3-15-22)
- **02. Credit Recovery.** A student who does not meet the minimum requirements of the credit system shall be given an opportunity to recover credits or complete an alternate mechanism in order to become eligible for promotion to next grade level. (3-15-22)
- **03. Alternate Mechanism**. An LEA may establish an alternate mechanism to determine eligibility for grade level promotion. The alternate mechanism shall require a student to demonstrate proficiency of the appropriate content standards. All locally established mechanisms used to demonstrate proficiency will be forwarded to the State Department of Education. Alternate mechanisms must be re-submitted to the Department when changes are made to the mechanism. (3-15-22)
- **O4. Attendance**. Attendance shall be an element included in the credit system, alternate mechanism or both. (3-15-22)
- **05. Special Education Students**. The Individualized Education Program (IEP) team for a student who is eligible for special education services under the Individuals with Disabilities Education Improvement Act may, establish alternate requirements or accommodations to credit requirements as are deemed necessary for the student to become eligible for promotion to the next grade level. (3-15-22)
 - **06.** Limited English Proficient (LEP) Students. The Educational Learning Plan (ELP) team for LEP

ATTACHMENT 1

students, as defined in Subsection 112.05.g.iv., may establish alternate requirements or accommodations to credit requirements as deemed necessary for the student to become eligible for promotion to the next grade level. (3-15-22)

108. COLLEGE AND CAREER ADVISING GUIDANCE PROGRAMS.

In each Idaho school, a comprehensive advising program will be provided as an integral part of the educational program. A comprehensive guidance and counseling program includes these elements: (3-15-22)

- **O1. Guidance**. A guidance curriculum that identifies knowledge and skills to be attained by all students at various stages of their development and provides appropriate activities for their achievement. (3-15-22)
- **02. Individual Planning**. Individualized planning with students and their parents in each of these domains: personal/social development, educational development, and career development. (3-15-22)
 - **03.** Response Services of Counseling, Consultation, and Referral. (3-15-22)
 - 04. System Support Functions That Promote Effective Delivery of Guidance Services. (3-15-22)

109. SPECIAL EDUCATION.

- **01. Definitions.** The following definitions apply only to Section 109 of these rules. (3-15-22)
- **a.** Adult Student. A student who is eligible for special education, is eighteen (18) years of age or older and to whom special education rights have transferred. (3-15-22)
 - **b.** Due Process Hearing. An administrative hearing that is conducted to resolve disputes. (3-15-22)
- i. Regular due process hearing regarding issues on any matter related to identification, evaluation, placement, or the provision of a free appropriate public education. (3-15-22)
- ii. For disputes concerning discipline for which shortened time lines are in effect, an expedited due process hearing may be requested in accordance with the Individuals with Disabilities Education Act. (3-15-22)
- **c.** Education Agency. Each school district and other public agency that is responsible for providing special education and related services to students with disabilities, including the Department of Juvenile Corrections and the Idaho School for the Deaf and Blind. (3-15-22)
- **d.** Idaho Special Education Manual. Policies and procedures, as approved by the State Board of Education, that the State Department of Education is required to adopt to meet the eligibility requirements of 20 U.S.C, Section 1412 and are consistent with state and federal laws, rules, regulations, and legal requirements.

(3-15-22)

e. Special Education. Specially designed instruction as defined by the Individuals with Disabilities Education Act or speech-language pathology services to meet the unique needs of a special education student.

(3-15-22)

- **02. Legal Compliance**. The State Department of Education and education agencies shall comply with all laws governing special education requirements. (3-15-22)
- a. The Board of Trustees or other comparable governing body of each education agency shall adopt policies and procedures for providing special education services and obtain approval from the State Department of Education for the same. Department approval shall be based on current governing special education requirements. Each education agency shall revise its policies and procedures as necessary to conform with changes in governing special education requirements. (3-15-22)
 - **b.** The State Department of Education shall provide education agencies with a sample set of policies

ATTACHMENT 1

and procedures that is consistent with governing special education requirements. The Department shall monitor all education agencies and private agencies who provide special education services to students with disabilities for compliance with governing special education requirements and adopted policies and procedures. (3-15-22)

- **c.** Each education agency shall ensure that charter schools and alternative schools located in its jurisdiction have nondiscriminatory enrollment practices. Each education agency shall ensure the provision of special education and related services to eligible students enrolled in charter and alternative schools in accordance with governing special education requirements. (3-15-22)
- **d.** Each education agency contracting with a private school or facility shall ensure that the private school or facility is approved by the State Department of Education to provide special education services. The Department may approve a private school or facility to provide special education services upon application to the Department if it:

 (3-15-22)
 - i. Is an accredited school or a licensed rehabilitation center; and (3-15-22)
 - ii. Meets minimum health, fire and safety standards; and (3-15-22)
 - iii. Is nonsectarian; and (3-15-22)
 - iv. Provides special education services consistent with governing special education requirements.
- v. Any private school or facility aggrieved by the Department's final decision may appeal that decision to the State Board of Education. (3-15-22)
- e. Education agencies shall employ special education and related services professional personnel using certification standards approved by the State Board of Education or licensing standards adopted by the appropriate Idaho state licensing board. Education agencies shall employ individuals who meet the highest entry-level standard that applies to a specific discipline unless there is a shortage of fully qualified candidates for a specific position. If there is a shortage of fully qualified candidates, the education agency shall hire the most qualified individual available who is making satisfactory progress toward meeting the highest entry-level standard within three (3) years. (3-15-22)
- **f.** Education agencies may employ paraprofessional personnel to assist in the provision of special education and related services to students with disabilities if they meet standards established by the State Department of Education. (3-15-22)
- g. Education agencies shall collect and report data as necessary to meet state and federal requirements concerning special education services, staff or students. Education agencies shall develop, implement and revise district improvement plans as necessary to improve results as measured by data on goals and indicators for the performance of special education students that are established by the State Department of Education in accordance with the Individuals with Disabilities Education Act. (3-15-22)
- **h.** Education agencies shall establish a team process to problem solve and plan general education interventions to ensure that referrals to special education are appropriate. (3-15-22)
- **O3.** Eligibility for Special Education. The State Department of Education shall provide state eligibility criteria for special education services for categorical eligibility consistent with the Individuals with Disabilities Education Act. Education agencies shall consider eligibility under all disability categories set forth in the Idaho Special Education Manual with the exception of developmental delay, which is an optional category. If an education agency elects to use the developmental delay category, it shall consider developmental delay for students ages three (3) through nine (9) using the eligibility criteria adopted by the Department and set forth in the Idaho Special Education Manual. The total timeline from the date of receipt of written parental consent for an initial evaluation to the date of determination of eligibility for special education and related services must not exceed sixty (60) calendar days, excluding periods when regular school is not in session for five (5) or more consecutive school days, unless all parties

ATTACHMENT 1

(3-15-22)

agree to an extension.

04. Individualized Education Programs. Each education agency shall develop an individualized education program (IEP) for each student who is eligible for special education. The IEP shall be implemented as soon as possible after it is developed. The total timeline from the determination that the student needs special education and related services to the date of implementation of the initial IEP shall not exceed thirty (30) calendar days. A new IEP shall be developed at least annually, on or before the date the previous IEP was developed. (3-15-22)

- **a.** IEP team meetings shall be convened upon reasonable request of any IEP team member at times other than the annual review. If the education agency refuses to convene an IEP team meeting requested by a parent or adult student, the agency shall provide written notice of the refusal. (3-15-22)
- **b.** Education agencies shall document the attendance of all participants at each IEP team meeting. Any participant who does not agree with an IEP team decision regarding a student's educational program may place a minority report in that student's file. A minority report shall not prevent implementation of an IEP team decision.

(3-15-22)

c. The IEP team shall determine the student's placement in the least restrictive environment.

(3-15-22)

- **d.** At the discretion of the education agency, an individualized family service plan (IFSP) may be used in place of an IEP if: (3-15-22)
 - i. The child is ages three (3) through five (5), and (3-15-22)
- ii. The child's parents are provided with a detailed explanation of the differences between an IFSP and an IEP, and (3-15-22)
 - iii. The child's parents provide written consent to use the IFSP, and (3-15-22)
 - iv. The IFSP is developed in accordance with IDEA Part B policies and procedures. (3-15-22)
- v. Nothing in this part requires education agencies to develop IFSPs rather than IEPs for three (3) through five (5) year old nor to implement more than the educational components of the IFSP. (3-15-22)
- **e.** When a student who has been determined eligible for special education, as indicated by a current IEP, transfers from one (1) Idaho education agency to another, the student is entitled to continue to receive special education services. The receiving education agency may accept and implement the existing IEP or may convene an IEP team meeting to develop a new IEP. If a new IEP cannot be developed within five (5) school days, or if the education agency wishes to re-evaluate the child, an interim (short-term) IEP shall be implemented pending development of the standard IEP. (3-15-22)
- f. If a student who is eligible for special education in another state transfers to an Idaho education agency, the Idaho education agency shall request a copy of the student's most recent eligibility documentation and IEP within two (2) school days. Within five (5) school days of receipt of the eligibility documentation and IEP, the Idaho education agency shall determine if it will adopt the existing eligibility documentation and IEP. If the education agency disagrees with the existing eligibility documentation, or if the documentation is not available within a reasonable time period, consent for an initial assessment shall be sought. While the assessment and evaluation is in process, the education agency may implement an interim IEP if the parent or adult student agrees. If the parent or adult student does not agree to an interim IEP, the student shall be placed in general education. (3-15-22)
- **05. Procedural Safeguards**. Education agencies will use appropriate procedural safeguards consistent with the Individuals with Disabilities Education Act. (3-15-22)
 - **a.** If a parent or adult student disagrees with an individualized education program (IEP) team's

ATTACHMENT 1

proposed IEP for the student, the parent or adult student may file a written objection to all or parts of the proposed IEP. If the written objection is emailed, postmarked or hand delivered within ten (10) calendar days of the date the parent or adult student receives written notice of the proposed IEP, the proposed change cannot be implemented for fifteen (15) calendar days, or as extended through mutual agreement by the district and the parent or adult student while the parties work to resolve the dispute. Parties may choose to hold additional IEP team meetings which may be facilitated by the State Department of Education (SDE) or request voluntary mediation through the SDE. If these methods fail or are refused, the proposed IEP shall be implemented after fifteen (15) calendar days unless a due process hearing is filed by the parents or adult student, during which time the student shall remain in the current educational placement during the pendency of any administrative or judicial proceeding, unless the district/adult student agree otherwise. The written objection cannot be used to prevent the education agency from placing a student in an interim alternative educational setting in accordance with IDEA discipline procedures, or to challenge an eligibility/identification determination. (3-15-22)

- **b.** Mediation may be requested by an education agency, parent, or adult student, or offered by the State Department of Education at any time. The Department shall screen all such requests to determine appropriateness. Any time a hearing is requested, the Department shall offer mediation using policies and requirements set forth in the Individuals with Disabilities Education Act regulations. If the Department appoints a mediator, the Department shall be responsible for compensating the mediator. All mediation participants will receive a copy of the Notification of Mediation Confidentiality form. Attorney fees may not be awarded for a mediation that is conducted prior to a request for a due process hearing. (3-15-22)
- c. The State Department of Education shall administer a single-tiered due process hearing system to resolve disputes between education agencies and parents or adult students. When a due process hearing is requested, the superintendent, special education director, or other agency administrator shall inform the agency's board of trustees or other governing body of the request. The education agency shall immediately notify the Department's Director of Special Education of any request for a due process hearing. Within ten (10) calendar days of a written request for a regular hearing, or within five (5) business days of a written request for an expedited hearing, an impartial hearing officer shall be assigned by the Department. The Department shall maintain a list of trained hearing officers and their qualifications. (3-15-22)
- **d.** The education agency that is a party to the hearing shall be responsible for compensating the hearing officer and paying for the cost of a verbatim transcript of the hearing. (3-15-22)
- e. Due process hearings shall be conducted pursuant to IDAPA 04.11.01, "Idaho Rules of Administrative Procedure of the Attorney General," Individuals with Disabilities Education Act requirements, and the Idaho Special Education Manual, incorporated by reference in Section 004 of this rule. In case of any conflict between the IDAPA 04.11.01, "Idaho Rules of Administrative Procedure of the Attorney General" and the IDEA, the IDEA shall supersede the IDAPA 04.11.01, and IDAPA 04.11.01 shall supersede the Idaho Special Education Manual.
- f. The hearing officer shall issue a written decision that includes findings of fact and conclusions of law within forty-five (45) calendar days of the date a regular hearing is requested, unless a specific extension of this time line is requested by one (1) of the parties and granted by the hearing officer. The hearing officer shall issue a written decision that includes findings of fact and conclusions of law within twenty (20) calendar days of a written request for an expedited hearing, unless a specific extension of this time line has been granted. An extension of the time line for an expedited hearing shall not exceed an additional twenty-five (25) calendar days, and may be granted only if requested by one (1) of the parties and agreed to by both parties. The decision shall be sent to the parent or adult student, the education agency administrator, their respective representatives, and the State Department of Education.
- g. The hearing officer's decision shall be binding unless either party appeals the decision by initiating a civil action. The hearing officer's decision shall be implemented not later than fourteen (14) calendar days from the date of issuance unless an appeal is filed by a parent or adult student or the decision specifies a different implementation date. An appeal to civil court must be filed within forty-two (42) calendar days from the date of issuance of the hearing officer's decision. (3-15-22)

ATTACHMENT 1

- **h.** During the hearing the education agency shall provide reasonable accommodations as required by federal and state regulations. Disputes concerning reasonable accommodations shall be referred to the U.S. Department of Education's Americans with Disabilities Act (ADA) Committee for resolution. (3-15-22)
- i. During the pendency of any due process hearing or civil appeal the child's educational placement shall be determined by the Individuals with Disabilities Education Act "stay put" requirements. (3-15-22)
- j. A parent or adult student has the right to an independent educational evaluation (IEE) at public expense if the parent or adult student disagrees with an evaluation obtained by the education agency. Whenever an IEE is at public expense, the criteria under which the evaluation is obtained, including the location of the evaluation and the qualifications of the examiner, shall be the same as the criteria the education agency uses when it initiates an evaluation, to the extent those criteria are consistent with the parent or adult student's right to an IEE. If an education agency has cost as one (1) of the criteria the education agency uses when it initiates an evaluation, the education agency may apply that criteria to independent educational evaluations. However, the parent or adult student has the right to demonstrate that unique circumstances justify an IEE that falls outside the education agency's cost criteria, and if so demonstrated, that IEE shall be publicly funded. A due process hearing may be initiated by the education agency to determine if the evaluation conducted by the education agency is appropriate. If the final decision of a hearing officer, or civil court, if the hearing officer's decision is appealed, is that the evaluation conducted by the education agency is appropriate, the parent or adult student still has the right to an independent educational evaluation, but not at the education agency's expense.

 (3-15-22)
- **k.** Student records shall be managed in accordance with IDEA and Family and Educational Rights and Privacy Act regulations governing security, confidentiality, access, maintenance, destruction, inspection and amendment. (3-15-22)
- **06. Assistive Technology Devices**. Education agencies may hold a parent liable for the replacement or repair of an assistive technology device that is purchased or otherwise procured by the education agency if it is lost, stolen, or damaged due to negligence or misuse at home or in another setting outside of school time. (3-15-22)
- **O7. Diplomas and Graduation**. School districts shall use a regular diploma for students who are eligible for special education at the completion of their secondary program. The transcript serves as a record of individual accomplishments, achievements, and courses completed. A modified or differentiated diploma or certificate may not be used for students who are eligible for special education unless the same diploma or certificate is granted to students without disabilities. If a student is not granted a regular high school diploma or if a regular high school diploma is granted for completing requirements that are not comparable to regular graduation requirements, a student who is eligible for special education is entitled to receive a free appropriate public education through the semester in which the student turns twenty-one (21) years of age or until the student completes requirements that are comparable to regular graduation requirements, whichever comes first. (3-15-22)
- **O8. Special Education Advisory Panel**. The State Superintendent of Public Instruction shall appoint members to serve on the Special Education Advisory Panel. Panel members shall elect annually an individual to serve a one (1) year term as vice-chair followed by a one (1) year term as chair. (3-15-22)

110. ALTERNATIVE SECONDARY PROGRAMS.

Alternative secondary programs are those that provide special instructional courses and offer special services to eligible at-risk youth to enable them to earn a high school diploma. Designated differences must be established between the alternative school programs and the regular secondary school programs. Alternative secondary school programs will include course offerings, teacher/pupil ratios and evidence of teaching strategies that are clearly designed to serve at-risk youth, pursuant to Section 33-1001, Idaho Code. (3-15-22)

- **01. Instruction**. Special instruction courses for at-risk youth enrolled in an alternative secondary program will include: (3-15-22)
 - a. Core academic content that meets or exceeds minimum state standards; (3-15-22)

ATTACHMENT 1

- **b.** A physical fitness and personal health component; (3-15-22)
- **c.** Career and technical education component approved by the state division of career technical education; (3-15-22)
 - **d.** A personal finance, parenting, and child care component; and (3-15-22)
 - e. A personal and career counseling component. (3-15-22)
- **02. Graduation Credit.** Graduation credit may be earned in the following areas: academic subjects, electives, and approved work-based learning experiences. Nonacademic courses, i.e., classroom and office aides do not qualify for credit unless they are approved work-based learning experiences. (3-15-22)
- **03. Special Services.** Special services for at-risk youth enrolled in alternative secondary programs include the following where appropriate: (3-15-22)
- **a.** A day care center when enrollees are also parents. This center should be staffed by a qualified child care provider. (3-15-22)
- **b.** Direct social services that may include officers of the court, social workers, counselors/psychologists. (3-15-22)
 - c. All services in accordance with the student's Individualized Education Program. (3-15-22)

111. ASSESSMENT IN THE PUBLIC SCHOOLS.

- **Philosophy**. Acquiring the basic skills is essential to realization of full educational, vocational and personal/social development. Since Idaho schools are responsible for instruction in the basic scholastic skills, the State Board of Education has a vested interest in regularly surveying student skill acquisition as an index of the effectiveness of the educational program. This information can best be secured through objective assessment of student growth. The State Board of Education will provide oversight for all components of the comprehensive assessment program. (3-15-22)
 - **02. Purposes.** The purpose of assessment in the public schools is to: (3-15-22)
 - **a.** Measure and improve student achievement; (3-15-22)
 - **b.** Assist classroom teachers in designing lessons; (3-15-22)
 - c. Identify areas needing intervention and remediation, and acceleration; (3-15-22)
- **d.** Assist school districts in evaluating local curriculum and instructional practices in order to make needed curriculum adjustments; (3-15-22)
 - e. Inform parents and guardians of their child's progress; (3-15-22)
- **f.** Provide comparative local, state and national data regarding the achievement of students in essential skill areas; (3-15-22)
- **g.** Identify performance trends in student achievement across grade levels tested and student growth over time; and (3-15-22)
 - **h.** Help determine technical assistance/consultation priorities for the State Department of Education. (3-15-22)

ATTACHMENT 1

- **03. Content.** The comprehensive assessment program will consist of multiple assessments, including, the Idaho Reading Indicator (IRI), the National Assessment of Educational Progress (NAEP), the Idaho English Language Assessment, the Idaho Standards Achievement Tests (ISAT), the Idaho Alternate Assessment, and a college entrance exam. (3-15-22)
- **04. Testing Population**. All students in Idaho public schools, grades kindergarten through twelve (K-12), are required to participate in the comprehensive assessment program approved by the State Board of Education and funded. (3-15-22)
- a. All students who are eligible for special education shall participate in the statewide assessment program. (3-15-22)
- **b.** Each student's individualized education program team shall determine whether the student shall participate in the regular assessment without accommodations, the regular assessment with accommodations or adaptations, or whether the student qualifies for and shall participate in the alternate assessment. (3-15-22)
- c. Limited English Proficient (LEP) students, as defined in Subsection 112.05.g.iv., may receive designated supports or accommodations, or both, for the ISAT assessment if need has been indicated by the LEP student's Educational Learning Plan (ELP) team. The team shall outline the designated supports or accommodations, or both, in an ELP prior to the assessment administration. Designated supports or accommodations, or both, shall be familiar to the student during previous instruction and for other assessments. LEP students who are enrolled in their first year of school in the United States may take Idaho's English language assessment in lieu of the English language ISAT, but will still be required to take the ISAT (Mathematics and Science). Such LEP students will be counted as participants for the ninety-five percent (95%) participation target, as described in Subsection 112.05.e. However, such LEP students are not required to be counted for accountability purposes as described in Subsection 112.05.i. (3-15-22)
- **O5. Scoring and Report Formats.** Scores will be provided for each subject area assessed and reported in standard scores, benchmark scores, or holistic scores. Test results will be presented in a class list report of student scores, building/district summaries, content area criterion reports by skill, disaggregated group reports, and pressure sensitive labels as appropriate. Information about the number of students who are eligible for special education who participate in regular and alternate assessments, and their performance results, shall be included in reports to the public if it is statistically sound to do so and would not disclose performance results identifiable to individual students. (3-15-22)
- **a.** All students taking the Idaho Standards Achievement Test (ISAT) must have a unique student identifier. (3-15-22)
- **b.** Districts must send all assessment results and related communication to parents within three (3) weeks of receipt from the state. (3-15-22)
- **O6.** Comprehensive Assessment Program. The State approved comprehensive assessment program is outlined in Subsections 111.06.a. through 111.06.n. Each assessment will be comprehensive of and aligned to the Idaho State Content Standards it is intended to assess. In addition, districts are responsible for writing and implementing assessments in those standards not assessed by the state assessment program. (3-15-22)
- **a.** Kindergarten Idaho Reading Indicator, Idaho Alternate Assessment, Idaho English Language Assessment. (3-15-22)
- **b.** Grade 1 Idaho Reading Indicator, Idaho Alternate Assessment, Idaho English Language Assessment. (3-15-22)
- **c.** Grade 2 Idaho Reading Indicator, Idaho Alternate Assessment, Idaho English Language Assessment. (3-15-22)

ATTACHMENT 1

- **d.** Grade 3 Idaho Reading Indicator, Grade 3 Idaho Standards Achievement Tests in English language usage and mathematics, Idaho Alternate Assessment, Idaho English Language Assessment. (3-15-22)
- **e.** Grade 4 National Assessment of Educational Progress, Grade 4 Idaho Standards Achievement Tests in English language usage and mathematics, Idaho Alternate Assessment, Idaho English Language Assessment. (3-15-22)
- **f.** Grade 5 Grade 5 Idaho Standards Achievement Tests in English language usage, mathematics, and science; Idaho Alternate Assessment; Idaho English Language Assessment. (3-15-22)
- **g.** Grade 6 Grade 6 Idaho Standards Achievement Tests in English language usage and mathematics, Idaho Alternate Assessment, Idaho English Language Assessment. (3-15-22)
- **h.** Grade 7 Grade 7 Idaho Standards Achievement Tests in English language usage and mathematics, Idaho Alternate Assessment, Idaho English Language Assessment. (3-15-22)
- **i.** Grade 8 National Assessment of Educational Progress; Grade 8 Idaho Standards Achievement Tests in English language usage, mathematics, and science; Idaho Alternate Assessment; Idaho English Language Assessment. (3-15-22)
- **j.** Grade 9 High School Idaho Standards Achievement Tests (optional at the discretion of the school district or charter school), Idaho Alternate Assessment, Idaho English Language Assessment. (3-15-22)
- **k.** Grade 10 <u>High School Idaho Standards Achievement Tests (optional at the discretion of the school district or charter school)</u>, Idaho Alternate Assessment, Idaho English Language Assessment. (3-15-22)
- I. Grade 11 High School Idaho Standards Achievement Test in English language usage and mathematics, science, Idaho Alternate Assessment, Idaho English Language Assessment, and college entrance exam. (3-15-22)
- m. Grade 12 National Assessment of Educational Progress, Idaho English Language Assessment, and college entrance exam. (3-15-22)

07. Comprehensive Assessment Program Schedule.

- (3-15-22)
- **a.** The Idaho Standards Achievement Tests will be administered in the Spring in a time period specified by the State Board of Education. (3-15-22)
- **b.** The Idaho Alternate Assessment will be administered in a time period specified by the State Board of Education. (3-15-22)
- **c.** Idaho's English Language Assessment will be administered in a time period specified by the State Board of Education. (3-15-22)
 - **Osts Paid by the State**. Costs for the following testing activities will be paid by the state: (3-15-22)
- **a.** All consumable and non-consumable materials needed to conduct the prescribed statewide comprehensive assessment program; (3-15-22)
 - **b.** Statewide distribution of all assessment materials; and (3-15-22)
- **c.** Processing and scoring student response forms, distribution of prescribed reports for the statewide comprehensive assessment program. (3-15-22)

ATTACHMENT 1

09. Costs of Additional Services. Costs for any additional administrations or scoring services not included in the prescribed statewide comprehensive assessment program will be paid by the participating school districts. (3-15-22)

10. Test Security, Validity and Reliability.

(3-15-22)

- **a.** Test security is of the utmost importance. To ensure integrity of secure test items and protect validity and reliability of test outcomes, test security must be maintained. School districts will employ security measures in protecting statewide assessment materials from compromise. Each individual who has any opportunity to see test items must sign a state-provided confidentiality agreement, which the district must keep on file in the district for at least two (2) years. Documentation of security safeguards must be available for review by authorized state and federal personnel. (3-15-22)
- **b.** Any assessment used for federal reporting shall be independently reviewed for reliability, validity, and alignment with the Idaho Content Standards. (3-15-22)
- 11. Demographic Information. Accurate demographic information must be submitted as required for each test to assist in interpreting test results. It may include but is not limited to race, sex, ethnicity, and special programs, (Title I, English proficiency, migrant status, special education status, gifted and talented status, and socioeconomic status). (3-15-22)
- **12. Dual Enrollment**. For the purpose of non-public school student participation in non-academic public school activities as outlined in Section 33-203, Idaho Code, the Idaho State Board of Education recognizes the following: (3-15-22)
 - **a.** The Idaho Standards Achievement Tests (grades 3-8 and High School). (3-15-22)
- **b.** A portfolio demonstrating grade level proficiency in at least five (5) of the subject areas listed in Subsections 111.13.b.i. through 111.13.b.vi. Portfolios are to be judged and confirmed by a committee comprised of at least one (1) teacher from each subject area presented in the portfolio and the building principal at the school where dual enrollment is desired. (3-15-22)

	T 1 10 1 11	(0.15.00)
1	Language Arts/Communications.	(3-15-22)
1.	Language Arts/Communications.	(3-13-22)

ii. Math.				
	(3.			

iv. Social Studies. (3-15-22)

v. Health. (3-15-22)

vi. Humanities. (3-15-22)

112. ACCOUNTABILITY.

School district, charter district and public charter school accountability will be based on multiple measures aimed at providing meaningful data showing progress toward interim and long-term goals set by the State Board of Education for student achievement and school improvement. The state accountability framework will be used to meet both state and federal school accountability requirements and will be broken up by school category and include measures of student academic achievement and school quality as determined by the State Board of Education. In addition to those measures identified in the state accountability framework, all school categories will administer an annual satisfaction and engagement survey to parents, students, and teachers

01. School Category. (3-15-22)

ATTACHMENT 1

(3-15-22)

	a. as define	Kindergarten through grade eight (K-8): Schools in this category include elementary and in Subsection 112.05.f.	and middle (3-15-22)
	b.	High Schools, not designated as alternative high schools, as defined in Subsection 112.0	5.f. (3-15-22)
	c.	Alternative High Schools.	(3-15-22)
	02.	Academic Measures by School Category.	(3-15-22)
	a.	K-8:	(3-15-22)
	i.	Idaho Standards Achievement Tests (ISAT) Proficiency.	(3-15-22)
Educatio	ii. n.	ISAT growth toward proficiency based on a trajectory model approved by the State	e Board of (3-15-22)
	iii.	ISAT proficiency gap closure.	(3-15-22)
	iv.	Idaho statewide reading assessment proficiency.	(3-15-22)
	v.	English Learners achieving English language proficiency.	(3-15-22)
	vi.	English Learners achieving English language growth toward proficiency.	(3-15-22)
	b.	High School:	(3-15-22)
	i.	ISAT proficiency.	(3-15-22)
	ii.	ISAT proficiency gap closure.	(3-15-22)
	iii.	English Learners achieving English language proficiency.	(3-15-22)
	iv.	English Learners achieving English language growth toward proficiency.	(3-15-22)
	v. art of the	Four (4) year cohort graduation rate, including students who complete graduation requires school district or charter schools next fall term.	ments prior (3-15-22)
to the sta		Five (5) year cohort graduation rate, including students who complete graduation requires exchool district or charter schools next fall term.	ments prior (3-15-22)
	c.	Alternative High School:	(3-15-22)
	i.	ISAT proficiency.	(3-15-22)
	ii.	English learners achieving English language proficiency.	(3-15-22)
	iii.	English learners achieving English language growth towards proficiency.	(3-15-22)
	iv. rt of the	Four (4) year cohort graduation rate, including students who complete graduation requires exchool district or charter schools next fall term.	ments prior (3-15-22)
	V.	Five (5) year cohort graduation rate, including students who complete graduation requires	ments prior

PPGA TAB 8 Page 19

to the start of the school district or charter schools next fall term.

ATTACHMENT 1

- 03. School Quality Measures by School Category. (3-15-22)
- **a.** K-8: (3-15-22)
- i. Students in grade 8 enrolled in pre-algebra or higher. (3-15-22)
- ii. Communication with parents on student achievement (effective starting in the 2018-2019 school year). (3-15-22)

iii. Chronic Absenteeism

- **b.** High School: (3-15-22)
- i. College and career readiness determined through a combination of students participating in advanced opportunities, earning industry recognized certification, and/or participation in recognized high school apprenticeship programs. (3-15-22)
 - ii. Students in grade 9 enrolled in algebra I or higher. (3-15-22)
- iii. Communication with parents on student achievement (effective starting in the 2018-2019 school year).

iv. Chronic Absenteeism

- c. Alternative High School: (3-15-22)
- i. Credit recovery and accumulation. (3-15-22)
- ii. College and career readiness determined through a combination of students participating in advanced opportunities, earning industry recognized certification, and/or participation in recognized high school apprenticeship programs. (3-15-22)
- iii. State satisfaction and engagement survey administered to parents, students, and teachers (effective starting in the 2018 2019 school year). (3-15-22)
- iv. Communication with parents on student achievement (effective starting in the 2018-2019 school year). (3-15-22)

vi. Chronic Absenteeism

- **04. Reporting**. Methodologies for reporting measures and determining performance will be set by the State Board of Education. (3-15-22)
- **05. Annual Measurable Progress Definitions**. For purposes of calculating and reporting progress, the following definitions shall be applied. (3-15-22)
 - a. Annual Measurable Progress. (3-15-22)
- i. The State Department of Education will make determinations for schools and districts each year. Results will be given to the districts at least one (1) month prior to the first day of school. (3-15-22)
- ii. The State Board of Education will set long-term goals and measurements of interim progress targets toward those goals. The baseline for determining measurable student progress will be set by the State Board of Education and shall identify the amount of growth (percentage of students reaching proficiency) required for each

ATTACHMENT 1

intermediate period. (3-15-22)

b. Full Academic Year (continuous enrollment).

(3-15-22)

- i. A student who is enrolled continuously in the same public school from the end of the first eight (8) weeks or fifty-six (56) calendar days of the school year through the state approved spring testing administration period, not including the make-up portion of the test window, will be included in the calculation to determine if the school achieved progress in any statewide assessment used for determining proficiency. A student is continuously enrolled if the student has not transferred or dropped-out of the public school. Students who are serving suspensions are still considered to be enrolled students. (3-15-22)
- ii. A student who is enrolled continuously in the school district from the first eight (8) weeks or fifty-six (56) calendar days of the school year through the state approved spring testing administration period, not including the make-up portion of the test window, will be included when determining if the school district has achieved AYP. (3-15-22)
- iii. A student who is enrolled continuously in a public school within Idaho from the end of the first eight (8) weeks or fifty-six (56) calendar days of the school year through the state approved spring testing administration period, not including the make-up portion of the test window, will be included when determining if the state has achieved progress in any statewide assessment used for determining proficiency. (3-15-22)

c. Participation Rate.

(3-15-22)

- i. Failure to include ninety-five percent (95%) of all students and ninety-five percent (95%) of students in designated subgroups automatically identifies the school as not having achieved measurable progress in ISAT proficiency. The ninety-five percent (95%) determination is made by dividing the number of students assessed on the Spring ISAT by the number of students reported on the class roster file for the Spring ISAT. (3-15-22)
- (1) If a school district does not meet the ninety-five percent (95%) participation target for the current year, the participation rate can be calculated by the most current three (3) year average of participation. (3-15-22)
- (2) Students who are absent for the entire state-approved testing window because of medical reasons or are homebound are exempt from taking the ISAT if such circumstances prohibit them from participating. Students who drop out, withdraw, or are expelled prior to the beginning of the final makeup portion of the test window are considered exited from the school. (3-15-22)
- ii. For groups of ten (10) or more students, absences for the state assessment may not exceed five percent (5%) of the current enrollment or two (2) students, whichever is greater. Groups of less than ten (10) students will not have a participation determination. (3-15-22)
- **d.** Schools. As used in this section, schools refers to any school within a school district or charter district and public charter schools. (3-15-22)
- i. An elementary school includes a grade configuration of grades Kindergarten (K) through six (6) inclusive, or any combination thereof. (3-15-22)
- ii. A middle school is a school that does not meet the definition of an elementary school and contains grade eight (8) but does not contain grade twelve (12). (3-15-22)
 - iii. A high school is any school that contains grade twelve (12). (3-15-22)
- iv. An alternative high school is any school that contains grade twelve (12) and meets the requirements of Section 110 of these rules. (3-15-22)
 - v. The accountability of public schools without grades assessed by this system (i.e., K-2 schools) will

ATTACHMENT 1

be based on the third grade test scores of the students who previously attended that feeder school.

(3-15-22)

- vi. A "new school" for purposes of accountability is a wholly new entity receiving annual measurable progress determinations for the first time, or a school with a significant student population change as a result of schools being combined or geographic boundaries changing, or a result of successful school restructuring sanctioned by the Office of the State Board of Education. (3-15-22)
 - **e.** Subgroups. Scores on the ISAT must be disaggregated and reported by the following subgroups: (3-15-22)
- i. Race/Ethnicity Black/African American, Asian, Native Hawaiian/Pacific Islander, White, Hispanic/Latino Ethnicity, American Indian/Alaska Native. (3-15-22)
 - ii. Economically disadvantaged identified through the free and reduced lunch program. (3-15-22)
- iii. Students with disabilities individuals who are eligible to receive special education services through the Individuals with Disabilities Education Act (IDEA). (3-15-22)
- iv. Limited English Proficient individuals who do not score proficient on the state-approved language proficiency test and meet one (1) of the following criteria: (3-15-22)
 - (1) Individuals whose native language is a language other than English; or (3-15-22)
 - (2) Individuals who come from environments where a language other than English is dominant; or (3-15-22)
- (3) Individuals who are American Indian and Alaskan natives and who come from environments where a language other than English has had a significant impact on their level of English language proficiency, and who, by reason thereof, have sufficient difficulty speaking, reading, writing, or understanding the English language to deny such individuals the opportunity to learn successfully in classrooms, where the language of instruction is English.

 (3-15-22)
- grade nine (9) during the same academic year and attending or exiting the school within a four (4) year or five (5) year period as applicable to the measure being determined. In determining the graduation cohort the school year shall include the students who complete graduation requirements prior to the start of the school district or charter schools next fall term. School districts may only report students as having graduated if the student has met, at a minimum, the state graduation requirements, pursuant to Section 105, and will not be returning to the school in following years to complete required academic course work. The State Board of Education will establish a target for graduation. All high schools must meet the target or make sufficient progress toward the target each year, as determined by the State Board of Education. The graduation rate will be disaggregated by the subgroups listed in Subsection 112.05.g. (3-15-22)
- g. Additional Academic Indicator. The State Board of Education will establish a target for all additional academic and school quality measures. All schools must maintain or make progress toward the additional academic and school quality measure target each year. The additional academic and school quality measure targets will be disaggregated by the subpopulations listed in Subsection 112.05.g. (3-15-22)

113. (RESERVED)

114. FAILURE TO MEET ANNUAL MEASURABLE PROGRESS.

01. Accountability Measures and Timelines. Accountability measures and timelines will be determined by the state board of education for school districts and schools who fail to meet annual measurable progress. (3-15-22)

ATTACHMENT 1

- **O2. Compliance with Federal Law**. All schools and local educational agencies in this state shall comply with applicable federal laws governing specific federal grants. (3-15-22)
- a. With respect to schools and local educational agencies in this state that receive federal grants under title I of the Elementary and Secondary Education Act of 1965, as amended by the Every Student Succeeds Act of 2015 (Title I schools), the State Department of Education shall develop procedures for approval by the State Board of Education, consistent with federal law, that describe actions to be taken by local educational agencies and schools in this state in regard to schools that fail to meet interim and long-term progress goals. (3-15-22)
- b. With respect to schools and local educational agencies in this state that do not receive federal grants under Title I of the Elementary and Secondary Education Act of 1965, as amended by the Every Student Succeeds Act of 2015, such non-Title I schools and local educational agencies shall be required to comply with federal law and state requirements with the procedures relating to failure to meet interim and long-term progress goals as provided in Subsection 114.02.a. of this rule, as if they were Title I schools, except that any provisions relating to the use of federal grants to pay for such expenses shall not be applicable to such non-Title I schools and local educational agencies. In such event, non-title I schools shall be required to fund such compliance costs from general operating funds. (3-15-22)

115. -- 117. (RESERVED)

118. HOME SCHOOL.

Any student not attending a public or private school within the state of Idaho may, as an alternative, receive educational instruction in a home school setting at the direction of the student's parent or guardian. A home schooled student is required to receive such instruction in subjects commonly and usually taught in the public schools of the state of Idaho. (3-15-22)

119. -- 127. (RESERVED)

128. CURRICULAR MATERIALS SELECTION AND ONLINE COURSE APPROVAL (SECTIONS 33-118; 33-118A, IDAHO CODE).

The State Board of Education will appoint a committee to select curriculum materials. Committee appointments will 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. (3-23-22)

- **O1. 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, vocational/technical education, science, health, physical education, handwriting, literature, driver education, limited English proficiency. (3-23-22)
 - **02.** Multiple Adoptions. Multiple adoptions are Made in Each Subject Area. (3-23-22)
- **03. Bids**. Each publisher must deliver, according to the committee schedule, a sealed bid on all curricular materials presented for adoption. (3-23-22)
- **04. Depository**. The State Board will appoint a depository for the state-adopted curricular materials. Resource materials are a local option. (3-23-22)
- **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. (3-23-22)

ATTACHMENT 1

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. (3-23-22)

129. -- 139. (RESERVED)

140. WORKFORCE SKILLS.

- **O1.** Academic Skill Development. All students will be provided the opportunity to develop their academic skills (i.e., reading, language arts and communication, mathematics, science, social studies) and to develop the skills necessary for entering the workforce, including self-management skills (i.e., ability to plan, self-discipline, respect for authority, ongoing skill improvement), individual and teamwork skills (i.e., personal initiative, working with others), thinking/information skills (i.e., reasoning, problem solving, acquiring and using information) and vocational-technical skills based on the standards of the industry as approved by the State Board of Vocational Education. (3-15-22)
- **Other Skill Development**. Recognizing that students may or may not be active in the workforce, the State Board believes all students should be provided the opportunity to become contributing community and family members. This instruction includes homemaking skills (i.e., nutrition, child development, resource management); balancing work and family responsibilities; and entrepreneurial skills. (3-15-22)
- **03. Work-Based Learning Experiences**. Work-based learning experiences may be provided as part of the instruction in the school. For students to receive credit, these experiences will include: training plans, training agreements, approved work sites, and supervision by appropriately certificated personnel. If work-based learning experiences are selected, they will be included in the Parent Approved Student Career Pathways Plans. Instruction will be organized to facilitate a successful transition into the workforce and further education. (3-15-22)

141. -- 159. (RESERVED)

160. SAFE ENVIRONMENT AND DISCIPLINE.

Each school district will have a comprehensive districtwide policy and procedure encompassing the following:

School Climate
Discipline
Student Health
Violence Prevention
Possessing Weapons on Campus
Substance Abuse - Tobacco, Alcohol, and Other Drugs
Suicide Prevention
Student Harassment
Drug-free School Zones
Building Safety including Evacuation Drills
Relationship Abuse and Sexual Assault Prevention and Response

ATTACHMENT 1

Districts will conduct an annual review of these policies and procedures. (See Section 33-1612, Idaho Code)
(3-15-22)

161. -- 170. (RESERVED)

22)

171. GIFTED AND TALENTED PROGRAMS.

- **01. Definitions.** The following definitions apply only to Section 171 of these rules. (3-15-22)
- **a.** Gifted/talented children. Those students who are identified as possessing demonstrated or potential abilities that give evidence of high performing capabilities in intellectual, creative, specific academic or leadership areas, or ability in the performing or visual arts and who require services or activities not ordinarily provided by the school in order to fully develop such capabilities Section 33-2001, Idaho Code. (3-15-22)
- **O2. District Plan**. Each school district shall develop and write a plan for its gifted and talented program. The plan shall be submitted to the Department no later than October 15, 2001. The plan shall be updated and submitted every three (3) years thereafter and shall include: (3-15-22)
- Philosophy statement. (3-15a. 22) Definition of giftedness. (3-15b. 22) c. Program goals. (3-15-22) d. Program options. (3-15-22)Identification procedures. e. (3-15-22)f. (3-15-Program evaluation.
- **03. Screening**. The district's process for identifying gifted and talented students shall include the following steps: (3-15-22)
- **a.** The district shall screen all potentially gifted and talented students to ensure they have an opportunity to be considered; and (3-15-22)
- **b.** The district shall assess those students meeting the screening criteria and gather additional information concerning their specific aptitudes and educational needs; and (3-15-22)
 - **c.** The district shall match student needs with appropriate program options. (3-15-22)
- **04. Assessment**. Placement decisions shall not be determined by a single criterion (for instance, test scores, other measurement, teacher recommendation, or nomination). The district's identification process shall use multiple indicators of giftedness with information obtained through the following methods and sources: (3-15-22)
- **a.** Procedures for obtaining information about students shall include formal assessment methods, such as group and individual tests of achievement, general ability, specific aptitudes and creativity. (3-15-22)
- **b.** Procedures for obtaining information about students shall also include informal assessment methods, such as checklists, rating scales, pupil product evaluations, observations, nominations, biographical data,

ATTACHMENT 1

questionnaires, interviews and grades. 22)

(3-15-

c. Information about students shall be obtained from multiple sources, such as teachers, counselors, peers, parents, community members, subject area experts, and the students themselves. (3-15-22)

172. -- 199. (RESERVED)

200. K-12 IDAHO CONTENT STANDARDS.

As stated in Subsection 105.02 of these Thoroughness rules, all students graduating from Idaho public high schools must meet locally established content standards. The standards set forth in Section 004 of this rule are state content standards that shall be the minimum standards used by every school district in the state in order to establish a level of academic content necessary to graduate from Idaho's public schools. Each school district may set standards more rigorous than these state content standards but no district shall use any standards less rigorous than those set forth in these Thoroughness rules. (3-15-22)

201. -- 999. (RESERVED)

IDAHO DIVISION OF VOCATIONAL REHABILITATION

SUBJECT

Temporary and Proposed Omnibus Rule – Docket 47-0000-2200

REFERENCE

November 2017 Board approved pending rule amendments to Docket

47-0101-1701.

November 2019 Board approved temporary rule Docket 47-0101-1901

re-establishing expired provisions for Idaho's Vocational Rehabilitation Program while the Division completed a two-year process for rewriting IDAPA

47.01.01.

June 2020 Board approved temporary and proposed rule Docket

47-0101-2001 establishing provisions for Idaho's

Vocation Rehabilitation Program.

November 2020 Board approved pending rule Docket 47-0101-2001.

APPLICABLE STATUTE, RULE, OR POLICY

Sections 33-3717 and 33-2303, Idaho Code

BACKGROUND/DISCUSSION

Idaho Administrative Code, IDAPA 47.01.01, was not extended by the 2019 Legislature and expired June 30, 2019. At the Board's November 26, 2019 Special Board meeting the Board approved a temporary rule reestablishing the rules for vocational rehabilitation services provided by the Idaho Division of Vocational Rehabilitation. These rules were approved as a temporary rule rather than proposed and pending rules to allow the Division time to go through a two year process, with stakeholders, to rewrite the chapter. The services covered by this rule are tied to the federal rehabilitation program and funding, and must meet federal requirements for Idaho to remain eligible for the federal funding that supports these programs. The temporary rule approved by the Board in November 2019 expired at the end of the 2020 Legislative Session.

Following the completion of this work, the Division submitted a new temporary and proposed rule, which was approved by the Board at the June 2020 Regular Board meeting. The Board approved the pending rule following the negotiated rulemaking process at the November 23, 2020 special Board meeting. The 2021 Legislature did not reject the rule and the pending rule took effect July 1, 2021. Due to this timing, it was unnecessary to include IDAPA 47, rules governing Idaho's vocational rehabilitation program in the Omnibus rulemaking process that was conducted during the 2021-2022 negotiated rulemaking cycle.

During the 2022 Legislature, the legislature again did not extend any of the currently codified rules. Because this rule is off cycle from IDAPA 08 and IDAPA

55 (the two chapters reviewed by the 2022 Legislature) without legislative action extending the previously codified administrative rules it will expire on June 30, 2022. The Division is submitting a new temporary and proposed rule pursuant to Section 67-5220(2), Idaho Code. As a result, the Division will engage in temporary and negotiated rulemaking concurrently pursuant to Section 67-5226, Idaho Code. The Division is actively taking measures to comply with Executive Order 2020-01, Zero Based Regulation, to streamline the rule, especially in those sections of rule which are clearly defined in federal regulation, 34 CFR § 361, State Vocational Rehabilitation Services Program, which govern the Vocational Rehabilitation program.

IMPACT

The Division does not anticipate any fiscal impact from the approval of this temporary rule. This rule will provide general program requirements, not already described in federal regulations, and service delivery expectations for individuals with disabilities who apply for and are determined eligible for program services

ATTACHMENTS

Attachment 1 – Temporary and Proposed Rule for IDAPA 47.01.01

BOARD STAFF COMMENTS AND RECOMMENDATIONS

The requirements within the temporary and proposed rule align with the requirements of the Rehabilitation Act of 1973, as amended by the Workforce Innovation and Opportunity Act (WIOA), and provide additional clarification. Provisions contained within the rule include: formal and informal review processes, referral and application for services processes, and order of selection criteria.

Administrative rules are made up of three types of rules. Temporary rules, proposed rules and pending rules. Temporary and proposed rules may be promulgated jointly with a single docket number or temporary rules may be promulgated as a standalone rule. A rule must go through the proposed rule and pending rule steps to become a final rule. Final or pending rules are submitted to the legislature for consideration during the next legislative session. Temporary rules go into effect at the time of Board approval unless an alternative effective date is specified by Board action. To qualify as a temporary rule, the rule must meet one of three criteria:

- provides protection of the public health, safety, or welfare; or
- is to come into compliance with deadlines in amendments to governing law or federal programs; or
- is conferring a benefit.

Temporary rules that are approved prior to the start of a legislative session expire at the end of that legislative session unless action is taken by the legislature to extend the rule. The legislature does not see temporary rules unless there is a request for an extension.

This rule is necessary to comply with federal requirements. Staff recommends approval.

R	O	Δ	R	ח	AC	T	IO	M
D	v	М	\mathbf{r}	$\boldsymbol{ u}$	\sim	<i>-</i>	ıv	11

)AR	ID ACTION I move to approve the provided in Attachment		nd proposed	rule Docket	47-010 ⁻	1-2200,	as
	Moved by	Seconded by		Carried Yes	1	No	

TAB 9 Page 3 **PPGA**

ATTACHMENT 1

IDAPA 47 – IDAHO DIVISION OF VOCATIONAL REHABILITATION

47.01.01 - RULES GOVERNING VOCATIONAL REHABILITATION SERVICES

000. LEGAL AUTHORITY.

Article IX, Section 2 of the Idaho Constitution, Section 33-2303, Idaho Code and the Rehabilitation Act of 1973, as amended by the Workforce Innovation and Opportunity Act (WIOA), (Public Law 113-128).

T(07/01/22)

001. TITLE AND SCOPE.

- **01. Title.** The title of this chapter is IDAPA 47.01.01, "Rules Governing Vocational Rehabilitation Services."
- **O2. Scope**. The provision of these rules is to establish the procedures, program requirements and to implement program changes necessitated by the Rehabilitation Act of 1973, as amended, which address the provision of vocational rehabilitation services to the disability population of Idaho. T(07/01/22)

003. CONFIDENTIAL RECORDS.

All personal information concerning the Division's customers is confidential. The information is used only for purposes directly connected to the administration of Vocational Rehabilitation services, and may not be released without the informed, written consent of the customer, except as otherwise provided by law. T(07/01/22)

004. – 009. (RESERVED)

010. **DEFINITIONS.**

- **Customer**. Any individual who has applied for or is eligible for vocational rehabilitation services. T(07/01/22)
- **02. Division**. The Idaho Division of Vocational Rehabilitation.

T(07/01/22)

- 03. Informed Choice. To make an informed choice, customers need accurate, clear, and useful information to make decisions regarding their vocational goal, necessary services and options for selecting approved service providers to reach their goal. T(07/01/22)
- 04. Vocational Rehabilitation Counselor. A professional staff member of the Division who determines customer eligibility and the provision of vocational rehabilitation services. T(07/01/22)

011. ABBREVIATIONS.

01. IPE. Individualized Plan for Employment.

T(07/01/22)

012. – 099. (RESERVED)

100. CUSTOMER APPEALS.

In accordance with 34 CFR 361.57, the customer appeals process is governed by Sections 101-103 of these rules.T(07/01/22)

101. INFORMAL REVIEW PROCESS.

is an optional informal process to resolve disagreements or dissatisfaction with services. An individual may request an informal review within twenty-one (21) calendar days of the agency's notice regarding the provision or denial of services. The request must be in writing to the regional manager and describe the complaint. The regional manager will function as the administrative review officer in this process. At the customer's written request another regional manager may be substituted. The reviewer will be responsible for: T(07/01/22)

01. Advising the Customer. Inform the customer of their right to representation and services

ATTACHMENT 1

available through the Client Assistance Program.

T(07/01/22)

- **02.** Conducting the Review. The review will be conducted within twenty-one (21) calendar days following receipt of a written request, unless both parties agree to an extension. T(07/01/22)
- **03. Documented Effort.** The Division may extend the informal review period when the customer makes a documented effort to utilize client assistance program or another advocate to resolve the dissatisfaction. T(07/01/22)
- **Q4.** Review Location. The review will be held at a time and location convenient to the customer, generally at a Division office. T(07/01/22)
- **05. Communication Method.** Communication will be provided in the most appropriate method for the customer. T(07/01/22)
 - **06. Transportation.** Transportation will be provided to and from the review site, if practicable.T(07/01/22)
- 07. Informal Review Decision. The regional manager or designee will provide a written decision after conducting the informal review. The customer may request mediation or fair hearing within twenty-one (21) calendar days of the written decision. T(07/01/22)

102. MEDIATION.

Mediation is an alternate dispute resolution method available to applicants and eligible customers who initiate the formal appeals process or when the informal review did not resolve the customer's concern. T(07/01/22)

- **01. Timeline**. A customer may request mediation as long as the request is made within twenty-one (21) calendar days of the original or informal review decision. T(07/01/22)
- **02.** Written Request. Requests for mediation must be made in writing to the field services chief and state the reason for dissatisfaction with the decision. The field services chief will represent the Division or assign a management level staff member who was not involved in the decision. T(07/01/22)
- 03. Participation. Mediation is voluntary, either party may reject mediation. Once mediation has been accepted, either party may terminate the mediation process. T(07/01/22)
- **04. Right to Fair Hearing**. Mediation may not be used to deny or delay the customer's right to pursue a fair hearing. Should the customer and/or designated representative select mediation in lieu of a fair hearing, the option for a fair hearing will be extended to allow the results of mediation to be established. Once the final mediation results are determined, the customer retains the right to request a fair hearing. T(07/01/22)
- **05. Mediator**. All mediation is conducted by a qualified and impartial mediator who is selected randomly from a list maintained by the Division. T(07/01/22)
- 06. Confidentiality. Mediation discussions are confidential and may not be used as evidence in a fair hearing. Both parties will sign a confidentiality agreement. T(07/01/22)
- **07. Mediation Agreement**. The mediator will develop a written mediation agreement if agreement between the parties is reached. The agreement must be signed by all parties involved in the mediation. T(07/01/22)
 - **08.** Cost. Cost of mediation is paid by the Division, except for customer representation. T(07/01/22)

103. FAIR HEARING PROCESS.

Is an option available to any customer who is dissatisfied with any determination made by Division personnel that affects the provision of vocational rehabilitation services. A customer may request a fair hearing immediately without going through any other appeal steps. A customer, or if appropriate their representative, may request a timely review of the determination. Such requests must be made within twenty-one (21) calendar days of the

ATTACHMENT 1

Division's decision resulting in the initial disagreement or within twenty-one (21) calendar days of the conclusion of the informal review or mediation process, whichever is later. The fair hearing will be conducted by a fair hearing officer. T(07/01/22)

- 01. Written Request. Requests for a fair hearing must be submitted in writing to the field services chief and state the customer's dissatisfaction with the agency's decision. T(07/01/22)
- **02. Timeline**. The hearing will be conducted within sixty (60) calendar days of receipt of the individual's request, unless resolution is achieved prior to the 60th day, or both parties agree to a specific extension of time. T(07/01/22)
- 03. Fair Hearing Officers. The Division Administrator, or designee, and the State Rehabilitation Council will jointly maintain a list of fair hearing officers. The Administrator and the customer will select the fair hearing officer from the list. T(07/01/22)
- **04.** Written Report. The fair hearing officer will issue a written report of the decision within thirty (30) calendar days of the completion of the hearing. T(07/01/22)
 - **05. Decision.** The decision of the fair hearing officer will be considered final by the Division. T(07/01/22)
- **06. Dispute**. Any party who disagrees with the decision of a fair hearing officer will have the right to bring a civil action with respect to the matter in dispute. The action may be brought in any state court of competent jurisdiction or in a district court of the United States of competent jurisdiction without regard to the amount in controversy. T(07/01/22)

104. – 199. (RESERVED)

200. REFERRAL AND APPLICATION FOR SERVICES.

- **01. Referral.** The Division will attempt contact within seven (7) business days after receipt of a referral request and will make a minimum of three (3) attempts to contact the individual before closing the referral.T(07/01/22)
- **02. Application for Services.** The application process includes the following; an individual must sign and date an application, or make a request for alternate application, provide necessary information to begin an assessment of eligibility, information gathered in the intake interview meets this criterion, and the customer is available and free of restrictions to complete the assessment process for determining eligibility for Division services. T(07/01/22)
- a. Residency Requirement. There is no duration of residency to apply for Division services. Individuals must be present in the state of Idaho and legally able to work in the United States (i.e., non-U.S. citizens must show they are legally able to work within the United States). T(07/01/22)
- **b.** Other Requirements. Customers must be available to participate in the eligibility determination process and will be informed of their rights and responsibilities as a customer of the program. T(07/01/22)

201. ELIGIBILITY REQUIREMENTS.

Eligibility for vocational rehabilitation services is based upon the following criteria:

T(07/01/22)

- **01. Documentation of Impairment**. The customer has a physical or mental impairment documented by qualified personnel; T(07/01/22)
- **02. Documentation of Impediment**. A determination by qualified personnel that the customer's physical or mental impairment constitutes a substantial impediment to employment; T(07/01/22)
 - **O3. Determination of Need for Services.** A determination by qualified personnel employed by the

ATTACHMENT 1

Division, that the customer requires vocational rehabilitation services to prepare for, secure, retain, advance in, or regain employment consistent with the applicant's unique strengths, resources, priorities, concerns, abilities, capabilities, interests, and informed choice. T(07/01/22)

04. Presumption of Benefit. The Division presumes that a customer who meets the eligibility requirements, can benefit in terms of an employment outcome, unless the severity of disability places this presumption of benefit in question, per CFR 361.42(e).

T(07/01/22)

202. PRESUMPTIVE ELIGIBILITY.

Individuals eligible for Social Security benefits under Title II or Title XVI of the Social Security Act, based upon their disability, are presumed to meet the eligibility requirements for vocational rehabilitation services, unless the vocational rehabilitation counselor questions the individual's ability to benefit from vocational rehabilitation services due to the severity of the individual's disability. T(07/01/22)

203. SEVERITY OF DISABILITY.

At the time a customer is determined eligible for vocational rehabilitation services, a determination of the severity of disability, as it relates to employment, will also be determined. A priority category assignment will be determined for all eligible individuals, in one (1) of the following categories: T(07/01/22)

- 01. Priority Category 1 Eligible Individuals with the Most Significant Disabilities. T(07/01/22)
- **a.** Meets criteria established for a customer with a significant disability; and T(07/01/22)
- **b.** Experiences a severe physical and/or mental impairment that seriously limits three (3) or more functional categories (such as mobility, work skills, self-care, interpersonal skills, communication, self-direction or work tolerance) in terms of an employment outcome; and T(07/01/22)
- c. Requires multiple primary Individualized Plan for Employment services over an extended period of time. T(07/01/22)
 - **02.** Priority Category 2 Eligible Individuals with Significant Disabilities. T(07/01/22)
 - **a.** Meets the criteria for a customer with no significant disability; and T(07/01/22)
- **b.** Experiences a severe physical and/or mental impairment that seriously limits one (1) or more functional categories (such as mobility, work skills, self-care, interpersonal skills, communication, self-direction or work tolerance) in terms of an employment outcome; and T(07/01/22)
 - c. Requires multiple primary IPE services over an extended period of time. T(07/01/22)
 - 03. Priority Category 3 All other Eligible Individuals with Disabilities. T(07/01/22)
 - **a.** Has a physical or mental impairment; and T(07/01/22)
 - **b.** Impairment constitutes or results in a substantial impediment to employment; and T(07/01/22)
- **c.** Who can benefit in terms of an employment outcome from the provision of vocational rehabilitation services. T(07/01/22)

204. INDIVIDUALIZED PLAN FOR EMPLOYMENT.

01. IPE Requirements. An eligible customer, or their representative, may develop all or part of their IPE, with or without assistance from the Division, however the IPE must be agreed to by a qualified rehabilitation professional. The Division will not pay for IPE development services from other providers. The customer is given a copy of the signed IPE and any subsequent IPEs. There will be only one (1) active IPE at any given time. The

ATTACHMENT 1

Division supports vocational goals in competitive integrated employment, including supported employment and self-employment. The IPE will contain the mandatory components per 34 CFR 361.46. T(07/01/22)

02. Annual IPE Review. IPEs will be reviewed at least on an annual basis.

T(07/01/22)

205. CASE CLOSURE.

The Division may close a customer's case at any time in the vocational rehabilitation process for various reasons, in compliance with federal regulations as stated in 34 CFR 361.43, 44, and 56 and federal reporting guidelines. General reasons for case closure may occur when the vocational rehabilitation counselor determines that a customer is either not eligible or no longer eligible for vocational rehabilitation services; is unavailable to participate in the vocational rehabilitation program; or the customer achieves an employment outcome. Regardless of when in the process the record of service is closed, the vocational rehabilitation counselor must make reasonable attempts to contact the individual, or as appropriate their representative, prior to case closure to discuss the pending case closure. A closure letter or appropriate form of communication will be sent to individuals whose case is being closed.

T(07/01/22)

206. ORDER OF SELECTION.

- 01. Order of Selection. When the Division cannot provide the full range of vocational rehabilitation services to all eligible customers because of fiscal or personnel capacity constraints, the agency will enter an order of selection. The order of selection will be based on the following requirements: T(07/01/22)
- a. Students with disabilities, as defined by 34 CFR 361.5(c)(51), who received pre-employment transition services prior to eligibility determination and assignment to a disability priority category will continue to receive such services. T(07/01/22)
 - **b.** All customers who have an Individualized Plan for Employment will continue to be served. T(07/01/22)
- **02. Priority Status.** Priority will be given to eligible individuals with the most significant disabilities, followed by those with significant disabilities, and finally those eligible individuals with disabilities. All eligible customers will be assigned to one (1) of the priority categories as outlined in Section 204 of these rules. T(07/01/22)
- 03. When Unable to Serve All Eligible Individuals. If the Division cannot serve all eligible individuals within a given priority category, individuals will be released from the statewide waitlist based on disability priority category and date of application. T(07/01/22)
- **04. Employment Maintenance.** The Division will serve individuals who are in immediate jeopardy of losing their employment and who require specific services or equipment to maintain employment, regardless of severity of disability category assignment, in accordance with 34 CFR 361.36.a(3)(v).

207. – 299. (RESERVED)

300. FINANCIAL PARTICIPATION REQUIREMENTS.

The Division will consider the financial participation of an eligible customer for the purposes of determining the extent of their participation in the costs of vocational rehabilitation services in accordance with 34 CFR 361.54. Financial participation will not be a consideration in the determination of eligibility for vocational rehabilitation services but will be a consideration in allocating the cost of vocational rehabilitation services, except those services described in 34 CFR 361.54(b)(3). T(07/01/22)

01. Financial Participation Assessment. Financial participation will be assessed after eligibility and prior to IPE implementation, prior to a plan amendment, on an annual basis or if a customer's financial circumstances change significantly, whichever occurs sooner.

T(07/01/22)

301. COMPARABLE BENEFITS.

Eligible customers will identify and use all comparable benefits that may be available during the development of the

ATTACHMENT 1

IPE, including, but not limited to, accommodations and auxiliary aids and services, which may meet, in whole or in part, the cost of vocational rehabilitation services. Comparable benefits and services must be utilized before agency funds are used. T(07/01/22)

- **01. Exempt Services.** Services exempt from the requirement to utilize comparable services and benefits include medical, psychological or other examinations to determine eligibility, vocational counseling and guidance, information and referral, job related services to include job search, job supports, job placement and retention services, evaluation of vocational rehabilitation potential, and rehabilitation technology (not including personally prescribed devices). T(07/01/22)
- **02. Availability of Comparable Benefits**. If comparable services or benefits are not available at the time needed to ensure progress toward achieving the employment outcome, the Division may provide such services until comparable services and benefits become available. T(07/01/22)

302. – 399. (RESERVED)

400. PURCHASING REQUIREMENTS.

All services and purchases will follow federal, state, and Idaho Division of Purchasing guidelines. Purchases require written authorization prior to the initiation of the purchased service. Authorizations are issued on or before the beginning date of service. If services are provided without an approved authorization, the Division reserves the right to deny the vendor's invoice. The method of procurement is determined in partnership with the customer; however, the Division prefers that an Authorization for Purchase be used over other methods, with an invoice from the vendor documenting the service provision. The Division will pay for pre-employment transition services and other services that contribute to the determination of eligibility or that are necessary to achieve an employment outcome.T(07/01/22)

401. PURCHASING STANDARDS.

The Division pays usual, customary, and reasonable charges for services. The Division has established hierarchical levels of purchasing authority to balance process efficiency with the Division's internal controls. The majority of service negotiation is at the counselor level. When necessary, varying levels of exceptions to purchasing authority are available by appropriate management staff. Decisions on case expenditures are determined on an individualized basis. The customer may choose their preferred vendor, however, if the cost of a service exceeds a control threshold, the customer will be responsible for the excess amount, absent an exception. Services that will meet the customer's need at the least cost to the Division will be the service cost considered for planning purposes. Services available in the State of Idaho are preferred over more costly out-of-state options, where applicable.

T(07/01/22)

402. PROVISION OF COMMUNITY REHABILITATION PROGRAM SERVICES.

The Division will purchase vocational services from the community rehabilitation programs that are accredited by the Commission on Accreditation of Rehabilitation Facilities, the Rehabilitation Services Accreditation System or from individuals who have employment related certificates from the Association of Community Rehabilitation Educators or who are Certified Employment Support Professional. T(07/01/22)

402. – **999.** (RESERVED)

SUBJECT

Board Policy IV.B. State Department of Education – Instructional Certificate Endorsements – First Reading

REFERENCE

April 2016 The Board approved the first reading of proposed

changes to Board Policy IV.B. cleaning up outdated sections and formalizing the standards review process.

June 2016 The Board approved the second reading of proposed

changes to Board Policy IV.B.

August 2021 Board approved proposed rules Dockets 08-0201-

2101, 08-0202-2102, and 08-0203-2101. Initiating amendments pursuant to Zero Based Regulation

Initiative.

October 2021 Board approved omnibus rule for IDAPA 08,

incorporating proposed rule amendments approved at

the August 2021 Board meeting.

APPLICABLE STATUTE, RULE, OR POLICY

State Board of Education Governing Policies and Procedures IV.B. Sections 33-1201 through 33-1204, Idaho Code Idaho Administrative Code, IDAPA 08.02.02 Executive Order 2020-01

BACKGROUND/DISCUSSION

Executive Order 2020-01, Zero Based Regulations, creates an ongoing review process for all existing rules as of June 30, 2020. Each rule chapter is required to be reviewed by the agency that promulgated the rule according to a schedule established by the Division of Financial Management (DFM) no later than legislative adjournment *sine die* in 2026. The Zero Based Regulations process requires the Board review each IDAPA chapter on a schedule set by DFM, over a five year period, and remove any unnecessary language that duplicates language or provisions in Idaho Code; remove any unnecessary language (e.g. orphaned definitions, redundant language, etc.); move any agency procedures or provisions that can be established through the agencies' policies and procedures; and to simplify and streamline where possible. For the 2021-2022 rulemaking cycle IDAPA 08.02.02, Rules Governing Uniformity, was up for review and amendment.

As part of this process, the amendments to IDAPA 08.02.02 that went before the 2022 Legislature included the removal of the subject area certificate endorsements with the understanding that they would be moved into Board policy. The amended rule removing the endorsements took effect March 15, 2022.

IMPACT

This policy amendment is the next step in the process that was started in 2021 to move the certificate endorsements from Administrative Code to Board policy.

ATTACHMENTS

Attachment 1 – Board Policy IV.B. First Reading

BOARD STAFF COMMENTS AND RECOMMENDATIONS

Section 33-1201, Idaho Code, requires each person employed in any elementary or secondary school in the capacity of teacher, supervisor, administrator, education specialist, school nurse or school librarian to have and to hold a certificate issued under authority of the State Board of Education, valid for the service being rendered. Certificate endorsements identify the subject area and grade range of each certificate. Instructional certificates may include multiple endorsement areas. Chapter 12, Title 33, Idaho Code, includes various provisions requiring the Board to specify the minimum college training requirements or the duration or renewal processes for educator certificates in rule. It does not require the Board to establish the subject area credit requirements for endorsements in rule. By moving these provisions to Board Policy, the Board will be able to be more responsive to requests from public schools to adjust these requirements, if needed, to help with the current teacher shortage.

During the 2022 legislative session, staff received some feedback from a few legislators expressing concern about removing the endorsements from Administrative Code. Staff assured legislators that the process for establishing Board policy as laid out in Section 33-105, Idaho Code, requires a transparent and open process with multiple opportunities for the public to give input.

Staff recommends approval.

BOARD ACTION

I move to approve the first reading of Board Policy IV.B., Certificate Endorsements
as provided in Attachment 1.

Moved by _____ Seconded by ____ Carried Yes ____ No ____

ATTACHMENT 1

Idaho State Board of Education GOVERNING POLICIES AND PROCEDURES

SECTION: IV. ORGANIZATION SPECIFIC POLICIES AND PROCEDURES

Subsection: B. State Department of Education June 2016 August 2022

1. Purpose

The State Department of Education is established by Section 33-125, Idaho Code, as an executive agency of the State Board of Education for elementary and secondary school matters.

2. State Superintendent of Public Instruction

The State Superintendent of Public Instruction is an elected public official, serves as the executive secretary of the Board, and is the chief executive officer of the State Department of Education. The State Superintendent of Public Instruction (hereinafter known as the "superintendent") is responsible for carrying out the policies, procedures, and duties authorized by applicable state and federal statutes and the policies and procedures of the Board for the elementary and secondary schools in Idaho.

3. Department Organization

The State Department of Education (hereinafter known as the "department") is organized in a manner as determined by the Board acting on recommendations by the superintendent.

4. General Scope of Department Responsibilities

The department is responsible for public elementary and secondary school matters as provided by Title 33, Idaho Code, or as determined by the State Board of Education.

5. Consultant and Advisory Services

The Board allows payments to be made to staff members of the department for consultative services to agencies or organizations other than the public elementary and secondary schools. Such payments may be in addition to the certified salary of the employee and be made during the periods for which any regular salary is paid, as determined by the superintendent. Consultative services must not interfere with the time or duties of the staff member for the department. Requests to undertake consultative services must be submitted to the superintendent or his or her designee and to the Board for prior approval.

6. Policy Manual for Idaho Public Schools

The superintendent or his or her designee is responsible for the development, establishment, maintenance, and dissemination of the *State Board of Education Rules* and *Regulations for Public Schools K-12* as approved by the Board. The procedures

ATTACHMENT 1

used to establish, amend, or otherwise modify the Policy Manual will be in accordance with Board policy and applicable state laws.

7. Internal Policies and Procedures

The superintendent, as the chief executive officer, may establish such additional policies and procedures for the internal management of the department as are necessary and in alignment with the Board policies, Administrative Code, and Idaho codeStatute.

8. Basic Educational Technology Standards for Continuing Educators

The proliferation of technology in our daily lives makes it essential that all students are provided an opportunity to become technologically literate. The State Board of Education has established a statewide goal that teachers and administrators be trained in the use of technology for education. This policy was created as a plan of action which provides recognition, encouragement and documentation of demonstrated competencies for educators and school districts by certificates of achievement and by school accreditation.

a. Accountability and Recognition

All state approved teacher education institutions or their trained designees (i.e., state department employees, district employees or community college faculty) will issue a State Certificate of Educational Technology Competency to those certificated personnel who have documented mastery of the required basic technology standards.

The State Department of Education will issue annually a State Certificate of a Technology School of Excellence to those schools documenting that at least 90% of the certificated staff have earned the State Certificate of Educational Technology Competency.

The State Department of Education will provide the State Board of Education an annual report on certificated personnel demonstrating mastery of the required basic technology standards by state, by district, and by school beginning with a baseline skill inventory that identifies the number of certificated personnel who have already demonstrated competency by the approved assessments. The results of this baseline will be available for Board review at the September 1998 Board meeting. Reports will continue annually on September 1999 through September of 2001 providing current data from the 1998-1999 school year and continuing through the 2000-2001 school year. The baseline and each annual report will include the following information by state, by district, and by school:

- i. Total certificated personnel
- ii. Total certificated personnel demonstrating technology competency
- iii. Total certificated administrative personnel
- iv. Total certificated administrative personnel demonstrating technology competency

ATTACHMENT 1

- v. Total certificated instructional personnel
- vi. Total certificated instructional personnel demonstrating technology competency.

Information from the annual reports may be used to inform the citizens of Idaho of the relative standing of each school and each school district. The information will also be used to give proper recognition to schools making excellent progress towards or achieving the Board's goal. The Board staff will evaluate the policy annually.

9. Standards Approval

While maintaining a balance between the local control of school districts and the Idaho constitutional requirement for a uniform and thorough system of public education, the State Board of Education sets minimum standards to provide the framework through which our public school then provide educational opportunities to Idaho students. Prior to any standards being brought forward to the Board the applicable stakeholders and the public shall be provided with an opportunity to provide feedback. All standards being brought to the Board for consideration shall include the standards themselves, a description of how feedback was solicited, and a summary of the feedback that was received. Amendments to existing standards shall also include a redlined version of the standards showing all amendments.

a. Content Standards

The Idaho Content Standards articulate the minimum knowledge a student is expected to know and be able to use within a content (subject) area at specific grade levels. Content standards are reviewed and updated on a rotating basis in relation to the curricular materials adoption schedule, but may be updated more frequently if an area is identified as needing to be updated in advance of that schedule. Content standards review will be scheduled such that the content standard is reviewed in the year prior to the scheduled curricular materials review. At a minimum all content areas, including those without corresponding curricular materials, will be reviewed every six (6) years and notification will be made to the Office of the State Board of Education of the review and if the review will result in amendments to the standard or if it was determined that no amendments are necessary for the review cycle. Career Technical Education (CTE) content standard reviews will be facilitated by the Division of Career Technical Education and must meet the same review requirements as academic content standards.

The content standards review process will include at a minimum:

i. A review committee consisting of Idaho educators with experience in the applicable content area. The committee shall be made up of elementary and secondary instructional staff and at least one postsecondary faculty member from a four-year institution and at least one from a two-year institution, at least one public school administrator, and at least one parent of school aged children or representative of an organization representing parents with school aged children. Instructional staff and postsecondary faculty members must have experience providing instruction in the

ATTACHMENT 1

applicable content area. Additional members may be included at the discretion of the Department. To the extent possible, representatives shall be chosen from a combination of large and small schools or districts and provide for regional representation.

- ii. The review committee will make an initial determination regarding the need to update the standards.
- iii. Based on the review, the committee shall meet to develop initial recommendations for the creation of new content standards or amendments to the existing content standards. The Department will provide multiple opportunities for public input on the draft recommendations including but not limited to the Department website and processes that allow for individuals in each region of the state to participate.
- iv. Drafts of the recommended amendments will be made available to the public for comment for a period of not less than 20 days. At the close of the comment period the committee will finalize recommendations for Board consideration.
- b. Standards for the Initial Certification of Professional School Personnel The Standards for the Initial Certification of Professional School Personnel set the minimum standards certificated school personnel must meet in each certification and endorsement area to be eligible for certification or to receive subject area endorsements. Teacher preparation programs must be in alignment with these standards to be considered for approval or re-approval.

The standards are reviewed and updated based on a five (5) year cycle, where 20% of the standards are reviewed each year. Standards may be identified for review in advance of the five (5) year cycle, however, all standards must be reviewed every five (5) years. Reviews of CTE educator standards will be facilitated by the Division of Career Technical Education. The Professional Standards Commission (PSC) is responsible for reviewing and making recommendations to the Board on amendments or additions to the Standards for the Initial Certification of Professional School Personnel. The PSC will report annually to the Office of the State Board of Education the standards reviewed during the previous year and if that review resulted in recommendations for amendments or if no amendments were recommended during the review cycle.

10. Instructional Staff Certificate Endorsements

Individuals holding an instructional certificate or occupational specialist certificate must have one or more endorsements attached to their certificate. Instructional staff are eligible to teach in the grades and content areas of their endorsements. Occupational specialist certificate endorsements are listed in Board Policy IV.E. Division of Career Technical Education. The following credit requirement must be met to be eligible for each type of endorsements. Credits used for determining eligibility in one endorsement area may also be used to meet the requirements for a corresponding endorsement area where the requirements overlap. Routes for

ATTACHMENT 1

Alternative Authorization for new endorsement's are established in IDAPA 08.02.02.021.

- a. All Subjects (K-8). Allows one to teach in any educational setting (K-8). Twenty (20) semester credit hours, or thirty (30) quarter credit hours in the philosophical, psychological, methodological foundations, instructional technology, and professional subject matter must be in elementary education including at least six (6) semester credit hours, or nine (9) quarter credit hours, in developmental reading. This endorsement must be accompanied by at a minimum one (1) additional subject area endorsement allowing teaching of that subject through grade 9 or kindergarten through grade 12.
- b. American Government / Political Science (5-9 or 6-12). Twenty (20) semester credit hours to include: a minimum of six (6) semester credit hours in American government, six (6) semester credit hours in U.S. history survey, and a minimum of three (3) semester credit hours in comparative government. Remaining course work must be selected from political science. Course work may include three (3) semester credit hours in world history survey.
- c. Bilingual Education (K-12). Twenty (20) semester credit hours leading toward competency as defined by Idaho Standards for Bilingual Education Teachers to include all of the following: upper division coursework in one (1) modern language other than English, including writing and literature, and advanced proficiency according to the American Council on the Teaching of Foreign Languages guidelines; cultural diversity; ESL/bilingual methods; linguistics, second language acquisition theory and practice; foundations of ESL/bilingual education, legal foundations of ESL/bilingual education, identification and assessment of English learners, biliteracy; at least one (1) semester credit hour in bilingual clinical field experience.
- d. Biological Science (5-9 or 6-12). Twenty (20) semester credit hours including coursework in each of the following areas: molecular and organismal biology, heredity, ecology and biological adaptation.
- e. Blended Early Childhood Education/Early Childhood Special Education (Birth Grade 3). The Blended Early Childhood Education/Early Childhood Special Education (Birth Grade 3) endorsement allows one to teach in any educational setting birth through grade three (3). To be eligible, a candidate must have satisfied the following requirements a minimum of thirty (30) semester credit hours in the philosophical, psychological, and methodological foundations, in instructional technology, and in the professional subject matter of early childhood and early childhood-special education. The professional subject matter shall include course work specific to the child from birth through grade three (3) in the areas of child development and learning; curriculum development and implementation; family and community relationships; assessment and evaluation; professionalism; clinical experience including a combination of general and special education in the

ATTACHMENT 1

- following settings: birth to age three (3), ages three to five (3-5), and grades K-3 general education.
- f. Blended Elementary Education/Elementary Special Education (Grade 4 Grade 6). The Blended Elementary Education/Elementary Special Education (Grade 4 Grade 6) endorsement allows one to teach in any grade four (4) through grade six (6) education setting, except in a middle school setting. This endorsement may only be issued in conjunction with the Blended Early Childhood Education/Early Childhood Special Education (Birth Grade 3) endorsement. To be eligible for a Blended Elementary Education/Elementary Special Education (Grade 4 Grade 6) endorsement, a candidate must have satisfied the following requirements: Completion of a program of a minimum of twenty (20) semester credit hours in elementary education and special education coursework to include: methodology and content knowledge (mathematics, literacy, science, health, physical education art), technology, assessment, and clinical experiences in grades four (4) through six (6).
- g. Chemistry (5-9 or 6-12). Twenty (20) semester credit hours in the area of chemistry, to include coursework in each of the following areas: inorganic and organic chemistry.
- h. Communication (5-9 or 6-12). Follow one (1) of the following options:
 - i. Option I -- Twenty (20) semester credit hours to include methods of teaching speech/communications plus course work in at least four (4) of the following areas: interpersonal communication/human relations; argumentation/personal persuasion; group communications; nonverbal communication; public speaking; journalism/mass communications; and drama/theater arts.
 - ii. Option II -- Possess an English endorsement plus at least twelve (12) semester credit hours distributed among the following: interpersonal communication/human relations, public speaking, journalism/mass communications, and methods of teaching speech/communication.
- i. Computer Science (5-9 or 6-12).
 - i. Twenty (20) semester credit hours of course work in computer science, including course work in the following areas: data representation and abstraction; design, development, and testing algorithms; software development process; digital devices systems network; and the role of computer science and its impact on the modern world; or
 - ii. Occupational teacher preparation pursuant to Board Policy IV.E.
- j. Deaf/Hard of Hearing (Pre-K-12). Completion of a minimum of thirty-three (33)

ATTACHMENT 1

semester credit hours in the area of deaf/hard of hearing with an emphasis on instruction for students who use sign language or completion of a minimum thirty-three (33) semester credit hours in the area of deaf/hard of hearing with an emphasis on instruction for students who use listening and spoken language. Coursework to include: American Sign Language, listening and spoken language development, hearing assessment, hearing assistive technology, students with disabilities, pedagogy for teaching students who are deaf or hard of hearing, assessments, and clinical practice.

- k. Early Childhood Special Education (Pre-K-3). The Early Childhood Special Education (Pre-K-3) endorsement is non-categorical and allows one to teach in any Pre-K-3 special education setting. This endorsement may only be added to the Exceptional Child Generalist (K-8 or K-12) endorsement. To be eligible a candidate must have satisfied the following requirements: Completion of a program of a minimum of twenty (20) semester credit hours in the area of early childhood education to include course work in each of the following areas: child development and behavior with emphasis in cognitive-language, physical, social and emotional areas, birth through age eight (8); curriculum and program development for young children ages three to eight (3-8); transitional services; methodology: planning, implementing and evaluating environments and materials for young children ages three to eight (3-8); guiding young children's behavior: observing, assessing and individualizing ages three to eight (3-8) parent-teacher relations; and clinical practice at the Pre-K 3 grades.
- I. Earth and Space Science (5-9 or 6-12). Twenty (20) semester credit hours including course work in each of the following areas: earth science, astronomy, and geology.
- m. Economics (5-9 or 6-12). Twenty (20) semester credit hours to include a minimum of three (3) semester credit hours of micro-economics, a minimum of three (3) semester credit hours of macro-economics, and a minimum of six (6) semester credit hours of personal finance/consumer economics/economics methods. Remaining course work may be selected from business, economics, or finance course.
- n. Engineering (5-9 or 6-12). Twenty (20) semester credit hours of engineering course work.
- o. English (5-9 or 6-12). Twenty (20) semester credit hours, including coursework in all of the following areas: grammar, American literature, British literature, multicultural/world literature, young adult literature, and literary theory. Additionally, a course in advanced composition, excluding the introductory sequence designed to meet general education requirements, and a course in secondary English language arts methods are required.

ATTACHMENT 1

- p. English as a Second Language (ESL) (K-12). Twenty (20) semester credit hours leading toward competency as defined by Idaho Standards for ESL Teachers to include all of the following: a modern language other than English; cultural diversity; ESL methods; linguistics; second language acquisition theory and practice; foundations of ESL/bilingual education, legal foundations of ESL/bilingual education, identification and assessment of English learners; and at least one (1) semester credit in ESL clinical field experience.
- g. Exceptional Child Generalist (K-8, 6-12, or K-12). The Exceptional Child Generalist endorsement is non-categorical and allows one to teach in any special education setting, applicable to the grade range of the endorsement. Regardless of prior special education experience, all initial applicants must provide an institutional recommendation that an approved special education program has been completed, with clinical experience to include student teaching in an elementary or secondary special education setting. To be eligible, a candidate must complete thirty (30) semester credit hours in special education, or closely related areas, as part of an approved special education program.
- r. Geography (5-9 or 6-12). Twenty (20) semester credit hours including course work in cultural geography and physical geography, and a maximum of six (6) semester credit hours in world history survey. The remaining semester credit hours must be selected from geography.
- s. Geology (5-9 or 6-12). Twenty (20) semester credit hours in the area of geology.
- t. Gifted and Talented (K-12). Twenty (20) semester credit hours leading toward competency as defined by Idaho Standards for Teachers of Gifted and Talented Students, to include coursework in the following areas of gifted and talented education: foundations, creative and critical thinking, social and emotional needs, curriculum, instruction, assessment and identification, differentiated instruction, program design, and clinical practice.
- u. Health (5-9, 6-12, or K-12). Twenty (20) semester credit hours to include course work in each of the following areas: organization/administration/planning of a school health program; health, wellness, and behavior change; secondary methods of teaching health, to include field experience in a traditional classroom; mental/emotional health; nutrition; human sexuality; substance use and abuse. Remaining semester credits must be in health-related course work. To obtain a Health K-12 endorsement, applicants must complete an elementary health methods course.
- v. History (5-9 or 6-12). Twenty (20) semester credit hours to include a minimum of six (6) semester credit hours of U.S. history survey and a minimum of six (6) semester credit hours of world history survey. Remaining course work must be in history. Course work may include three (3) semester credit hours in American

ATTACHMENT 1

government.

- w. Humanities (5-9 or 6-12). An endorsement in English, history, music, visual art, drama, or foreign language and twenty (20) semester credit hours in one of the following areas or ten (10) semester credit hours in each of two (2) of the following areas: literature, music, foreign language, humanities survey, history, visual art, philosophy, drama, comparative world religion, architecture, and dance.
- x. Journalism (5-9 or 6-12). Follow one (1) of the following options:
 - i. Option I -- Twenty (20) semester credit hours to include a minimum of fourteen (14) semester credit hours in journalism and six (6) semester credit hours in English and/or mass communication.
 - ii. Option II -- Possess an English endorsement with a minimum of six (6) semester credit hours in journalism.
- y. Literacy (K-12). Twenty (20) semester credit hours leading toward competency as defined by Idaho Standards for Literacy Teachers to include the following areas: foundations of literacy (including reading, writing, listening, speaking, viewing, and language); development and diversity of literacy learners; literacy in the content area; literature for youth; language development; corrective/diagnostic/remedial reading; writing methods; and reading methods. To obtain a Literacy endorsement, applicants must complete the Idaho Comprehensive Literacy Course or the Idaho Comprehensive Literacy Assessment.
- z. Mathematics (6-12). Twenty (20) semester credit hours including course work in each of the following areas: Euclidean and transformational geometry, linear algebra, discrete mathematics, statistical modeling and probabilistic reasoning, and the first two (2) courses in a standard calculus sequence. A minimum of two (2) of these twenty (20) credits must be focused on secondary mathematics pedagogy. Statistics course work may be taken from a department other than the mathematics department.
- aa. Mathematics Middle Level (5-9). Twenty (20) semester credit hours in Mathematics content course work in algebraic thinking, functional reasoning, Euclidean and transformation geometry and statistical modeling and probabilistic reasoning. A minimum of two (2) of these twenty (20) credits must be focused on secondary mathematics pedagogy. Six (6) semester credit hours of computer programming may be substituted for six (6) semester credits in mathematics content.
- bb. Music (5-9 or 6-12 or K-12). Twenty (20) semester credit hours leading toward competency as defined by Idaho Standards for Music Teachers to include course work in the following: theory and harmony; aural skills, music history; conducting; applied music; and piano proficiency (class piano or applied piano), and secondary

ATTACHMENT 1

music methods/materials. To obtain a Music K-12 endorsement, applicants must complete an elementary music methods course.

- cc. Natural Science (5-9 or 6-12). Follow one (1) of the following options:
 - i. Option I -- Must hold an existing endorsement in one of the following areas: biological science, chemistry, Earth science, geology, or physics; and complete a total of twenty-four (24) semester credit hours as follows:
 - 1) Existing Biological Science Endorsement. Eight (8) semester credit hours in each of the following areas: physics, chemistry, and Earth science or geology.
 - 2) Existing Physics Endorsement. Eight (8) semester credit hours in each of the following areas: biology, chemistry, and Earth science or geology.
 - 3) Existing Chemistry Endorsement. Eight (8) semester credit hours in each of the following areas: biology, physics, and Earth science or geology.
 - 4) Existing Earth science or Geology Endorsement. Eight (8) semester credit hours in each of the following areas: biology, physics, and chemistry.
 - i. Option II -- Must hold an existing endorsement in Agriculture Science and Technology; and complete twenty-four (24) semester credit hours with at least six (6) semester credit hours in each of the following areas: biology, chemistry, Earth science or geology, and physics.
- dd. Online-Teacher (K-12). To be eligible for an Online-Teacher (K-12) endorsement, a candidate must have satisfied the following requirements:
 - i. Meets the state's professional teaching and/or licensure standards and is gualified to teach in his/her field of study.
 - ii. Provides evidence of online course time as a student and demonstrates online learning experience.
 - iii. Has completed an eight (8) week online clinical practice in a K-12 program, or has one (1) year of verifiable and successful experience as a teacher delivering curriculum online in grades K-12 within the past three (3) years.
 - iv. Provides verification of completion of a state-approved program of at least twenty (20) semester credit hours of study in online teaching and learning at an accredited college or university or a state-approved equivalent.

ATTACHMENT 1

- v. Demonstrates proficiency in the Idaho Standards for Online Teachers.
- ee. Physical Education (PE) (5-9 or 6-12 or K-12). Twenty (20) semester credit hours to include course work in each of the following areas: personal and teaching competence in sport, movement, physical activity, and outdoor skills; secondary PE methods; administration and curriculum to include field experiences in physical education; student evaluation in PE; safety and prevention of injuries; fitness and wellness; PE for special populations; exercise physiology; kinesiology/biomechanics; motor behavior; and current CPR and first aid certification. To obtain a PE K-12 endorsement, applicants must complete an elementary PE methods course.
- ff. Physical Science (5-9 or 6-12). Twenty (20) semester credit hours in the area of physical science to include a minimum of eight (8) semester credit hours in each of the following: chemistry and physics.
- gg. Physics (5-9 or 6-12). Twenty (20) semester credit hours in the area of physics.
- hh. Psychology (5-9 or 6-12). Twenty (20) semester credit hours in the area of psychology.
- <u>ii.</u> Science Middle Level (5-9). Twenty-four (24) semester credit hours in science content coursework including at least eight (8) credits in each of the following: biology, earth science, and physical science to include lab components. Science foundation standards must be met.
- jj. Social Studies (6-12). Must have an endorsement in history, American government/political science, economics, or geography plus a minimum of twelve (12) semester credit hours in each of the remaining core endorsements areas: history, geography, economics, and American government/political science.
- kk. Social Studies Middle Level (5-9). Twenty (20) Semester credit hours in social studies content coursework including at least five (5) credits in each of the following: history, geography, and American government/political science or economics. Social studies foundations must be met.
- II. Sociology (5-9 or 6-12). Twenty (20) semester credit hours in the area of sociology.
- mm. Sociology/Anthropology (5-9 or 6-12). Twenty (20) semester credit hours including a minimum of six (6) semester credit hours in each of the following: anthropology and sociology.
- nn.Teacher Leader. Teacher leaders provide technical assistance to teachers and other staff in the local education agency with regard to the selection and implementation of appropriate teaching materials, instructional strategies, and procedures to improve the educational outcomes for students. Candidates who

ATTACHMENT 1

hold this endorsement facilitate the design and implementation of sustained, intensive, and job-embedded professional learning based on identified student and teacher needs.

- i. Teacher Leader Instructional Specialist Eligibility of Endorsement. To be eligible for a Teacher Leader – Instructional Specialist endorsement on the Standard Instructional Certificate, a candidate must have satisfied the following requirements:
 - 1) Education requirement: Hold a Standard Instructional Certificate. Content within coursework to include clinical supervision, instructional leadership, and advanced pedagogical knowledge, and have demonstrated competencies in the following areas: providing feedback on instructional episodes; engaging in reflective dialogue centered on classroom instruction, management, and/or experience; focused goalsetting and facilitation of individual and collective professional growth; understanding the observation cycle; and knowledge and expertise in data management platforms.
 - Experience: Completion of a minimum of three (3) years' full-time certificated teaching experience while under contract in an accredited school setting.
 - 3) Provides verification of completion of a state-approved program of at least twenty (20) post baccalaureate semester credit hours of study at an accredited college or university or a state-approved equivalent. Program shall include ninety (90) supervised contact hours to include a combination of face-to-face and field-based professional development activities and evidence that knowledge gained and skills acquired are aligned with Idaho Teacher Leader Standards.
- <u>ii.</u> Teacher Leader Literacy Eligibility for Endorsement. To be eligible for a Teacher Leader – Literacy endorsement on the Standard Instructional Certificate, a candidate must have satisfied the following requirements:
 - 1) Education Requirements: Hold a Standard Instructional Certificate and have demonstrated content competencies in the Idaho Literacy Standards. Coursework and content domains required include foundational literacy concepts; fluency, vocabulary development, and comprehension; literacy assessment concepts; and writing process, which are all centered on the following emphases: specialized knowledge of content and instructional methods; data driven decision making to inform instruction; research-based differentiation strategies; and culturally responsive pedagogy for diverse learners.
 - 2) Experience: Completion of a minimum of three (3) years' full-time

ATTACHMENT 1

- <u>certificated experience while under contract in an accredited school setting.</u>
- 3) Provides verification of completion of a state-approved program of at least twenty (20) post baccalaureate semester credit hours of study at an accredited college or university or a state-approved equivalent. Program shall include ninety (90) supervised contact hours to include a combination of face-to-face and field-based professional development activities and evidence that knowledge gained and skills acquired are aligned with Idaho Teacher Leader Standards. The candidate must meet or exceed the state qualifying score on appropriate state approved literacy content assessment.
- iii. Teacher Leader Mathematics Eligibility for Endorsement. To be eligible for a Teacher Leader Mathematics endorsement on the Standard Instructional Certificate, a candidate must have satisfied the following requirements:
 - 1) Education Requirements: Hold a Standard Instructional Certificate and have demonstrated content competencies. Coursework and content domains required include number and operation, geometry, algebraic reasoning, measurement and data analysis, and statistics and probability, which are centered on the following emphases: structural components of mathematics; modeling, justification, proof, and generalization; and specialized mathematical knowledge for teaching.
 - 2) Experience: Completion of a minimum of three (3) years' full-time certificated teaching experience while under contract in an accredited school setting.
 - 3) Provides verification of completion of a state-approved program of at least twenty (20) post baccalaureate semester credit hours of study at an accredited college or university or a state-approved equivalent. Program shall include ninety (90) supervised contact hours to include a combination of face-to-face and field-based professional development activities and evidence that knowledge gained and skills acquired are aligned with Idaho Teacher Leader Standards. The candidate must meet or exceed the state qualifying score on appropriate state approved math content assessment.
- iv. Teacher Leader Special Education Eligibility for Endorsement. To be eligible for a Teacher Leader Special Education endorsement on the Standard Instructional Certificate, a candidate must have satisfied the following requirements:
 - 1) Education Requirements: Hold a Standard Instructional Certificate

ATTACHMENT 1

endorsed Generalist K-12, K-8, or 5-9 and have demonstrated content competencies in the following areas: assessment of learning behaviors; individualization of instructional programs based on educational diagnosis; behavioral and/or classroom management techniques; program implementation and supervision; use of current methods, materials, and resources available and management and operation of special education management platforms; identification and utilization of community or agency resources and support services; counseling, guidance, and management of professional staff; and special education law, including case law.

- 2) Experience: Completion of a minimum of three (3) years' full-time certificated experience, at least two (2) years of which must be in a special education classroom setting, while under contract in an accredited school setting.
- 3) Provides verification of completion of a state-approved program of at least twenty (20) post baccalaureate semester credit hours of study at an accredited college or university or a state-approved equivalent. Program shall include ninety (90) supervised contact hours to include a combination of face-to-face and field-based professional development activities and evidence that knowledge gained and skills acquired are aligned with Idaho Teacher Leader Standards.
- oo. Teacher Librarian (K-12). Twenty (20) semester credit hours of coursework leading toward competency as defined by Idaho Standards for Teacher Librarians to include the following: collection development/materials selection; literature for children and/or young adults; organization of information to include cataloging and classification; school library administration/management; library information technologies; information literacy; and reference and information service.
- pp. Theater Arts (5-9 or 6-12). Twenty (20) semester credit hours leading toward competency as defined by Idaho Standards for Theater Arts Teacher, including coursework in each of the following areas: acting and directing, and a minimum of six (6) semester credits in technical theater/stagecraft. To obtain a Theater Arts (6-12) endorsement, applicants must complete a comprehensive methods course including the pedagogy of acting, directing and technical theater.
- qq. Visual Arts (5-9, 6-12, or K-12). Twenty (20) Semester credit hours leading toward competency as defined by Idaho Standards for Visual Arts Teachers to include a minimum of nine (9) semester credit hours in: foundation art and design. Additional course work must include secondary arts methods, 2-dimensional and 3-dimensional studio areas. To obtain a Visual Arts (K-12) endorsement, applicants must complete an elementary art methods course.

rr. Visual Impairment (Pre-K-12). Completion of a program of a minimum of thirty (30)

ATTACHMENT 1

semester credit hours in the area of visual impairment. An institutional recommendation specific to this endorsement is required. To be eligible for a Visually Impaired endorsement, a candidate must have satisfied the following requirements:

- ss. World Language (5-9, 6-12 or K-12). Twenty (20) semester credit hours to include a minimum of twelve (12) intermediate or higher credits in a specific world language. Course work must include two (2) or more of the following areas: grammar, conversation, composition, culture, or literature; and course work in foreign language methods. To obtain an endorsement in a specific foreign language (K-12), applicants must complete an elementary methods course. To obtain an endorsement in a specific foreign language, applicants must complete the following:
 - i. Score an intermediate high (as defined by the American Council on the Teaching of Foreign Languages or equivalent) on an oral proficiency assessment conducted by an objective second party; and
 - ii. A qualifying score on a state approved specific foreign language content assessment, or if a specific foreign language content assessment is not available, a qualifying score on a state approved world languages pedagogy assessment).

DIVISION OF CAREER TECHNICAL EDUCATION (IDCTE)

SUBJECT

Board Policy IV.E. Division of Career Technical Education - First Reading

REFERENCE

October 16-17, 2019	Board approved the second reading of proposed changes to Board Policy IV.E and pending rule amending IDAPA 08.02.02 removing language for CTE degree-based endorsements.
April 22, 2020	Board approved first reading of proposed amendments to Board Policy IV.E. grandfathering in certain occupational endorsements.
April 27, 2020	Board approved second reading proposed amendments to Board Policy IV.E.
August 26, 2020	Board approved first reading of proposed amendments to Board Policy IV.E.4.a. clarifying state programs administered by the Division.
October 21, 2020	Board approved second reading of proposed amendments to Board Policy IV.E. Division of Career Technical Education.
August 26, 2021	Board approved first reading of proposed amendments to Board Policy IV.E. updating career technical educator endorsement provisions.
October 21, 2021	Board approved second reading of proposed amendments to Board Policy IV.E.

APPLICABLE STATUTE, RULE, OR POLICY

State Board of Education Governing Policies and Procedures IV.E. Sections 33-105, and 33-2202, Idaho Code IDAPA 08.02.03.004

BACKGROUND/DISCUSSION

To be considered for, or to receive continued approval from the Idaho Division of Career Technical Education (IDCTE), a career technical education program must meet the approved program content standards. These standards had previously been incorporated by reference in IDAPA 08.02.03 along with the academic content standards. As part of the Governor's initiative on Zero Based Regulations and the request to limit or reduce what is included in Administrative Code, the Board started the process of moving these standards from IDAPA 08.02.03 to Board policy. The amended rules took affect when the Legislature adjourned *sine die* in March. Adding the standards into Board policy is the next and final step in the vearlong process.

In addition to moving the standards into Board policy, IDCTE is also proposing an amendment to the career technical education early childhood education program standards. These standards are a subset of the Family and Consumer Sciences standards. The early childhood education program standards have been updated to make them more relevant to today's early childhood education environment and are coming forward to the Board as entirely new standards for this program area.

IMPACT

This policy amendment is the next step in the process that was started in 2021 to move the career technical education program standards from Administrative Code to Board policy.

ATTACHMENTS

Attachment 2 – CTE Early Childhood Education Program Standards Update Attachment 2 – Board Policy IV.E. First Reading

BOARD STAFF COMMENTS AND RECOMMENDATIONS

The career technical education program content standards are grouped in six major categories: Agricultural and Natural Resources; Business and Marketing Education; Engineering and Technology Education; Health Sciences; Family and Consumer Sciences; and Skilled and Technical Sciences. In addition to these six categories, the standards include a seventh area that is incorporated into the specific program categories: Workplace Readiness. Each major category is then made up of several program areas. As an example, Family and Consumer Sciences encompasses Culinary Arts Program Standards, Early Childhood Education Program Standards, Entrepreneurship Program Standards, and Hospitality and Tourism Program Standards.

Staff recommends approval.

BOARD ACTION

I move to approve the updates to the career technical education early childhood education program standards as provided in Attachment 1.

Moved by	Seconded by	Carried Yes	No
	ove the first reading of Botion as provided in Attachm		sion of Caree
Moved by	Seconded by	Carried Yes	No

2022 EARLY CHILDHOOD EDUCATION

Program Standards

CONTENT STANDARD 1.0: CAREER EXPLORATION AND PROFESSIONAL PRACTICES

Performance Standard 1.1: Postsecondary education options

- 1.1.1 Analyze career and education paths and opportunities for employment in early childhood education and related services.
- 1.1.2 Describe specific work environments, qualifications, and employment opportunities that provide services to children and families at each level of the career ladder.
- 1.1.3 Describe trends that affect child-related careers on the local, state, and national levels.

Performance Standard 1.2: Professionalism in early childhood education

- 1.2.1 Explore career technical student organizations associated with early childhood education [e.g., Family, Career and Community Leaders of America (FCCLA) www.fcclainc.org].
- 1.2.2 Participate in student and/or professional organizations' functions and leadership opportunities.
- 1.2.3 Compare professional early childhood education organizations and programs [e.g., community agencies, National Association for the Education of Young Children (NAEYC), American Association of Family and Consumer Sciences (AAFCS), professional journals, higher education Institutions, IdahoSTARS, and organizations that focus on infant-toddlers and family childcare providers].

Performance Standard 1.3: Ethical standards and professional guidelines

- 1.3.1 Integrate the NAEYC Code of Ethical Conduct into practice.
- 1.3.2 Maintain confidentiality and respect of children, families, and colleagues.
- 1.3.3 Analyze ethical dilemmas and determine professional and appropriate courses of action.
- 1.3.4 Explain the purpose and importance of program accreditation and licensure.

Performance Standard 1.4: Professional development and collaboration

- 1.4.1 Demonstrate work ethic, initiative, advocacy, and commitment to program goals and improvements.
- 1.4.2 Facilitate and participate on collaborative teams.
- 1.4.3 Foster effective relationships within collaborative teams.
- 1.4.4 Identify initial and ongoing requirements for professional development (local, state, and national).
- 1.4.5 Identify program types and indicators of quality early childhood programs (i.e. NAEYC checklist).
- 1.4.6 Identify a variety of agencies, organizations, and professionals available to young children and families.

Performance Standard 1.5: Knowledge, reflection, and critical analysis

- 1.5.1 Develop goals based on reflections of current practice with young children, families, and peers.
- 1.5.2 Create a portfolio/resource binder for use in preparation for future employment [similar to Child Development Associate [(CDA) portfolio].
- 1.5.3 Develop awareness of an understanding and accepting approach to working with diverse children and families.

Performance Standard 1.6: Advocacy for young children and the profession

- 1.6.1 Examine the economic impact of early childhood education services on local, state, and national levels.
- 1.6.2 Align advocacy to research and early childhood education resources on the local, state, and national level.

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS JUNE 15, 2022 ATTACHMENT 1

- 1.6.3 Demonstrate understanding of local and Idaho Legislative processes and impact on laws governing child care licensing and early education.
- 1.6.4 Advocate for young children, families, and the profession using written and verbal communication (e.g., letter writing, contacting your legislator, writing an editorial, and participating in an advocacy event).
- 1.6.5 Discuss the significance of the early years and the value of quality early childhood education programs for young children, families, and the community.

CONTENT STANDARD 2.0: PROMOTING CHILD DEVELOPMENT AND LEARNING

Performance Standard 2.1: Characteristics and needs of young children

- 2.1.1 Explain developmental domains: cognitive, physical, language, social-emotional, and creative development.
- 2.1.2 Explain factors that impact young children's ability to meet developmental milestones [e.g., prematurity, nutrition, prenatal care, maternal depression, Adverse Childhood Experiences (ACEs), and mother's level of education].
- 2.1.3 Apply knowledge of developmental theories (e.g., Piaget, Erikson, Gardner, Maslow, Bronfenbrenner, and Vygotsky) to meet young children's individual needs in the group setting.

Performance Standard 2.2: Multiple influences on development and learning

- 2.2.1 Create experiences that address each child's needs, culture, temperament, environment, interests, and learning styles.
- 2.2.2 Provide materials and activities that affirm and respect cultural, ethnic, and linguistic diversity.
- 2.2.3 Distinguish factors, including family dynamics, societal context, and structural inequities which may affect children's behavior, health, and welfare.

Performance Standard 2.3: Healthy, respectful, supportive, and challenging learning environments

- 2.3.1 Differentiate developmental differences and unique characteristics of children.
- 2.3.2 Apply developmentally appropriate guidance approaches that promote positive behaviors, problem solving, and self-regulation.
- 2.3.3 Plan and implement developmentally appropriate activities and learning environments that enhance child-directed play-based learning, which promotes growth and development within the developmental domains.

CONTENT STANDARD 3.0: FAMILY AND COMMUNITY RELATIONS

Performance Standard 3.1: Family and community characteristics

- 3.1.1 Recognize that diversity exists in language, culture, socio-economic level, special needs, faith traditions, family structure, and individual differences.
- 3.1.2 Implement practices which facilitate respect and acceptance of diverse families.
- 3.1.3 Demonstrate an understanding of the Strengthening Families framework, including protective factors (e.g., parental resilience, social connections, knowledge of parenting and child development, concrete support in times of need, and social and emotional competence of children).

Performance Standard 3.2: Family and community empowerment through respectful, reciprocal relationships

- 3.2.1 Demonstrate how to build partnerships with families through frequent, effective two-way communication about their child's experiences and development.
- 3.2.2 Identify and encourage opportunities for family support, empowerment, and participation.
- 3.2.3 Explore how families' attitudes and actions influence children's abilities and interest in learning.
- 3.2.4 Identify ways family members can play an active role in their child's education.
- 3.2.5 Describe ways we can use families and the community as resources for children's learning (e.g., field trips and visitors).

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS JUNE 15, 2022 ATTACHMENT 1

3.2.6 Identify community resources to support children and families' well-being (e.g., housing, food, clothing, healthcare).

CONTENT STANDARD 4.0: OBSERVATION, DOCUMENTATION, AND ASSESSMENT

Performance Standard 4.1: Goals, benefits, and uses of assessment

- 4.1.1 Name and use a variety of methods and tools for observation, documentation, and assessment for children and programs (e.g. Idaho Early Learning Guidelines, checklists, anecdotal notes, running records, participation charts).
- 4.1.2 Describe how findings in child observation, documentation, and assessment assist in setting goals for children, communicating with families and planning classroom curriculum.
- 4.1.3 Identify the difference between formal and informal and formative and summative assessments.
- 4.1.4 Interpret child observation, documentation, and assessment data to ensure that children's developmental needs are met.

CONTENT STANDARD 5.0: TEACHING AND LEARNING

Performance Standard 5.1: Positive relationships and supportive interactions as the foundation for working young children

- 5.1.1 Understand and articulate how positive, caring, supportive relationships and interactions as the foundation of early childhood educators' work with young children.
- 5.1.2 Understand how teaching skills are responsive to the learning trajectories of young children and to the needs of each child.
- 5.1.3 Describe how differentiating instruction, incorporating play as a core teaching practice, and supporting the development of executive function skills are critical for young children's learning.

Performance Standard 5.2: Effective approaches, strategies, and tools for early education

- 5.2.1 Engage in everyday conversations with children to promote their positive self-concept.
- 5.2.2 Use evidence-based teaching skills and strategies that reflect the principles of universal design for learning to assist children in learning to express emotions in positive ways, solve problems, and make decisions.
- 5.2.3 Assist children in separating from family and integrating into the classroom.
- 5.2.4 Monitor and support children's engagement in routines, activities, and social interactions.
- 5.2.5 Select and implement various teaching approaches along a continuum from child-initiated exploration to adult-directed activities, including modeling and scaffolding, to meet the individual needs of children.

CONTENT STANDARD 6.0: HEALTH, SAFETY, AND NUTRITION

Performance Standard 6.1: Health and safety procedures, regulations, and personal health practices

- 6.1.1 Explain hygiene, health, and safety needs of young children.
- 6.1.2 Identify preventive health care resources.
- 6.1.3 Describe the benefit of physical education activities for young children's long-term health outcomes and brain development.

Performance Standard 6.2: Connections between nutrition and wellness in young children

- 6.2.1 Discuss malnutrition, under-nutrition, and over-nutrition issues.
- 6.2.2 Explain the procedures for safe food preparation, storage, and disposal to prevent food borne illness.

Performance Standard 6.3: Child abuse and neglect

- 6.3.1 Define child abuse and neglect.
- 6.3.2 Review current laws related to parenting.
- 6.3.3 Identify factors that contribute to situations of child abuse and neglect.
- 6.3.4 Describe outcomes of child abuse and child neglect.
- 6.3.5 Research strategies for managing anger, frustration, separation, and loss.

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS JUNE 15, 2022 ATTACHMENT 1

6.3.6 Discuss legal responsibilities for mandatory reporters in cases of suspected child abuse and neglect.

Performance Standard 6.4: Safe learning environments for young children

- 6.4.1 Identify factors that maintain a safe and healthy learning environment.
- 6.4.2 Demonstrate state and local regulations that support safe and healthy practices.
- 6.4.3 Explain information on security, emergency, medical procedures with staff and young children.
- 6.4.4 Practice strategies to teach young children safety rules and making safe choices (e.g., field trip safety rules and procedures, indoor/outdoor equipment, emergency drills).
- 6.4.5 Follow safe sleep practices including SIDS prevention strategies.

Performance Standard 6.5: Healthy environments for young children

- 6.5.1 Assist in meeting general hygiene needs of young children.
- 6.5.2 Demonstrate and model correct hand hygiene and diaper changing procedures.
- 6.5.3 Explain typical illness policies for early childhood programs.
- 6.5.4 Identify signs of illness, allergies, body temperature, and/or discomfort in young children.
- 6.5.5 Describe infection control procedures, sanitation practices, and prevention of illness policies (e.g., immunizations), including the use of universal precautions.
- 6.5.6 Acquire a pediatric CPR/first aid certificate.

Performance Standard 6.6: Food experiences and healthy eating for young children

- 6.6.1 Identify the nutritional needs of young children.
- 6.6.2 Assist in planning, preparing, and serving nutritious snacks and meals.
- 6.6.3 Identify cultural issues that impact feeding young children.
- 6.6.4 Develop activities for young children to assist with the preparation of snacks and meals.
- 6.6.5 Incorporate developmentally appropriate strategies for introducing new foods.
- 6.6.6 Assist young children in developing table manners and positive eating habits, including family style dining.
- 6.6.7 Identify appropriate feeding utensils for young children.

ATTACHMENT 2

Idaho State Board of Education
GOVERNING POLICIES AND PROCEDURES
SECTION: IV. ORGANIZATION SPECIFIC POLICIES AND PROCEDURES

Subsection: E. Division of Career Technical Education October 2021 June 2022

1. Purpose.

The Division of Career Technical Education (Division) provides leadership and coordination for programs in career technical education in various parts of the state. The general purpose of the Division is to carry out the governing policies and procedures of the Board and the applicable provisions of state and federal career technical education regulations assigned to the Division.

2. Delegation of Authority

The Administrator is the chief program and administrative officer of the Division, is appointed by, and serves in this position at the pleasure of the Board. The Administrator of the Division of Career Technical Education serves as the chief executive officer of the statewide career technical education system with the responsibility to supervise and manage career technical education programs in Idaho within the framework of the Board's Governing Policies and Procedures for the organization, management, direction, and supervision of the agency and is held accountable by the Board for the successful functioning of the institution or agency in all of its units, divisions, and services pursuant to Board Policy I.E. Executive Officers. The Administrator shall report to the Board through the Executive Director. The Administrator is responsible for the preparation and submission, through the Executive Director, of any matters related to career technical education for Board review and action.

3. Definitions

- a. Concentrator means a secondary student enrolled in a capstone course.
- b. Local Education Agencies means a public school district or charter school, including specially chartered districts.
- c. Technical College Leadership Council (TCLC) means the career technical education deans of the six regional public technical colleges in Idaho.
- d. Technical Skill Assessment means an assessment given at the culmination of a pathway program during the capstone course and measures a student's understanding of the technical requirements of the occupational pathway.
- e. Workplace Readiness Assessment means an assessment of a career technical education student's understanding of workplace expectations.

ATTACHMENT 2

4. Functions

The Division provides statewide leadership, administration, supervision, planning, and coordination for career technical education activities in Idaho. The major functions include:

- a. Statewide Administration: maintaining a qualified professional staff to provide statewide leadership and coordination for career technical education and the programs offered in accordance with applicable state and federal regulation, Fire Service Training and STAR Motorcycle Safety Program.
- b. Supervisory and Consultative Services: providing technical assistance to local education agencies to assist in the implementation and maintenance of career technical education programs including support and leadership for student organizations and education equity.
- c. Planning: assisting local education agencies in the development of annual plans and data collection and analyzing services for the establishment of a five-year plan, annual plans, and accountability reports from the local education agencies.
- d. Evaluation: conducting and coordinating career technical education evaluations in accordance with state and federal guidelines to monitor program activities and to determine the status of program quality in relation to established standards and access.
- e. Budget Preparation: preparing annual budgets and maintaining a statewide finance and accountability system.
- f. Program and Professional Improvement: initiating and coordinating research, curriculum development, process improvement, and staff development statewide.
- g. Management Information: collecting, analyzing, evaluating and disseminating data and program information which provides a comprehensive source of accurate, current, and easily accessible information for statewide decision making.
- h. Coordination: providing liaison with related state agencies and organizations, business and industry, and community-based organizations.

5. Organization.

The programs and services of the Division are organized into two (2) broad segments: (a) Regular Occupational Programs and (b) Special Programs and Support Services.

a. Regular Occupational Programs are programs designed to prepare students at the secondary and postsecondary levels with the skills, knowledge, attitudes, and habits necessary for entry-level employment in recognized occupations in Idaho

ATTACHMENT 2

regions, and may extend to the Northwest and nationally. These programs also provide the supplemental training to upgrade the skills of those citizens of Idaho who are currently employed. Regular programs include clusters and pathways in the following program areas:

- i. Agriculture, Food and Natural Resources;
- ii. Business and Marketing;
- iii. Engineering and Technology Education;
- iv. Family and Consumer Sciences and Human Services;
- v. Health Professions and Public Safety; and
- vi. Trades and Industry.

A program quality manager is employed in each program area to provide leadership and technical assistance to local education agencies.

- b. Special Programs and Support Services are special programs designed to serve students who are considered special populations, students with special needs, and include other program activities not considered occupational in nature. These programs include Single Parent/Displaced Homemaker, Education Equity, and middle school career technical education.
- c. Through state and federal regulations, or by contract for administration, the Division may supervise and manage other career technical training programs as appropriate.

6. Program Delivery

Career technical education programs are made available at three (3) levels in Idaho -- secondary, postsecondary, and workforce training.

7. Secondary Programs

- a. Secondary Programs are provided through participating local education agencies and career technical schools. Secondary programs are established by the Division and may be categorized as either a cluster program or a pathway program.
- b. Cluster Program: provides introductory and intermediate courses as an introduction to a career technical area and the opportunity to learn workplace readiness expectations. A cluster program must meet the following requirements:
 - i. Consist of a variety of foundation and intermediate courses within a single Career Cluster. The program does not culminate in a capstone course.
 - ii. Offer a program that is three or more semesters (or the equivalent) in length.
 - iii. Demonstrate a strong career/workplace readiness skills alignment.
 - iv. Participate in a related Career Technical Student Organization.

ATTACHMENT 2

- v. Maintain an active Technical Advisory Committee to guide program development and foster industry engagement.
- vi. Require a nationally validated, industry-based Workplace Readiness Assessment created to evaluate skills and attitudes needed for success in the workplace administered by an approved developer as part of the program.
- c. Pathway Program: provides specific career area occupational preparation, the opportunity to learn workplace readiness expectations, and the knowledge and skill development required to transition into a similar postsecondary program. A pathway program must meet the following requirements:
 - i. Consist of a sequence of courses that culminate in a capstone course and aligns with Board approved career technical education content standards.
 - ii. Offer a program that is three or more semesters (or the equivalent) in length.
 - iii. Demonstrate a strong career/workplace readiness skills alignment.
 - iv. Participate in a related Career Technical Student Organization.
 - v. Maintain an active Technical Advisory Committee to guide program development and foster industry engagement.
 - vi. Require the Workplace Readiness Assessment as part of the program.
 - vii. Demonstrate alignment to similar postsecondary program outcomes as well as to relevant industry recognized standards.
 - viii. Offer work-based learning experience opportunities for students (paid or unpaid).
 - ix. Require a pathway-identified Technical Skill Assessment for all students enrolled in the capstone course (concentrators).
 - x. Ensure the program meets the requirements for concentrators to obtain Technical Competency Credit for aligned postsecondary programs.
 - xi. Require a nationally validated, industry-based technical skill assessment administered by an approved developer.
- d. All junior and senior concentrators are required to take the technical skill assessment associated with their program. In the event a senior concentrator is enrolled in a pathway program that does not yet have an approved technical skill assessment, that student will take only the workplace readiness assessment until the pathway program technical skill assessment has been approved.
- e. All seniors enrolled in more than one career technical education course are required to take the workplace readiness assessment.

f. Secondary Program Approval

The Division accepts applications each year from local education agencies to establish new secondary career technical programs, change a program type or reactivate an inactive program. To be considered in a given fiscal year the

ATTACHMENT 2

application must be received no later than February 15. Only approved programs are eligible to receive added-cost funds, or additional career technical education funding including, Idaho Program Quality Standards, Program Quality Initiative, Workforce Readiness Incentive Grant, and federal Perkins funding. In order to receive added-cost funds, a program must also be taught by an appropriately certified career technical education teacher. Career technical education teacher certification requirements are established in IDAPA 08.02.02. Applications must be submitted in a format established by the Administrator.

The Division will evaluate applications on standard criteria. Approval of new programs and reactivation of inactive programs will be based on available funding; priority will be given to pathway programs. A local education agency must demonstrate that, as part of its decision for creating, changing, or reactivating a career technical program, the local education agency has considered the recommendations from a local technical advisory committee. If such a committee does not already exist, the local education agency must create a committee for the express purpose of evaluating local and/or regional need for the proposed career technical program and for providing guidance on the application for such program. Applications must indicate if the program is a cluster or a pathway program and will be evaluated according to the specific program type. Denial of applications will be based on failure to meet the application requirements, including but not limited to missing deadlines, information, failure to meet minimum program requirements or failure to respond to any request for additional information within the timeframe specified in the application. Local education agencies will be notified of their application status on or before April 30 of the application year. Prior to receiving added-cost funds, the local education agency must submit the applicable statement of assurances, as outlined in the application approval letter.

- i. Comprehensive high school new cluster programs will be evaluated on the following criteria:
 - 1) Meeting minutes that reflect recommendations from the local technical advisory committee
 - 2) Alignment with one of four approved cluster program areas
 - 3) Provides basic workplace readiness skills
 - 4) Connection to a Career Technical Student Organization (CTSO) supported by the Division
 - 5) Representation on the technical advisory committee in alignment with the program area industry
 - 6) Realistic, applied learning, provided through lab and industry-related activities
 - 7) Facilities to accommodate the program with equipment and space
 - 8) Agreement with the Statement of Assurances, as defined in the application

ATTACHMENT 2

- ii. Comprehensive high school new pathway programs will be evaluated on the following criteria:
 - 1) Meeting minutes that reflect recommendations from the local technical advisory committee
 - 2) Alignment with one of the approved pathway programs established by the Division
 - 3) Provide basic workplace readiness skills
 - 4) Consists of sequential, intermediate and capstone courses that meet the minimum requirements
 - 5) Connection to a Career Technical Student Organization (CTSO) supported by the Division
 - 6) Technical advisory committee that includes representatives from the identified occupational pathway
 - 7) Realistic, applied learning, provided through lab and industry-related activities
 - 8) Work-based learning opportunities
 - 9) Regional need for the program, established through labor market data
 - 10) Alignment with Board-approved program standards
 - 11) Alignment to related postsecondary program
 - 12) Facilities to accommodate a pathway program with the appropriate and relevant equipment and space for the pathway
 - 13) Agreement with the Statement of Assurances, as defined in the application
- iii. Career Technical School (CTS) pathway programs must meet the evaluation criteria for a new pathway program, as well as the criteria outlined in IDAPA 55.01.03.
- g. Allowable Use of Added-Cost Funds

Added-cost funds are distributed to school districts to cover instructor and program expenses beyond those normally encountered by Idaho public schools at the secondary level. Allocations are calculated based on career technical education teacher full-time equivalency (FTE) and must be used to support all career technical education programs in the school districts. Added-cost funds may only be used for expenses directly related to an approved career technical education program in five (5) categories:

- i. Instructional and Program Promotion Materials and Supplies
 - 1) Single copy reference materials, including single-user electronic reference materials
 - 2) Consumable student lab and classroom manuals
 - 3) Consumable materials and supplies that support the instructional program

ATTACHMENT 2

- 4) Workplace Readiness Assessment (WRA) and Technical Skill Assessment (TSA) exam costs (excluding retakes) for those exams administered outside the Division-funded testing window
- 5) Web-based licensed products to support program instruction and management
- 6) Materials and supplies used in CTE program promotion

ii. Equipment

- 1) Equipment costing \$500 or more per unit cost and having an expected life greater than two years (software is not considered equipment)
- 2) Computers and peripherals necessary for program instruction above and beyond equipment provided to academic classrooms

iii. Salaries

- Time beyond the normal academic year to be defined as the last school session calendar day of the current year and before the first session calendar day of the subsequent year, which should be a documented agreement between the district and the CTE instructor
- 2) Time during the normal academic year for CTSO advisors who travel and stay in hotels to attend state and national leadership conferences with their students, beyond the normal school week to include one (1) day for a state leadership conference and two (2) days for a national leadership conference
- 3) For health professions programs only, time beyond the normal school day, i.e., evenings and weekends, for licensed professional teachers delivering required instruction to students at clinical sites

iv. Contracts

- 1) Services contracted by the district for maintaining and repairing CTE equipment and for operating and maintaining CTE labs and shops (e.g., equipment service contracts and hazardous waste disposal)
- 2) Fees and expenses for supplemental specialized instruction (e.g., certified CPR trainer, OSHA certification instructor, short-term specialized instruction from subject matter expert, supplemental staff to supervise students in a clinical environment)

v. Travel and Professional Expenses

 Instructor travel costs and fees for CTE-related professional development (e.g., conferences, seminars, workshops, state-sponsored meetings, summer conference, and back-to-industry experiences related to the CTE program)

ATTACHMENT 2

- 2) Instructor travel costs and fees related to CTE student activities and CTSO activities (e.g., conference registration fees, mileage, per diem, lodging)
- 3) Instructor membership dues for professional associations and CTSO affiliations related to program area.
- 4) Up to ten percent (10%) of the CTE added-cost funding for student transportation within the state to a state-approved CTSO leadership conference or event
- vi. Added-Cost Funds may not be used for:
 - 1) Print textbooks, electronic textbooks, and/or other electronic media used as the primary source of content delivery
 - 2) Technology related to general instructional delivery (e.g., projectors, cell phones)
 - 3) Classroom equipment, supplies, and web-based licensed products that are provided to all district teachers and classrooms
 - 4) Fundraising equipment and supplies
 - 5) Equipment not related to program instruction
 - 6) Salaries and benefits for certified employees (i.e., teachers who hold certification) and classified employees (i.e., employees other than certified or professional teachers)
 - 7) Salaries and benefits to replace furlough days
 - 8) Salaries and benefits for district pre-service and/or in-service days
 - 9) Salaries and benefits for substitutes
 - 10) Contracted salaries or benefits to provide the basic instructional program
 - 11) Fees to obtain or renew teaching credentials and/or professional licenses
 - 12) Tuition and transcripted credits, including professional development credits
 - 13) Individual student travel fees and expenses
- 8. Occupational Specialist Certificate Endorsements, effective July 1, 2020. Pursuant to Section 33-1201, Idaho Code, every person employed in an elementary or secondary school in the capacity of a teacher must have a certificate issued under the authority of the State Board of Education. Certification requirements are established in IDAPA 08.02.02. Each certificate must have one or more endorsements indicating the occupational area the teacher is qualified in to provide instruction. Endorsement eligibility is determined by the Division of Career Technical Education. Career technical education endorsements consist of the following:

a. Endorsements A-C

i. Administrative Services (6-12). Industry experience that indicates applied competence in the majority of the following areas: proficiency in word processing, spreadsheet, database, presentation, and technology media applications; accounting functions; legal and ethical issues that impact

ATTACHMENT 2

- business; customer relations; business communication; and business office operations.
- ii. Agribusiness (6-12). Industry experience that indicates applied competence in the majority of the following areas: plant and animal science; agricultural economic principles; business planning and entrepreneurship; agriculture business financial concepts and recordkeeping systems; risk management in agriculture; laws related to agriculture and landowners; marketing and sales plans; and sales.
- iii. Agriculture Food Science and Processing Technologies (6-12). Industry experience that indicates applied competence in the majority of the following areas: properties of food; principles of processing; post-processing operations; safety practices; and equipment and tools used in food processing.
- iv. Agriculture Leadership and Communications (6-12). Industry experience that indicates applied competence in the majority of the following areas: applied communications and leadership through agricultural education; supervised agricultural experience; career opportunities in agricultural science, communications, and leadership; agriculture's impact on society; agricultural science principles; agricultural communication principles; and agricultural leadership principles.
- v. Agriculture Mechanics and Power Systems (6-12). Industry experience that indicates applied competence in the majority of the following areas: safety practices; tools and hardware; metal technology; power systems; electricity; mathematical applications; insulation; and careers in agricultural mechanics and powers systems.
- vi. Animal Science (6-12). Industry experience that indicates applied competence in the majority of the following areas: animal agricultural industries; nutritional requirements for livestock; livestock reproductive systems; principles of evaluation for animal selection; animal welfare, handling, and quality assurance; medication and care; disease transmission and care; harvesting and processing of animal products; and animal science risk management.
- vii. Apparel/Textiles (6-12). Industry experience that indicates applied competence in the majority of the following areas: fashion trends; design sketches; color and fabric selection; production of clothing and accessories; and enhancement of function and safety.
- viii. Applied Accounting (6-12). Industry experience that indicates applied competence in the majority of the following areas: accounting functions; accounting ethics; software application packages; financial statements; asset protection and internal controls; inventory records; long-term assets; and payroll procedures.
- ix. Automated Manufacturing (6-12). Industry experience that indicates applied competence in the majority of the following areas: lab organization and

ATTACHMENT 2

- safety practices, blueprint reading, measuring, computer-aided design (CAD); computer-aided manufacturing (CAM), computer numeric control (CNC), fundamental power system principles, manufacturing processes, electronic and instrumentation principles, machining, robotics and materials-handling systems, and additive (3D) printing.
- x. Automotive Collision Repair (6-12). Industry experience that indicates applied competence in the majority of the following areas: auto body collision-repair practices; tools; trade skills in refinishing, welding, and painting.
- xi. Automotive Maintenance and Light Repair (6-12). Industry experience that indicates applied competence in the majority of the following areas: service, maintenance, and repair practices for a wide variety of vehicles; and diagnosing, adjusting, repairing, and replacing individual vehicle components and systems.
- xii. Business Digital Communications (6-12). Industry experience that indicates applied competence in the majority of the following areas: elements and principles of design and visual communications; professional communication skills; editing and proofreading; copyright and intellectual property law; portfolio development; content development strategy; branding and corporate identity; graphic communication production; video editing; web page development; web page design and layout; and web-related planning and organizational standards.
- xiii. Business Management (6-12). Industry experience that indicates applied competence in the majority of the following areas: planning and organizing; directing, controlling and evaluating goals and accomplishments; financial decision-making; competitive analysis and marketing strategies; human resource management; customer relations; technology; project management; operations and inventory; and social responsibility.
- xiv. Cabinetmaking and Bench Carpentry (6-12). Industry experience that indicates applied competence in the majority of the following areas: cabinetmaking and millwork production; cutting, refinishing, installing, and shaping of various materials; knowledge of industry standards and construction applications; hardware; and blueprint reading.
- xv. Certified Welding (6-12). Industry experience that indicates applied competence in the majority of the following areas: fundamental print reading; measurement and layout/fit-up techniques; properties of metals; shielded metal arc welding (SMAW); gas metal arc welding (GMAW and GMAW-S); flux cored arc welding (FCAW-G); gas tungsten arc welding (GTAW); thermal cutting processes; welding codes; inspection and testing principles; and fabrication techniques.
- xvi. Child Development and Services (6-12). Industry experience that indicates applied competence in the majority of the following areas: early childhood-education career paths and opportunities for employment; ethical conduct;

ATTACHMENT 2

- advocacy for children; child/human development and learning; family and community relations; child observation, documentation, and assessment; positive relationships and supportive interaction; and approaches, strategies, and tools for early childhood education.
- xvii. Commercial Photography (6-12). Industry experience that indicates applied competence in the majority of the following areas: ethics in photography, elements and principles of design composition, cameras and lenses, exposure settings, light sources, digital workflow, presentation techniques and portfolios, and production using industry standard software.
- xviii. Computer Support (6-12). Industry experience that indicates applied competence in the majority of the following areas: basic network technologies, laptop support, PC support, printer support, operating systems, security, mobile device support, troubleshooting techniques, and trends in the industry.
- xix. Construction Trades Technology (6-12). Industry experience that indicates applied competence in the majority of the following areas: comprehensive knowledge of structural systems and processes, classical and contemporary construction elements, knowledge of industry standards, knowledge of architecture, basic cabinetry and millwork, and blueprint reading.
- xx. Cosmetology (6-12). Industry experience that indicates applied competence in the majority of the following areas: hair design; skincare; nail care; industry guidelines and procedures; entrepreneurship; and communications. Instructor must hold a current and valid Idaho license or certificate as a cosmetologist.
- xxi. Culinary Arts (6-12). Industry experience that indicates applied competence in the majority of the following areas: experience as a chef in a full-service restaurant; business operations experience in the culinary/catering industry; communication and organization skills with customers and vendors; industry-recognized food safety and sanitation certification; knowledge of proper food handling, ingredients, food quality and control practices; culinary tools and equipment; cooking methods; meal preparation; menu planning principles and industry trends and career options.

b. Endorsements D-N

i. Dental Assisting (6-12). Industry experience that indicates applied competence in the majority of the following areas: dental professions pathways; ethics in dental practice; nutrition as related to oral health; infection control; occupational safety; dental-related anatomy and pathology; dental anesthesia; dental assisting skills; dental materials; and dental radiology. Instructor must hold a current and valid Idaho license or certificate as a dental assistant, dental hygienist, or dentist.

ATTACHMENT 2

- ii. Digital Media Production (6-12). Industry experience that indicates applied competence in the majority of the following areas: graphic design industry structure; elements and principles of design composition; visual communication; industry-standard software production; ethics and graphic design; digital portfolios; mathematical skills as related to design; communication skills; editing and proofreading; video editing; digital media and production; dissemination techniques and methods; broadcasting equipment, camera, and lens operations; light sources; presentation techniques; public speaking; and writing skills.
- iii. Drafting and Design (6-12). Industry experience that indicates applied competence in the majority of the following areas: technical drawings, scale drawings, architectural drafting, mechanical drafting, orthographic projection, two- and three-dimensional drawings, manual drafting, and computer aided design.
- iv. Ecology and Natural Resource Management (6-12). Industry experience that indicates applied competence in the majority of the following areas: ecological concepts and scientific principles related to natural resource systems; forest types; forest management components and practices; fire ecology and management; importance and application of GPS/GIS in natural resource management; fish and wildlife ecology; and mineral and energy resources management.
- v. Electrical Technology (6-12). Industry experience that indicates applied competence in the majority of the following areas: digital and solid-state circuits, DC principles, AC concepts, soldering techniques, circuits, and electrician-associated electronic components and tools. Instructor must hold a current and valid Idaho license or certificate as an electrician.
- vi. Electronics Technology (6-12). Industry experience that indicates applied competence in the majority of the following areas: digital and solid-state circuits; DC principles; AC principles; soldering techniques; circuits; digital electronics; electronic circuits; electronic devices; and electronic digital circuitry simulations and associated electronic components and tools.
- vii. Emergency Medical Technician (EMT) (6-12). Industry experience that indicates applied competence in the majority of the following areas: fundamental knowledge of the emergency management services (EMS) system; medical and legal/ethical issues in the provision of emergency care; EMS systems workforce safety and wellness; documentation; EMS system communication; therapeutic communication; anatomy and physiology; medical terminology; pathophysiology; and lifespan development (per the EMR and EMT sections of the Idaho EMS Education Standards located on the Idaho Department of Health and Welfare website). Instructor must have passed the National Registry exam. Instructor must hold a current and valid Idaho EMS license or certificate and be certified as an EMT instructor through Idaho EMS.

ATTACHMENT 2

- viii. Firefighting (6-12). Industry experience that indicates applied competence in the majority of the following areas: knowledge of local, state, and federal laws and regulations; firefighting procedures; firefighting tactics; firefighting equipment and vehicles; EMT basic training; first aid and CPR training; and reporting requirements under Idaho criminal code. Instructor must hold a current and valid Idaho license or certificate as an EMT and firefighter.
- ix. Graphic Design (6-12). Industry experience that indicates applied competence in the majority of the following areas: the graphic design industry; elements and principles of design and visual communication; production using industry standard software; branding and corporate identity; ethical and legal issues related to graphic design; portfolio development and evaluation; mathematics for visual communications; communication; editing and proofreading; graphic design in digital media; and applied art.
- x. HVAC Technology (6-12). Industry experience that indicates applied competence in technical subjects and skills related to the HVAC trade as approved by the Idaho HVAC Board and the Idaho State Board for Career Technical Education: installing, altering, repairing, and maintaining HVAC systems and equipment including air conditioners, venting or gas supply systems, ductwork, and boilers. Instructor must hold a current and valid Idaho license or certificate as an HVAC Technician.
- xi. Heavy Equipment/Diesel Technology (6-12). Industry experience that indicates applied competence in the majority of the following areas: knowledge of diesel engine service; preliminary inspection; identification and repair of vehicle components; preventative maintenance; and heavy equipment applications.
- xii. Hospitality Management (6-12). Industry experience that indicates applied competence in the majority of the following areas: business structures; economics; human resources; sales and marketing; finance and budgeting; safety and security; legal and ethical considerations; event planning and management; teamwork; communication skills; lodging operations; and food and beverage operations.
- xiii. Hospitality Services (6-12). Industry experience that indicates applied competence in the majority of the following areas: careers in the hospitality and tourism industry; customer service; event planning implementation; procedures applied to safety, security, and environmental issues; practices and skills involved in lodging occupations and travel-related services; and facilities management.
- xiv. Industrial Mechanics (6-12). Industry experience that indicates applied competence in the majority of the following areas: industrial mechanics knowledge; shop skills; diagnostic and repair techniques; welding; hydraulic; electronic systems; and maintenance and preventative maintenance.

ATTACHMENT 2

- xv. Journalism (6-12). Industry experience that indicates applied competence in the majority of the following areas: legal and ethical issues related to journalism and photojournalism, principles and techniques of media design, design formats, journalistic writing, social media and digital citizenship, and media leadership.
- xvi. Law Enforcement (6-12). Industry experience that indicates applied competence in the majority of the following areas: knowledge of local, state, and federal laws and regulations; defensive strategies; investigative strategies; search principles and strategies; tactical procedures; vehicle operations; knowledge of weapons and use where appropriate; first aid and CPR training; social and psychological sciences; and identification systems.
- xvii. Marketing (6-12). Industry experience that indicates applied competence in the majority of the following areas: economic systems; international marketing and trade; ethics; external factors to business; product/service management; pricing; distribution channels; advertising; sales promotion; public relations; retail management; market research and characteristics; digital marketing; and financing and financial analysis.
- xviii. Medical Assisting (6-12). Industry experience that indicates applied competence in the majority of the following areas: human anatomy, physiology and pathology, medical terminology, pharmacology, clinical and diagnostic procedures, medication administration, patient relations, medical law and ethics, scheduling, records management, and health insurance. Instructor must hold a current and valid medical assistant certification as evidenced in the national registry.
- xix. Networking Support (6-12). Industry experience that indicates applied competence in the majority of the following areas: PC hardware configuration, fundamental networking technologies, operating systems, basic networking, basic security, and basic network configurations.
- xx. Nursing Assistant (6-12). Industry experience that indicates applied competence in the majority of the following areas: scope of practice; ethics and legal issues; communication and interpersonal relationships; documentation; care practices; infection prevention; human anatomy and physiology; medical terminology; personal care procedures; physiological measurements; nutritional requirements and techniques; procedures and processes related to elimination; quality patient environment; patient mobility; admission, transfer, and discharge procedures; care of residents with complex needs; and safety and emergency. Instructor must hold a current and valid Idaho registered nursing license and be approved as a certified CNA primary instructor through Idaho Department of Health and Welfare.

c. Endorsements O-W

ATTACHMENT 2

- i. Ornamental Horticulture (6-12). Industry experience that indicates applied competence in the majority of the following areas: safety practices; plant anatomy; plant physiology; plants identification skills; growing media; plant nutrition; integrated pest management; plant propagation; ornamental horticulture crops; business concepts; plant technologies; ornamental design standards; and career opportunities in ornamental horticulture.
- ii. Pharmacy Technician (6-12). Industry experience that indicates applied competence in the majority of the following areas: patient profile establishment and maintenance; insurance claim preparation; third-party insurance provider correspondence; prescription and over-the-counter medications stocking and inventorying; equipment and supplies maintenance and cleaning; and cash register operation. Instructor must be a pharmacist, registered nurse, or pharmacy technician holding a current and valid Idaho license or certification.
- iii. Plant and Soil (6-12). Industry experience that indicates applied competence in the majority of the following areas: plant anatomy and identification; plant processes, growth, and development; soil and water; plant nutrition; integrated pest management; careers and technology; and safety.
- iv. Plumbing Technology (6-12). Industry experience that indicates applied competence in technical subjects and skills related to the plumbing trade as approved by the Idaho Plumbing Board and the Idaho Board for Career Technical Education: repairing, installing, altering, and maintaining plumbing systems and fixtures including interconnecting system pipes and traps, water drainage, water supply systems, and liquid waste/sewer facilities. Instructor must hold a current and valid Idaho license or certificate as a plumber.
- v. Pre-Engineering Technology (6-12). Industry experience that indicates applied competence in the majority of the following areas: lab safety; impacts of engineering; ethics of engineering; design process; documentation; technical drawing; 3D modeling; material science; power systems; basic energy principles; statistics; and kinematic principles.
- vi. Precision Machining (6-12). Industry experience applied the majority of the following areas: precision machining practices; tools used to shape parts for machines; industrial mechanics; shop skills; safety in practice; blueprint reading; and diagnostic and repair techniques.
- vii. Programming and Software Development (6-12). Industry experience that indicates applied competence in the majority of the following areas: basic programming principles; problem solving; programming logic; validation; repetition; programming classes;, exceptions, events, and functionality; arrays and structure; design principles; system analysis; and implementation and support.

ATTACHMENT 2

- viii. Rehabilitation Services (6-12). Industry experience that indicates applied competence in the majority of the following areas: ethical, legal, and professional responsibilities; medical terminology; anatomy and physiology; roles and responsibilities of the rehabilitation team; patient care skills; therapeutic interventions; and common pathologies. Instructor must be a health professional holding a current and valid Idaho license or certificate in his/her field of study.
- ix. Small Engine Repair/Power Sports (6-12). Industry experience that indicates applied competence in the majority of the following areas: small gasoline engine construction and performance; industry-related resources; equipment used to diagnose and troubleshoot issues; repair; entrepreneurship; and customer service.
- x. Web Design and Development (6-12). Industry experience that indicates applied competence in the majority of the following areas: web page development, web page design and layout, integration of web pages, web planning and organizational standards, and web marketing.
- xi. Work-Based Learning Coordinator (6-12). Educators assigned to coordinate approved work-based experiences must hold this endorsement. Applicants must hold an occupational endorsement on the Degree Based Career Technical Certificate or Occupational Specialist Certificate, and complete coursework in coordination of work-based learning programs.
- d. The following career technical education endorsements awarded prior to July 1, 2020 shall be grandfathered and shall not be awarded after July 1, 2020:
 - i. Agricultural Business Management (6-12)
 - ii. Agricultural Power Machinery (6-12)
 - iii. Agricultural Production (6-12)
 - iv. Animal Health and Veterinary Science (6-12)
 - v. Aquaculture (6-12)
 - vi. Business Management/Finance (6-12)
 - vii. Child Development Care and Guidance (6-12)
 - viii. Culinary Arts (6-12)
 - ix. Dietitian (6-12)
 - x. Farm and Ranch Management (6-12)
 - xi. Fashion and Interiors (6-12)
 - xii. Food Service (6-12)
 - xiii. Forestry (6-12)
 - xiv. Horticulture (6-12)
 - xv. Information/Communication Technology (6-12)
 - xvi. Microcomputer Applications (6-12)
 - xvii. Natural Resource Management (6-12)
 - xviii. Networking and Computer Support (6-12)

ATTACHMENT 2

- xix. Orientation to Health Professions (6-12)
- xx. Programming and Web Design (6-12)
- e. Degree Based Career Technical Certificate Endorsements:
 - i. Agricultural Science and Technology (6-12). Thirty (30) semester credit hours to include coursework in methods of teaching agricultural science and technology, agriculture education, agriculture mechanics, agriculture business management, soil science, animal science, plant science, and horticulture.
 - ii. Business Technology Education (6-12). Twenty (20) semester credit hours to include coursework in methods of teaching business technology education, accounting, computer and technical applications in business, economics, business communication/writing, finance, marketing, business management, and office procedures. Additional coursework may include entrepreneurship or business law.
 - iii. Computer Science (6-12). Successful attainment of an Institutional Recommendation for the Computer Science (6-12) endorsement on a Standard Instructional Certificate, completion of coursework satisfying Section 04.b above, and related industry experience satisfying Section 4.c above.
 - iv. Engineering (6-12). Successful attainment of an Institutional Recommendation for the Engineering (6-12) endorsement on a Standard Instructional Certificate, completion of coursework satisfying Section 04.b above, and related industry experience satisfying Section 04.c above.
 - v. Family and Consumer Sciences (6-12). Thirty (30) semester credit hours to include coursework in methods of teaching family and consumer sciences; foundations of family and consumer sciences; consumer economics and family resources; child/human development; early childhood laboratory or practicum teaching experience; family and interpersonal relationships; food safety; the science of food preparation or culinary arts; lifespan nutrition and wellness; living environments and interior design; and apparel and textiles. Additional coursework may include hospitality and tourism, and entrepreneurship.
 - vi. Marketing Technology Education (6-12). Twenty (20) semester credit hours to include coursework in methods of teaching marketing technology education, marketing, business management, economics, merchandising/retailing, finance, and accounting. Additional coursework may include entrepreneurship.
 - vii. Technology Education (6-12). Twenty (20) semester credit hours to include coursework in methods of teaching technology education; communication technology; computer applications; construction technology; electronics technology; manufacturing technology; power, energy, and transportation; principles of engineering design; and other relevant emerging technologies.

ATTACHMENT 2

9. Postsecondary Programs

- a. Postsecondary Programs are provided through the state system of six (6) regional technical colleges. Postsecondary programs are defined in Board Policy III.E and are reviewed by the Administrator. In accordance with Board Policy III.G., the Administrator shall meet with the Technical College Leadership Council (TCLC) on a regular basis. The regional technical colleges are:
 - i. College of Western Idaho (Nampa)
 - ii. College of Southern Idaho (Twin Falls)
 - iii. College of Eastern Idaho (Idaho Falls)
 - iv. Idaho State University College of Technology (Pocatello)
 - v. Lewis-Clark State College (Lewiston)
 - vi. North Idaho College (Coeur d'Alene)
- b. Workforce Training Programs are primarily provided through the six (6) regional technical colleges to provide upgrading and retraining programs for persons in the work force and to support regional industry needs. These offerings range from brief seminar classes to intensive courses which normally are fewer than 500 hours of annual instruction.

10. Program Content Standards

<u>Approved career technical education programs must meet the follow program content</u> standards approved by the Board:

- a. Agricultural and Natural Resources, as revised and adopted on August 29, 2019.
- b. Business and Marketing Education, as revised and adopted on August 29, 2019
- c. Engineering and Technology Education, as revised and adopted on August 29, 2019.
- d. Health Sciences, as adopted on August 29, 2019.
- e. Family and Consumer Sciences, as revised and adopted on June 3, 2022.
- f. Skilled and Technical Sciences, as revised and adopted on August 29, 2019.
- g. Workplace Readiness, as adopted on June 16, 2016.
- 1011. The Idaho Agricultural Education Quality Program Standards shall be used to evaluate the quality of Agricultural, Food and Natural Resource education programs. The Idaho Agricultural Education Quality Program Standards as approved August 14, 2014, are adopted and incorporated by reference into this policy. The standards may be found on the Division of Career Technical Education website at http://cte.idaho.gov.

1112. Internal Policies and Procedures

The chief executive officer may establish additional policies and procedures for the internal management of the Division of Career Technical Education that complement, but do not supplant, the Governing Policies and Procedures of the Board. Such internal policies and procedures are subject to Board review and action.

ATTACHMENT 2

4213. Industry Partner Fund

In an effort to increase the capacity of each of Idaho's six public technical colleges to work with regional industry partners to provide a "rapid response to gaps in skills and abilities," Idaho has established the Industry Partner Fund. The purpose of the fund is to provide funds that give the technical colleges the flexibility to work with Idaho employers to provide "timely access to relevant college credit and non-credit training and support projects."

a. Industry Partner Fund Definitions:

- i. Technical College Leadership Council (TCLC) means the career technical education deans of Idaho's six public technical colleges
- ii. Wage threshold means evidence that training will lead to jobs that provide living wages appropriate to the local labor market or local standard of living.
- iii. Regional means the six defined career technical service regions pursuant to Board Policy III.Z.
- iv. Support project means supplemental items, activities, or components that may enhance program outcomes (such as job analysis, placement services, data collection and follow up, workplace readiness skills training, etc.)
- v. Regional industry partners means employers that operate in Idaho and/or serve as a talent pipeline for Idaho students and employees.
- vi. Impact potential means the extent to which the training or project will increase regional capacity to meet talent pipeline needs. May include number of students or employees affected, associated wages, and long-term regional improvement or sustainability. May also include the timeframe for implementation.
- vii. Demonstrated commitment means the promissory financial commitment made by the partner employer that includes cash or in-kind contribution to the project.

b. Roles and Responsibilities

The Administrator and TCLC are jointly responsible for reviewing and administering the application process for accessing Industry Partner Fund monies.

The TCLC, in accordance with the deadlines outlined in the following section, shall conduct the preliminary review of all proposals to ensure they meet the eligibility requirements and align with legislative intent. Each institution shall have one vote on the TCLC throughout the recommendation process. Deans shall not vote on proposals from their institution. The TCLC shall make recommendations to the division administrator to approve, deny, or modify submitted proposals.

The Administrator shall review all eligible proposals and make the final determination on the award of those proposals.

ATTACHMENT 2

The Division shall be responsible for management and distribution of all moneys associated with the fund.

c. Submission and Review Process

Proposals will be accepted quarterly, on a schedule set by the Division. The TCLC shall provide the Administrator with recommendations on which proposals to award within 14 calendar days of the closing date of the application period. Pursuant to language outlined in Section 33-2213, Idaho Code, the TCLC and the Administrator will notify the technical college within 30 days of submission of their proposal as to whether their proposal was approved.

Submitted proposals must contain all required supporting documentation, as outlined by the Administrator, the TCLC, and as specified in the application.

Proposals must be signed by the College Dean, Financial Vice President/Chief Fiscal Officer, Provost/Vice President for Instruction, and institution President.

Proposals must outline how the institution and industry partner(s) are unable to meet industry need with existing resources.

d. Eligibility Criteria

Each proposal will be reviewed and evaluated according to the following criteria:

- i. The extent to which the proposal meets regional demand
- ii. Relevant labor market information, which must include, but is not limited to, Idaho Short Term Projections (Idaho Department of Labor)
- iii. Wage thresholds low wage program starts should be accompanied with appropriate justification including regional economic demand.
- iv. Impact potential
- v. Degree of employer commitment
- vi. The extent to which the proposal aligns with and/or supports career technical education programs and relevant workforce training
- vii. the anticipated administrative costs
- viii. any special populations that may benefit from the proposed education or training
- ix. sustainability of the program

Preference will be given to proposals that include:

- i. Multiple employers
- ii. Higher number of impacted workers
- iii. Demonstrated commitment (highest consideration will be given to proposals with a matching component)

Each college may submit more than one proposal per quarter. In the event a qualified proposal isn't selected in the quarter in which it was submitted, the

ATTACHMENT 2

proposal may be resubmitted the following quarter. Resubmission of an eligible proposal is not a guarantee of future awards.

e. Distribution and Use of Funds

The Administrator, in awarding funds, shall ensure that funds are available each quarter. As such, the Administrator may adjust or reduce the award amount to an accepted proposal. These adjustments or reductions shall be made in consultation with the TCLC and the technical college impacted and will ensure the original intent of the proposal can still be met.

Funds will be distributed on a one-time basis; renewal proposals may be submitted, based on the nature of the project or training.

Industry Partner Fund moneys may be used for:

- i. Facility improvement/expansion
- ii. Facility leasing
- iii. Curriculum development
- iv. Salaries and benefits (if the training program needs are anticipated to go beyond the initial award, the college must provide additional details on long-term sustainability of the position filled through the fund)
- v. Staff development
- vi. Operating expenses
- vii. Equipment and supplies
- viii. Travel related to the project
- ix. Approved administrative costs, as outlined in the application

Funds may not be used for:

- i. Real property
- ii. indirect costs
- iii. the cost of transcribing credits
- iv. tuition and fees
- v. materials and equipment normally owned by a student or employee for use in the program or training

f. Performance Measures and Reporting Requirements

In accordance with the approved proposal, colleges shall provide a quarterly update and closeout report on elements such as:

- i. Number of affected workers
- ii. Number of enrolled or participating students
- iii. Placement rate of training completers
- iv. Average wages and any wage differential
- v. Industry match
- vi. If practicable, Idaho public college credits, certificates, certifications, qualifications or micro certifications of value toward postsecondary certificates or degrees.

ATTACHMENT 2

vii. Funds obligated and expended. Any funds not obligated within 18 months of the initial award shall revert back to the fund.

SUBJECT

School District Trustee Zones Boundaries

REFERENCE

April 21, 2011	Board approved requirements for school district trustee zone equalization proposals.
August 11, 2011	Board approved 41 and rejected 13 school district rezoning proposals
October 20, 2011	Board approved remaining trustee rezoning proposals.
April 18, 2013	Board approved two school district rezoning proposals.
April 5, 2021	Board approved school district and community college trustee zone redistricting proposal parameters.
January 13, 2022	Board approved school district Board of trustee rezoning requests triggered by the 2020 decennial census.
April 21, 2022	Board approved trustee zone rezoning requests for Norm Gem, Sugar Salem, and West Jefferson School Districts

APPLICABLE STATUTE, RULE, OR POLICY

Section 33-313, Idaho Code

BACKGROUND/DISCUSSION

Pursuant to Section 33-313, Idaho Code, each school district must evaluate and submit a proposal to the State Board of Education (Board) to redefine trustee zones equalizing the population within each zone in the school district following the report of the decennial census. Each school district is required to present to the Board a proposal for equalizing zones within 120 days following the release of the decennial census report. Once submitted to the Board, the Board has 60 days to act on the proposals. Section 33-313, Idaho Code is not specific to what constitutes equalization.

At the April 5, 2021 Special Board meeting the Board adopted the following criteria for rezoning proposals:

- For the purpose of determining "equalized" populations between trustee zones, no one trustee zone shall differ in population by more than 10 percent (10%) from any other trustee zone within the school district or community college district.
- School districts shall use the most current State Board of Education approved legal descriptions for their school district boundary.
- Trustee zone boundaries shall follow census block boundaries or the exterior boundary of the school district, whichever is applicable. Trustee zone boundaries will group census blocks within common identifiable lines and trustee zone legal descriptions:
 - Will follow common identifiable lines, i.e., section lines, subdivision boundaries, road centerlines, waterways, railroad lines, etc.

- Will split census blocks only when the proposal can demonstrate to the State Board of Education that any proposed deviation from census block boundaries will accurately account for all individuals within that census block.
- There may be circumstances in which the census block lines and the proposed trustee zone boundary lines do not match. In such cases the inconsistencies will need to be identified and a proposed solution for the population count for the census block or blocks affected must be included as part of the submitted proposal.
- Proposals shall include:
 - A copy of the legal description of each trustee zone prepared by a licensed attorney, licensed professional land surveyor, or licensed professional engineer professionally trained and experienced in legal descriptions of real property
 - A map of the district showing each trustee zone
 - o The population of each trustee zone
 - A summary of each trustee zone population and the percentage difference between the largest trustee zone population and each of the other trustee zones
 - A list of sources used for data to create the proposal
 - Determination of the number of trustee zones and the date of expiration of the term of office for each trustee.
- Maps submitted with the proposal must include:
 - The proposed trustee zone boundaries
 - The existing trustee zone boundaries
 - Clearly delineate which is the existing and which is the proposed trustee zone boundary
 - Include the census block boundaries and populations within each block

IMPACT

Approval of the recommended school district rezoning proposals will bring the trustee zones into compliance with Section 33-313, Idaho Code and complete the approval or consideration of the remaining school district boundaries.

ATTACHMENTS

Attachment 1 – Ririe School District Trustee Zone Legal Descriptions

BOARD STAFF COMMENTS AND RECOMMENDATIONS

Pursuant to Section 33-313, Idaho Code, any proposal to define the boundaries of the trustee zones in a school district must include the determination of the number of trustee zones and the date of expiration of the term of office for each trustee. Any proposal must also include a legal description of each trustee zone, a map of the district showing how each trustee zone would then appear, and the approximate population each trustee zone would have should the proposal become effective. Consistent with the requirements in Section 33-308, Idaho Code, the Board has required all submitted legal descriptions "be prepared by a

licensed attorney, licensed professional land surveyor, or licensed professional engineer professionally trained and experienced in legal descriptions of real property."

The Board has sixty (60) days after it has received a proposal to approve or disapprove the proposal. Should the Board disapprove a proposal, a board of trustees has forty-five (45) days to submit a revised proposal to the Board for consideration. Following approval of any amended trustee zones, the approved legal description of each trustee zone and map of the district showing how each trustee zone will appear must be filed by the school district board of trustees with the applicable county clerk. The Idaho 2020 Census Data was released on August 12, 2021, so the 120 day deadline was December 10, 2021. The Board received the proposals from the State Department of Education on January 5, 2022. The Board has 60 days after receiving the proposals to act.

The State Board of Education may reject a proposal for any of the following reasons:

- The creation of bizarrely-shaped zones or potential gerrymandering;
- Creating zones that differ more than 10 percent from any other trustee zone in the school district;
- Trustee zones that do not completely account for all areas within the district boundary;
- An inadequate legal description that does not meet professional standards;
- Proposals that are incomplete and don't include adequate legal descriptions, map and population summaries;
- Proposals that fail to use approved district boundary legal descriptions; or
- Proposals that fail to utilize the 2020 Census Data as their source for population data.

The Board originally approved Ririe School District's amended trustee zone boundaries at the January 13, 2022 special Board meeting. During the intervening time, Ririe School District identified an error in their original submittal. They are requesting re-approval of their trustee zones. The correction moves one census block and does not substantially affect the trustee zone population percentages.

Staff recommends approval.

BOARD ACTION

	I move t	o approve	the Ririe	School	District	trustee	zone	bounda	ry co	rrected	legal
(descripti	ion as subr	mitted in A	Attachm	nents 1.						

Moved by	Seconded by	Carried Yes	No	
----------	-------------	-------------	----	--

ATTACHMENT 1

Ririe School District No. 252 Trustee Zone 1

BEGINNING at the intersection of US Highway 26 and the West School District Boundary, thence

East on said US Highway 26 to US Highway 48 (East Ririe Highway), thence

Northeast approximately 1.6 miles on said US Highway 48 to Ririe City Limits, thence

Northerly, then Easterly following said Ririe City Limits to US Highway 48 (East Ririe Highway), thence

Northeasterly on said US Highway 48 to US Highway 48 (Ririe Highway), said point also being the Bonneville-Jefferson County line, thence

West on said Bonneville-Jefferson County line to North 4600 East, thence

North on said North 4600 East to US Highway 48 (Ririe Highway), thence

North on said US Highway 48 to North 4600 East, thence

North on said North 4600 East to East 150 North, thence

West on said East 150 North to US Highway 48 (Ririe Highway), said point also being the West School District Boundary, thence

North following said West School District Boundary to its intersection with US Highway 26 (East Ririe Highway) and the **POINT OF BEGINNING**.

ATTACHMENT 1

Ririe School District No. 252 Trustee Zone 2

BEGINNING at the intersection of US Highway 48 (Ririe Highway) and East 100 North in the Northwest corner of Section 32, Township 4 North, Range 40 East, Boise Meridian, thence

East on said East 100 North to 4682 East, thence

North on said 4682 East to East 108 North, thence

East on said East 108 North to 4698 East, thence

North on said 4698 East to 117th North, thence

East on said 117th North to North 4700 East (Archer Road), thence

North on said North 4700 East to Dry Bed Creek, thence

Southeasterly on said Dry Bed Creek to the Union Pacific Railroad tracks, thence

Southwest on said Union Pacific Railroad tracks to East 50 North, thence

West on said East 50 North to North 4700 East (Archer Road), thence

Southwest on said North 4700 East to Maple Lane, thence

Northwest approximately 120 feet on said Maple Lane to a point approximately 450 feet East of Freeman Street extended, thence

Westerly from said point to Freeman Street, thence

West on said Freeman Street to Main Street, thence

North on said Main Street to Ririe Street (East 50 North), thence

West on said Ririe Street to 1st West Street, thence

South on said 1st West Street to Main Street, thence

Southwest on said Main Street to US Highway 48 (Ririe Highway), said point also being the Bonneville-Jefferson County line, thence

West on said Bonneville-Jefferson County line to North 4600 East, thence

North on said North 4600 East to US Highway 48 (Ririe Highway), thence

North on said US Highway 48 to East 100 North and the **POINT OF BEGINNING**.

ATTACHMENT 1

Ririe School District No. 252 Trustee Zone 3

BEGINNING at the intersection of US Highway 26 and the West School District Boundary, thence

East on said US Highway 26 to US Highway 48 (East Ririe Highway), thence

Northeast approximately 1.6 miles on said US Highway 48 to Ririe City Limits, thence

Northerly, then Easterly following said Ririe City Limits to US Highway 48 (East Ririe Highway), thence

Northeasterly on said US Highway 48 to US Highway 48 (Ririe Highway), said point also being the Bonneville-Jefferson County line, thence

East on said US Highway 48 to Main Street, thence

Northeast on said Main Street to 1st West Street, thence

North on said 1st West Street to Ririe Street (East 50 North), thence

East on said Ririe Street to Main Street, thence

South on said Main Street to Freeman Street, thence

East on said Freeman Street to end of street, thence

Easterly from said end of street to Maple Lane, thence

Southeast on said Maple Lane to North 4700 East (Archer Road), thence

Northeast on said North 4700 East to Maple Lane (East 50 North), thence

East on said Maple Lane to the Union Pacific Railroad tracks, thence

Northeast on said Union Pacific Railroad tracks to Dry Bed Creek, thence

Southeasterly along said Dry Bed Creek to N 4950 E, thence

South on said North 4950 East to East Ririe Highway, thence

Westerly on said Ririe Highway to Meadow Creek Road, thence

Southerly on said Meadow Creek Road to the South School District Boundary, thence

West following said South School District Boundary to its intersection with US Highway 26 and the **POINT OF BEGINNING**.

ATTACHMENT 1

Ririe School District No. 252 Trustee Zone 4

BEGINNING at the northern most point on the North School District Boundary and the Jefferson-Madison County line, said point also being on the Snake River, thence

South on said School District Boundary following to its intersection with US Highway 48 (Ririe Highway), thence

East on said US Highway 48 to East 150 North, thence

East on said East 150 North to North 4600 East, thence

South on said North 4600 East to US Highway 48 (Ririe Highway), thence

South on said US Highway 48 to East 100 North, thence

East on said East 100 North to 4682 East, thence

North on said 4682 East to East 108 North, thence

East on said East 108 North to 4698 East, thence

North on said 4698 East to 117th North, thence

East on said 117th North to North 4700 East (Archer Road), thence

North on said North 4700 East to Dry Bed Creek, thence

Southeasterly on said Dry Bed Creek the Union Pacific Railroad tracks, thence

Northeast along said Union Pacific Railroad tracks to East 200 North, thence

Southeast on said East 200 North to North 4800 East, thence

North on said North 4800 East to the Union Pacific Railroad tracks, thence

Northeast on said Union Pacific Railroad tracks to the Snake River, said point also being the Jefferson-Madison County line and the North School District Boundary, thence

Northwesterly following said North School District Boundary to the northern most point of said School District Boundary and the **POINT OF BEGINNING**.

ATTACHMENT 1

Ririe School District No. 252 Trustee Zone 5

BEGINNING at the intersection of the Union Pacific Railroad tracks and the Snake River, said point being on the North School District Boundary and the Jefferson-Madison County line, thence

Southwest on said Union Pacific Railroad tracks Dry Bed Creek, thence

Southeasterly on said Dry Bed Creek to N 4950 E, thence

South on said North 4950 East to East Ririe Highway, thence

Westerly on said Ririe Highway to Meadow Creek Road, thence

Southerly on said Meadow Creek Road to the South School District Boundary, thence

East following said South School District Boundary to its intersection with the Union Pacific Railroad tracks and the **POINT OF BEGINNING**.

SUBJECT

Appeal of Another Choice Virtual Charter School, Inc. nonrenewal of charter

REFERENCE

April 21, 2022

Board considered Another Choice Virtual Charter School's request for a hearing in its appeal of the Public School Charter Commission's decision to non-renew its charter.

APPLICABLE STATUTE, RULE, OR POLICY

Sections 33-5213, 33-5209C, 33-5207(5)(b), Idaho Code Idaho Administrative Code, 08.02.04.403, Appeal Relating to the Denial of a Request to Revise a Charter or Performance Certificate or a Charter Non-Renewal or Revocation Decision

BACKGROUND/DISCUSSION

On November 15, 2021, the director of the Public School Charter Commission ("Commission"), the chartering entity for Another Choice Virtual Charter School's ("ACVS"), issued a recommendation for nonrenewal of the ACVS charter. The recommendation was based on the finding that the school failed to meet several operational standards and failed to comply with public charter school statutes. ACVS appealed the director's decision to the Commission. The Commission held a hearing on February 11, 2022 to decide whether to renew ACVS's charter. The Commission issued Findings of Fact, Conclusions of Law, and a Final Order ("Order") on March 10, 2022. Among other things, the Order states that the Commission voted to not renew ACVS's charter and to require ACVS to cease operations as of June 30, 2022.

Section 33-5209C(8), Idaho Code, provides a school with the right to appeal a chartering entity's decision to non-renew a charter to the State Board of Education (Board). On April 4, 2022, the Office of the State Board of Education received ACVS's appeal of the Commission decision to non-renew its charter.

ACVS requested that the Board hold a hearing based upon "the record, documents, pleadings and exhibits submitted at the underlying hearing to the PCSC," and "additional, new information not previously presented to the PCSC."

Section 33-5209C(8), Idaho Code, provides that:

A decision to revoke or non-renew a charter or to deny a revision of a charter may be appealed directly to the state board of education. With respect to such appeal, the state board of education shall substantially follow the procedure as provided in section 33-5207(5)(b), Idaho Code.

The procedure in Section 33-5207(5)(b), Idaho Code, provides:

The state board of education shall hold a public hearing within a reasonable time after receiving notice of such appeal but no later than sixty (60) calendar days after receiving such notice, and after the public hearing, shall take any of the following actions: (i) approve or deny the petition for the public charter school, provided that the state board of education shall only approve the petition if it determines that the authorized chartering entity failed to appropriately consider the charter petition, or if it acted in an arbitrary manner in denying the petition; or (ii) in the case of a denial by the board of a local school district, redirect the matter to the public charter school commission for further review. Such public hearing shall be conducted pursuant to procedures as set by the state board of education.

IDAPA 08.02.04.403 sets forth additional requirements specific to an appeal of the non-renewal of a charter to the Board. IDAPA 08.02.04.403.04 allows for the Board to appoint a charter appeal committee or a public hearing officer for the purpose of conducting the hearing.

At its April 21, 2022 meeting, the Board directed its executive director:

to appoint a public hearing officer to hear Another Choice Virtual Charter School's appeal at a public hearing to be held as soon as possible, but no later than 60 days after April 4, 2022, and that the executive director require the hearing officer to prepare recommended findings for the Board to consider on whether evidence not presented to the Commission should be considered by the Board, as well as other recommended findings detailed in IDAPA 08.02.04.403.07, and that the hearing officer recommend whether the Board should affirm or reverse the decision of the Commission to non-renew the Another Choice Virtual Charter School charter as detailed by IDAPA 08.02.04.403.08.

Also at its April 21, 2022 meeting, the Board delegated to its executive director the decision whether to allow oral arguments by ACVS and the Commission at the meeting scheduled for the Board to consider the hearing officer's recommended findings and decision.

IDAPA 08.02.04.403.07 provides that if the public hearing is conducted by a charter appeal committee or an appointed hearing officer, then:

such committee or public hearing officer shall forward to the Board all materials relating to the hearing as soon as reasonably practicable after the date of the public hearing. If so requested by the Board, the entity conducting the public hearing may prepare recommended

findings for the Board to consider. The recommended findings shall include specific findings on all major facts at issue; a reasoned statement in support of the recommendation; all other findings and recommendations of the charter appeal committee or public hearing officer; and a recommended decision affirming, or reversing the action or decision of the authorized chartering entity.

The hearing officer held a status conference in this matter on May 2, 2022 and issued an Order Governing Proceedings dated May 2, 2022. The hearing officer issued a Supplemental Order Governing Proceedings dated May 9, 2022. A public hearing on the appeal was held on May 24, 2022 in Boise. The parties had the opportunity to submit briefs and evidence to the hearing officer on the issues raised in the appeal.

The hearing officer issued a Recommended Decision of the Hearing Officer ("Recommended Decision") on the appeal dated June 2, 2022. The Recommended Decision includes detailed findings of fact, conclusions of law and analysis supporting the hearing officer's recommendation to the Board that the ACVS appeal of the nonrenewal of its charter be denied.

The Summary of Recommended Decision provides:

Based on the findings of fact, conclusions of law and analysis set out below, the recommendation of the Hearing Officer is that the State Board of Education rule as follows:

- That new evidence proffered by ACVS of events and actions that occurred after the date of the hearing by the Charter Commission are outside the scope of the State Board's consideration in this appeal.
- 2. That the Charter Commission did not fail to appropriately consider the petition for renewal submitted by ACVS nor did it act in an arbitrary manner in denying the petition for renewal.

AND

3. That even if the Charter Commission did not accurately recognize the boundaries of its discretion in deciding that it would not grant renewal with the condition that the board of directors of ACVS be completely changed, placing such a condition is not good public policy. Thus, the State Board, in the exercise of its discretion, declines to do so and denies the petition for renewal.

After reviewing the hearing officer's recommended findings and decision, the Board's executive director determined that additional oral arguments by the parties at the Board's June 15, 2022 meeting are not necessary and would not be allowed.

IMPACT

Action by the Board will resolve the ACVS' appeal of the Charter Commission's decision to non-renew the ACVS charter.

ATTACHMENTS

Attachment 1 – Order Governing Proceedings dated May 2, 2022.

Attachment 2 – Supplemental Order Governing Proceedings dated May 9, 2022

Attachment 3 – Recommended Decision of the Hearing Officer, dated June 2, 2022

Attachment 4 – Executive Director letter to parties, dated June 3, 2022

BOARD STAFF COMMENTS AND RECOMMENDATIONS

IDAPA 08.02.04.403.08 requires that the Board, at its "next regularly scheduled meeting" after the hearing presided over by the hearing officer and within 60 days of that hearing, issue a final written decision on the appeal and either grant or reverse the decision of the Commission. IDAPA 08.02.04.403.08 states that the Board may:

- a. Grant the appeal and reverse the decision of the authorized chartering entity if the Board determines that the authorized chartering entity:
 - failed to appropriately consider the non-renewal, or
 - acted in an arbitrary manner in determining to non-renew the charter.

OR

b. Deny the appeal filed by the appellants.

BOARD ACTION

I move to direct the Board's president to issue an order on behalf of the Board to adopt the Recommended Decision of the Hearing Officer dated June 2, 2022 and deny the Another Choice Virtual Charter School appeal of the nonrenewal of its charter.

Moved by	Seconded by	Carried Yes	No
OR			
`	if the Board determines to Commission to non-rene	•	eal and reverse
I move to reverse t	he decision of the Commi	ssion to non-renew the	ACVS charter.
Moved by	Seconded by	Carried Yes	No

BEFORE THE STATE BOARD OF EDUCATION STATE OF IDAHO

In the Matter of the Charter Renewal for:

PCSC Case No. 21-52502

ANOTHER CHOICE VIRTUAL CHARTER SCHOOL, INC.

Order Governing Proceedings

Having considered the briefing filed by counsel and arguments by counsel during the status conference call held May 2, 2022, at 10:30am MT, I issue the following order to govern the appeal proceedings:

- 1. In this appeal, Appellant (ACVS) seeks to have the State Board of Education (SBOE) approve its application for charter renewal, thus overturning denial of the renewal application by the Public Charter School Commission (Commission) which occurred at the Commission hearing on February 11, 2022. ACVS proposes that the SBOE consider new evidence of steps taken by ACVS since February 11, 2022, to address concerns identified by the Commission in its decision not to renew the charter. The proposed evidence will not be considered in this appeal. This ruling is based on the clear language of Idaho Code section 33-5207(5) which limits the SBOE to determining whether "the authorized chartering entity (the Commission) failed to appropriately consider the charter petition, or if it acted in an arbitrary manner in denying the petition..." The new evidence proposed by ACVS lies outside of the scope of the Commission's consideration of the renewal petition and thus lies outside the scope of the appeal to the SBOE.
- 2. ACVS has raised the issue of whether the Commission improperly limited its discretion while considering the charter renewal application. This is regarding the discussion during deliberations that the Commission was limited in the conditions it could place on charter renewal with regard to changes in management and board membership. This appeal will proceed to a public hearing on the issue whether the Commission failed to properly consider the renewal application or acted in an arbitrary manner with respect to perceived limits of the Commission's discretion in placing conditions on a charter renewal.

3. Public hearing for this appeal is tentatively set for May 24, 2022, (subject to verifying an available hearing room) with a place and time to be set with a later order.

Dated this 2nd day of May 2022.

Kent E. Nelson

Public Hearing Officer kentnelson@gold.uidaho.edu 208-761-4995

CERTIFICATE OF SERVICE

I HEREBY CERTIFY that on this 2nd day of May, 2022, I served a true and correct copy of the foregoing ORDER GOVERNING PROCEEDINGS by delivering the same to each of the following party of record, by the method indicated below, addressed as follows:

Rachel Kolts - <u>Rachel.Kolts@ag.idaho.gov</u> Bret A. Walther - <u>bwalther@ajhlaw.com</u>

With CC to Jenifer Marcus, SBOE counsel - <u>jenifer.marcus@osbe.idaho.gov</u>

Kent E. Nelson

Public Hearing Officer kentnelson@gold.uidaho.edu

208-761-4995

BEFORE THE STATE BOARD OF EDUCATION STATE OF IDAHO

In the Matter of the Charter Renewal for:

PCSC Case No. 21-52502

ANOTHER CHOICE VIRTUAL CHARTER SCHOOL, INC.

Supplemental Order Governing Proceedings

This supplemental order confirms the date of May 24, 2022, for the public hearing of this appeal before the undersigned Hearing Officer.

The hearing will begin at 9:00am MT and continue until concluded.

The hearing will be held in Room EW42 of the Idaho Capital Building located at 700 W Jefferson St, Boise, Idaho.

The hearing is open to the public to attend and observe. There will be no public comment.

Dated this 9th day of May 2022.

Kent E. Nelson

Public Hearing Officer kentnelson@gold.uidaho.edu

208-761-4995

CERTIFICATE OF SERVICE

I HEREBY CERTIFY that on this 9th day of May 2022, I served a true and correct copy of the foregoing SUPPLEMENTAL ORDER GOVERNING PROCEEDINGS by delivering the same to each of the following parties of record, by the method indicated below, addressed as follows:

Rachel Kolts - <u>Rachel.Kolts@ag.idaho.gov</u>
Bret A. Walther - <u>bwalther@ajhlaw.com</u>

With CC to Jenifer Marcus, SBOE counsel - jenifer.marcus@osbe.idaho.gov

Kent E. Nelson

Public Hearing Officer kentnelson@gold.uidaho.edu

208-761-4995

BEFORE THE STATE BOARD OF EDUCATION STATE OF IDAHO

In the Matter of the Charter Renewal for: PCSC Case No. 21-52502

ANOTHER CHOICE VIRTUAL CHARTER SCHOOL, INC.

Recommended Decision of the Hearing Officer

This matter came to the Idaho State Board of Education (State Board) upon the appeal of Another Choice Virtual Charter School (ACVS) from the decision of the Idaho Public Charter School Commission (Charter Commission) to nonrenew the ACVS charter. The undersigned Hearing Officer was appointed by contract approved by the State Board to conduct a public hearing in this appeal and to prepare a recommended decision, including findings of fact, conclusions of law and recommended board decision, for consideration by the State Board.

Summary of Recommended Decisions:

Based on the findings of fact, conclusions of law and analysis set out below, the recommendation of the Hearing Officer is that the State Board of Education rule as follows:

- 1. That new evidence proffered by ACVS of events and actions that occurred after the date of the hearing by the Charter Commission are outside the scope of the State Board's consideration in this appeal.
- 2. That the Charter Commission did not fail to appropriately consider the petition for renewal submitted by ACVS nor did it act in an arbitrary manner in denying the petition for renewal.
- 3. That even if the Charter Commission did not accurately recognize the boundaries of its discretion in deciding that it would not grant renewal with the condition that the board of directors of ACVS be completely changed, placing such a condition is not good public policy. Thus, the State Board, in the exercise of its discretion, declines to do so and denies the petition for renewal.

More specific language for these decisions is set forth in the materials below.

ADMINISTRATIVE TIMELINE:

- 1. 2009-0509: IPCSC approves charter petition
- 2. 2010: ACVS operations begin
- 3. 2017-0207: Charter renewed with conditions
- 4. 2021-1115: Director's Recommendation for non-renewal. (Charter Commission Hearing Record, Tab C, Director's Exhibit C, pages 18-198 of Director's Exhibits)
- 5. 2021-1209: ACVS Request for Administrative Hearing before the Charter Commission. (*Charter Commission Hearing Record, Tab C, Director's Exhibit E, page 236 of Director's Exhibits*)
- 6. 2021-1215: ACVS Charter Renewal Request. (Charter Commission Hearing Record, Tab C, Director's Exhibit D, pages 211-235 of Director's Exhibits)
- 7. 2022-0211: Hearing before the Charter Commission
- 8. 2022-0310: Written decision of the Charter Commission denying renewal of the ACVS charter. (Charter Commission Hearing Record, Tab E, 2022-0404_ACVS Notice of Appeal to SBOE)

Recommended Decision of the Hearing Officer

- 9. 2022-0404: Notice of Appeal of ACVS to the State Board of Education. *(Charter Commission Hearing Record, 2022-0404_ACVS Notice of Appeal to SBOE)*
- 10. 2022-0421: Notice of Appointment of Hearing Officer. (SBOE Hearing Officer Record, 2022-0421_Notice of Appointment and Order for Status-Scheduling Conf)
- 11. 2022-0502: Order Governing Proceedings issued by Hearing Officer. (SBOE Hearing Officer Record, 2022-0502_Order Governing Proceedings)
- 12. 2022-0509: Supplemental Order Governing Proceedings. (SBOE Hearing Officer Record, 2022-0509_Supplemental Order Governing Proceedings)
- 13. 2022-0524: Public Hearing before the Hearing Officer.

PROPOSED FINDINGS

- 14. Finding: The Charter Commission and ACVS entered into a Performance Certificate dated May 30, 2017 which set out the Performance Standards for ACVS for the ensuing 5-year term. (Charter Commission Hearing Record, Tab C, Director's Exhibit B, pages 18-198 of Director's Exhibits)
- 15. Finding: As of February 11, 2022, the date of the Charter Commission hearing, numerous failures by ACVS to meet the Performance Standards set out in the Performance Certificate over the 5-year term of the Performance Certificate had been documented by the Charter Commission staff, including the following documented in the Commission Director's Recommendation for Nonrenewal of Charter dated November 15, 2021. (Charter Commission Hearing Record, Tab C, Director's Exhibit C, pages 199-204 of Director's Exhibits):
 - a. Operational Measure 3a: Governance Requirements:
 - An ACVS board member may have received a personal pecuniary benefit from a contract entered into by and between ACVS's governing board and a company the board member co-owned, in violation of Idaho Code section 33-5204A(2).
 - ii. ACVS's governing board did not follow the statutory procedure for competitive bidding required to be followed when an ACVS board member had an interest in a company the board was seeking to contract with, in violation of Idaho Code section 33-5204(6)(a).
 - iii. ACVS's governing board was notified of the Commission's concerns in April of 2020, the governing board did not immediately take corrective action on existing contracts entered into in violation of section 33-5204(6)(a), but instead waited until the fall of 2021 to begin taking corrective action.
 - b. Operational Measure 3d: Public Transparency:
 - i. ACVS failed to publish the following documentation to its website as required by law: its most recent annual performance report, pursuant to Idaho Code section 33-5209C(2); the State Board of Education's updated model policy governing data collection, access, security, and use of such data pursuant to Idaho Code section 33-133(7); and its updated continuous improvement plan, pursuant to Idaho Code sections 33-320(2)(c) and 33-320(3).
 - ii. ACVS failed on multiple occasions to electronically post meeting notices and agendas by the corresponding deadlines, pursuant to Idaho Code section 74-204(1).

- iii. ACVS failed to reasonably cooperate with the Commission's verbal and written requests for documentation necessary for it to fulfill its statutory responsibilities.
- c. Operational Measure 3c: Reporting Requirements:
 - In September of 2020, the State Department of Education notified ACVS that it reported numerous teacher certifications inaccurately. This inaccurate reporting resulted in the State Department of Education issuing corrections to ACVS's data and making appropriate adjustments to ACVS's financial distributions.
- d. Operational Measure 3b: Board Oversight and "Operational Measure 5a: Additional Obligations
 - i. After conducting an investigation into the conduct of ACVS's administrator, Laura Sandidge, the Commission found there was reason to believe that Ms. Sandidge may have violated multiple ethics-related statutes, including Idaho Code sections 33-5204A(1), 33-5204A(2), and 74-404(3), in regard to contracts she entered into on behalf of the school with companies she co-owned. ACVS's governing board failed to exercise consistent and effective oversight over the school and its administrator.
 - ii. The State Department of Education's Professional Standards Commission ("PSC") issued a stipulation, signed by Dr. Sandidge, on March 25, 2021 and executed by the PSC on April 8, 2021, which determined that probable cause existed for initiating administrative action against Ms. Sandidge for two code of ethics violations. The stipulation required, in part, that Ms. Sandidge complete a PSC-approved ethics course. As of the date of [the Director's Recommendation for Nonrenewal], the Commission has not been informed by either Ms. Sandidge or the ACVS governing board that Ms. Sandidge has completed this required ethics course.
- e. ACVS's academic performance has been consistently low throughout the current Performance Certificate term:
 - i. At the end of the 2017-2018 school year, ACVS earned a total of 27% of the points possible on the academic section of the Performance Framework, securing an overall academic performance rating of "critical". Specifically, ACVS only met standard on one (1) of the nine (9) measures of academic success (Norm-Referenced Math Growth).
 - ii. At the end of the 2018-2019 school year, ACVS earned a total of 30% of the points possible on the academic section of the Performance Framework, securing an overall academic performance rating of "critical". Specifically, ACVS only met standard on one (1) of the nine (9) measures of academic success (Norm-Referenced ELA Growth).
- f. ACVS's financial audit for fiscal year 2021 reflects several outcomes indicative of financial distress:
 - i. The Commission's Performance Framework includes eight (8) measures that consider a school's likelihood of short-term and long-term financial stability. ACVS achieved low outcomes on five (5) of these measures during FY21.
 - ii. ACVS only maintained 88% of its projected enrollment through the first funding period of the 2020-2021 school year. As a result of the school not achieving its enrollment projections, several other measures were impacted:

- 1. ACVS's FY21 total margin was negative, indicating that ACVS expended more than it received in FY21.
- Both ACVS's most recent year cash flow and its multi-year cash flow were negative, indicating that the school did not build its reserves, but instead its reserves decreased significantly between the end of FY19 and the end of FY21.
- 3. ACVS's number of days of unrestricted cash on hand dropped from one-hundred (100) days at the end of FY20 to forty-one (41) days at the end of FY21, indicating that the school has largely depleted its most readily available financial resource.
- 4. The school's debt service coverage ratio was negative, indicating that the school may have greater financial obligations than it can sustain long-term with its current levels of enrollment
- 16. Finding: The failures listed under items a-e of Finding 15 above were essentially undisputed by ACVS. The failure listed under item f was disputed by an accountant based on an analysis of fund balances (not cash balances) and noting substantial receivables at financial year end.
- 17. Finding: As of the date of the Charter Commission hearing, future corrective actions regarding the ACVS Board of Directors and Administrators, proposed in writing by ACVS in its Renewal Request dated December 15, 2021, were as follows: (Charter Commission Hearing Record, Tab A, Pre-Hearing Documents, 2021-1215 Charter Renewal Request)
 - a. *Charter Renewal Request page 2.* The improvements planned for Another Choice Virtual Charter School's certificate term in the area of governance are as follows:
 - i. The ACVS Director involved in the questioned contract [See Finding 15.a. above] resigned and is no longer affiliated with the school.
 - ii. The Board will be increasing its membership from 5 members to 7 members, and is actively seeking applicants who have previous, successful experience as a charter school director. These additional board members will possess and apply their extensive experience with charter school governance to our organization.
 - iii. The Board has received, and will continue to receive, training through the Idaho School Board Association (ISBA) regarding Board ethics and Board governance. During meetings held on November 19, 2021 and December 9, 2021 the Board firmly established its two priorities for ongoing training in multiple areas of governance as an effort to actively increase their knowledge of governance procedures.
 - iv. Dr. Kelleher, who has been the Chairman of the Board since 2013, will be transitioning from the Chairman of the Board to a Board Director when an individual has been secured to take on his position.
 - v. ACVS is ready and willing to accept additional suggested improvements to resolve the cited concerns.
 - b. Charter Renewal Request page 3. The improvements planned for Another Choice Virtual Charter School's certificate term in the area of governance oversight and operational compliance are as follows:
 - i. At the December 9, 2021 meeting Dr. Sandidge submitted her resignation that will go into effect at the end of the 2021 / 2022 school year.
 - ii. At the December 9, 2021 meeting ACVS Board of Directors determined that two full time administrative positions will be created and recruited to replace

- the role Dr. Sandidge will vacate. These roles will be what is typically viewed as a school superintendent and a school principal.
- iii. Starting in April and May of 2021, ACVS restructured two positions which included updating job structure and hiring to take on the responsibilities of Human Resources and the Clerk of the Board, as well as ISEE Reporting.
- 18. Finding: As of the date of the Charter Commission hearing the improvements planned for Another Choice Virtual Charter School's certificate term in the area of Academic Outcomes are as follows ((Charter Commission Hearing Record, Tab A, Pre-Hearing Documents, 2021-1215 Charter Renewal Reguest page 10):
 - ACVS plans to continue to develop our staff's capacity in understanding how to better work with students that have experienced trauma. Our school is moving towards a trauma informed model of serving students that stresses academic success and increased mental health.
- 19. Finding: As of the date of the Charter Commission hearing Dr. Sandidge had submitted a letter of resignation to the ACVS Board resigning effective with the close of the then current academic year. (Charter Commission Hearing Record, Tab C, Director's Exhibits page 555, Exhibit T Minutes of ACVS Board Meeting)
- 20. Finding: At the Charter Commission hearing, Dr. Sandidge was still acting as the Administrator for ACVS, including appearing at counsel table as the representative of the charter school. (Charter Commission Hearing Record, Tab D, Commission Hearing Video)
- 21. Finding: As of the date of the Charter Commission hearing, the ACVS Board consisted of 4 members. The Board Chair, Lori Lyman, had been installed as chair in the last Board meeting to occur prior to the Commission hearing and had been a member of the Board since the preceding April, 2021. The Board Chair was unfamiliar with the other members of the Board and needed assistance from Dr. Sandidge to answer questions about Board membership, ultimately stating that the board consisted of 4 members with 2 more members coming on. The Board chair knew only of the former chair indicating that she believed he had a long education background. The Board chair believed the other two board members were parents of students and that all three of the other board members had been there since the beginning. (Testimony of Lori Lynn before the Charter Commission (Charter Commission Hearing Record, Tab D, Commission Hearing Video at 1.58.57 to 2.05.19)
- 22. Finding: During deliberations by the Commission members at the hearing of February the following points were made regarding renewal of the charter and conditions the Commission might consider imposing as part of renewal of the charter:
 - a. There was a tremendous failure at the administrative and board level of the charter school. (Statement of Chairman Reed, Charter Commission Hearing Record, Tab D, Commission Hearing Video at 3.05.29-3.06.30)
 - b. This comes down to autonomy. What is important is to create autonomy which limits the ability to guide and shepherd. It is the leadership failure that is punishing the students and teachers. Leading indicators from the study¹ when applied to ACVS are indicators of problems going forward including lack of leadership development, breakdown of reporting, lack of responding in a timely way, board inability to hold leadership accountable, leadership at the top has been drifting along, and inadequate capacity to govern. The Board has not been proactive in addressing issues including

Recommended Decision of the Hearing Officer

Page 5 of 14

¹ Study by the National Charter School Resource Center entitled "Identifying Indicators of Distress in Charter Schools" (Charter Commission Hearing Record, Tab C, Director's Exhibit HH, pages 597-628 of Director's Exhibits)

- continuing the leadership contract in spite of ongoing performance issues. (Statements of Commissioner Peterson, Charter Commission Hearing Record, Tab D, Commission Hearing Video at 3.06.30 to 3.09.54)
- c. Additional distress indicators are mismatched leadership competencies to context and increased teacher turnover. Teacher turnover does not appear to be a problem. There is an added tier of responsibility for tax dollars and accountability for boards of charter schools. Based on the evidence before the Commission, confidence that the school's governance can pull it off with a renewed certificate "is where we are at." (Statements of Commissioner Quinn, Charter Commission Hearing Record, Tab D, Commission Hearing Video at 3.09.54 to 3.12.36)
- d. Very concerning that the ACVS board chair does not know the background of the other board members. (Statement of Commissioner Scigliano, Charter Commission Hearing Record, Tab D, Commission Hearing Video at 3.12.36 to 3.13.38)
- e. Disturbing that the ACVS staff and teachers do not know the terms contained in the Performance Certificate. (Statement of Commissioner VanOrden, Charter Commission Hearing Record, Tab D, Commission Hearing Video at 3.13.38 to 3.16.20)
- f. There is no question that the data shows ACVS did not meet the terms of the performance certificate. If we were to vote to renew the charter, I don't know what we would make for conditions, other than to put a total replacement of all the board and the administration, to make it work. (Statement of Chairman Reed, Charter Commission Hearing Record, Tab D, Commission Hearing Video at 3.17.35 to 3.18.37)
- g. That is the condition we can't put. Because of the idea of autonomy, we can't reach into the operations of the school and say change your board or change your leadership. We are dependent on them having figured that out. In the past 5 years, since renewal of the charter, we have been watching this situation where they have conditions that were unresolved, but more important are the leadership failures that are now becoming evident which were not part of the conditions and concerns five years ago. It's the board that isn't robust. The relationship between the board and the leadership that concerns me for operations of the school. (Statements of Commissioner Peterson, Charter Commission Hearing Record, Tab D, Commission Hearing Video at 3.18.37 to 3.20.15)
- 23. Finding: At the call of the chair for a motion, Commissioner Peterson made the motion to non-renew the charter as follows):
 - a. A motion to nonrenew the charter for Another Choice Virtual Charter School, thereby requiring the school to cease operations as of June 30, 2022 and directing the Director to begin closure protocol. The motion received a second. (Motion of Commissioner Peterson, Charter Commission Hearing Record, Tab D, Commission Hearing Video at 3.20.58 to 3.21.23
- 24. Finding: In discussion of the motion the following points were made:
 - a. The reasons for the motion include concerns with governance of the school. Both direct action and neglect of responsibilities on the part of the board and the school leader are indicative of a school that will be having problems and indicative of failures to come. The focus is less on the academics, but we know there are other schools with similar populations that are doing better, but critically on the leadership. (Statements of Commissioner Peterson, Charter Commission Hearing Record, Tab D, Commission Hearing Video at 3.21.26 to 3.22.35)

- b. Can we condition replacement of the board somehow, so we don't suffer those who are innocent in all of this? (Statement of Chairman Reed, Charter Commission Hearing Record, Tab D, Commission Hearing Video at 3.22.58 to 3.23.25)
- c. I attempted to work out conditions last night and basically came down to must meet all the terms of the performance certificate. But that has been essentially what they have been operating under, but they haven't. To say that they must meet the governance portions, we can't say how, just that they must hard to predict what those conditions would yield. (Statements of Commissioner Peterson, Charter Commission Hearing Record, Tab D, Commission Hearing Video at 3.23.25 to 3.24.05)
- d. I too spent significant time trying to figure out what conditions we could do. Teachers and students are not responsible for this failure, yet they will be the losers in the situation. I spent significant time since we got the packet trying to figure out how we could do that, and I don't know how to do that. (Statements of Commissioner Behr, Charter Commission Hearing Record, Tab D, Commission Hearing Video at 3.24.05 to 3.24.47)
- e. It is deeply uncomfortable to make a decision like this, but I feel more uncomfortable after the testimony today than I did before with reading for hours all the documents, of the ability to leave the school sustainable. (Statements of Commissioner Scigliano, Charter Commission Hearing Record, Tab D, Commission Hearing Video at 3.24.48 to 3.25.01)
- f. The motion then passed unanimously. (Charter Commission Hearing Record, Tab D, Commission Hearing Video at 3.25.30)

APPLICABLE LAW AND CONCLUSIONS OF LAW

- 25. Law applicable to renewal of existing charter
 - a. Idaho Code Section 33-5209B.
 - i. (1) A charter may be renewed for successive five (5) year terms of duration. An authorized chartering entity may grant renewal with specific, written conditions for necessary improvements to a public charter school. Any such specific, written conditions shall state the date by which the conditions must be met.
 - ii. (2) The renewal decision is based upon the performance of the public charter school on the performance indicators, measures and metrics contained in the performance certificate. Subsequent renewals shall be for a term of five (5) years.
 - iii. (7) In making charter renewal decisions, every authorized chartering entity shall: (a) Ground its decisions in evidence of the school's performance over the term of the performance certificate in accordance with the performance framework set forth in the performance certificate; (b) Ensure that data used in making renewal decisions are available to the school and the public; and (c) Provide a public report summarizing the evidence basis for each decision.
 - iv. (9) An authorized chartering entity **shall renew** any charter in which the public charter school met all of the terms of its performance certificate at the time of renewal. An authorized chartering entity **may renew or nonrenew** any charter in which the public charter school failed to meet one (1) or more of the terms of its performance certificate. (*emphasis supplied*)

Recommended Decision of the Hearing Officer

TAB 13 Page 7

CONCLUSIONS OF LAW:

- b. Renewal of the charter by the authorized chartering entity is mandatory if the charter school has met all of the terms of the performance certificate, however renewal is discretionary if the charter school has failed to meet one or more of the terms of its performance certificate.
- c. The record of the Commission hearing reflects numerous, documented and uncontroverted instances of failure by ACVS to meet terms of the performance certificate, both academic and operational terms, thus allowing the Commission in its discretion to choose nonrenewal of the charter.
- 26. Law applicable to the authority of the Charter Commission to impose renewal conditions.
 - a. Idaho Code Section 33.5209B(1) states: A charter may be renewed for successive five (5) year terms of duration. An authorized chartering entity may grant renewal with specific, written conditions for necessary improvements to a public charter school. Any such specific, written conditions shall state the date by which the conditions must be met

CONCLUSIONS OF LAW:

- b. The Commission has authority to impose conditions for necessary improvements to a charter school.
- c. Once one or more failures of the charter school to comply with the terms of its Operating Agreement are established, any renewal of the charter by the Commission lies within the discretion of the Commission, including the discretion whether to impose conditions on renewal or to nonrenew the charter rather than impose any conditions.
- d. The Commission can't impose conditions for renewal that are contrary to existing law applicable to the charter school.
- 27. Law applicable to charter school independence and autonomy.
 - a. Idaho Code Section 33-5204
 - i. (1) ... The board of directors of a public charter school shall be deemed public agents authorized by a public school district, the public charter school commission, or the state board of education to control the public charter school, <u>but shall function independently of any school board of trustees</u> in any school district in which the public charter school is located <u>or independently of the public charter school commission</u>, except as provided in the charter. (underlined italics added)
 - ii. (1)(b) Each public charter school must be independently accountable for its academic, financial and operational outcomes.
 - iii. The underlined and italicized language in a.i. above came from amendments by the legislature in 2000 and 2005.
 - The statement of purpose for the 2000 amendments reads as follows: The purpose of this bill is to clarify that public charter schools are governed only by the terms of their charter and by applicable law. The concern that has been expressed to the Legislature is that local boards of trustees are attempting to exercise governance and control over the management of the public charter schools. Since it was the clear intent of the Legislature to create the public charter schools as autonomous actors within the school districts, this bill is designed to clarify that once the local district approves the charter, its only duties are to ensure that the terms of the charter are being met and that the law is not being

- <u>violated.</u> However, all duty and authority to operate and manage the public charter school is vested in the board of directors of the public charter school. (underlined italics supplied)
- The 2005 amendments added reference to the public charter school commission, thereby creating the same independence and autonomy for charter commission schools. Note that the Charter Commission was created by the Legislature in 2004.

b. Idaho Code Section 33-5202

- It is the intent of the legislature to provide opportunities for teachers, parents, students, and community members to establish and maintain public charter schools <u>that operate independently from the existing traditional school</u> <u>district structure</u> but within the existing public school system. (underlined italics supplied)
- ii. The underlined italics in b.i. above were also added by the Legislature in 2000 within the same bill that amended Idaho Code Section 33.5204 as described in a. above.
- c. Idaho Code Section 33-5209C(1) states in part: "Every authorized chartering entity shall have the authority to conduct or require oversight activities that enable the authorized chartering entity to fulfill its responsibilities pursuant to the provisions of this chapter, including conducting appropriate inquiries and investigations, <u>as long as those activities are consistent with the intent of this chapter, adhere to the terms of the performance certificate and do not unduly inhibit the autonomy granted to public charter schools."</u>

CONCLUSIONS OF LAW:

- d. The Legislature's requirement for operational independence of the charter school from the chartering entity is clear. The legislature appears to use the terms independence and autonomy interchangeably in this regard.
- e. The requirement that the Commission maintain the independence and autonomy of the charter schools it oversees is a matter of existing law, and the Commission can't impose conditions for renewal that violate the independence and autonomy of the charter school.
- 28. Law applicable to exercise of discretion by a decision-making body.
 - a. While there is no specific language in addressing a test for abuse of discretion by a charter issuer such as the Charter Commission, there is parallel analysis in case law addressing the exercise of discretion by judges. "Abuse of discretion is determined by a three-part test which asks whether the district court: (1) correctly perceived the issue as one of discretion; (2) acted within the outer boundaries of its discretion and consistently with the legal standards applicable to the specific choices available to it; and (3) reached its decision by an exercise of reason." Sherman Storage, LLC v. Global Signal Acquisitions II, LLC, 159 Idaho 331, 335 (2015); Cobbley v. City of Challis, 138 Idaho 154, 159-60 (2002)
 - b. "An abuse of discretion will be found when the lower court does not perceive the issue as one of discretion. (Citation omitted.) Likewise, a lower court's failure to articulate and apply the relevant legal standard is an abuse of discretion." *Nelson v. Nelson*, 2022 WL 1172672, dated April 19, 2022, at *19 (Idaho Sup. Ct.)

CONSLUSIONS OF LAW:

c. Although the charter school law does not define abuse of discretion or arbitrary action, application of the analysis applied to the courts is appropriate.

Recommended Decision of the Hearing Officer

- d. Applying this analysis to the Commission deliberations regarding statements that the Commission can't impose a renewal condition requiring replacement of the ACVS board and administration:
 - i. If there is a legal impediment barring such a condition, then the Commission's decision against imposing the condition would be a proper exercise of its authority and discretion.
 - ii. If there is NO legal impediment barring such a condition, then the State Board could conclude that the Commission deliberations evidence a failure of the Commission to recognize the full extent of its discretion. This could be considered an abuse of discretion under the three-part test applied in the courts.
- 29. Law applicable to the appeal to the State Board of Education.
 - a. IC 33-5209C(8) A decision to revoke or non-renew a charter ... may be appealed directly to the state board of education. With respect to such appeal, the state board of education shall substantially follow the procedure as provided in Section 33-5207(5)(b) Idaho Code.
 - b. IC 33-5207(5)(b)
 - i. The State Board shall hold a public hearing no later than 60 days after notice of appeal.
 - ii. After the public hearing, the State Board shall approve or deny the petition for the public charter school, provided that the state board of education shall only approve the petition if it determines that the authorized chartering entity failed to appropriately consider the charter petition, or if it acted in an arbitrary manner in denying the petition.
 - c. Idaho Code Section 33-5207(7). The decision of the state board of education shall be subject to review pursuant to chapter 52, title 67, Idaho Code. Nothing in this section shall prevent a petitioner from bringing a new petition for a public charter school at a later time.

CONCLUSIONS OF LAW

- d. When nonrenewal of a charter by the Commission is appealed to the State Board, the Board cannot consider reversing the decision of the Commission unless the Board first finds either (a) that the Commission failed to appropriately consider the charter school's petition for renewal or (b) that the Commission acted in an arbitrary manner in determining to deny renewal. In making this determination, the Board is limited to considering the record presented to the Charter Commission as part of the renewal hearing process, since the Commission can only consider (appropriately or otherwise) information presented to it in the renewal process and can only act (arbitrarily or otherwise) on that information.
- e. In this appeal, if the State Board finds either a failure to appropriately consider or arbitrary action by the Commission in denying renewal, then the State Board can renew the charter.
 - i. However, any such renewal of the charter remains at the discretion of the State Board with only one exception, which is that Idaho law mandates renewal of a charter if the State Board also finds that the charter school met all of the terms of its performance certificate at the time of renewal.

 Since the record clearly shows numerous failures of ACVS to meet terms of the performance certificate, any such renewal of the ACVS certificate is at the discretion of the State Board.

30. ANALYSIS AND PROPOSED DECISIONS:

- a. Analysis of Proposed New Evidence:
 - i. Where a charter school seeks to have the State Board reverse a decision of the Commission to nonrenew a charter, the clear language of Idaho Code Section 33-5207(5) limits the State Board to first determining if the Commission failed to appropriately consider the charter petition, or if the Commission acted in an arbitrary manner in denying the petition.
 - ii. In its Notice of Appeal to the State Board, ACVS indicated that it wished to present new evidence of events and actions by the ACVS board that occurred after the February 11, 2022 Charter Commission hearing.
 - iii. The new evidence proposed by ACVS lies outside of the scope of this appeal since the Commission can only consider (appropriately or otherwise) information presented to it in the renewal process and can only act (arbitrarily or otherwise) on that information.
 - iv. As noted in b.i. below, ACVS did present its proposed future actions for addressing governance and academic failures and the record indicates these were not considered adequate by the Commission.

Recommended Decision: That the State Board hold that evidence proffered by ACVS regarding actions of ACVS and its board and administrators occurring after the date of the Charter Commission hearing is outside the scope of this appeal and not properly before the Board for consideration.

- b. Analysis of Charter Commission's Consideration of Proposed Improvements from ACVS in the Petition for Renewal:
 - i. In oral argument at the hearing of May 24, 2022, ACVS argued that the Charter Commission improperly failed to consider proposals from ACVS for improvements undertaken or planned for the school. These improvements included resignation of the Director; restructuring of administrative duties of a future director; increasing the current ACVS board from 5 members to 7; future training for the ACVS board; transition of the prior ACVS board chair to a director position; and a willingness to accept.
 - ii. The deliberations of the Charter Commission after close of evidence were held on the record and are contained in the recording of the Charter Commission hearing. The Charter Commission is to be commended for doing so, and for its candor in deliberating over the difficult decision of whether to close ACVS.
 - iii. It is clear that the Charter Commission recognized the difficulty of its decision and the collateral consequences of nonrenewal of the charter on the teachers and students of ACVS.
 - iv. It is equally clear that the Charter Commission found the proposed changes from ACVS to be wholly inadequate. The Commission Chair stated clearly that there had been a tremendous failure at the administrative and board level of the charter school. Two Commissioners specifically stated they had reviewed

- the materials (which included the ACVS proposals) and were unable to arrive at renewal conditions they believed to be workable.
- v. Although there was some discussion of replacement of the full ACVS board, this was never proposed by ACVS. Instead ACVS proposed an expansion from 5 members to 7, this would have left the prior board members with continued voting control over ACVS board decisions.
- vi. Although the resignation of Dr. Sandidge as director of the school was noted for the Commission at the hearing, Dr. Sandidge still appeared at the hearing as the current director and sat at counsel's table as the representative of the school for purposes of the hearing.
- vii. All of the actions described by ACVS (See item 17 above) started only after the Commission Director had delivered a recommendation for non-renewal of the charter. The sole exception was the resignation of the director accused of privately profiting from contracts with ACVS (Item 17.a. above).

Recommended Decision: That the State Board hold that the record of the Charter
Commission hearing when taken as a whole, indicates that the Charter Commission
properly considered the materials submitted by ACVS in its petition for renewal,
including consideration of the ACVS improvements undertaken or planned for the school.

- c. Analysis of the Charter Commissions Discretion in Applying Conditions to Charter Renewals.
 - i. At the May 24, 2022 hearing before the Hearing Officer, ACVS argued that the Commission abused its discretion when it erroneously concluded it lacked the authority to authorize a conditional renewal of the charter, despite clear statutory authority to do so, especially in light of ACVS's proposed changes and its invitation for additional Commission guidance.
 - ii. The record simply does not support the wholesale argument presented by ACVS that the commission concluded that it lacked authority to impose conditions at all. Imposing conditions on renewal was clearly discussed as an alternative, with Commission members noting that the prior renewal for ACVS contained at least one condition. At least two Commissioners indicated they had considered whether there were conditions that would be satisfactory and were unable to arrive at conditions they believed would work.
 - iii. What bears some additional attention are the discussions during deliberations regarding whether autonomy of charter schools made it so that the Commission could not impose complete replacement of the ACVS board and administration as a condition of renewal.
 - iv. It is unclear from the deliberations whether the Commissioners who discussed the point believed there was a legal impediment to imposing such a condition, or simply believed that sound policy prevented such a condition.
 - v. If there is a legal impediment barring such a condition, then the Commission's decision against imposing the condition would be a proper exercise of its authority and discretion. There is a strong argument for such a bar.
 - 1. Idaho Code Section 33-5209B(1) which authorizes the Commission to impose conditions on charter renewal (as well as a specific time for meeting those conditions) does not contain reference to any specific limitations on renewal conditions.

Recommended Decision of the Hearing Officer

- That said, there is no realistic argument that the ability to impose conditions is without limitation. For example, it is beyond argument that the Commission can't impose a condition that would require the charter school to violate other terms of Idaho law, such as the criminal code.
- 3. It is axiomatic in the law that one can't do indirectly something that is one is barred by the law from doing directly. Thus, the Commission can't do something through a renewal condition that the Commission is barred from doing directly.
- 4. In this light we must examine of the laws that define the relationship between the Commission (as the chartering entity) and the charter schools it authorizes to see if there exists a bar against imposing replacement of the charter school board and administration by the Commission.
 - a. As noted in conclusions of law under item 27 above, the Legislature's requirement for operational independence of the charter school from the chartering entity is clear. The legislature appears to use the terms independence and autonomy interchangeably in this regard.
 - b. The intent of the legislature in making revisions to Idaho Code Section 33-5204 in the 2000 legislative session was to clarify that once the chartering entity (the Commission in this instance) approves the charter, its only duties are to ensure that the terms of the charter are being met and that the law is not being violated. All duty and authority to operate and manage the public charter school is vested in the board of directors of the public charter school.
 - c. Even the authority given the chartering entity under Idaho Code Section 33-5209C(1) to conduct oversight activities to fulfill its responsibilities is limited so as to not unduly inhibit the autonomy granted to the charter schools.
 - d. Thus, limiting the authority to impose conditions on renewal of a charter in this same fashion is consistent with the overall legislative intent regarding the independence of the charter schools appears to be consistent with an overall reading of charter school law.
- vi. If the Commission's authority to impose complete replacement of the charter school board and administration is not barred under existing law, then the State Board could conclude that the Commission deliberations evidence a failure of the Commission to recognize the full extent of its discretion. This could be considered an abuse of discretion under the three-part test applied in the courts (see discussion in item 28 above). However, even if the State Board finds such an abuse of discretion, there is no mandate that the renewal petition be granted, even with the conditions that the Commission chose not to impose.
 - 1. The only time renewal of a charter is mandated is when the charter school has met all of the terms of its performance certificate. It is clear

- in this appeal that ACVS failed in many respects to meet terms of its performance certificate.
- 2. In this appeal, the same strong argument discussed in v.4. above in favor of a legal bar to imposing complete replacement of the charter school board and administration can be made in favor of choosing not to renew with such a condition.

Recommended Decision regarding exercise of discretion by the Commission

vii. That the State Board hold that the Charter Commission is barred by existing law from imposing as a renewal condition that the entire board and administration of the charter school be changed. Thus, the determination by the Commission that it could not impose such a condition was a proper exercise of its discretion, therefore the State Board denies renewal of the charter.

AND

viii. That the State Board hold that even if existing law does not bar imposing a renewal condition that the entire board and administration of the charter school be changed, imposing such a condition in this case is not good policy and not something the State Board chooses to do as part of considering this appeal. Thus, in light of the Charter Commissions rejection of other proposed conditions, the State Board denies renewal of the charter.

Dated this 2nd day of June, 2022.

Kent E. Nelson

Public Hearing Officer

kentnelson@gold.uidaho.edu

208-761-4995

CERTIFICATE OF SERVICE

I HEREBY CERTIFY that on this 2nd day of June 2022, I served a true and correct copy of the foregoing RECOMMENDED DECISION OF THE HEARING OFFICER by delivering the same to each of the following parties of record, by the method indicated below, addressed as follows:

Rachel Kolts - <u>Rachel.Kolts@ag.idaho.gov</u> Bret A. Walther - <u>bwalther@ajhlaw.com</u>

With CC to Jenifer Marcus, SBOE counsel - jenifer.marcus@osbe.idaho.gov

Kent E. Nelson

Public Hearing Officer

kentnelson@gold.uidaho.edu

208-761-4995

Recommended Decision of the Hearing Officer

Page 14 of 14

PPGA TAB 13 Page 14



650 W. State Street • Suite 307 • Boise, ID • 83702 P.O. Box 83720 • Boise, ID • 83720-0037

June 3, 2022

Re: Another Choice Virtual Charter School, Inc. (ACVS)

Appeal of non-renewal of charter to Idaho State Board of Education

PCSC Case No. 21-52502

Sent via email: Rachel.Kolts@ag.idaho.gov; bwalther@ajhlaw.com

Dear Ms. Kolts and Mr. Walther,

At its meeting on April 21, 2022, the State Board of Education (Board) directed me to appoint a public hearing officer to hear ACVS' appeal to the Board of the Public Charter School Commission's non-renewal of the ACVS charter. I subsequently appointed Kent Nelson as the hearing officer. A public hearing was held on May 24, 2022.

On June 2, 2022, Mr. Nelson issued a recommended decision in the matter. The Board will consider the recommended decision at its upcoming meeting at the Idaho State University Pocatello campus on June 15th. Also at its April 21st meeting, the Board directed me to decide whether to allow oral arguments by representatives for ACVS and the Commission at the meeting scheduled for the Board to consider the hearing officer's recommended findings and decision.

After reviewing Mr. Nelson's recommended findings and decision, I have determined that additional oral arguments by the parties at the Board's June 15th meeting are not necessary and will not be allowed.

Sincerely,

Matt Freeman Executive Director

MF: fl

Cc: Kent Nelson

PPGA TAB 13 Page 1

TAB	DESCRIPTION	ACTION
1	IDAHO STATE UNIVERSITY Holt Arena Reimbursement Resolution	Action Item
2	FY 2023 OPERATING BUDGETS	Action Item
3	FY 2024 LINE ITEMS	Action Item
4	RETIREMENT PLAN COMMITTEE REPORT	Information Item
5	CHIEF EXECUTIVE OFFICERS COMPENSATION	Action Item
6	UNIVERSITY of IDAHO Energy Plant - Long-Term Lease and Concession Agreement	Action Item
7	UNIVERSITY of IDAHO Greenhouses Capital Project – Cost Increase	Action Item
8	UNIVERSITY of IDAHO Parma Capital Project – Cost Increase	Action Item

IDAHO STATE UNIVERSITY

SUBJECT

Reimbursement Resolution

REFERENCE

June 2018 Idaho State Board of Education (the "Board") approved the

ISU 6-Year Capital Project and planning and design for the

Holt Arena renovation project.

August 2021 The Board approved bidding and construction of the Holt

Arena renovation project funded by donation from ICCU with additional authorization for ISU to use up to \$1 million in

institutional reserves.

April 2022 The Board approved additional improvements and

renovations to the Holt Arena in an amount not to exceed

\$9,785,000 (collectively, the "Holt Project").

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section V.F, Title 33, Chapter 38, Idaho Code

BACKGROUND/DISCUSSION

Idaho State University (ISU) has been working with bond counsel and an underwriter to explore the issuance of a series of revenue bonds to finance various improvements and strategic initiatives. While ISU is currently funding the Holt Project with institutional reserves, it anticipates that it may issue a series of revenue bonds in the near future, from which ISU would like to preserve the ability to reimburse itself for such expenditures paid for with institutional reserves related to the Holt Project. By adoption of the attached Reimbursement Resolution, the Board creates the ability for ISU to reimburse certain expenditures related to the Holt Project in accordance with the Internal Revenue Code of 1986, as amended (the "Code"), and the federal regulations promulgated thereunder (the "Regulations"), in the event the Board authorizes ISU to issue bonds in the future.

If ISU determines it is in its best interest to issue revenue bonds, it will bring forth a separate request pursuant to Board Policy V.F.

IMPACT

Adoption of the proposed Reimbursement Resolution will not currently affect ISU's finances, as it does not bind ISU to any incurrence of debt under the Code or Regulations, nor does it create the ability to issue such debt pursuant to Board Policy. Adoption of the Reimbursement Resolution simply preserves the ability for

ISU to reimburse itself if revenue bonds are hereafter approved and issued for such purpose.

ATTACHMENTS

Attachment 1 – Reimbursement Resolution

STAFF COMMENTS AND RECOMMENDATIONS

At its August 2021 meeting, the Board approved ISU to move forward with bidding and construction for the Holt Arena renovation project. The original project was funded through donations. At its April 2022 meeting, the Board approved ISU to use institutional reserves to fund seismic bracing and additional renovations to Holt Arena. The reimbursement resolution allows the reserves to be reimbursed through revenue bonds should that course of action be pursued. ISU would come back to the Board for revenue bond issuance approval at a later date.

Staff recommends approval.

BOARD ACTION

I move to approve the request from Idaho State University to approve the "Reimbursement Resolution of the Board of Trustees of Idaho State University," as presented in Attachment 1.

Moved by	Seconded by	Carried Yes	No
----------	-------------	-------------	----

REIMBURSEMENT RESOLUTION OF THE BOARD OF TRUSTEES OF IDAHO STATE UNIVERSITY

[Official Intent pursuant to Section 1.150-2, Code of Federal Regulations]

WHEREAS, Idaho State University (the "University") is a state institution of higher education and body politic and corporate organized and existing under and pursuant to the Constitution and laws of the State of Idaho;

WHEREAS, the Idaho State Board of Education (the "Board"), at its April 28, 2022 special meeting and acting in its capacity as the Board of Trustees of the University, approved various improvements and renovations to the Holt Arena (collectively, the "Project");

WHEREAS, the University has incurred expenditures and expects to incur further expenditures related to the Project;

WHEREAS, the Board is authorized pursuant to the Constitution of the State of Idaho, title 33, chapter 38, Idaho Code (collectively, the "Act") to issue bonds to finance or refinance "projects" as defined in the Act;

WHEREAS, Section 1.150-2 of the Code of Federal Regulations (the "Regulations") authorizes issuers of tax-exempt obligations to reimburse certain Project expenditures (the "Reimbursable Expenditures") with proceeds of later issued tax-exempt obligations so long as the issuer evidences an official intent in accordance with the Regulations;

WHEREAS, the University intends to seek approval of the Board to issue tax-exempt revenue bonds to finance all or a portion of the Project (the "Bonds");

WHEREAS, the University reasonably intends to reimburse itself for such prior expenditures on the Project (the "Reimbursable Expenditures") with the proceeds of the Bonds; and

WHEREAS, the University expects such reimbursement to occur not later than 18 months after the later of the (i) the date of the Reimbursable Expenditures, or (ii) the date the Project is placed in service, but no later than three years after the date of the Reimbursable Expenditures.

NOW, THEREFORE, BE IT RESOLVED by the Board of Trustees of Idaho State University, as follows:

- <u>Section 1</u>. The purpose of this Resolution is to permit the University to reimburse itself for prior expenditures relating to the Project from the proceeds of the Bonds.
- <u>Section 2</u>. The University has incurred expenditures and intends to incur further expenditures with respect to the Project prior to the issuance of the Bonds and reasonably expects to reimburse those expenditures from the proceeds of the issuance of the Bonds.
- <u>Section 3</u>. The maximum principal amount of the Bonds expected to be issued to finance the Project is not to exceed \$10,000,000.

Section 4. This declaration of official intention is made pursuant to Section 1.150-2 of the Regulations. Under the Regulations, the University may reimburse capital expenditures incurred up to 60 days prior to the date hereof.

Section 5. The trustees of the Board and the officers of the University are hereby authorized and directed, for and in the name and on behalf of the University to take any and all actions and execute, acknowledge and deliver any and all agreements, instruments or other documents and revisions or corrections thereof and amendments thereto, as may in their discretion be deemed necessary or desirable to carry out the terms, provisions and intent of this Resolution.

ADOPTED AND APPROVED this [13/14] day of June, 2022.

BOARD OF TRUSTEES OF IDAHO STATE UNIVERSITY

	By: President	
(SEAL)		
Attest:		
By		

SUBJECT

Approval of FY 2023 Appropriated Funds Operating Budgets

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures Section II.F.b.v.; V.B.3.b.ii., 4.b., 5.c, 6.b.

BACKGROUND/DISCUSSION

Pursuant to Board policy V.B., each institution and agency prepares an operating budget for appropriated funds, non-appropriated auxiliary enterprises, non-appropriated local services, and non-appropriated other funds.

For the appropriated funds operating budget, Board policy V.B.3.b.ii provides as follows: "each institution or agency prepares an operating budget for the next fiscal year based upon guidelines adopted by the Board. Each budget is then submitted to the Board in a summary format prescribed by the Executive Director, for review and formal approval before the beginning of the fiscal year." The appropriated operating budgets have been developed based on appropriations enacted during the 2022 session.

For the college and universities' non-appropriated operating budgets, Board policy V.B. requires reports of revenues and expenditures to be submitted to the State Board of Education at the request of the Board. Currently, these operating budgets are available on each institution's website and are available upon request.

Operating budgets are presented in two formats: budgets for agencies, health education programs, and special programs contain a <u>summary</u> (displayed by program, by source of revenue, and by expenditure classification) and a <u>budget overview</u> that briefly describes the program and changes from the previous fiscal year. All sources of revenues are included (i.e., General Fund, federal funds, miscellaneous revenue, and any other fund source).

For the college and universities, postsecondary career technical education, and agricultural research and extension, supplemental information is provided including personnel costs summarized by type of position. The four-year institution reports contain information about appropriated funds, which only includes state General Fund, endowment funds, and appropriated student fees.

IMPACT

Approval of the budgets establishes agency and institutional fiscal spending plans for FY 2023 and allows the agencies and institutions to continue operations from FY 2022 into FY 2023.

ATTACHMENTS

Attachment 1 – Charts - FY 2023 General Funds by Program

Attachment 2 – Office of the State Board of Education Operating Budget

Attachment 3 – Idaho Public Television Operating Budget

Attachment 4 - Division of Vocational Rehabilitation Operating Budget

Attachment 5 – Public Charter Commission Operating Budget

Attachment 6 – College and Universities FY 2023 Budget by Function

Attachment 7 – College and Universities Summary of Appropriated Budget

Attachment 8 – Boise State University FY 2023 Budget Overview

Attachment 9 – Boise State University Appropriated Budget

Attachment 10 – Boise State University Salary Changes

Attachment 11 – Idaho State University FY 2023 Budget Overview

Attachment 12 – Idaho State University Appropriated Budget

Attachment 13 - Idaho State University Salary Changes

Attachment 14 – University of Idaho FY 2023 Budget Overview

Attachment 15 – University of Idaho Appropriated Budget

Attachment 16 - University of Idaho Salary Changes

Attachment 17 – Lewis-Clark State College FY 2023 Budget Overview

Attachment 18 – Lewis-Clark State College Appropriated Budget

Attachment 19 – Lewis-Clark State College Salary Changes

Attachment 20 – Charts - FY 2023 Budgeted Positions by Type

Attachment 21 - College and Universities Personnel Costs

Attachment 22 – Career Technical Education FY 2023 Budget Overview

Attachment 23 – Career Technical Education Appropriated Budget

Attachment 24 – Agricultural Research & Extension FY 2023 Budget Overview

Attachment 25 – Agricultural Research & Extension Appropriated Budget

Attachment 26 – Agricultural Research & Extension Personnel Costs

Attachment 27 – Health Education Programs Operating Budget

Attachment 28 – Special Programs Operating Budget

Attachment 29 – FY 2023 PBFAC Recommended Alteration and Repair Projects

STAFF COMMENTS AND RECOMMENDATIONS

Operating budgets were developed according to legislative appropriations and Board guidelines as applicable. For institutions, the appropriation includes the equivalent of a 5% change in employee compensation. For agencies, appropriated funding provides for a 3% ongoing salary structure shift plus up to \$1.25 per hour per eligible employee distributed on merit. Representatives from the institutions will be available to answer specific questions.

Budgets were compiled without the inclusion of federal stimulus funds, such as CARES Act funding for there to be consistency for year-to-year comparisons. Institutions will indicate their use of COVID relief funds in the quarterly reporting to the Audit Committee.

Attachment 20 presents a system-wide summation of personnel costs by institution and by classification and also includes the number of new positions

added at each institution. Board policy requires prior Board approval for the following positions:

- Salaries for new appointments to dean, associate/assistant dean, vice president and equivalent positions above the College and University Professional Association for Human Resources (CUPA-HR) median rate for such positions. (II.F.2.b.)
- Any position at a level of vice president (or equivalent) and above, regardless of funding source. (II.B.3.a.)
- The initial appointment of an employee to any type of position at a salary that is equal to or higher than 75% of the chief executive officer's annual salary. (II.B.3.b.)
- The employment agreement of any head coach or athletic director (at the institutions only) longer than three years, or for a total annual compensation amount of \$350,000 or higher, and all amendments thereto. (II.B.3.c.)
- Non-classified employee contracts (other than for athletic directors or coaches) over one year. (II.F.1.b.v.)

All other hiring authority has been expressly delegated to the presidents. Therefore, Board review of the operating budgets is the best opportunity for the Board to see the number of new positions added year-over-year.

For informational purposes only, the list of FY 2023 maintenance (Alteration and Repair) projects recommended by the Permanent Building Fund Advisory Council is included in Attachment 29.

Staff recommends approval.

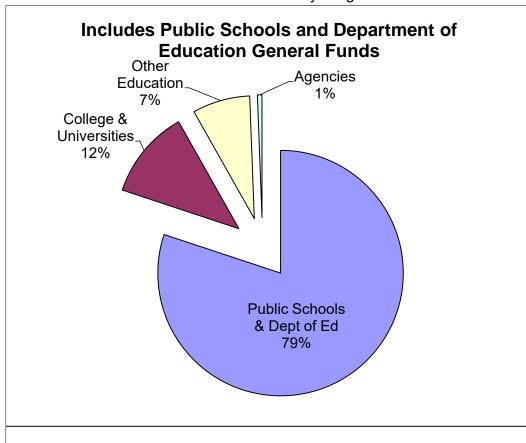
BOARD ACTION

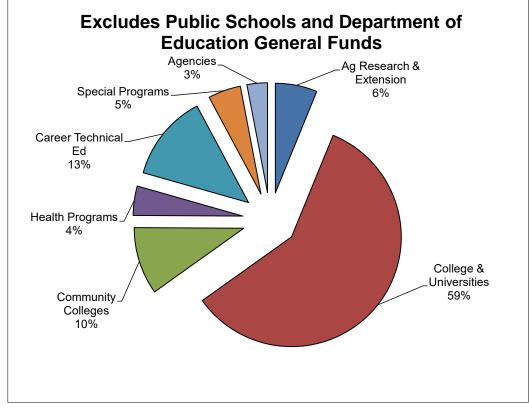
I move to approve the FY 2023 operating budgets for the Office of the State Board of Education, Idaho Public Television, Division of Vocational Rehabilitation, College and Universities, Career Technical Education, Agricultural Research and Extension Service, Health Education Programs, and Special Programs, as presented in Attachments 2-28.

Moved by	Seconded by	Carried Yes	No
			· · · ·

State Board of Education

FY23 General Funds by Program





OFFICE OF THE STATE BOARD OF EDUCATION

FY 2023 Operating Budget

1		FY 2022 BUDGET	FY 2023 BUDGET	PERCENT of CHANGE
2 By C	ost Center:			
3	Office of the State Board of Education			
4	Administration	20,574,700	29,791,000	44.79%
5	IT and Data Management	2,891,400	3,136,300	8.47%
6	School Safety and Security	1,076,900	1,114,600	3.50%
7	Scholarship Programs	27,759,800	28,541,600	2.82%
8	System Wide Needs	2,207,100	2,207,100	0.00%
9	Total Programs	54,509,900	64,790,600	18.86%
10 By F (und Source:			
11	General Fund - OSBE	5,210,000	5,864,600	12.56%
12	General Fund - IT and Data Management	2,876,400	3,027,300	5.25%
13	General Fund - Office of School Safety/Security	496,500	536,200	8.00%
14	General Fund - Scholarships	22,234,000	23,014,300	3.51%
15	Federal Funds	502,100	504,700	0.52%
16	Federal Funds - CARES Act	8,284,000	16,621,600	100.65%
17	Federal Funds - ARP	0	19,700	N/A
18	Federal Funds - ARP Strong Families/Students	0	150,000	N/A
19	Federal Funds - ARP IT and Data Management	0	94,000	N/A
20	Federal Funds - School Safety/Security	250,700	260,500	3.91%
21	Federal Funds - GEARUP	4,525,800	4,525,800	0.00%
22	Miscellaneous Revenue OSBE	6,461,300	6,510,800	0.77%
23	Miscellaneous IT and Data Management	15,000	15,000	0.00%
24	Miscellaneous School Safety/Security	329,700	317,900	-3.58%
25	Miscellaneous - Postsecondary Credit	1,000,000	1,001,500	0.15%
26	Systemwide Needs	2,207,100	2,207,100	0.00%
27	Systemwide Needs - Cybersecuirty	0		
28	Indirect Cost Recovery Fund	117,300	119,600	1.96%
29	Total Funds	54,509,900	64,790,600	18.86%
30 Bv F	xpenditure Classification:			
31	Personnel Costs	6,227,400	7,320,000	17.55%
32	Operating Expenditures	6,128,200	6,092,400	-0.58%
33	Capital Outlay	6,152,400	6,238,700	1.40%
34	Trustee/Benefit Payments	36,001,900	45,139,500	25.38%
35	Lump Sum	00,001,000	40,100,000	N/A
36	Total Expenditures	54,509,900	64,790,600	18.86%
37 Full	Fime Positions	57.10	62.60	9.63%

38 Budget Overview

³⁹ The Office of the State Board of Education (OSBE) received a 3% ongoing CEC for all employees plus a \$1.25

⁴⁰ allocation based on merit. There was an increse in health benefits of \$850 to \$12,500 annaully. OSBE

Administration received funding for a Software Engineer, Project Coordinator, Chief Audit Executive and a Systemwide Risk Manager for a total increase of \$485,900. There was also an increase of \$15,000 ongoing for space rent. One-time increases in federal COVID funding included \$8.4M in CARES Act funding and \$150,000

from the American Rescue Plan for Strong Families, Strong Students. 44

 $^{^{45}\,}$ The increase in capital outlay came from spending authority from the American Rescue Plan. 46

⁴⁷ Total FTP increased 5.5 due to 1 one-time FY22 FTP for the Strong Families, Strong Students program. The FTP was not removed for FY 23. The increase also includes the four new positions and and increase of .5 FTP for Safe Schools and Security administrative support.

IDAHO PUBLIC TELEVISION

FY 2023 Operating Budget

			FY 2022 BUDGET	FY 2023 BUDGET	PERCENT of CHANGE
1	By Program:				0. 0
2	Delivery System and Administration:				
3	Technical Services	(1)	1,741,514	2,025,100	16.28%
4	Administration		1,422,780	1,502,900	5.63%
5	Educational Content:				
6	Programming Acquisitions		2,089,792	2,285,500	9.36%
7	IdahoPTV Productions		1,838,595	1,962,900	6.76%
8	Special Productions/Projects	(2)	100,000	300,000	200.00%
9	Communications	(3)	1,076,117	1,169,000	8.63%
10	Development	(4)	1,283,903	1,394,400	8.61%
11	Total Programs	, ,	9,552,700	10,639,800	11.38%
12					
13	By Fund Source:				
14	General Fund - PC /OE / Capital Lease		2,719,200	2,817,400	3.61%
15	General Fund - Capital (One-Time)		-	-	
16	GEERs Fund (0345)	(3)	100,000		(100.00%)
17	Federal Funds	(3)	500,000		(100.00%)
18	Mellennium Funds	(4)		310,000	100.00%
19	Local Funds	(5)	6,133,500	7,412,400	20.85%
20	Special Productions/Projects		100,000	100,000	0.00%
21	Total Funds		9,552,700	10,639,800	11.38%
22					
23	By Expenditure Classification:				
24	Personnel Costs	(6)	5,690,100	6,352,900	11.65%
25	Operating Expenditures:				
26	Communication & Programming		1,709,231	1,802,000	5.43%
27	Employee Development & Travel	(7)	207,715	259,200	24.79%
28	Professional, Admin & Other Service	ces	483,392	500,500	3.54%
29	Supplies, R&M Services		366,139	400,300	9.33%
30	Utilities and Gas	(8)	169,750	204,000	20.18%
31	Leases and Rentals		220,058	226,700	3.02%
32	Miscellaneous		254,415	277,800	9.19%
33	Total Operating Expenditures		3,410,700	3,670,500	7.62%
34	Capital Outlay	(9)	451,900	616,400	100.00%
35	Total Expenditures		9,552,700	10,639,800	11.38%
36	-				
37	FTP Count		70.48	70.48	0.00%
~ ~					

39 **Notes:**

38

- 40 FY 2022 budget per HB 283
- 41 FY 2023 General Fund budget per HB 711; Local funds continuously appropriated / SB 1395 Millennium fund appropriation
- 42 (1) Increased costs forecasted for personnel; utilities; repair and maintenance; and capital
- 43 (2) Increase relates to the Millennium Fund project for the production of smoking and vaping prevention 44 and cessation content.
- 45 (3) No GEERS or federal fund spending authority required or appropriated in SFY 2023.
- 46 (4) SB 1395 Millennium fund appropriation for the production of anti-smoking and anti-vaping content.
- 47 (5) HB 711 provided for the continuous appropriation of local funds. This is our targeted spend for SFY 2023.
- 48 (6) Increase relates to IdahoPTV's proposed CEC Plan and an increase in the use of Group/Temporary

DIVISION OF VOCATIONAL REHABILITATION

FY 2023 Operating Budget

1			FY 2022 BUDGET	FY 2023 BUDGET	PERCENT of CHANGE
	ogram:	-			
3	Vocational Rehabilitation		24,427,500	25,351,400	3.78%
4	Comm. Supp. Employ. Work Svcs. (CSE)		3,595,800	0	-100.00%
5	Council for the Deaf & Hard of Hearing		390,100	510,400	30.84%
6	Godffor for the Boar a Flara of Floaring		000,100	010,100	00.0170
7	Total Programs	-	28,413,400	25,861,800	-8.98%
8 By Fi	und Source:				
9	General Fund		8,202,200	4,985,000	-39.22%
10	Federal Funds		18,096,400	18,747,900	3.60%
11	Miscellaneous Revenue		970,900	977,500	0.68%
12	Dedicated Funds		1,143,900	1,151,400	0.66%
13	Total Funds	=	28,413,400	25,861,800	-8.98%
14 By E X	xpenditure Classification:				
15	Personnel Costs	[2]	11,300,400	12,018,900	6.36%
16	Operating Expenditures				
17	Communications		264,000	260,000	-1.52%
18	Employee Dev./Memberships		52,000	50,000	-3.85%
19	Professional & General Services		875,000	800,000	-8.57%
20	Travel		150,000	177,000	18.00%
21	Supplies & Insurance		135,000	130,000	-3.70%
22	Rents	[1]	600,000	450,000	-25.00%
23	Other	_	169,400	163,700	-3.36%
24	Total Operating Expenditures		2,245,400	2,030,700	-9.56%
25	Capital Outlay	[1]	260,500	408,000	56.62%
26	Trustee/Benefit Payments	[3]	14,607,100	11,404,200	-21.93%
27	Total Expenditures		28,413,400	25,861,800	-8.98%
	ime Positions get Overview		150.00	150.00	0.00%

FY22 Funded with SB1152, FY23 Funded with SB1348 & SB1427

^{30 [1]} GASB changes inaccounting for leases

^[2] Implementation of CEC

^[3] EES Program moved to H&W

PUBLIC CHARTER COMMISSION FY 2023 Operating Budget

	FY 2022 BUDGET	FY 2023 BUDGET	PERCENT of CHANGE
¹ By Program:			
2 Charter School Commission	640,800	678,300	5.85%
3 Total Programs	640,800	678,300	5.85%
4			
5 By Fund Source:			
6 General Fund	174,100	182,400	4.77%
7 Authorizer Fees	466,700	495,900	6.26%
8 Total Funds	640,800	678,300	5.85%
9			
10 By Expenditure Classification:			
11 Personnel Costs	498,400	522,007	4.74%
12 Operating Expenditures:	142,400	147,956	3.90%
13 Capital Outlay	-	-	
14 Total Expenditures	640,800	669,963	4.55%
15			
16 FTP Count	5.00	5.00	0.00%
17			

18 **Notes:**

¹⁹ FY2023 budget per HB 725, this includes a 3% CEC for all employees and a \$1.25 allocation based on merit 20 and an annual increase for health benefits.

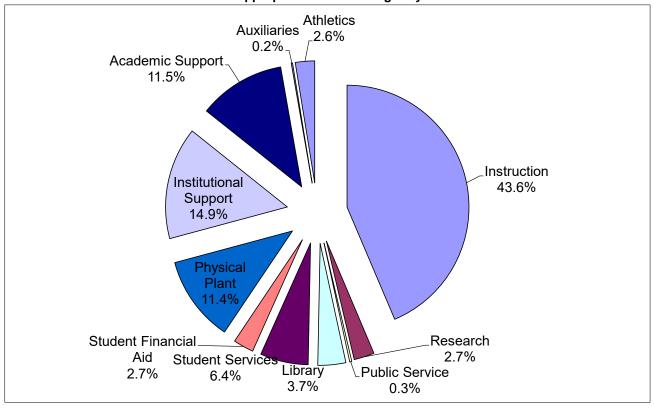
²¹ HB 725, Section 3 reappropriated unexpended/unencumbered balances in the Authorizer Fund at year end 22 FY 2022 for FY2023, to be used for nonrecurring expenditures. The State Controller shall confirm the

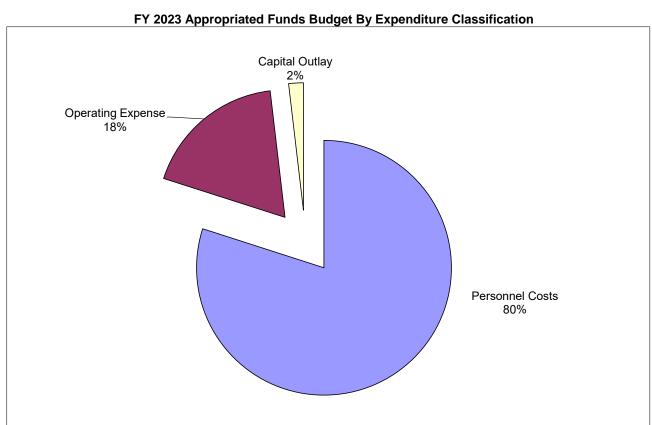
reappropriation amount, by fund, expense class, and program, with the Legislative Services Office prior to processing the reappropriation authorized herein.

²⁵ SB 1192, effective July 1, 2021 included \$555,000 as a one time appropriation of dedicated funds as the means by which spending authority was transferred from OSBE to the IPCSC as an independent agency.

COLLEGE & UNIVERSITIES

FY 2023 Appropriated Funds Budget By Function





COLLEGE & UNIVERSITIES SUMMARY

Budget Distribution by Activity and Expense Class July 1, 2022 - June 30, 2023

		FY2022 Origina	al Budget	FY2023 Origina	al Budget	Changes from		
	-	Amount	% of Total	Amount	% of Total	Amount	% Chge	
	nue by Source							
	State General Account - ongoing	\$308,366,500	51.30%	\$330,828,600	51.12%	\$22,462,100	7.28%	
	State General Account - one time	(1,500,000)	-0.25%	994,200	0.15%	2,494,200	-166.28%	
	IESF - one time	0	0.00%	4,000,000	0.62%	4,000,000	0.00%	
	State Endowments	19,632,800	3.27%	22,918,100	3.54%	3,285,300	16.73%	
	Millennium Fund/Economic Recovery	0	0.00%	0	0.00%	0	0.00%	
	Student Tuition and Fees	274,601,200	45.68%	288,386,800	44.56%	13,785,600	5.02%	
7 1	otal Operating Revenues	\$601,100,500	100.00%	\$647,127,700	100.00%	\$46,027,200	7.66%	
Expe								
В	By Function:							
8	Instruction	\$268,045,930	44.18%	\$283,911,895	43.61%	\$15,865,965	5.92%	
9	Research	15,537,700	2.56%	17,720,106	2.72%	2,182,406	14.05%	
10	Public Service	2,029,801	0.33%	1,827,433	0.28%	(202,368)	-9.97%	
11	Library	23,395,271	3.86%	24,131,368	3.71%	736,097	3.15%	
12	Student Services	38,970,609	6.42%	41,569,838	6.39%	2,599,229	6.67%	
13	Student Financial Aid	15,618,318	2.57%	17,666,676	2.71%	2,048,358	13.12%	
14	Physical Plant	69,657,444	11.48%	74,172,249	11.39%	4,514,805	6.48%	
15	Institutional Support	93,106,356	15.35%	97,031,580	14.90%	3,925,224	4.22%	
16	Academic Support	65,890,044	10.86%	75,047,915	11.53%	9,157,871	13.90%	
17	Auxiliaries	1,063,838	0.18%	1,202,661	0.18%	138,823	13.05%	
18	Athletics _	13,429,789	2.21%	16,767,079	2.58%	3,337,290	24.85%	
19 T	otal Bdgt by Function	\$606,745,100	100.00%	\$651,048,800	100.00%	\$44,303,700	7.30%	
00.5	h. F Olava							
	By Expense Class:							
21	Personnel Costs:							
22	Salaries:	¢460 440 060	27.760/	¢177 110 011	27.250/	#0 600 042	E 160/	
23	Faculty	\$168,412,868	27.76%	\$177,110,911	27.25%	\$8,698,043	5.16%	
24 25	Executive/Admin	22,831,842	3.76%	25,387,446	3.91%	2,555,604	11.19%	
26	Managerial/Prof Classified	101,290,410 47,943,209	16.69% 7.90%	111,078,332 50,143,877	17.09% 7.71%	9,787,922 2,200,668	9.66% 4.59%	
20 27	Grad Assist	13,434,227	2.21%	13,730,105	2.11%	2,200,008	2.20%	
28			1.12%		1.10%	376,550	5.54%	
20 29	Irregular Help Total Salaries	6,799,940 \$360,712,496	59.45%	7,176,490 \$384,627,161	59.17%	\$23,914,665	6.63%	
30	Personnel Benefits	125,072,200	20.61%	135,087,306	20.78%	10,015,106	8.01%	
31	Total Pers Costs	\$485,784,696	80.06%	\$519,714,467	79.95%	\$33,929,771	6.98%	
01	101411 013 00313	ψ+05,7 0+,050	00.0070	Ψ313,714,407	10.0070	ψ55,525,771	0.5070	
32	Operating Expense:	4 004 500	0.000/	4 050 707	0.050/	40.007	0.000/	
33	Travel	1,601,520	0.26%	1,650,787	0.25%	49,267	3.08%	
34	Utilities	16,874,106	2.78%	18,673,553	2.87%	1,799,447	10.66%	
35	Insurance	3,972,095	0.65%	4,311,695	0.66%	339,600	8.55%	
36	Other Oper. Exp	86,374,945	14.24%	93,641,778	14.41%	7,266,833	8.41%	
37	Total Oper. Exp	\$108,822,666	17.94%	\$118,277,813	18.20%	\$9,455,147	8.69%	
38	Capital Outlay:							
39	Depart Equipment	1,308,970	0.22%	1,279,867	0.20%	(29,103)	-2.22%	
40	Library Acquisitions	10,828,768	1.78%	10,782,453	1.66%	(46,315)	-0.43%	
41	Total Cap Outlay	\$12,137,738	2.00%	\$12,062,320	1.86%	(\$75,418)	-0.62%	
42 T	ot Bdgt by Exp Class	\$606,745,100	100.00%	\$650,054,600	100.00%	\$43,309,500	7.14%	
43	One-time 27th Payroll (GF)	\$0		\$0		\$0		
44	One-time Capital Outlay	\$0		\$994,200		\$994,200		
45	One-time Other	\$0		\$0		\$0		
46 A	Activity Total	\$606,745,100		\$651,048,800		\$44,303,700	7.30%	
47 T	OTAL FTE POSITIONS	4,768.91		4,848.17		79.26	1.66%	
48 E	Budget Deficit - reserve funds	(5,644,600)		(3,921,100)				

BOISE STATE UNIVERSITY FY2022 BUDGET OVERVIEW Appropriated Funds

FY 2022 Base Operating Budget	\$254,000,000
Adjustments to Base from State General Funds	
Change in Employee Compensation (CEC)	8,639,700
Health Sciences Program Support	1,530,000
Change in Health and Variable Benefit Costs	1,041,300
Risk Mgmt./State Controller's Fees Chief Audit Executive and Risk Manager Enrollment Workload Adjustments One-time HESF appropriation	-44,800 -128,300 -223,700 4,000,000
NET INCREASE FROM STATE GENERAL/HESF	\$14,814,200
Changes in Tuition and Fee Revenue	
Increased Revenue from Consolidated Mandatory Fees	4,901,373
Revenue from Self-funded Programs (eCampus) NET INCREASE FROM TUITION AND FEES	\$38,527 \$5,742,900
FY 2023 Base Operating Budget including HESF	\$274,557,100

Boise State's FY2023 proposed base operating budget of \$274.6 million will be funded through \$120.6 million in state general fund, \$4 million in HESF funds and \$150 million in student tuition and fee revenues. State general funds provide 44% of the university's base appropriated funding which is approximately 17% of the university's overall operating budget. The proposed budget includes an increase of \$4.9 million in annual fee revenues attributable to increases in the consolidated mandatory fees approved by the Board in April, 2022.

The following are highlights of the FY 2023 appropriated operating budget.

- Salary Adjustments: State general funding will cover approximately a 5% CEC for university employees funded through appropriations as well as faculty promotions in tenure and rank.
- Benefit Increases: \$564,800 is allocated to fund a mandated increase in variable benefit rates. \$274,600 of this increase is funded with state general funds and \$290,200 is funded with tuition revenues. In addition, \$1,576,900 is allocated to fund a mandated increase in health benefit rates. \$766,700 of this increase is funded with state general funds and \$810,200 is funded with tuition revenues.

The budget presented anticipates an \$8.8 million structural deficit for FY23. The deficit is due to a rapidly inflating labor market, increased costs spurred by maintaining compliance with our regulatory market, and necessary investment in academic program growth and student support services.

Since 2018, the University has undertaken considerable efforts to reduce expenditures, align financial resources with high-demand academic programs, and invest in student support services. This thoughtful alignment of resources has resulted in the elimination of resources from non-mission critical areas to relocate to core mission activities. Reducing administrative overhead, ongoing program prioritization efforts, and budget reductions have allowed the University to navigate through the pandemic.

Carry-forward from unexpended tuition revenue, authorized by House Bill 776, will provide the necessary funding to cover the anticipated deficit for FY23 while the institution simultaneously explores cost-saving measures and investment opportunities. However, to pursue a sustainable budget model given continual inflation, the institution requires additional revenue from state support or tuition increases to at least match inflation.

BOISE STATE UNIVERSITY

Budget Distribution by Activity and Expense Class July 1, 2022 - June 30, 2023

Amount WofTotal Amount WofTotal Amount WofTotal Amount WofTotal Amount WofTotal State General Account - one time 111,188,200 43,77% \$120,502,400 43,89% \$9,314,200 \$10,000% 3.1650,000 1.000% 1.000,000 1.000% 1.000,000 1.000% 1.000,000 1.000% 1.000,000 1.000% 1.000,000 1.000% 1.000,000 1.000% 1.000,000 1.000% 1.000% 1.000,000 1.000% 1.000,000 1.000% 1.000% 1.000,000 1.000% 1.000,000 1.000% 1.000,000 1.000% 1.000,000 1.000% 1.000,000 1.000% 1.000,000 1.000% 1.000,000 1.000% 1.000,000 1.000% 1.000,000 1.000% 1.000,000 1.000% 1.000,000 1.000,0			FY2022 Origina	l Budget	FY2023 Origina	l Budget	Changes from Prior Year		
1 State General Account- ongoing 2 State General Account- one time (1,500,000)		-			Amount	% of Total	Amount	% Chge	
2 State General Account - one time	Reve	nue by Source							
3 HESF - one time		0 0			\$120,502,400				
4 State Endowments 5 0.00% 0 0.00% 0 0.00% 0 0.00% 6 Student Turition and Fees 144,311,800 56,82% 150,054,700 54,65% 5,742,900 3,88% 7 Total Operating Revenues \$254,000,000 100.00% \$274,557,100 100.00% \$20,557,100 8,09%			(1,500,000)						
5 Millennium Fund/Economic Recovery 0.00% 5.00 do 0.00% 0.00% </td <td></td> <td></td> <td></td> <td></td> <td>4,000,000</td> <td></td> <td>4,000,000</td> <td></td>					4,000,000		4,000,000		
6 Student Tuition and Fees 144,311,800 56,82% 150,054,700 54,65% 5,742,900 3,89% Total Operating Revenues \$254,000,000 100,00% \$274,557,100 100,00% \$20,557,100 8,09% By Function: 8 Instruction \$121,216,695 47,72% \$129,311,380 47,10% \$9,094,685 6,68% 9 Research 5,451,591 2,15% 6,431,259 2,34% 979,668 17,97% 10 Public Service 1,484,239 0,73% 1,689,386 6,06% (20,953) 1-1,02% 11 Library 8,332,042 3,28% 8,534,010 3,11% 201,968 2,42% 12 Student Financial Aid 2,100,000 0,83% 2,104,000 0,77% 4,000 0,19% 14 Physical Plant 23,7862,271 3,968 24,898,471 9,07% 1,116,200 4,000 1,17% 1,17% 1,17% 1,17% 1,17% 1,17% 1,17% 1,17% 1,17% <td< td=""><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></td<>									
Expenses Septender Septe		•							
By Function Statustic Status St									
By Function: 8 Instruction \$ 1,05 \$ 6,68% 9 Research 5,451,591 2,15% 6,431,259 2,34% 979,668 17,97% 10 Public Service 1,442,339 0,73% 1,639,368 0,66% (202,953) +11,02% 11 Library 8,332,042 3,28% 8,534,010 3,11% 201,968 2,42% 12 Student Einancial Aid 2,100,000 0,83% 2,104,000 0,77% 4,000 0,19% 14 Physical Plant 23,782,271 9,36% 24,898,471 9,07% 4,116,200 4,69% 15 Institutional Support 39,196,169 15,43% 39,891,626 14,53% 695,457 7,17% 16 Academic Support 33,052,200 10,00% 9,000% 0,00% 0,00% 9,00% 0,00% 9,00% 9,00% 9,00% 9,00% 9,00% 9,00% 9,00% 9,00% 9,00% 9,00% 9,00% 9,00% 9,00% 9,00% 9,00% <td>7 -</td> <td>Total Operating Revenues</td> <td>\$254,000,000</td> <td>100.00%</td> <td>\$274,557,100</td> <td>100.00%</td> <td>\$20,557,100</td> <td>8.09%</td>	7 -	Total Operating Revenues	\$254,000,000	100.00%	\$274,557,100	100.00%	\$20,557,100	8.09%	
By Function: 8 Instruction \$ 1,05 \$ 6,68% 9 Research 5,451,591 2,15% 6,431,259 2,34% 979,668 17,97% 10 Public Service 1,442,339 0,73% 1,639,368 0,66% (202,953) +11,02% 11 Library 8,332,042 3,28% 8,534,010 3,11% 201,968 2,42% 12 Student Einancial Aid 2,100,000 0,83% 2,104,000 0,77% 4,000 0,19% 14 Physical Plant 23,782,271 9,36% 24,898,471 9,07% 4,116,200 4,69% 15 Institutional Support 39,196,169 15,43% 39,891,626 14,53% 695,457 7,17% 16 Academic Support 33,052,200 10,00% 9,000% 0,00% 0,00% 9,00% 0,00% 9,00% 9,00% 9,00% 9,00% 9,00% 9,00% 9,00% 9,00% 9,00% 9,00% 9,00% 9,00% 9,00% 9,00% 9,00% <td>_</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td>	_								
8 Instruction \$121.216,685 47.72% \$129.311,380 47.10% \$8,094.885 6.88% 9 Research 5.451,591 2.15% 6.431.259 2.34% 979,688 17.97% 10 Public Service 1842,339 0.73% 1.639.386 0.60% (202,953) 1.10.2% 11 Library 8.320.042 3.28% 1.539.386 0.60% (202,953) 1.10.2% 12.10	-								
Personal Costs Personal Class Pers		•	* 404 040 005	47.700/	* 400 044 000	47 400/	#0.004.00	0.000/	
10 Public Service									
11 Library							,		
12 Student Services							, ,		
13 Student Financial Aid 2,100,000 0,83% 2,104,000 0,77% 4,000 0,19% 14 Physical Plant 23,782,271 9,36% 24,888,471 9,07% 1,116,200 4,69% 15 Institutional Support 39,196,169 15,43% 39,891,626 14,53% 695,647 1,77% 16 Academic Support 34,367,757 13,55% 40,002,019 14,68% 5,934,262 17,27% 17 Auxiliaries 0,00% 0,00% 0,00% 0,00% 0,00% 18 Atthietics 3,052,200 12,0% 5,866,426 2,14% 2,814,226 92,20% 19 Total Bdgt by Function \$254,000,000 100,00% \$274,557,100 100,00% \$20,557,100 8,0% 20 By Expense Class: 21 Personnel Costs: 22 Salaries: 23 Faculty \$72,213,277 28,43% \$75,691,833 27.57% \$3,478,556 4.82% 24,84% 24,854,850 9,974,348 3.49% 614,713		•					·		
Physical Plant							·		
15 Institutional Support 39,196,169 15,43% 39,891,626 14,53% 695,457 1,77% 16 Academic Support 34,367,757 13,53% 40,302,019 14,68% 5,934,262 1,227% 17 Auxiliaries 0,00% 0,00% 0,00% 0,00% 0,00% 0,00% 18 Athletics 3,052,200 1,20% 5,866,426 2,14% 2,814,226 92,20% 19 Total Bdgt by Function \$255,000,000 100.00% \$274,557,100 100.00% \$20,557,100 8.09% 20 By Expense Class: 21 Personnel Costs: 22 Salaries: 23 Faculty \$72,213,277 28.43% \$275,691,833 27.57% \$3,478,556 4.82% 24 Executive/Admin 8,956,725 3,53% 9,571,438 3,478,566 4.82% 24 Executive/Admin 8,956,725 3,53% 9,571,438 3,478,566 4.82% 26 Classified 13,312,462 5,24% 13,555,820 4.95% 273,358 2.05% 273,358 2.05% 273,358 2.05%									
16 Academic Support 34,367,757 13,53% 40,302,019 14,68% 5,934,262 17,27% 17 Auxillaries 0.00% 0.00% 0.00% 0.00% 0.00% 0.00% 18 Athletics 3,052,200 1.20% 5,866,426 2.14% 2,814,226 92.0% 19 Total Bdgt by Function \$254,000,000 100.00% \$274,557,100 100.00% \$20,557,100 8.09% 20 By Expense Class: 1 Personnel Costs: 2 \$2816782 \$75,691,833 27.57% \$3,478,556 4.82% 21 Personnel Costs: 2 \$2816782 \$75,691,833 27.57% \$3,478,556 4.82% 24 Executive/Admin 8,956,725 3.53% 9,571,438 3.49% 614,713 6.86% 25 Managerial/Prof 48,249,090 19,00% \$43,952,290 19,81% 6,146,200 12,74% 26 Classified 13,312,462 5,24% 13,585,802 4,95% 273,358 2.0% 27 Grad Assist 5,528,511 2,18% 8,737,701 0.32%									
17 Auxillaries		• • •							
## Athletics 3,052,200 1,20% 5,866,426 2,14% 2,814,226 92,20% ## 19 Total Bdgt by Function \$254,000,000 100,00% \$274,557,100 100,00% \$20,557,100 8.09% ## 20 By Expense Class: 21			34,367,757						
19 Total Bdgt by Function									
20 By Expense Class: 21 Personnel Costs: 22 Salaries: 23 Faculty \$72,213,277 28.43% \$75,691.833 27.57% \$3,478,556 4.82% 24 Executive/Admin 8,956,725 3.53% 9,571,438 3.49% 614,713 6.86% 25 Managerial/Prof 48,249,090 19,00% 54,395,290 19.81% 6,146,200 12.74% 26 Classified 13,312,462 5.24% 13,585,820 4.95% 273,358 2.05% 27 Grad Assist 5,528,511 2.18% 5,573,577 2.03% 45,066 0.82% 28 Irregular Help 1,104,731 0.43% 873,701 0.32% (231,030) 2-20,91% 30 Personnel Benefits \$149,364.796 58.81% \$159,691.659 88.16% \$10,326.863 6.91% 30 Personnel Benefits 51,206,394 20.16% 54,882,808 19,92% 3,476,414 6.79% 31 Total Pers Costs \$200,571,190 78.97% \$214,374,467 78.08% \$13,803,277 6.88% 32 Operating Expense: 33 Travel \$0 0.00% \$0 0.00% \$13,403,414 6.79% 34 Utilities 4,854,860 1.91% 5,015,260 1.83% 160,400 3.30% 35 Insurance 1,318,184 0.52% 1,896,664 0.69% 578,500 43.89% 36 Other Oper. Exp \$50,023,869 19.69% \$56,778,007 20.68% \$6,754,138 13.50% 38 Capital Outlay: 39 Depart Equipment \$210,154 0.08% \$181,003 0.07% (29,151) -13,87% 40 Library Acquisitions 3,194,787 1.26% 3,223,623 1.17% 28.836 0.90% 41 Total Cap Outlay \$3,404,941 1.34% \$3,404,626 1.24% (\$315) -0.01% 42 Tot Bdgt by Exp Class \$254,000,000 100.00% \$274,557,100 100.00% \$20,557,100 8.09% 45 Unallocated CEC + Target Positii \$0 \$0 \$0 \$0 \$0 \$0 \$0 \$0 \$0 \$0 \$0 \$0 \$0	18	Athletics	3,052,200	1.20%	5,866,426	2.14%	2,814,226	92.20%	
20 By Expense Class: 21 Personnel Costs: 22 Salaries: 23 Faculty \$72,213,277 28.43% \$75,691.833 27.57% \$3,478,556 4.82% 24 Executive/Admin 8,956,725 3.53% 9,571,438 3.49% 614,713 6.86% 25 Managerial/Prof 48,249,090 19,00% 54,395,290 19.81% 6,146,200 12.74% 26 Classified 13,312,462 5.24% 13,585,820 4.95% 273,358 2.05% 27 Grad Assist 5,528,511 2.18% 5,573,577 2.03% 45,066 0.82% 28 Irregular Help 1,104,731 0.43% 873,701 0.32% (231,030) 2-20,91% 30 Personnel Benefits \$149,364.796 58.81% \$159,691.659 88.16% \$10,326.863 6.91% 30 Personnel Benefits 51,206,394 20.16% 54,882,808 19,92% 3,476,414 6.79% 31 Total Pers Costs \$200,571,190 78.97% \$214,374,467 78.08% \$13,803,277 6.88% 32 Operating Expense: 33 Travel \$0 0.00% \$0 0.00% \$13,403,414 6.79% 34 Utilities 4,854,860 1.91% 5,015,260 1.83% 160,400 3.30% 35 Insurance 1,318,184 0.52% 1,896,664 0.69% 578,500 43.89% 36 Other Oper. Exp \$50,023,869 19.69% \$56,778,007 20.68% \$6,754,138 13.50% 38 Capital Outlay: 39 Depart Equipment \$210,154 0.08% \$181,003 0.07% (29,151) -13,87% 40 Library Acquisitions 3,194,787 1.26% 3,223,623 1.17% 28.836 0.90% 41 Total Cap Outlay \$3,404,941 1.34% \$3,404,626 1.24% (\$315) -0.01% 42 Tot Bdgt by Exp Class \$254,000,000 100.00% \$274,557,100 100.00% \$20,557,100 8.09% 45 Unallocated CEC + Target Positii \$0 \$0 \$0 \$0 \$0 \$0 \$0 \$0 \$0 \$0 \$0 \$0 \$0			****		****	100.000/	***	0.000/	
Personnel Costs: 22 Salaries: 23 Faculty \$72,213,277 28.43% \$75,691,833 27.57% \$3,478,556 4.82% 4.82% Executive/Admin 8,956,725 3.53% 9,571,438 3.49% 614,713 6.86% Managerial/Prof 48,249,090 19,00% 54,395,200 19.81% 6,146,200 12,74% 6.60% Classified 13,312,462 5.24% 13,585,820 4.95% 273,358 2.05% 27 Grad Assist 5.528,511 2.18% 5,573,577 2.03% 45,066 0.82% 1regular Help 1,104,731 0.43% 873,701 0.32% (231,030) 2.0.91% 29 Total Salaries \$149,364,796 58.81% \$159,691,659 58.16% \$10,326,863 6.91% 31 Total Pers Costs \$200,571,190 78.97% \$214,374,467 78.08% \$13,803,277 6.88% 31 Total Pers Costs \$200,571,190 78.97% \$214,374,467 78.08% \$13,803,277 6.88% 31 Travel \$0.00% \$0.00% \$0.00% \$13,803,277 6.88% 31 Utilities 4,854,860 1.91% \$5,015,260 1.83% 160,400 3.30% 1nsurance 1,318,164 0.52% 1,896,664 0.69% 578,500 43.89% 36 Other Oper, Exp 43,850,845 17,26% 49,866,083 18.16% 6,015,238 13,72% 170 100 100 100 100 100 100 100	19	Total Bdgt by Function	\$254,000,000	100.00%	\$274,557,100	100.00%	\$20,557,100	8.09%	
Personnel Costs: 22 Salaries: 23 Faculty \$72,213,277 28.43% \$75,691,833 27.57% \$3,478,556 4.82% 4.82% Executive/Admin 8,956,725 3.53% 9,571,438 3.49% 614,713 6.86% Managerial/Prof 48,249,090 19,00% 54,395,200 19.81% 6,146,200 12,74% 6.60% Classified 13,312,462 5.24% 13,585,820 4.95% 273,358 2.05% 27 Grad Assist 5.528,511 2.18% 5,573,577 2.03% 45,066 0.82% 1regular Help 1,104,731 0.43% 873,701 0.32% (231,030) 2.0.91% 29 Total Salaries \$149,364,796 58.81% \$159,691,659 58.16% \$10,326,863 6.91% 31 Total Pers Costs \$200,571,190 78.97% \$214,374,467 78.08% \$13,803,277 6.88% 31 Total Pers Costs \$200,571,190 78.97% \$214,374,467 78.08% \$13,803,277 6.88% 31 Travel \$0.00% \$0.00% \$0.00% \$13,803,277 6.88% 31 Utilities 4,854,860 1.91% \$5,015,260 1.83% 160,400 3.30% 1nsurance 1,318,164 0.52% 1,896,664 0.69% 578,500 43.89% 36 Other Oper, Exp 43,850,845 17,26% 49,866,083 18.16% 6,015,238 13,72% 170 100 100 100 100 100 100 100									
Personnel Costs: 22 Salaries: 23 Faculty \$72,213,277 28.43% \$75,691,833 27.57% \$3,478,556 4.82% 4.82% Executive/Admin 8,956,725 3.53% 9,571,438 3.49% 614,713 6.86% Managerial/Prof 48,249,090 19,00% 54,395,200 19.81% 6,146,200 12,74% 6.60% Classified 13,312,462 5.24% 13,585,820 4.95% 273,358 2.05% 27 Grad Assist 5.528,511 2.18% 5,573,577 2.03% 45,066 0.82% 1regular Help 1,104,731 0.43% 873,701 0.32% (231,030) 2.0.91% 29 Total Salaries \$149,364,796 58.81% \$159,691,659 58.16% \$10,326,863 6.91% 31 Total Pers Costs \$200,571,190 78.97% \$214,374,467 78.08% \$13,803,277 6.88% 31 Total Pers Costs \$200,571,190 78.97% \$214,374,467 78.08% \$13,803,277 6.88% 31 Travel \$0.00% \$0.00% \$0.00% \$13,803,277 6.88% 31 Utilities 4,854,860 1.91% \$5,015,260 1.83% 160,400 3.30% 1nsurance 1,318,164 0.52% 1,896,664 0.69% 578,500 43.89% 36 Other Oper, Exp 43,850,845 17,26% 49,866,083 18.16% 6,015,238 13,72% 170 100 100 100 100 100 100 100									
Salaries: Faculty \$72,213,277 28.43% \$75,691,833 27.57% \$3,478,556 4.82%		•							
23 Faculty \$72,213,277 28.43% \$75,691,833 27,57% \$3,478,556 4.82% 24 Executive/Admin 8,956,725 3.53% 9,571,438 3.49% 614,713 6.86% 25 Managerial/Prof 48,249,090 19.00% 54,395,290 19.81% 6,146,200 12,74% 26 Classified 13,312,462 5.24% 13,585,820 4.95% 273,358 2.05% 27 Grad Assist 5,529,511 2.18% 5.573,577 2.03% 45,066 0.82% 28 Irregular Help 1,104,731 0.43% 873,701 0.32% (231,030) 2-0.91% 30 Personnel Benefits 51,206,394 20.16% 54,682,808 19,92% \$10,326,883 6.91% 31 Total Pers Costs \$200,571,190 78.97% \$214,374,467 78.08% \$13,803,277 6.88% 32 Operating Expense: 3 Travel \$0 0.00% \$0 0.00% \$0 0.00%									
24 Executive/Admin 8,956,725 3.53% 9,571,438 3.49% 614,713 6.86% 25 Managerial/Prof 48,249,090 19,00% 54,395,290 19.81% 6,146,200 12,74% 26 Classified 13,312,462 5.24% 13,586,820 4,95% 273,358 2,05% 27 Grad Assist 5,528,511 2.18% 5,573,577 2.03% 45,066 0.82% 28 Irregular Help 1,104,731 0.43% 873,701 0.32% (231,030) -20,91% 30 Personnel Benefits 51,206,394 20,16% 54,682,808 19,92% 3,476,414 6,79% 31 Total Pers Costs \$200,571,190 78.97% \$214,374,467 78.08% \$13,803,277 6.88% 32 Operating Expense: \$0 0.00% \$0 0.00% \$0 0.00% 33 Travel \$0 0.00% \$0 0.00% \$0 0.00% 34 Utilities 4,854,860			*	00.400/			40.4-00		
25 Managerial/Prof 48,249,090 19.00% 54,395,290 19.81% 6,146,200 12.74% 26 Classified 13,312,462 5.24% 13,585,820 4,95% 273,358 2.05% 27 Grad Assist 5,528,511 2.18% 5,573,577 2.03% 45,066 0.82% 28 Irregular Help 1,104,731 0.43% 873,701 0.32% (231,030) -20.91% 29 Total Salaries 5149,364,796 58.81% 5159,691,659 58.16% 510,326,863 6.91% 30 Personnel Benefits 51,206,394 20.16% 54,682,808 19.92% 3,476,414 6.79% 31 Total Pers Costs \$200,571,190 78.97% \$214,374,467 78.08% \$13,803,277 6.88% 32 Operating Expense: 3		•							
26 Classified 13,312,462 5.24% 13,585,820 4.95% 273,358 2.05% 27 Grad Assist 5,528,511 2.18% 5,573,577 2.03% 45,066 0.82% 28 Irregular Help 1,104,731 0.43% 873,701 0.32% (231,030) -20,91% 29 Total Salaries \$149,364,796 58.81% \$159,691,659 58.16% \$10,326,863 6.91% 30 Personnel Benefits 51,206,394 20.16% 54,682,808 19.92% 3,476,414 6.79% 31 Total Pers Costs \$200,571,190 78.97% \$214,374,467 78.08% \$13,803,277 6.88% 32 Operating Expense: 33 Travel \$0 0.00% \$0 0.00% \$13,803,277 6.88% 33 Travel \$0 0.00% \$0 0.00% \$10 0.00% \$10 0.00% \$10 0.00% \$10 0.00% \$10 0.00% \$10 0.00% \$180,400							·		
27 Grad Assist 5,528,511 2.18% 5,573,577 2.03% 45,066 0.82% 28 Irregular Help 1,104,731 0.43% 873,701 0.32% (231,030) -20.91% 30 Personnel Benefits 51,206,394 20.16% 54,682,808 19.92% 3,476,414 6.79% 31 Total Pers Costs \$200,571,190 78.97% \$214,374,467 78.08% \$13,803,277 6.88% 32 Operating Expense: \$0 0.00% \$0 0.00% 0 0.00% 34 Utilities 4,854,860 1.91% 5,015,260 1.83% 160,400 3.0% 35 Insurance 1,318,164 0.52% 1,896,664 0.69% 578,500 43.89% 36 Other Oper. Exp 43,850,845 17.26% 49,866,083 18.16% 6,015,238 13.72% 37 Total Oper. Exp \$50,023,869 19.69% \$56,778,007 20.68% \$6,754,138 13.50% 40 Library Acquisiti		S .							
Irregular Help							•		
Total Salaries \$149,364,796 58.81% \$159,691,659 58.16% \$10,326,863 6.91% 3.476,414 6.79% 3.489% 3.489% 3.489% 3.489% 3.486,600 3.39% 3.489% 3.486,600 3.89% 3.486,600 3.89% 3.486,600 3.89% 3.486,600 3.89% 3.486,600 3.489%							·		
Personnel Benefits		·							
Total Pers Costs \$200,571,190 78.97% \$214,374,467 78.08% \$13,803,277 6.88%									
32 Operating Expense: 33 Travel \$0 0.00% \$0 0.00% \$0 0.00% \$34 Utilities 4,854,860 1.91% 5,015,260 1.83% 160,400 3.30% 35 Insurance 1,318,164 0.52% 1,896,664 0.69% 578,500 43.89% 36 Other Oper. Exp 43,850,845 17.26% 49,866,083 18.16% 6,015,238 13.72% 37 Total Oper. Exp \$50,023,869 19.69% \$56,778,007 20.68% \$6,754,138 13.50% \$38 Capital Outlay: 39 Depart Equipment \$210,154 0.08% \$181,003 0.07% (29,151) -13.87% 40 Library Acquisitions 3,194,787 1.26% 3,223,623 1.17% 28,836 0.90% 41 Total Cap Outlay \$3,404,941 1.34% \$3,404,626 1.24% (\$315) -0.01% 42 Tot Bdgt by Exp Class \$254,000,000 100.00% \$274,557,100 100.00% \$20,557,100 8.09% 43 One-time Capital Outlay \$0 \$0 \$0 \$0 \$0 \$0 \$0 \$		-							
33 Travel \$0 0.00% \$0 0.00% 34 Utilities 4,854,860 1.91% 5,015,260 1.83% 160,400 3.30% 35 Insurance 1,318,164 0.52% 1,896,664 0.69% 578,500 43.89% 36 Other Oper. Exp 43,850,845 17.26% 49,866,083 18.16% 6,015,238 13.72% 37 Total Oper. Exp \$50,023,869 19.69% \$56,778,007 20.68% \$6,754,138 13.50% 38 Capital Outlay: 39 Depart Equipment \$210,154 0.08% \$181,003 0.07% (29,151) -13.87% 40 Library Acquisitions 3,194,787 1.26% 3,223,623 1.17% 28,836 0.90% 41 Total Cap Outlay \$3,404,941 1.34% \$3,404,626 1.24% (\$315) -0.01% 42 Tot Bdgt by Exp Class \$254,000,000 100.00% \$274,557,100 100.00% \$20,557,100 8.09% 43 One-time 27th Payroll (GF) \$0 \$0 \$0 \$0 \$0 \$0 \$0 \$	31	Total Pers Costs	\$200,571,190	78.97%	\$214,374,467	78.08%	\$13,803,277	6.88%	
33 Travel \$0 0.00% \$0 0.00% 34 Utilities 4,854,860 1.91% 5,015,260 1.83% 160,400 3.30% 35 Insurance 1,318,164 0.52% 1,896,664 0.69% 578,500 43.89% 36 Other Oper. Exp 43,850,845 17.26% 49,866,083 18.16% 6,015,238 13.72% 37 Total Oper. Exp \$50,023,869 19.69% \$56,778,007 20.68% \$6,754,138 13.50% 38 Capital Outlay: 39 Depart Equipment \$210,154 0.08% \$181,003 0.07% (29,151) -13.87% 40 Library Acquisitions 3,194,787 1.26% 3,223,623 1.17% 28,836 0.90% 41 Total Cap Outlay \$3,404,941 1.34% \$3,404,626 1.24% (\$315) -0.01% 42 Tot Bdgt by Exp Class \$254,000,000 100.00% \$274,557,100 100.00% \$20,557,100 8.09% 43 One-time 27th Payroll (GF) \$0 \$0 \$0 \$0 \$0 \$0 \$0 \$	00	o :: -							
34 Utilities 4,854,860 1.91% 5,015,260 1.83% 160,400 3.30% 35 Insurance 1,318,164 0.52% 1,896,664 0.69% 578,500 43.89% 36 Other Oper. Exp 43,850,845 17.26% 49,866,083 18.16% 6,015,238 13.72% 37 Total Oper. Exp \$50,023,869 19.69% \$56,778,007 20.68% \$6,754,138 13.50% 38 Capital Outlay: 3 Depart Equipment \$210,154 0.08% \$181,003 0.07% (29,151) -13.87% 40 Library Acquisitions 3,194,787 1.26% 3,223,623 1.17% 28,836 0.90% 41 Total Cap Outlay \$3,404,941 1.34% \$3,404,626 1.24% (\$315) -0.01% 42 Tot Bdgt by Exp Class \$254,000,000 100.00% \$274,557,100 100.00% \$20,557,100 8.09% 43 One-time Capital Outlay \$0 \$0 \$0 \$0 \$0			•	0.000/				0.000/	
35 Insurance 1,318,164 0.52% 1,896,664 0.69% 578,500 43.89% 36 Other Oper. Exp 43,850,845 17.26% 49,866,083 18.16% 6,015,238 13.72% 37 Total Oper. Exp \$50,023,869 19.69% \$56,778,007 20.68% \$6,754,138 13.50% 38 Capital Outlay: 3 0.07% (29,151) -13.87% 40 Library Acquisitions 3,194,787 1.26% 3,223,623 1.17% 28,836 0.90% 41 Total Cap Outlay \$3,404,941 1.34% \$3,404,626 1.24% (\$315) -0.01% 42 Tot Bdgt by Exp Class \$254,000,000 100.00% \$274,557,100 100.00% \$20,557,100 8.09% 43 One-time 27th Payroll (GF) \$0 \$0 \$0 \$0 \$0 44 One-time Capital Outlay \$0 \$0 \$0 \$0 45 Unallocated CEC + Target Position \$0 \$274,557,100 \$20,557,100 8.09%<					· ·				
36 Other Oper. Exp 43,850,845 17.26% 49,866,083 18.16% 6,015,238 13.72% 37 Total Oper. Exp \$50,023,869 19.69% \$56,778,007 20.68% \$6,754,138 13.50% 38 Capital Outlay: 39 Depart Equipment \$210,154 0.08% \$181,003 0.07% (29,151) -13.87% 40 Library Acquisitions 3,194,787 1.26% 3,223,623 1.17% 28,836 0.90% 41 Total Cap Outlay \$3,404,941 1.34% \$3,404,626 1.24% (\$315) -0.01% 42 Tot Bdgt by Exp Class \$254,000,000 100.00% \$274,557,100 100.00% \$20,557,100 8.09% 43 One-time 27th Payroll (GF) \$0 \$0 \$0 \$0 44 One-time Capital Outlay \$0 \$0 \$0 \$0 45 Unallocated CEC + Target Positii \$0 \$274,557,100 \$20,557,100 8.09% 47 TOTAL FTE POSITIONS 1,888.10 1,929.1									
37 Total Oper. Exp \$50,023,869 19.69% \$56,778,007 20.68% \$6,754,138 13.50% 38 Capital Outlay: 39 Depart Equipment \$210,154 0.08% \$181,003 0.07% (29,151) -13.87% 40 Library Acquisitions 3,194,787 1.26% 3,223,623 1.17% 28,836 0.90% 41 Total Cap Outlay \$3,404,941 1.34% \$3,404,626 1.24% (\$315) -0.01% 42 Tot Bdgt by Exp Class \$254,000,000 100.00% \$274,557,100 100.00% \$20,557,100 8.09% 43 One-time 27th Payroll (GF) \$0 \$0 \$0 \$0 44 One-time Capital Outlay \$0 \$0 \$0 45 Unallocated CEC + Target Positic \$0 \$274,557,100 \$20,557,100 8.09% 46 Activity Total \$254,000,000 \$274,557,100 \$20,557,100 8.09% 47 TOTAL FTE POSITIONS 1,888.10 1,929.10 41.00 2.17% <									
38 Capital Outlay: 39 Depart Equipment \$210,154 0.08% \$181,003 0.07% (29,151) -13.87% 40 Library Acquisitions 3,194,787 1.26% 3,223,623 1.17% 28,836 0.90% 41 Total Cap Outlay \$3,404,941 1.34% \$3,404,626 1.24% (\$315) -0.01% 42 Tot Bdgt by Exp Class \$254,000,000 100.00% \$274,557,100 100.00% \$20,557,100 8.09% 43 One-time 27th Payroll (GF) \$0 <		• • •							
39 Depart Equipment \$210,154 0.08% \$181,003 0.07% (29,151) -13.87% 40 Library Acquisitions 3,194,787 1.26% 3,223,623 1.17% 28,836 0.90% 41 Total Cap Outlay \$3,404,941 1.34% \$3,404,626 1.24% (\$315) -0.01% 42 Tot Bdgt by Exp Class \$254,000,000 100.00% \$274,557,100 100.00% \$20,557,100 8.09% 43 One-time 27th Payroll (GF) \$0	37	Total Oper. Exp	\$50,023,869	19.69%	\$56,778,007	20.68%	\$6,754,138	13.50%	
39 Depart Equipment \$210,154 0.08% \$181,003 0.07% (29,151) -13.87% 40 Library Acquisitions 3,194,787 1.26% 3,223,623 1.17% 28,836 0.90% 41 Total Cap Outlay \$3,404,941 1.34% \$3,404,626 1.24% (\$315) -0.01% 42 Tot Bdgt by Exp Class \$254,000,000 100.00% \$274,557,100 100.00% \$20,557,100 8.09% 43 One-time 27th Payroll (GF) \$0		0 11 10 11							
40 Library Acquisitions 3,194,787 1.26% 3,223,623 1.17% 28,836 0.90% 41 Total Cap Outlay \$3,404,941 1.34% \$3,404,626 1.24% (\$315) -0.01% 42 Tot Bdgt by Exp Class \$254,000,000 100.00% \$274,557,100 100.00% \$20,557,100 8.09% 43 One-time 27th Payroll (GF) \$0 \$0 \$0 \$0 \$0 \$0 44 One-time Capital Outlay \$0									
41 Total Cap Outlay \$3,404,941 1.34% \$3,404,626 1.24% (\$315) -0.01% 42 Tot Bdgt by Exp Class \$254,000,000 100.00% \$274,557,100 100.00% \$20,557,100 8.09% 43 One-time 27th Payroll (GF) \$0							, ,		
42 Tot Bdgt by Exp Class \$254,000,000 100.00% \$274,557,100 100.00% \$20,557,100 8.09% 43 One-time 27th Payroll (GF) \$0 \$0 \$0 44 One-time Capital Outlay \$0 \$0 45 Unallocated CEC + Target Positio \$0 \$0 46 Activity Total \$254,000,000 \$274,557,100 \$20,557,100 8.09% 47 TOTAL FTE POSITIONS 1,888.10 1,929.10 41.00 2.17%									
43 One-time 27th Payroll (GF) \$0 \$0 \$0 \$0 44 One-time Capital Outlay \$0 \$0 \$0 \$0 \$0 \$0 \$0 \$0 \$0 \$0 \$0 \$0 \$0	41	Total Cap Outlay	\$3,404,941	1.34%	\$3,404,626	1.24%	(\$315)	-0.01%	
43 One-time 27th Payroll (GF) \$0 \$0 \$0 \$0 44 One-time Capital Outlay \$0 \$0 \$0 \$0 \$0 \$0 \$0 \$0 \$0 \$0 \$0 \$0 \$0	42	Tot Bdgt by Exp Class	\$254,000,000	100.00%	\$274.557.100	100.00%	\$20,557,100	8,09%	
44 One-time Capital Outlay \$0 \$0 \$0 45 Unallocated CEC + Target Position \$0 \$0 \$0 46 Activity Total \$254,000,000 \$274,557,100 \$20,557,100 8.09% 47 TOTAL FTE POSITIONS 1,888.10 1,929.10 41.00 2.17%				10010070	Ψ=1 1,001,100	100.0070	4 20,001,100	0.0075	
45 Unallocated CEC + Target Position \$0 \$0 \$0 \$0 \$0 \$0 \$0 \$0 \$0 \$0 \$0 \$0 \$0		, , ,							
46 Activity Total \$254,000,000 \$274,557,100 \$20,557,100 8.09% 47 TOTAL FTE POSITIONS 1,888.10 1,929.10 41.00 2.17%									
47 TOTAL FTE POSITIONS 1,888.10 1,929.10 41.00 2.17%	45	Unallocated CEC + Target Position	\$0		\$0		\$0		
	46	Activity Total =	\$254,000,000		\$274,557,100		\$20,557,100	8.09%	
48 Budget Deficit: Holdbacks \$0 \$0	47	TOTAL FTE POSITIONS	1,888.10		1,929.10		41.00	2.17%	
	48 I	Budget Deficit: Holdbacks	\$0		\$0				

BOISE STATE UNIVERSITY

Summary of Salary Changes for FY2023 by Employee Group

			Existing	Positions					Position A	djustments		Total	
	FY2022	FY2022	•	Salary Adjus			FY2022				FY2023	FY2023	_
Institution/Agency by Group	FTE	Salary Base	Promotion	Perf/Exp/Merit	Equity	Total	Salary Base	% Incr	FTE	Salary	FTE	Salary Base	% change
General Education (Approp Only	')												
Faculty													
Professor	213.39	\$21,377,423	\$220,000	\$1,044,142		\$1,264,142	\$22,641,566	5.9%	11.88	866,572	225.27	\$23,508,137	
Associate Professor	250.62	\$21,864,396	\$175,000	\$1,021,703		\$1,196,703	\$23,061,099	5.5%	-8.24	(674,798)	242.38	\$22,386,301	
Assistant Professor	177.70	\$15,177,909	\$3,000	\$597,448		\$600,448	\$15,778,357	4.0%	14.57	612,817	192.27	\$16,391,175	
Instr/Lect	138.94	\$7,163,943	\$0	\$340,043		\$340,043	\$7,503,985	4.7%	-3.50	(170,599)	135.44	\$7,333,386	2.4%
Part-Time Instructor	0.00	\$6,629,606				\$0	\$6,629,606	0.0%	0.00	(556,771)	0.00	\$6,072,835	
Total Faculty		\$72,213,277	\$398,000	\$3,003,335	\$0	\$3,401,335	\$75,614,612	4.7%	14.71	77,221	795.36	\$75,691,833	
Executive/Administrative	49.32	\$8,956,725		\$399,310		\$399,310	\$9,356,035	4.5%	0.68	215,403	50.00	\$9,571,438	6.9%
Managerial/Professional	708.04	\$48,249,090		\$2,305,300		\$2,305,300	\$50,554,390	4.8%	47.66	3,840,900	755.70	\$54,395,290	12.7%
Classified	350.10	\$13,312,462		\$610,251		\$610,251	\$13,922,713	4.6%	-22.06	(336,893)	328.04	\$13,585,820	2.1%
Student/Teaching Assistant	0.00	\$5,528,511				\$0	\$5,528,511	0.0%	0.00	45,066	0.00	\$5,573,577	0.8%
Irregular Help	0.00	\$1,104,731				\$0	\$1,104,731	0.0%	0.00	(231,030)	0.00	\$873,701	-20.9%
Total	1,888.11	\$149,364,795	\$398,000	\$6,318,196	\$0	\$6,716,196	\$156,080,991	4.5%	40.99	\$3,610,668	1,929.10	\$159,691,659	6.9%
Idaho Small Business Developm	ent Center												
Faculty	ciii Ociiici												
Professor						\$0	\$0	0.0%					
Associate Professor						\$0	\$0	0.0%					
Assistant Professor						\$0	\$0	0.0%					
Instr/Lect						\$0	\$0	0.0%					
Part-Time Instructor						\$0	\$0	0.0%					
Total Faculty		\$0	\$0	\$0	\$0	\$0	\$0	0.0%		_			_
Executive/Administrative						\$0	\$0	0.0%					_
Managerial/Professional	8.83	\$483,422		24,198	0	\$24,198	\$507,620	5.0%	0.00	8,166	8.83	\$515,786	6.7%
Classified						\$0	\$0	0.0%					
Student/Teaching Assistant						\$0	\$0	0.0%					
Irregular Help	0.00						\$0				0.00	\$0	0_
Total	8.83	\$483,422	\$0	\$24,198	\$0	\$24,198	\$507,620	0.0%	0.00	\$8,166	8.83	\$515,786	<u>6</u>
TechHelp													
Faculty													
Professor						\$0	\$0	0.0%					
Associate Professor						\$0	\$0	0.0%					
Assistant Professor						\$0	\$0	0.0%					
Instr/Lect						\$0	\$0	0.0%					
Part-Time Instructor						\$0	\$0	0.0%					_
Total Faculty	·		\$0	\$0	\$0	\$0	\$0	0.0%					_
Executive/Administrative						\$0	\$0	0.0%					
Managerial/Professional	3.25	\$269,772		\$12,790		\$12,790	\$282,561	4.7%	0.00	7,196	3.25	\$289,757	7 7.4%
Classified							\$0	0.0%					
Student/Teaching Assistant							\$0	0.0%					
Irregular Help		4000 ===		440 =6-		\$0 \$12,790	\$0			A= 46=		\$(
Total	3.25	\$269,772	\$0	\$12,790	\$0	@40 7 00	\$282,561	0.0%	0.00	\$7,196	3.25	\$289,757	7

IDAHO STATE UNIVERSITY

FY2023 Budget Overview

The Idaho State University FY2023 budget represents the university's continued commitment and progress toward:

- Increasing student access, opportunity, retention, and success
- Attracting, supporting, and retaining outstanding faculty and staff
- Cultivating external partnerships
- Expanding research, clinical, and creative activities
- Energizing the Bengal community

Background and Context

ISU has sustained its high-quality academic programs and services during the COVID-19 pandemic by maintaining in-person instruction wherever possible, investing in distance-learning infrastructure, and carefully managing expenses. Reduced operating revenues and increased expenses related to the pandemic have been largely offset by COVID relief funds during fiscal years 2021 and 2022, ameliorating the need to draw down university reserves.

Prior to factoring in COVID relief funds, ISU's appropriated budget for FY2022 reflected an initial deficit of \$5.64 million. This deficit was driven by multi-year declines in undergraduate enrollment, implementation of two years' CEC, fringe rate increases, and increased insurance, contracts, licenses, and associated operating expenses.

FY2023 Budget Overview

ISU's FY2023 expenditure budget is \$155,194,700, a \$7.94 million increase over FY2022. This increase is primarily due to a 5% CEC, fringe rate increases, and operating cost inflation. Changes in general appropriation resources are reported on the following page.

As a result of enrollment growth, modest increases in student fees, graduate and non-resident tuition, fund shift, and continued cost containment, ISU's projected deficit for FY2023 is \$3.92 million, a 31% reduction from the FY2022 deficit. The university will cover this deficit through institutional reserves.

FY2023 General Appropriation Resources Summary of Changes

Base Appropriation (excluding one-time)	\$ 141,608,500			
Adjustments to Base:				
Change in Employee Compensation (CEC) CEC Fund Shift Enrollment Workload Adjustment Line Item Funding: Nuclear Engineering Net Personnel Benef t Changes Risk Management/Controller's/Attorney Fees Chief Audit Executive, Risk Management Net Change in Base State Funding	\$	3,300,000 1,191,700 988,700 509,500 450,900 133,100 (97,700) 6,476,200		
Endowment Funds	\$	762,100		
Net Change in Base Tuition and Fees	\$	2,426,800		
FY2023 Adjusted Base	\$ 15	51,273,600		

Looking Ahead

ISU will continue to work toward long-term f scal sustainability through strategic growth, resource optimization, expenditure controls, and implementation of a new budget model slated for FY2024 implementation. Investments in program growth, student recruitment, and retention in are paying off, with 2021-2022 enrollment up 1.8% and Fall 2022 enrollment trending up 2% after four weeks of registration activity.

IDAHO STATE UNIVERSITY

Budget Distribution by Activity and Expense Class July 1, 2022 - June 30, 2023

		FY2022 Origina	al Rudget	FY2023 Origina	al Rudget	Changes Prior Y	
	_	Amount	% of Total	Amount	% of Total	Amount	% Chge
Rev	enue by Source						- 3
1 9	State General Account - ongoing	\$83,592,000	59.03%	\$90,068,200	59.54%	\$6,476,200	7.75%
	State General Account - one time	0	0.00%	0	0.00%	0	0.00%
	HESF - one time	0	0.00%	0	0.00%	0	0.00%
	State Endowments	4,391,500	3.10%	5,153,600	3.41%	762,100	17.35%
	Millennium Fund/Economic Recovery	0	0.00% 37.87%	0 56,051,800	0.00% 37.05%	0 2,426,800	0.00%
	Student Tuition and Fees Total Operating Revenues	53,625,000 \$141,608,500	100.00%	\$151,273,600	100.00%	\$9,665,100	4.53% 6.83%
•	Total Operating Neverlace	Ψ1-1,000,000	100.0070	Ψ101,270,000	100.0070	ψο,οοο, 1οο	0.0070
	enses						
	By Function:						
8	Instruction	\$67,510,562	45.85%	\$71,338,800	45.97%	\$3,828,238	5.67%
9	Research	5,201,540	3.53%	5,510,700	3.55%	309,160	5.94%
10	Public Service	0	0.00%	0	0.00%	0	0.00%
11	Library	6,019,463	4.09%	6,301,900	4.06%	282,437	4.69%
12	Student Services	9,098,306 6,571,692	6.18%	9,714,600	6.26%	616,294	6.77%
13 14	Student Financial Aid Physical Plant	19,021,590	4.46% 12.92%	6,679,100 20,310,600	4.30% 13.09%	107,408 1,289,010	1.63% 6.78%
15	Institutional Support	15,654,558	12.92%	16,061,800	10.35%	407,242	2.60%
16	Academic Support	13,268,684	9.01%	14,126,000	9.10%	857,316	6.46%
17	Auxiliaries	45,722	0.03%	47,200	0.03%	1,478	3.23%
18	Athletics	4,860,983	3.30%	5,104,000	3.29%	243,017	5.00%
. •	_	.,000,000					0.0070
19 -	Total Bdgt by Function	\$147,253,100	100.00%	\$155,194,700	100.00%	\$7,941,600	5.39%
	By Expense Class:						
21	Personnel Costs:						
22	Salaries:	#40.000.0 FF	07 700/	#40.400.000	07.000/	#0.045.045	F 740/
23 24	Faculty	\$40,823,055	27.72%	\$43,168,300	27.82% 3.77%	\$2,345,245	5.74%
24 25	Executive/Admin Managerial/Prof	5,641,053 21,661,149	3.83% 14.71%	5,847,600 23,258,000	3.77% 14.99%	206,547 1,596,851	3.66% 7.37%
26	Classified	13,417,686	9.11%	13,732,300	8.85%	314,614	2.34%
27	Grad Assist	3,181,308	2.16%	3,195,900	2.06%	14,592	0.46%
28	Irregular Help	3,887,649	2.64%	4,189,100	2.70%	301,451	7.75%
29	Total Salaries	\$88,611,900	60.18%	\$93,391,200	60.18%	\$4,779,300	5.39%
30	Personnel Benefits	31,820,900	21.61%	34,310,000	22.11%	2,489,100	7.82%
31	Total Pers Costs	\$120,432,800	81.79%	\$127,701,200	82.28%	\$7,268,400	6.04%
		+ : - : , : - : , : :		+ ,		+-,=,	
32	Operating Expense:	# 7 00 000	0.500/	Ф000 000	0.500/	00.000	0.000/
33	Travel	\$780,000	0.53%	\$802,000	0.52%	22,000	2.82%
34	Utilities	3,580,100	2.43%	3,905,100	2.52%	325,000	9.08%
35 36	Insurance Other Oper. Exp	778,900 17,888,900	0.53% 12.15%	947,900 18,048,900	0.61% 11.63%	169,000 160,000	21.70% 0.89%
37	Total Oper. Exp	\$23,027,900	15.64%	\$23,703,900	15.27%	\$676,000	2.94%
31	Total Oper. Exp	φ23,027,900	13.04 //	φ23,703,900	13.27 /0	φ070,000	2.34 /0
38	Capital Outlay:						
39	Depart Equipment	\$552,600	0.38%	\$549,800	0.35%	(2,800)	-0.51%
40	Library Acquisitions	3,239,800	2.20%	3,239,800	2.09%	O O	0.00%
41	Total Cap Outlay	\$3,792,400	2.58%	\$3,789,600	2.44%	(\$2,800)	-0.07%
42	Tot Bdgt by Exp Class	\$147,253,100	100.00%	\$155,194,700	100.00%	\$7,941,600	5.39%
43	One-time 27th Payroll (GF)	\$0		\$0		0	
44	One-time Capital Outlay	\$0		\$0		0	
45	Unallocated CEC + Target Positic	\$0		\$0		0	
46	Activity Total	\$147,253,100		\$155,194,700		\$7,941,600	5.39%
47	TOTAL FTE POSITIONS	1,238.73		1,243.80		5.07	0.41%
48 I	Budget Deficit - reserves/CARES A	(\$5,644,600)		(\$3,921,100)			

IDAHO STATE UNIVERSITY

Summary of Salary Changes for FY2023 by Employee Group

				Existing Pos					Position	Adjustments	7	Total
		FY2022			y Adjustr		FY2023	0/ 1				FY2023
Institution/Agency by Group	FTE	Salary Base	Promotion	Perf/Exp	Equity	Total	Salary	% Incr	FTE	Salary Base	FTE	Salary
General Education	100.15	00 005 400	050.000	4 0 4 4 0 7 0		0.404.070	44 040 705	5 0.4	0.50	474.000	100.01	44 400 050
Faculty	496.15	38,825,462	250,000	1,941,273	-	2,191,273	41,016,735	5.64	0.50	171,323	496.64	41,188,058
Adjunct Faculty	0.00	1,997,593	-	-	-	-	1,997,593	0.00	- (0.0-)	(17,373)	0.00	1,980,220
Executive/Administrative	30.98	5,641,053	-	282,053	-	282,053	5,923,105	5.00	(0.25)	(75,468)	30.73	5,847,638
Managerial/Professional	321.41	21,661,149	-	1,083,057	-	1,083,057	22,744,206	5.00	15.17	513,786	336.57	23,257,992
Classified	390.20	13,417,686	-	670,884	-	670,884	14,088,570	5.00	(10.34)	(356,230)	379.86	13,732,340
Teaching Assistant	0.00	3,181,308	-	-	-	-	3,181,308	0.00	-	14,608	0.00	3,195,916
Irregular Salaries	0.00	3,887,649	-		-		3,887,649	0.00		301,461	0.00	4,189,110
Total	1,238.73	88,611,900	250,000	3,977,267	-	4,227,267	92,839,167	4.77	5.07	552,107	1,243.81	93,391,274
							23,400,000					
Idaho Dental Education Prog												
Faculty	2.12	180,537	-	9,027	-	9,027	189,564	5.00	-	4,544	2.12	194,108
Adjunct Faculty	0.00	65,100	-	-	-	-	65,100	0.00	-	22,097	0.00	87,197
Executive/Administrative	0.00	-	-	-	-	-	-	N/A	-	-	0.00	-
Managerial/Professional	1.13	122,684	-	6,134	-	6,134	128,818	5.00	0.02	(6,003)	1.13	122,815
Classified	0.00	-	-	-	-	-	-	N/A	-	-	0.00	-
Teaching Assistant	0.00	-	-	-	-	-		N/A	-	-	0.00	-
Irregular Salaries	0.00	27,000	-	-	-	-	27,000	0.00		-	0.00	27,000
Total	3.25	395,321	-	15,161	-	15,161	410,482	3.84	0.02	20,638	3.25	431,120
Idaho Museum of Natural His	.tom											
		66.010		2 201		2 201	60 220	E 00	(0.00)	(256)	0.80	69.064
Faculty	0.80 0.00	66,019	-	3,301	-	3,301	69,320	5.00 N/A	(0.00)	(356)	0.80	68,964
Adjunct Faculty		60 400	-	-	-	-	-		(0.66)	(60, 400)		-
Executive/Administrative	0.66	69,482	-	20.011	-	-	69,482	0.00	(0.66)	(69,482)	0.00	447 700
Managerial/Professional Classified	6.74	346,734	-	20,811	-	20,811	367,545	6.00 N/A	0.67	80,235	7.40 0.00	447,780
	0.00	-	-	-	-	-	-		-	-		-
Teaching Assistant	0.00	44 000	-	-	-	-	44.000	N/A	-	(44.000)	0.00	-
Irregular Salaries	0.00	11,800	-	- 24 440	-	- 24 442	11,800	0.00 4.88	- 0.00	(11,800)	0.00	516,744
Total	8.20	494,036	-	24,112	-	24,112	518,147	4.00	0.00	(1,404)	8.20	510,744
Family Medicine Residency										4= 404		
Faculty _	2.24	486,511	-	24,326	-	24,326	510,837	5.00	0.11	15,191	2.35	526,028
Adjunct Faculty	0.00	-	-	-	-	-	-	N/A	-	-	0.00	-
Executive/Administrative	0.00		-	-	-		<u>-</u>	N/A	-		0.00	<u>-</u>
Managerial/Professional	12.06	872,380	-	43,619	-	43,619	915,999	5.00	2.89	175,860	14.95	1,091,859
Classified	2.00	69,619	-	3,481	-	3,481	73,100	5.00	-	(708)	2.00	72,392
Teaching Assistant	0.00		-	-	-	-	. -	N/A	-	-	0.00	-
Irregular Salaries	0.00	51,257	-		-		51,257	0.00	-	71,450	0.00	122,707
Total	16.30	1,479,767	-	71,425	-	71,425	1,551,192	4.83	3.00	261,793	19.30	1,812,985

BAHR

UNIVERSITY OF IDAHO FY 2023 Budget Overview Appropriated Funds

FY 2022 Base Operating Budget	\$169,000,000
Adjustments to Base from State General Funds:	
Benefits	\$357,400
CEC	5,551,000
Enrollment Workload Adjustment	(1,314,400)
SWCAP and State ITS Billings	(529,600)
Line Item Funding: McClure Center	279,500
Line Item Funding: Nuclear Engineering	509,500
Chief Audit Executive and Risk Manager	(111,200)
One-time Capital Outlay	994,200
Total Adjustments from State General Funds	\$5,736,400
Adjustments to Base from Tuition:	\$6,081,000
Adjustments to Base from Land Grant Endowments:	\$1,982,600
FY 2023 Base Operating Budget	\$182,800,000

The FY 2023 General Education operating budget totals \$182,800,000, an increase of \$13,800,000 from FY 2022 driven primary by increased state funding and year-over-year enrollment growth but supplemented by an increase in land grant endowment funding and partial release of contingency related to the multi-year transition to the official WUE calculation (included in the adjustments to base from tuition). In alignment with our sustainable budget model, the university assumed flat net fee paying enrollment from FY 2022 actuals to FY 2023 budget with the exception of estimated enrollment tied to expanded financial aid initiatives.

Major expense adjustments for FY 2023 include CEC (\$5.5M), university-wide allocations based on FY 2022 tuition in excess of budget (\$2.7M), cash scholarships (\$1.6M), covering the social justice reduction which was made permanent (\$0.5M) and support for the FALCON supercomputer (\$0.5M). As the university continues to increase enrollment, we anticipate improved EWA funding in FY 2024 and plan to cover the \$1.3M FY 2023 reduction using one-time resources.

As the university moves forward with its sustainable budget model, we will continue to focus on ensuring that all university resources are used in an effective manner to meet the strategic priorities of the university. The model provides the roadmap for setting the budget and for implementing resource allocations in a responsible manner that rewards performance which moves us towards our goals. Refinements to the model are ongoing as it is intended to be flexible and to evolve over time to ensure it continues to meet the needs of the institution.

UNIVERSITY OF IDAHO

Budget Distribution by Activity and Expense Class July 1, 2022 - June 30, 2023

		FY2022 Origina	al Budget	FY2023 Origina	al Budget	Changes from Prior Year			
	-	Amount	% of Total	Amount	% of Total	Amount	% Chge		
Reve	enue by Source								
1 9	State General Account - ongoing	\$95,125,900	56.29%	\$99,868,100	54.63%	\$4,742,200	4.99%		
	State General Account - one time	0	0.00%	994,200	0.54%	994,200	0.00%		
	HESF - one time	0	0.00%	0	0.00%	0	0.00%		
	State Endowments	12,497,500	7.39%	14,480,100	7.92%	1,982,600	15.86%		
	Millennium Fund/Economic Recover	0	0.00%	0	0.00%	0	0.00%		
	Student Tuition and Fees	61,376,600	36.32%	67,457,600	36.90%	6,081,000	9.91%		
1	Total Operating Revenues	\$169,000,000	100.00%	\$182,800,000	100.00%	\$13,800,000	8.17%		
Evn									
	enses By Function:								
8	Instruction	\$62,448,964	36.95%	\$66,090,847	36.15%	\$3,641,883	5.83%		
9	Research	4,791,069	2.83%	5,696,941	3.12%	905,872	18.91%		
10	Public Service	0	0.00%	0,000,041	0.00%	0	0.00%		
11	Library	8,130,358	4.81%	8,372,653	4.58%	242,295	2.98%		
12	Student Services	11,431,825	6.76%	12,221,557	6.69%	789,732	6.91%		
13	Student Financial Aid	5,981,026	3.54%	7,917,976	4.33%	1,936,950	32.38%		
14	Physical Plant	23,143,447	13.69%	24,906,213	13.62%	1,762,766	7.62%		
15	Institutional Support	32,595,295	19.29%	34,631,170	18.94%	2,035,875	6.25%		
16	Academic Support	15,416,635	9.12%	17,645,751	9.65%	2,229,116	14.46%		
17	Auxiliaries	1,006,716	0.60%	1,144,061	0.63%	137,345	13.64%		
18	Athletics	4,054,665	2.40%	4,172,831	2.28%	118,166	2.91%		
10		4,004,000	2.4070	4,172,001	2.2070	110,100	2.0170		
19 -	Total Bdgt by Function	\$169,000,000	100.00%	\$182,800,000	100.00%	\$13,800,000	8.17%		
	<u> </u>	<u> </u>							
	By Expense Class:								
21	Personnel Costs:								
22	Salaries:								
23	Faculty	\$44,878,160	26.56%	\$47,414,272	26.08%	\$2,536,112	5.65%		
24	Executive/Admin	6,748,801	3.99%	8,340,966	4.59%	1,592,165	23.59%		
25	Managerial/Prof	25,545,123	15.12%	26,897,730	14.79%	1,352,607	5.29%		
26	Classified	18,494,126	10.94%	20,034,162	11.02%	1,540,036	8.33%		
27	Grad Assist	4,724,408	2.80%	4,960,628	2.73%	236,220	5.00%		
28	Irregular Help	1,332,432	0.79%	1,628,250	0.90%	295,818	22.20%		
29	Total Salaries	\$101,723,050	60.19%	\$109,276,008	60.11%	\$7,552,958	7.43%		
30	Personnel Benefits	33,705,321	19.94%	37,303,773	20.52%	3,598,452	10.68%		
31	Total Pers Costs	\$135,428,371	80.14%	\$146,579,781	80.62%	\$11,151,410	8.23%		
22	Operating Evapose								
32	Operating Expense:	#004 F00	0.400/	#040.707	0.470/	07.007	2.220/		
33	Travel	\$821,520	0.49% 4.40%	\$848,787	0.47%	27,267	3.32%		
34	Utilities & Debt Service	7,442,746		8,693,793	4.78%	1,251,047	16.81%		
35	Insurance	1,687,131	1.00%	1,249,231	0.69%	(437,900) 886,279	-25.96%		
36 37	Other Oper, Exp	19,128,935	11.32%	20,015,214	11.01%		4.63% 5.94%		
31	Total Oper. Exp	\$29,080,332	17.21%	\$30,807,025	16.95%	\$1,726,693	3.94%		
38	Capital Outlay:								
39	Depart Equipment	\$460,116	0.27%	\$462,964	0.25%	2,848	0.62%		
40	Library Acquisitions	4,031,181	2.39%	3,956,030	2.18%	(75,151)	-1.86%		
41	Total Cap Outlay	\$4,491,297	2.66%	\$4,418,994	2.43%	(\$72,303)	-1.61%		
71	Total Cap Cullay	ψτ,τσ1,2σ1	2.0070	Ψτ,τ10,00τ	2.4070	(ψ1 Σ,000)	-1.0170		
42 -	Tot Bdgt by Exp Class	\$169,000,000	100.00%	\$181,805,800	100.00%	\$12,805,800	7.58%		
		,,,		, , , , , , , , , , , , , , , , , , , ,		, , , ,			
43	One-time 27th Payroll (GF)	\$0		\$0		\$0			
44	One-time Capital Outlay	\$0		\$994,200		\$994,200			
45	Unallocated CEC / Target Position	\$0		\$0		\$0			
	-	# 400 222		0.100.000		040.000.000			
46 /	Activity Total	\$169,000,000		\$182,800,000		\$13,800,000	8.17%		
<u>4</u> 7 -	TOTAL FTE POSITIONS	1,295.85		1,331.05		35.20	2.72%		
71	. C.ALTILI COMONO	1,200.00		1,001.00		55.20	2.12/0		
48 I	Budget Deficit: Holdbacks	\$0		\$0					
	-								

UNIVERSITY OF IDAHO

Summary of Salary Changes for FY2023 by Employee Group

	FY2022	Budget Book		Annual Salary Process						,	Changes and Adjustments	ŭ		
					Salary Ad	ljustments								
						Across the								
Institution/Agency by Group	FTE	Salary Base	Promotion	Merit (CEC) *	Equity/Other	Board (2%)	Total	Salary	% Incr	FTE	Salary Base	FTE	Salary	% Incr
General Education (U1)		•												-
Faculty														
Professor	132.86	\$ 14,928,528.00	\$ 133,919.03	\$ 103,950.83	\$ 142,261.24	\$ 308,727.36	\$ 688,858.46	\$ 15,617,386.46	4.61%	(7.10) \$	(931,788.46)	125.76	\$ 14,685,598.00	-1.63%
Associate Professor	155.64	13,791,958.00	102,219.92	133,766.83	76,118.74	269,469.45	581,574.94	14,373,532.94	4.22%	(4.56)	(361,926.94)	151.08	14,011,606.00	1.59%
Assistant Professor	97.81	7,238,342.00	-	93,872.11	45,088.15	138,452.83	277,413.09	7,515,755.09	3.83%	13.23	1,135,433.91	111.04	8,651,189.00	19.52%
Other	90.44	8,919,332.00	10,583.63	93,448.58	49,355.57	85,576.08	238,963.86	9,158,295.86	2.68%	14.31	907,583.14	104.75	10,065,879.00	12.85%
Total Faculty	476.75	\$ 44,878,160.00	\$ 246,722.58	\$ 425,038.35	\$ 312,823.70	\$ 802,225.72	\$ 1,786,810.35	\$ 46,664,970.35	3.98%	15.88	749,301.65	492.63	\$ 47,414,272.00	5.65%
Executive/Administrative	43.01	7,873,935.00	-	92,332.48	43,783.74	150,771.41	286,887.63	8,160,822.63	3.64%	0.94	180,143.37	43.95	8,340,966.00	5.93%
Managerial/Professional	345.20	24,419,989.00	-	335,729.33	368,039.03	413,431.40	1,117,199.76	25,537,188.76	4.57%	14.57	1,360,541.24	359.77	26,897,730.00	10.15%
Classified	430.89	18,494,126.00	-	293,145.56	503,698.31	300,715.19	1,097,559.06	19,591,685.06	5.93%	3.81	442,476.94	434.70	20,034,162.00	8.33%
Teaching Assistant	-	4,724,408.00	-	-	141,732.00	94,488.00	236,220.00	4,960,628.00	5.00%	-	-	-	4,960,628.00	5.00%
Irregular Help	-	1,332,432.00	-	-	-	-	-	1,332,432.00	0.00%	-	295,818.00	-	1,628,250.00	22.20%
Total	1,295.85	\$ 101,723,050.00	\$ 246,722.58	\$ 1,146,245.72	\$ 1,370,076.78	\$ 1,761,631.72	\$ 4,524,676.80	\$ 106,247,726.80	4.45%	35.20	3,028,281.20	1,331.05	\$ 109,276,008.00	7.43%

^{*} CEC for faculty is shown in their post-promotion rank

LEWIS-CLARK STATE COLLEGE FY2023 BUDGET OVERVIEW Appropriated Funds

2023 State Budget Overview

FY 2022 Base Operating Budget (excl. one-time)	\$36,492,000
Adjustments to Base from State General Funds FY 2022 State Funds Base Personnel Benefits SWCAP CEC Occupancy Costs Non-Traditional Learners Line Item Cybersecurity Compliance Line Item Title IX Support Line Item EWA All Institutions, Chief Audit Executive FY 2023 Base State General Funds	\$18,460,400 \$125,400 (\$35,400) \$1,382,500 \$155,500 \$323,200 \$91,600 \$66,600 (\$168,500) (\$11,400) \$20,389,900
Net Increase in Base State General Funds	\$1,929,500
Adjustments to Base from Endowment Funds FY 2022 Endowment Funds Normal School Endowment Fund Adjustment FY 2023 Base State Endowment Funds Net Increase in Endowment Funds Adjustments to Base from Tuition Funds FY 2022 Tuition Base Budget FY 2023 Tuition Base Budget	\$2,743,800 \$540,600 \$3,284,400 \$540,600 \$15,287,800 \$14,822,700
Net Decrease in Tuition Budget	(\$465,100)
NET INCREASE IN ALL BASE FUNDS	\$2,005,000
FY 2023 All Funds Base Budget	\$38,497,000
FY 2023 Operating Budget	<u>\$38,497,000</u>
General Fund (52.96%) Normal School Endowment (8.53%) Tuition (38.50%)	\$20,389,900 \$3,284,400 \$14,822,700

The FY2023 General Education operating budget totals \$38,497,000, an increase of \$1,929,500 over the FY 2022 operating budget of \$36,492,000 (incl. one-time funds).

State General Fund appropriations increased by \$1,929,500 or 9.5% in ongoing funding. An increase in personnel benefits and CEC provided \$1,507,900 of the increase. Additionally, LCSC received new funding in the amount of \$636,900 for Occupancy Costs, Non-Traditional Learners initiative, Cybersecurity Compliance and Title IX support. LCSC also experienced a decrease in EWA of \$168,500, SWCAP of \$35,400 and also contributed \$11,400 for the new Chief Audit Executive that will serve all institutions. State Endowment appropriations increased \$540,600 from the FY2022 funding level. Budgeted revenue generated by student tuition, compared to FY 2022 enrollment, contributed to a decrease of \$465,100 or 3.0%.

For FY 2023, the College continues to be fiscally conservative by pausing and reflecting before filling positions and is prepared for anticipated continued enrollment declines. We will evaluate where to strategically invest in positions as we move the College forward.

Overall, the FY 2023 budget reflects a College wide effort to align anticipated revenue to expenses and to be responsive to uncertain economic conditions.

LEWIS-CLARK STATE COLLEGE

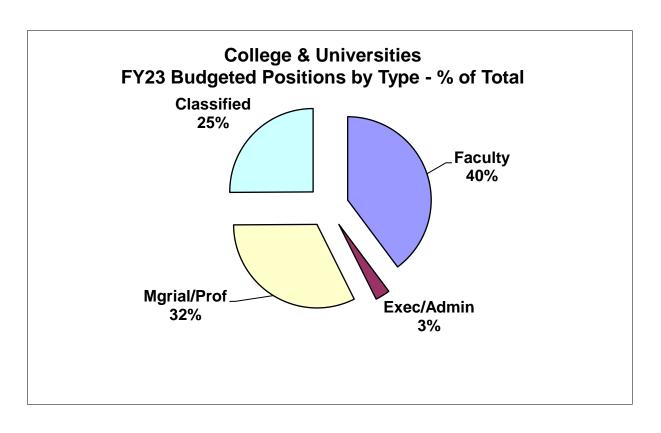
Budget Distribution by Activity and Expense Class July 1, 2022 - June 30, 2023

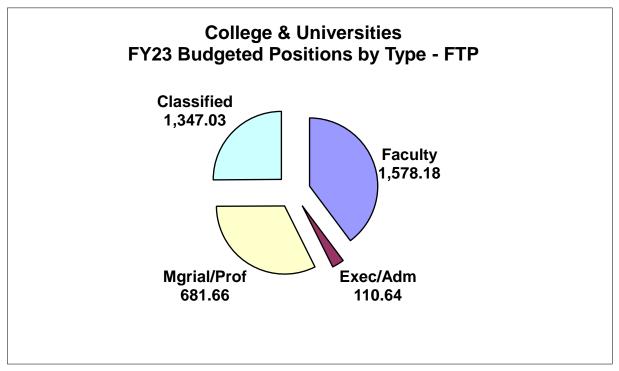
Revenue by Source			FY2022 Original Budget FY2023 Original Budget		Changes from Prior Year			
1 State General Account - ongoing 2 State General Account - ongoing 3 HESF- one time 4 State Endowments 5 State General Account - on time 4 State Endowments 5 C,743,800 7 Total Operating Revenues 5 State General Account - on time 5 State General Account - on time 6 State State General Account - on time 7 Total Operating Revenues 5 336,842,000 7 Total Operating Revenues 5 356,842,000 7 Total Operating Revenues 5 356,842,000 8 12,878,000 8 14,822,700 8 38,507,000 100,00% 5 36,487,000 100,0		_						
2 State General Account - one time 3 HESF - one time 0.00% 3 HESF - one time 0.00% 4 State Endowments 2.743,80 0 7.52% 3.284,40 0.85,3% 540,800 19.70% 6 Student Tuttion and Fees 15.287,800 41.89% 14,822,700 38.50% (4685,100) 3.043% 7 Total Operating Revenues \$38,492,000 100.00% \$38,497,000 100.00% \$2,005,000 5.49%	Revei	nue by Source						
3 HSEF - one time 0.00% 0.00% 0.00% 0.00% 0.00% 0.00% 5.00 5.00 5.49% Expenses By Function: By Function: 18.10 18.10 0.21% 11.20 1.13	1.5	State General Account - ongoing	\$18,460,400	50.59%	\$20,389,900	52.96%	\$1,929,500	10.45%
4 State Endowments	2 5	State General Account - one time		0.00%		0.00%	0	
5 Millennium Fundicionomic Recovery 0 0.00% 3.00 0.00% 0.00% 0.00% 0.00% 7.00 0.00% 0.00% 0.00% 7.00 0.00% 0.00% 0.00% 7.00 0.00% 5.49% Expenses By Function: 8 Instruction \$16,869,709 46.23% \$17,170,868 44.60% \$01,159 1.79% 8 Instruction \$16,869,709 46.23% \$17,170,868 44.60% \$30,159 1.79% 9 Research \$9,350 0.26% \$12,000 0.21% (12,294) -13,15% 10 Public Services \$187,462 0.51% \$18,047 0.49% 555 0.31% 11 Library \$13,408 2.50% \$22,2805 2.40% 9,387 1.35% 12 Student Services \$7,781,422 10.36% 4,055,158 10.53% 273,616 7.24% 31 Student Francial Ald \$966,800 2.66% 966,600 2.51% 0.00% 0.00% 1.40% 0.05,58 1.40% <td>3 F</td> <td>HESF - one time</td> <td></td> <td>0.00%</td> <td></td> <td>0.00%</td> <td>0</td> <td></td>	3 F	HESF - one time		0.00%		0.00%	0	
6 Student Tution and Fees 15.287.800 418.99% 14.822.700 35.50% (465.100) 3.04% 7 Total Operating Revenues \$36.492,000 100.00% \$38.497,000 100.00% \$2.005,000 5.4% Expenses B Instruction \$16.809,709 46.23% \$17,170.888 44.60% \$301,159 1.79% 9 Research 93.500 0.26% \$12.06 0.21% (12.294) 1.315% 10 Public Service 187.462 0.51% 1818.047 0.49% \$55 0.31% 11 Library 913.408 2.50% 922.805 2.40% 9,397 1.03% 12 Student Financial Aid 965.600 2.65% 965.600 2.51% 0.00% 14 Physical Plant 3,710.136 10.17% 4.056,006 2.51% 0.00% 15 Institutional Support 2.680,968 7.77% 2.974,145 7.73% 133,177 4.84% 16 Academic Support 2.836,968 7.77% 2.974,145 7.73% 137,177 4.24%			2,743,800		3,284,400		540,600	
Total Operating Revenues	5 N	Millennium Fund/Economic Recovery					-	0.00%
By Function Single Singl		_						
B Function: S Instruction S 16,869,709 46,23% S 17,170,868 44,60% S 301,159 1.79% 9 Research 93,500 0.26% 81,206 0.21% (12,294) -13,15% 10 Public Service 187,462 0.51% 188,047 0.49% 6.555 0.31% 11 Library 913,408 2.50% 922,805 2.40% 9.397 1.03% 12 Student Services 3,761,562 10,36% 40,551,86 10,53% 273,616 7.74% 13 Student Financial Aid 995,600 2.65% 965,600 2.51% 0 0.00% 14 Physical Plant 3,710,136 10,17% 40,669,965 10,54% 346,829 93,515 Institutional Support 5,680,334 15,51% 6,446,984 16,75% 788,660 13,90% 16 Academic Support 2,2836,968 7.77% 2,974,145 7.73% 137,177 4,84% 17 Auxiliaries 11,400 0.03% 11,400 0.03% 11,400 0.03% 0 0.00% 18 Athletics 1,461,941 4.01% 1,623,822 4.22% 161,881 11,07% 17 Presomel Costs: 23 Faculty \$10,498,376 28,77% \$10,836,506 28,15% \$338,130 3.22% 24 Presomel Costs: 24 Presomel Costs: 25 Salaries: 25 Salaries: 26 Salaries: 27 Salaries: 28 Salaries: 28 Salaries: 28 Salaries: 28 Salaries: 29 Salaries: 20 S	7 T	otal Operating Revenues	\$36,492,000	100.00%	\$38,497,000	100.00%	\$2,005,000	5.49%
B Function: S Instruction \$16,869,709 46,23% \$17,170,868 44,60% \$301,159 1.79% 9 Research 93,500 0.26% 81,206 0.21% (12,294) -13,15% 10 Public Service 187,462 0.51% 188,047 0.49% 655 0.31% 11 Library 913,408 2.50% 922,805 2.40% 9.337 1.03% 1.03% 273,616 7.2% 13 Student Services 3.781,542 10.36% 40,561,86 10.53% 273,616 7.2% 13 Student Financial Aid 995,600 2.65% 966,600 2.51% 0 0.00% 14 Physical Plant 3.710,136 10.17% 4.056,965 10.54% 346,829 935,515 Institutional Support 5,660,334 15,51% 6.446,984 16,75% 788,650 13,90% 15 Institutional Support 2.2836,988 7.77% 2.974,145 7.73% 137,177 4.84% 17 Auxiliaries 11,400 0.03% 11,400 0.03% 10,00% 2.005,000 5.49% 19 Total Bdgt by Function \$36,492,000 100.00% \$38,497,000 100.00% \$2.005,000 5.49% 19 Total Bdgt by Function \$36,492,000 100.00% \$38,497,000 100.00% \$2.005,000 5.49% 10 Presonnel Costs: Salaries:	_							
8 Instruction \$16,869,709 462,3% \$17,170,868 44,60% \$301,159 17.99% Research 93,500 0.26% 812,00 0.21% (12,294) -13.15% 10 Public Service 187,462 0.51% 188,047 0.49% 585 0.31% 11 Library 913,408 2.50% 922,805 2.40% 585 0.31% 12 Student Services 3,781,542 10,36% 4.055,158 10,53% 273,816 72.4% 0.00% 14 Physical Plant 3,710,136 10,17% 4.056,965 10,54% 346,829 9,357 1.03% 15 Institutional Support 5,660,334 15,51% 4.056,965 10,54% 346,829 9,35% 15 Institutional Support 2,385,968 7,77% 2,974,145 7,73% 137,177 4,84% 14 Auxiliaries 1,1400 0.03% 14 0.003% 13,100 0.003% 14 0.003% 14 1400 0.03% 15,100 0.003% 14 1400 0.03% 15,100 0.00% 15,100 0.0								
Personal			#40 000 7 00	40.000/	047 470 000	44.000/	0004.450	4.700/
10 Public Service 187,462 0.51% 188,047 0.49% 5885 0.31% 11 Library 913,408 2.50% 922,805 2.40% 9.397 1.03% 12 Student Services 3,781,542 10.36% 4,055,158 10.53% 273,616 7.24% 13 Student Financial Aid 965,600 2.85% 968,600 0.51% 0.00% 14 Physical Plant 3,710,138 10.17% 4,056,805 10.54% 346,829 9.35% 15 Institutional Support 5,660,334 15.51% 6,446,984 16,75% 786,650 13.90% 16 Academic Support 2,283,6986 7.77% 2,497,445 7.73% 786,650 13.90% 17 Auxiliaries 11,400 0.03% 11,400 0.03% 0.00% 18 Athletics 1,461,944 4.01% 1,623,822 4.22% 161,881 11.07% 19 Total Bdgt by Function \$36,492,000 100.00% \$38,497,000 100.00% \$2,005,000 5,49% 20 By Expense Class: 22 Salaries 23 Faculty \$10,498,376 28,77% \$10,836,506 28,15% \$338,130 3.22% 24 Executive/Admin \$1,485,263 4.07% \$1,627,442 4.23% 142,179 9.57% 25 Managerial/Prof \$5,385,048 15,99% \$6,27,312 16,96% 692,264 11,86% 26 Classified \$2,718,933 7.45% \$2,791,596 \$2,784 \$1,217 9.57% 27 Grad Assist 0.00% 485,439 1.26% 10,311 2.17% 29 Total Salaries \$21,101,750 57,58% \$22,286,294 57,84% \$1,255,44 5,98% 30 Personnel Benefits 8,339,858 22,85% \$31,059,019 80,68% \$1,706,684 5,81% 30 Personnel Benefits 8,339,858 22,85% \$31,059,019 80,68% \$1,706,684 5,81% 30 Depart Equipment \$86,100 0.24% \$86,100 0.22% 0.00% 0.00% 30 Capital Outlay \$449,000 123% \$449,100 11,77% \$0.00% 0.00% 40 Culturary Capital Outlay \$849,100 123% \$449,100 11,77% \$0.00% 0.00% 40 Culturary Capital Capital Outlay \$849,100 123% \$449,100 11,77% \$0.00% 0.00% 41 Total Cap Outlay \$849,100 10,00% \$38,497,000 100,00% \$2,005,000 5,49% 42 Tot Bdgt by Exp Class \$36,492,000 100,00% \$38,497,000 100,00% \$2,005,000							· ·	
11 Library 913,408 2,50% 922,805 2,40% 9,397 1,03% 1							, ,	
Student Services 3,781,542 10,36% 4,065,168 10,53% 273,616 7,24% 35tudent Financial Aid 965,600 2,65% 965,600 2,55% 0,00% 0,00% 14 Physical Plant 3,710,136 10,17% 4,056,985 10,54% 346,829 9,35% 15 Institutional Support 5,660,334 15,51% 6,446,984 16,75% 786,850 13,90% 16 Academic Support 2,836,968 7,77% 2,974,145 7,73% 137,177 4,84% 18,40% 16,10% 13,20% 10,00% 11,400 0,03% 0 0,00% 11,400 0,03% 0 0,00% 11,400 0,03% 0 0,00% 10,00%								
Student Financial Aid							· ·	
Physical Plant 3,710,136 10,17% 4,056,965 10,54% 346,829 9,35% 16 Institutional Support 2,836,968 7,77% 2,974,145 7,73% 137,177 4,84% 17 Auxiliaries 11,400 0,03% 11,400 0,00% 10,00% 0 0,00% 11,401 1,623,822 4,22% 161,881 11,07% 13,00% 11,401 1,623,822 4,22% 161,881 11,07% 17 17 18 14 14,00% 1,623,822 4,22% 161,881 11,07% 17 17 18 14,00% 10,00%							·	
15 Institutional Support								
16 Academic Support 2,836,968 7.77% 2,974,145 7.73% 137,177 4,84% 17 Auxiliaries 11,400 0.03% 11,400 0.03% 11,000 0.00% 0.00% 0.00% 1.00% 1.00% 0.00% 1.00% 1.00% 0.00							,	
11		• •					·	
18 Athletics 1,461,941 4.01% 1,623,822 4.22% 161,881 11,07% 19 Total Bdgt by Function \$36,492,000 100.00% \$38,497,000 100.00% \$2,005,000 5.49% 20 By Expense Class: 21 Personnel Costs: 22 Salaries: 22 Salaries: 22 Salaries: 22 Salaries: 22 Salaries: 32 Faculty \$10,498,376 28,77% \$10,836,506 28,15% \$338,130 3,22% 22% 24 Executive/Admin \$1,485,263 4,07% \$1,627,442 4,23% 142,179 9,57% 25 Managerial/Prof \$5,835,048 15,99% \$6,527,312 16,96% 692,264 11,86% 26 Classified \$2,718,955 7,45% \$2,791,595 7,25% 72,660 2,67% 27 Grad Assist 0,00% 0,00% 0,00% 0 0,00% 2,00% 0 0,00% 2,00% 0 0,00% 2,00% 0 0,00% 0 0,00% 0 0,00% 0		• • • • • • • • • • • • • • • • • • • •					·	
19 Total Bdgt by Function \$36,492,000 100.00% \$38,497,000 100.00% \$2,005,000 5.49%								
20 By Expense Class: 21 Personnel Costs: 22 Salaries: 23 Faculty \$10,498,376 28,77% \$10,836,506 28,15% \$338,130 3,22% 24 Executive/Admin \$1,485,263 4,07% \$1,627,442 4,23% 142,179 9,57% 25 Managerial/Prof \$5,835,048 15,99% \$6,527,312 16,96% 692,264 11,86% 26 Classified \$2,718,935 7,45% \$2,791,595 7,25% 72,660 2,67% 27 Grad Assist 0,00% 0,00% 0,00% 28 Irregular Help 475,128 1,309% 485,439 1,267% 10,311 2,17% 29 Total Salaries \$21,012,750 57,58% \$22,268,294 11,86% 10,311 2,17% 30 Personnel Benefits 8,339,585 22,85% 8,790,725 22,83% 451,140 5,41% 31 Total Pers Costs \$29,352,335 80,43% \$31,059,019 80,68% \$1,706,684 5,81% 32 Operating Expense: 33 Travel \$0,00% \$0,00% \$0,00% \$0,00% \$0,00% \$31,706,684 5,81% 39 Insurance \$187,900 0,51% 21,79,000 0,57% 30,000 15,97% 36 Other Oper. Exp \$6,506,265 15,09% 5,711,581 14,84% 205,316 3,73% 37 Total Oper. Exp \$6,690,565 18,33% \$6,988,881 18,15% \$298,316 4,46% 46% 46 Classified Control of the Control of th	18	Athletics	1,461,941	4.01%	1,623,822	4.22%	161,881	11.07%
20 By Expense Class: 21 Personnel Costs: 22 Salaries: 23 Faculty \$10,498,376 28,77% \$10,836,506 28,15% \$338,130 3,22% 24 Executive/Admin \$1,485,263 4,07% \$1,627,442 4,23% 142,179 9,57% 25 Managerial/Prof \$5,835,048 15,99% \$6,527,312 16,96% 692,264 11,86% 26 Classified \$2,718,935 7,45% \$2,791,595 7,25% 72,660 2,67% 27 Grad Assist 0,00% 0,00% 0,00% 28 Irregular Help 475,128 1,309% 485,439 1,267% 10,311 2,17% 29 Total Salaries \$21,012,750 57,58% \$22,268,294 11,86% 10,311 2,17% 30 Personnel Benefits 8,339,585 22,85% 8,790,725 22,83% 451,140 5,41% 31 Total Pers Costs \$29,352,335 80,43% \$31,059,019 80,68% \$1,706,684 5,81% 32 Operating Expense: 33 Travel \$0,00% \$0,00% \$0,00% \$0,00% \$0,00% \$31,706,684 5,81% 39 Insurance \$187,900 0,51% 21,79,000 0,57% 30,000 15,97% 36 Other Oper. Exp \$6,506,265 15,09% 5,711,581 14,84% 205,316 3,73% 37 Total Oper. Exp \$6,690,565 18,33% \$6,988,881 18,15% \$298,316 4,46% 46% 46 Classified Control of the Control of th			*** ***	100 000/	400 10= 000		** ***	- 400/
Personnel Costs: Salaries:	19 T	otal Bdgt by Function	\$36,492,000	100.00%	\$38,497,000	100.00%	\$2,005,000	5.49%
Personnel Costs: Salaries:								
Personnel Costs: Salaries:								
22 Salaries: 23 Faculty \$10,498,376 28.77% \$10,836,506 28.15% \$338,130 3.22% 24 Executive/Admin \$1,485,263 4.07% \$1,627,442 4.23% 142,179 9.57% 25 Managerial/Prof \$5,835,048 15,99% \$6,527,312 16,96% 692,264 11.86% 26 Classified \$2,718,935 7.45% \$2,791,595 7.25% 72,660 2.67% 27 Grad Assist 0.00% 0.00% 0.00% 0.00% 0.00% 28 Irregular Help 475,128 1.30% 485,439 1.26% 10,311 2.17% 30 Personnel Benefits 8,339,585 22.85% 8,790,725 22.83% 451,140 5.41% 31 Total Pers Costs \$29,352,335 80.43% \$31,059,019 80.68% \$1,706,684 5.81% 32 Operating Expense: 33 Travel \$0 0.00% \$0 0.00% \$0 0.00%		• •						
23 Faculty \$10,498,376 28,77% \$10,836,506 28,15% \$338,130 3.22% 24 Executive/Admin \$1,485,263 4.07% \$1,627,442 4.23% 142,179 9.57% 25 Managerial/Prof \$5,835,048 15.99% \$65,27,312 16.96% 692,264 11.86% 26 Classified \$2,718,935 7.45% \$2,791,595 7.25% 72,660 2.67% 27 Grad Assist 0.00% 0.00% 0.00% 0.00% 0.00% 28 Irregular Help 475,128 1.30% 485,439 1.26% 10,311 2.17% 29 Total Salaries \$21,012,750 57,58% \$22,288,294 57,84% \$1,255,544 5,98% 30 Personnel Benefits 8,339,585 22,85% 8,790,725 22,83% 451,140 5,41% 31 Total Pers Costs \$29,352,335 80,439 \$31,059,019 80,68% \$1,706,684 5,81% 32 Operating Expense: 30,00								
24 Executive/Admin \$1,485,263 4.07% \$1,627,442 4.23% 142,179 9.57% 25 Managerial/Prof \$5,835,048 15,99% \$6,527,312 16,96% 692,264 11,86% 26 Classified \$2,718,935 7.45% \$2,791,595 7.25% 72,660 26.7% 27 Grad Assist 0.00% 0.00% 0.00% 0.00% 0.00% 28 Irregular Help 475,128 1.30% 485,439 1.26% 10,311 2.17% 29 Total Salaries \$21,012,750 57,58% \$22,268,294 57,84% \$1,255,544 5.98% 30 Personnel Benefits 8,339,585 22,85% 8,790,725 22,83% 451,140 5.41% 31 Total Pers Costs \$29,352,335 80,43% \$31,059,019 80,68% \$1,706,684 5.81% 32 Operating Expense: \$0 0.00% \$0 0.00% \$0 0.00% 33 Travel \$0 0.00%			*** *** ***	000/		22.4504	4000 100	0.000/
25								
26 Classified \$2,718,935 7.45% \$2,791,595 7.25% 72,660 2.67% 27 Grad Assist 0.00% 0.00% 0.00% 0.00% 0.00% 0.00% 0.00% 0.00% 0.00% 0.00% 0.00% 0.00% 1.26% 1.0311 2.17% 2.9 Total Salaries \$21,012,750 57.58% \$22,268,294 57.84% \$1,255,544 5.98% 30 Personnel Benefits 8,339,585 22.85% 8,790,725 22.83% 451,140 5.41% 31 Total Pers Costs \$29,352,335 80.43% \$31,059,019 80.68% \$1,706,684 5.81% 32 Operating Expense: 33 Travel \$0 0.00% \$0 0.00% 0 0.00% 30 0.00% 63,000 63,000 63,20% 31 31 31 31 32 32 32 32 32 32 32 32 32 32 32 32 32 32 32 32 <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td>· ·</td> <td></td>							· ·	
27 Grad Assist 0.00% 485,439 0.00% 0.00% 28 Irregular Help 475,128 1.30% 485,439 1.26% 10,311 2.17% 29 Total Salaries \$21,012,750 57.58% \$22,268,294 57.84% \$1,255,544 59.8% 30 Personnel Benefits 8,339,585 22.85% 8,790,725 22.83% 451,140 5.41% 31 Total Pers Costs \$29,352,335 80.43% \$31,059,019 80.68% \$1,706,684 5.81% 32 Operating Expense: \$0 0.00% \$0 0.00% \$0 0.00% 34 Utilities 996,400 2.73% 1.059,400 2.75% 63,000 6.32% 35 Insurance 187,900 0.51% 217,900 0.57% 30,000 15.97% 36 Other Oper. Exp \$5,506,265 15.09% 5,711,581 14.84% 205,316 3.73% 37 Total Oper. Exp \$6,690,565 18.33% \$6,988,881<		Š .					· ·	
Irregular Help			\$2,718,935		\$2,791,595		·	
Total Salaries \$21,012,750								
Personnel Benefits								
Total Pers Costs \$29,352,335 80.43% \$31,059,019 80.68% \$1,706,684 5.81%								
32 Operating Expense: 33 Travel \$0 0.00% \$0.00% \$0.								
Travel \$0	31	Total Pers Costs	\$29,352,335	80.43%	\$31,059,019	80.68%	\$1,706,684	5.81%
Travel \$0								
34 Utilities 996,400 2.73% 1,059,400 2.75% 63,000 6.32% 35 Insurance 187,900 0.51% 217,900 0.57% 30,000 15.97% 36 Other Oper. Exp 5,506,265 15.09% 5,711,581 14.84% 205,316 3.73% 37 Total Oper. Exp \$6,690,565 18.33% \$6,988,881 18.15% \$298,316 4.46% 38 Capital Outlay: 39 Depart Equipment \$86,100 0.24% \$86,100 0.22% 0 0.00% 40 Library Acquisitions 363,000 0.99% 363,000 0.94% 0 0.00% 41 Total Cap Outlay \$449,100 1.23% \$449,100 1.17% \$0 0.00% 42 Tot Bdgt by Exp Class \$36,492,000 100.00% \$38,497,000 100.00% \$2,005,000 5.49% 43 One-time Capital Outlay \$0 \$0 0 0 0 0 0 0 0				2 2 2 2 4	•	0.000/	_	0.000/
35 Insurance 187,900 0.51% 217,900 0.57% 30,000 15.97% 36 Other Oper. Exp 5,506,265 15.09% 5,711,581 14.84% 205,316 3.73% 37 Total Oper. Exp \$6,690,565 18.33% \$6,988,881 18.15% \$298,316 4.46% 38 Capital Outlay: 39 Depart Equipment \$86,100 0.24% \$86,100 0.22% 0 0.00% 40 Library Acquisitions 363,000 0.99% 363,000 0.94% 0 0.00% 41 Total Cap Outlay \$449,100 1.23% \$449,100 1.17% \$0 0.00% 42 Tot Bdgt by Exp Class \$36,492,000 100.00% \$38,497,000 100.00% \$2,005,000 5.49% 43 One-time 27th Payroll (GF) \$0 \$0 0 0 44 One-time Capital Outlay \$0 \$0 0 0 45 Unallocated CEC + Target Position \$0 \$38,497,000 <					•			
36 Other Oper. Exp 5,506,265 15.09% 5,711,581 14.84% 205,316 3.73% 37 Total Oper. Exp \$6,690,565 18.33% \$6,988,881 18.15% \$298,316 4.46% 38 Capital Outlay: 39 Depart Equipment \$86,100 0.24% \$86,100 0.22% 0 0.00% 40 Library Acquisitions 363,000 0.99% 363,000 0.94% 0 0.00% 41 Total Cap Outlay \$449,100 1.23% \$449,100 1.17% \$0 0.00% 42 Tot Bdgt by Exp Class \$36,492,000 100.00% \$38,497,000 100.00% \$2,005,000 5.49% 43 One-time 27th Payroll (GF) \$0 \$0 0 0 44 One-time Capital Outlay \$0 \$0 0 0 45 Unallocated CEC + Target Position \$0 \$38,497,000 \$2,005,000 5.49% 47 TOTAL FTE POSITIONS 346.23 344.22 (2.01) -0.58% <td></td> <td></td> <td>•</td> <td></td> <td></td> <td></td> <td>,</td> <td></td>			•				,	
37 Total Oper. Exp \$6,690,565 18.33% \$6,988,881 18.15% \$298,316 4.46% 38 Capital Outlay: 39 Depart Equipment \$86,100 0.24% \$86,100 0.22% 0 0.00% 40 Library Acquisitions 363,000 0.99% 363,000 0.94% 0 0.00% 41 Total Cap Outlay \$449,100 1.23% \$449,100 1.17% \$0 0.00% 42 Tot Bdgt by Exp Class \$36,492,000 100.00% \$38,497,000 100.00% \$2,005,000 5.49% 43 One-time 27th Payroll (GF) \$0 \$0 0 0 44 One-time Capital Outlay \$0 \$0 0 0 45 Unallocated CEC + Target Position \$0 \$0 \$2,005,000 5.49% 47 TOTAL FTE POSITIONS 346.23 344.22 (2.01) -0.58%								
38 Capital Outlay: 39 Depart Equipment \$86,100 0.24% \$86,100 0.22% 0 0.00% 40 Library Acquisitions 363,000 0.99% 363,000 0.94% 0 0.00% 41 Total Cap Outlay \$449,100 1.23% \$449,100 1.17% \$0 0.00% 42 Tot Bdgt by Exp Class \$36,492,000 100.00% \$38,497,000 100.00% \$2,005,000 5.49% 43 One-time 27th Payroll (GF) \$0 \$0 0 <td< td=""><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></td<>								
39 Depart Equipment \$86,100 0.24% \$86,100 0.22% 0 0.00% 40 Library Acquisitions 363,000 0.99% 363,000 0.94% 0 0.00% 41 Total Cap Outlay \$449,100 1.23% \$449,100 1.17% \$0 0.00% 42 Tot Bdgt by Exp Class \$36,492,000 100.00% \$38,497,000 100.00% \$2,005,000 5.49% 43 One-time 27th Payroll (GF) \$0 \$0 0	37	Total Oper. Exp	\$6,690,565	18.33%	\$6,988,881	18.15%	\$298,316	4.46%
39 Depart Equipment \$86,100 0.24% \$86,100 0.22% 0 0.00% 40 Library Acquisitions 363,000 0.99% 363,000 0.94% 0 0.00% 41 Total Cap Outlay \$449,100 1.23% \$449,100 1.17% \$0 0.00% 42 Tot Bdgt by Exp Class \$36,492,000 100.00% \$38,497,000 100.00% \$2,005,000 5.49% 43 One-time 27th Payroll (GF) \$0 \$0 0								
40 Library Acquisitions 363,000 0.99% 363,000 0.94% 0 0.00% 41 Total Cap Outlay \$449,100 1.23% \$449,100 1.17% \$0 0.00% 42 Tot Bdgt by Exp Class \$36,492,000 100.00% \$38,497,000 100.00% \$2,005,000 5.49% 43 One-time 27th Payroll (GF) \$0 \$0 <								
41 Total Cap Outlay \$449,100 1.23% \$449,100 1.17% \$0 0.00% 42 Tot Bdgt by Exp Class \$36,492,000 100.00% \$38,497,000 100.00% \$2,005,000 5.49% 43 One-time 27th Payroll (GF) \$0 \$0 0 </td <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td>								
42 Tot Bdgt by Exp Class \$36,492,000 100.00% \$38,497,000 100.00% \$2,005,000 5.49% 43 One-time 27th Payroll (GF) \$0 \$0 0 44 One-time Capital Outlay \$0 \$0 0 45 Unallocated CEC + Target Positiol \$0 \$0 0 46 Activity Total \$36,492,000 \$38,497,000 \$2,005,000 5.49% 47 TOTAL FTE POSITIONS 346.23 344.22 (2.01) -0.58%								
43 One-time 27th Payroll (GF) \$0 \$0 0 44 One-time Capital Outlay \$0 \$0 0 45 Unallocated CEC + Target Positiol \$0 \$0 0 46 Activity Total \$36,492,000 \$38,497,000 \$2,005,000 5.49% 47 TOTAL FTE POSITIONS 346.23 344.22 (2.01) -0.58%	41	Total Cap Outlay	\$449,100	1.23%	\$449,100	1.17%	\$0	0.00%
43 One-time 27th Payroll (GF) \$0 \$0 0 44 One-time Capital Outlay \$0 \$0 0 45 Unallocated CEC + Target Positiol \$0 \$0 0 46 Activity Total \$36,492,000 \$38,497,000 \$2,005,000 5.49% 47 TOTAL FTE POSITIONS 346.23 344.22 (2.01) -0.58%	40 -	Tat Dalat by Eva Class	tae 400 000	100.000/	¢20 407 000	100.000/	#2.005.000	E 400/
44 One-time Capital Outlay \$0 \$0 0 45 Unallocated CEC + Target Position \$0 \$0 0 46 Activity Total \$36,492,000 \$38,497,000 \$2,005,000 5.49% 47 TOTAL FTE POSITIONS 346.23 344.22 (2.01) -0.58%	42 I	of Bugt by Exp Class	\$36,492,000	100.00%	\$38,497,000	100.00%	\$2,005,000	5.49%
45 Unallocated CEC + Target Position \$0 \$0 0 46 Activity Total \$36,492,000 \$38,497,000 \$2,005,000 5.49% 47 TOTAL FTE POSITIONS 346.23 344.22 (2.01) -0.58%	43	One-time 27th Payroll (GF)	\$0		\$0		0	
46 Activity Total \$36,492,000 \$38,497,000 \$2,005,000 5.49% 47 TOTAL FTE POSITIONS 346.23 344.22 (2.01) -0.58%	44	One-time Capital Outlay	\$0		\$0		0	
47 TOTAL FTE POSITIONS 346.23 344.22 (2.01) -0.58%	45	Unallocated CEC + Target Position	\$0		\$0		0	
	46 A	Activity Total	\$36,492,000		\$38,497,000		\$2,005,000	5.49%
47 Budget Deficit - reserve funds \$0 \$0	47 T	OTAL FTE POSITIONS	346.23		344.22		(2.01)	-0.58%
	47 E	Budget Deficit - reserve funds	\$0		\$0			

LEWIS-CLARK STATE COLLEGE

Summary of Salary Changes for FY2023 by Employee Group

				Existing P	ositions				Position A	djustments	To	otal
•		FY2022		Sal	ary Adjustments		FY2023					FY2023
Institution/Agency by Group	FTE	Salary Base	Promotion	Merit (CEC)	Equity	Total	Salary	% Incr	FTE	Salary Base	FTE	Salary Base
General Education												
Faculty												
Professor	37.92	2,932,139	47,500	165,799	3,000	216,299	3,148,438	7.38	2.00	99,575	39.92	3,248,013
Associate Professor	47.00	3,037,504	72,000	172,037	0	244,037	3,281,541	8.03	5.00	227,530	52.00	3,509,071
Assistant Professor	42.17	2,363,729	6,000	73,213	0	79,213	2,442,942	3.35	(10.75)	(607,556)	31.42	1,835,386
Instr/Lect	20.91	1,027,496	0	52,357	0	52,357	1,079,853	5.10	0.00	17,017	20.91	1,096,870
Part-Time Instructor	0.00	1,137,508	0	0	0	0	1,137,508	0.00	0.00	9,658	0.00	1,147,166
Total Faculty	148.00	10,498,376	125,500	463,406	3,000	591,906	11,090,282	5.64	(3.75)	(253,776)	144.25	10,836,506
Executive/Administrative	13.30	1,485,263	0	86,106	21,400	107,506	1,592,769	7.24	0.30	34,673	13.60	1,627,442
Managerial/Professional	106.92	5,835,048	0	322,236	12,208	334,444	6,169,492	5.73	5.84	357,820	112.76	6,527,312
Classified	78.01	2,718,935	0	113,025	43,682	156,707	2,875,642	5.76	(4.40)	(84,047)	73.61	2,791,595
Irregular Help	0.00	475,128	0	0	0	0	475,128	0.00	0.00	10,311	0.00	485,439
Total	346.23	21,012,750	125,500	984,773	80,290	1,190,563	22,203,313	5.67	(2.01)	64,981	344.22	22,268,294





COLLEGE & UNIVERSITIES Operating Budget Personnel Costs Summary July 1, 2022 - June 30, 2023

			FY2022 C	Original Budget			FY2023 (Original Budget	
С	lassification	FTE	Salaries	Benefits	Total	FTE	Salaries	Benefits	Total
В	OISE STATE UNIVERSITY								
1	Faculty	780.65	\$72,213,277	\$22,684,114	\$94,897,391	795.36	\$75,691,833	\$22,974,044	\$98,665,877
2	Executive/Administrative	49.32	8,956,725	2,439,479	11,396,204	50.00	9,571,438	2,466,154	12,037,592
3	Managerial/Professional	708.04	48,249,090	18,124,461	66,373,551	755.70	54,395,290	21,285,671	75,680,961
4	Classified	350.10	13,312,462	7,079,692	20,392,154	328.04	13,585,820	7,098,843	20,684,663
5	Irregular Help		1,104,731	657,508	1,762,239		873,701	635,153	1,508,854
6	Graduate Assistants		5,528,511	221,140	5,749,651		5,573,577	222,943	5,796,520
7	TOTAL	1,888.11	\$149,364,796	\$51,206,394	\$200,571,190	1,929.10	\$159,691,659	\$54,682,808	\$214,374,467
8				Number of New	/ Positions	40.99			
9									
10									
11 IC	OAHO STATE UNIVERSITY								
12	Faculty	496.15	\$40,823,055	\$ 14,225,759	\$55,048,814	496.64	\$43,168,300	\$ 14,613,800	\$57,782,100
13	Executive/Administrative	30.98	5,641,053	1,968,730	7,609,783	30.73	5,847,600	2,222,100	8,069,700
14	Managerial/Professional	321.41	21,661,149	7,559,751	29,220,900	336.57	23,258,000	8,838,000	32,096,000
15	Classified	390.20		7,540,749	20,958,435	379.86	13,732,300	8,102,100	21.834.400
16	Irregular Help		3,887,649	117,708	4,005,357		4,189,100	418,900	4,608,000
17	Graduate Assistants		3,181,308	408,203	3,589,511		3,195,900	115,100	3,311,000
18	TOTAL	1,238.74	\$88,611,900		\$120,432,800	1.243.80	\$93,391,200	\$34,310,000	\$127,701,200
19			700,011,000	Number of New		5.06	+++++++++++++++++++++++++++++++++++++++	+,,	+
20						0.00			
21									
	NIVERSITY OF IDAHO								
23	Faculty	476.75	\$44,878,160	\$13,194,182	\$58,072,342	492.63	\$47,414,272	\$14,271,694	\$61,685,966
24	Executive/Administrative	36.01	6,748,801	2,286,800	9,035,601	43.95	8,340,966	3,000,448	11,341,414
25	Managerial/Professional	352.20	25,545,123	10,422,410	35,967,533	359.77	26,897,730	11,297,041	38,194,771
26	Classified	430.89	18.494.126	7.545.606	26.039.732	434.70	20.034.162	8,414,345	28.448.507
27	Irregular Help	400.00	1,332,432	114,591	1,447,023	404.70	1,628,250	141,662	1,769,912
28	Graduate Assistants		4,724,408	141,732	4,866,140		4,960,628	178,583	5,139,211
29	TOTAL	1,295.85	\$101,723,050	\$33,705,321	\$135,428,371	1,331.05	\$109,276,008	\$37,303,773	\$146,579,781
30	101712	1,200.00	Ψ101,120,000	Number of New		35.20	Ψ100,210,000	ψοτ,σοσ,ττο	Ψ110,010,101
31				raniber of rack	7 1 031110113	00.20			
32									
	EWIS CLARK STATE COLLEGI	=							
34	Faculty	148.00	\$10,498,376	\$3,777,717	\$14,276,093	144.25	\$10,836,506	\$3,947,951	\$14,784,457
35	Executive/Administrative	13.30	1,485,263	460,356	1,945,619	13.60	1,627,442	499,743	2,127,185
36	Managerial/Professional	106.92	, ,	2,541,568	8,376,616	112.76	6,527,312	2,759,750	9,287,062
37	Classified	78.01	2,718,935	1,517,468	4,236,403	73.61	2,791,595	1,541,339	4,332,934
38	Irregular Help	70.01	475,128	42,476	517,604	75.01	485,439	41,942	527,381
39	Graduate Assistants		473,128	42,470	0		465,439	41,342	0 0
40	TOTAL	346.23	\$21,012,750	\$8,339,585	\$29,352,335	344.22	\$22,268,294	\$8,790,725	\$31,059,019
41	TOTAL	040.20	Ψ21,012,730	Number of New		(2.01)	ΨZZ,Z00,Z9 4	ψ0,790,723	ψ51,059,019
42				Number of New	7 F 051110115	(2.01)			
43									
	OTAL COLLEGE & UNIVERSIT	IEQ							
45	Faculty		\$168,412,868	¢52 001 772	\$222,294,640	1 020 00	\$177,110,911	\$55,807,489	\$232,918,400
45 46	Exec/Admin	129.61	22,831,842	7,155,365	29.987.207	1,920.00	25,387,446	8,188,445	33,575,891
			, ,	, ,	-,,-		, ,	, ,	, ,
47 48	Mgrial/Prof Classified	1,488.57 1,249.20	101,290,410 47,943,209	38,648,190 23,683,515	139,938,600 71,626,724	1,564.80 1,216.21	111,078,332	44,180,462	155,258,794
48 49	Irregular Help	0.00	6,799,940	932,283	7,732,223	0.00	50,143,877 7,176,490	25,156,627	75,300,504
	0 1		, ,	,	, ,		, ,	1,237,657	8,414,147
50 51	Graduate Assistants TOTAL	0.00 4,768.93	13,434,227 \$360,712,496	771,075 \$125,072,200	14,205,302 \$485,784,696	0.00 4,848.17	13,730,105 \$384,627,161	516,626 \$135,087,306	14,246,731 \$519,714,467
51 52	TOTAL	4,700.93	φουυ, ε 12,490	Number of New		79.24	φυυ 4 ,υΖ1,101	φ133,001,300	φυ 19,7 14,407
JZ				Number of New	r rusiliums	19.24			

Idaho Division of Career Technical Education Postsecondary Career Technical Education Appropriated Funds - FY 2023

Funds are appropriated to Idaho Division of Career Technical Education (IDCTE) for career technical education programs and services. The State Board of Education approved the allocation of the appropriation to postsecondary career technical education at its April 21, 2022 meeting. IDCTE requests approval of the fiscal year 2023 operating budget for postsecondary career technical education.

The allocation of funds for the fiscal year 2023 postsecondary operating budget is based on the strategic plan for career technical education in Idaho as well as Board and legislative intent.

The fiscal year 2023 postsecondary budget reflects an overall increase of \$3,846,600 or 8.2%. The increase is due to personnel benefit costs of \$276,800, CEC costs of \$2,549,800, and line items of \$912,300 ongoing and \$107,700 in one-time capital replacement.

The following schedule is provided for review:

Postsecondary State Appropriations Summary - FY 2023

Idaho Division of Career Technical Education By Appropriation Unit, Account Category and Fund

		FY 2023*	FY 2022**	% Inc/(Dcr)	
1	EDEA - Administration (2.8%)				_
2	By Account Category				
3	50 Personnel Costs	1,939,600	1,782,200	8.8%	(1)
4	55 Operating Expenditures	382,200	386,300	(1.1%)	_
5	Total	2,321,800	2,168,500	7.1%	
6	By Fund				
7	10000 General Fund	2,301,800	2,148,500	7.1%	(1)
8	34800 Federal Grants	20,000	20,000	0.0%	(1)
9	Total	2,321,800	2,168,500	7.1%	
11	EDEB - Secondary and General (24.0%)				
12	By Account Category				
13	50 Personnel Costs	1,746,100	1,574,600	10.9%	(1)
14	55 Operating Expenditures	542,000	1,134,700	(52.2%)	(1)
15	60 Capital Outlay	3,600	0		
16	70 Trustee and Benefit Payments	17,886,700	20,973,800	(14.7%)	(4)
17	Total	20,178,400	23,683,100	(14.8%)	=
18	By Fund				
19	10000 General Fund	16,163,800	16,153,500	0.1%	(1)
20	34500 ARPA/Federal COVID-19 Relief	3,600	210,000	(98.3%)	(3)
21	34800 Federal Grants	3,986,000	7,294,600	(45.4%)	(1)
22	34900 Miscellaneous Revenue	25,000	25,000	0.0%	(1)
23	Total	20,178,400	23,683,100	(14.8%)	<u>-</u>
25	EDEC - Postsecondary (63.4%)				
26	By Account Category				
27	50 Personnel Costs	45,517,800	43,209,800	5.3%	
28	55 Operating Expenditures	5,134,600	3,534,000	45.3%	(2)
29	60 Capital Outlay	107,700			,
30	70 Trustee and Benefit Payments	2,685,500	2,500,000	7.4%	(4)
31	Total	53,445,600	49,243,800	8.5%	. ,
32	By Fund	, ,			
33	10000 General Fund	50,760,100	49,243,800	3.1%	(1)
34	34800 Federal Grants	2,685,500	0		(1)
35	Total	53,445,600	49,243,800	8.5%	. ,
37	EDED - Educator Services (1.8%)				
38	By Account Category				
39	50 Personnel Costs	294,900	166,500	77.1%	(1)
40	55 Operating Expenditures	509,100	509,900	(0.2%)	(1)
41	70 Trustee and Benefit Payments	702,500	2,222,900	(68.4%)	(1,4)
42	Total	1,506,500	2,899,300	(48.0%)	_ (
43	By Fund	, ,	. ,	,	
44	-		0.004.000	(EQ 40/)	(1)
	10000 General Fund	1,231,500	2,624,300	(5 5. ±%)	(1 /
45	10000 General Fund 21800 Displaced Homemaker	1,231,500 0	2,624,300 0	(53.1%)	
45 46			_	0.0%	(1)

40		FY 2023*	FY 2022**	% Inc/(Dcr)	_
49	EDEJ - Related Programs (8.1%)				
50	By Account Category				
51	50 Personnel Costs	815,400	593,100	37.5%	(1,5)
52	55 Operating Expenditures	231,100	313,100	(26.2%)	(1,5)
53	70 Trustee and Benefit Payments	5,739,800	5,294,700	8.4%	(4,5)
54	Total	6,786,300	6,200,900	9.4%	_ (
55	By Fund				
56	10000 General Fund	2,734,800	2,837,400	(3.6%)	(1)
57	21800 Displaced Homemaker	170,000	170,000	0.0%	(1)
58	27400 Hazardous Materials	67,800	67,800	0.0%	(1)
59	34800 Federal Grants	3,798,700	3,110,700	22.1%	(6)
60	34900 Miscellaneous Revenue	15,000	15,000	0.0%	(1)
61	Total	6,786,300	6,200,900	9.4%	_
63	EDEK - Other Services (Continuous Appropri	riation per IC 33-490	94)		
64	By Account Category				
65	70 Trustee and Benefit Payments	0	0		_
66	Total	0	0		
67	By Fund				
68	31901 Motorcycle Safety Training	0	0		=
69 70	Total	0	0		
71	All Functions				
72	By Account Category				
73	50 Personnel Costs	50,313,800	47,326,200	6.3%	
74	55 Operating Expenditures	6,799,000	5,878,000	15.7%	
75	60 Capital Outlay	111,300	0		
76	70 Trustee and Benefit Payments	27,014,500	30,991,400	(12.8%)	_
77	Total	84,238,600	84,195,600	0.1%	
78	By Fund				
79	10000 General Fund	73,192,000	73,007,500	0.3%	
80	21800 Displaced Homemaker	170,000	170,000	0.0%	
81	27400 Hazardous Materials	67,800	67,800	0.0%	
82	34500 ARPA/Federal COVID-19 Relief	3,600	210,000	(98.3%)	
83	34800 Federal Grants	10,490,200	10,425,300	0.6%	
84	34900 Miscellaneous Revenue	315,000	315,000	0.0%	_
85	Total	84,238,600	84,195,600	0.1%	=

^{*} CEC of about 7%, health premium increase of \$850 per FTP, unemployment insurance holiday,
six line items, and FY 2022 supplement requests including \$10 million for Leading Idaho projects

^{89 **} Net of ongoing 2% base reduction; 2% CEC; .55% variable benefits; no change in health premium

^{90 1)} FY 2022 Luma project realignment; zero-sum agency-wide; FY 2023 CEC of about 7%

^{91 2)} FY 2023 shifted PC to OE given pandemic-related changes; added to PC via line-item requests

^{92 3)} FY 2022 HERF funds remaining balance available until Sep. 30, 2021

^{93 4)} FY 2022 Building Idaho's Future (BIF) funding = \$4,750,000 in Trustee and Benefit Payments

^{94 5)} FY 2022 Moved Fire Service Training program from postsecondary to IDCTE; zero-sum

^{95 6)} Federal Apprenticeship grant; increases in Adult Education and Perkins grants

University of Idaho FY2023 Budget Overview

Agricultural Research and Extension Service

In FY2023, the Agricultural Research and Extension Service (ARES) Appropriation increased 8.5% from the original FY2022 appropriation, including an additional \$1.8 million for Changes in Employee Compensation, and \$365,100 in one-time capital outlay to fund replacement items at various research stations.

The following items were requested and appropriated for FY2023 to support program development at the Idaho Center for Agriculture, Food and the Environment (CAFE) in the Magic Valley:

- Funding for 3 FTP and \$256,900 for:
- An operation manager at the Rupert Site to oversee the maintenance of the land and facilitate research activities, systems, and operational procedures.
- A research support scientist to sample soil and monitor and maintain the various data-gathering sensors, weather monitoring equipment, and irrigation systems.
- A 4-H STEM Area Extension Educator to deliver critical STEM education to Idaho youth in the areas showcased through precision and regenerative agriculture research conducted at CAFE.
- On-going Operating Expense funding of \$62,500 for educational resources, travel budget, and materials and research supplies to maintain equipment, sensors, weather stations, and infrastructure at CAFE in Rupert.
- One-time capital outlay of \$40,800 to purchase a PowerProbe automated soil sampler to aid in precision sampling at CAFÉ.

In addition, the Agricultural Research and Extension Service (ARES) received supplemental appropriation of \$390,100 from the State Fiscal Recovery fund to provide adult computer literacy training throughout Idaho; and a reappropriation of \$2.8 million from the general fund for the renovation of the Parma Research and Extension Center.

With the support of the ARES appropriation, the University of Idaho's College of Agricultural and Life Sciences will continue to serve the needs of the citizens and stakeholders of Idaho.

UNIVERSITY OF IDAHO AVAILABILITY AND ALLOCATION OF FUNDS FOR FY2023 AGRICULTURAL RESEARCH AND EXTENSION SYSTEM

1	FUNDS AVAILABLE	FTE		MOUNT
2	FY2022 Operating Budget Base	293.77	\$	32,695,100
4 5	Adjustments: Reappropriation Adjustments: Parma Research & Ext. Center			2,800,000
6	Adjustments: Adult Computer Literacy			490,100
7	Adjustments: Removal of Onetime Expenditures			(2,900,000)
8	·			-
9	Adjustments: FTP Additions	4.67		-
10	Adjustments: FTP Adjustment	-		
11	FY2022 Adjusted Budget Base	298.40	\$	33,085,200
12 13	Additional Funding for FY2022			
14	6		\$	-
15				-
16	Total Funding Reduction		\$	3,290,100
17	Total Funds Available for FY2022	298.40	\$	33,085,200
18				
19				
20	ALLOCATION OF FUNDS			
21	FV2022 Adi stad Budsat Bass	202 77	^	22 005 200
22 23	FY2023 Adjusted Budget Base	293.77	\$	33,085,200
23 24	MCO Increases/Decreases to Budget Base			
25	Replacement items		\$	365,100
26	Inflationary Adjustments			-
27	Benefit Costs		\$ \$	171,800
28	Change in Employee Compensation		\$	1,803,500
29			·	, ,
30	Total MCO Increases/Decreases	-	\$	2,340,400
31				
32	Enhancements to Budget Base			
33	4-H and CAFÉ Program Development			360,200
34	Occupancy Costs	-		
35	FTE Increase	4.67		
36				
37	Total Enhancements	4.67	\$	360,200
38				
39	Total Increases	4.67	\$	2,700,600
40	FV2022 Operating Budget	200.44		25 705 000
41	FY2023 Operating Budget	298.44	\$	35,785,800

AGRICULTURAL RESEARCH & EXTENSION SERVICE

Operating Budget Personnel Costs Summary

July 1, 2022 - June 30, 2023

	FY2022 Operating Budget			FY2022 Operating Budget FY2023 Operating Budget				
Classification	FTE	Salaries	Benefits	Total	FTE	Salaries	Benefits	Total
Faculty	164.74	\$13,695,903	\$4,127,094	\$17,822,997	165.32	\$14,544,021	\$4,602,550	\$19,146,571
Executive/Administrative	2.13	415,786	\$125,328	541,114	2.52	625,558	\$188,292	813,850
Managerial/Professional	36.08	2,654,267	\$1,110,292	3,764,559	38.60	2,991,142	\$1,256,280	4,247,422
Classified	90.82	3,882,367	\$1,623,117	5,505,484	88.00	4,019,746	\$1,688,293	5,708,039
Irregular Help		348,017	29,929	377,946		404,377	35,181	439,558
Graduate Assistants		480,000	14,400	494,400		510,000	18,360	528,360
TOTAL General Fund	293.77	\$21,476,340	\$7,030,160	\$28,506,500	290.44	\$23,094,844	\$7,745,096	\$30,738,700
	Personne	el Cost per FY202	22 JFAC Proof	\$28,209,200	Personn	el Cost per FY202	23 JFAC Proof	\$30,883,800
			Variation	\$297,300 (1)			Variation	-\$145,100 (2)

⁽¹⁾ The additional \$297,300 in PC are reduced from OE to reflect current ARES spending plans.

Per the appropriation bill language, ARES was given the exemption to move spending authority between categories as needed.

					FY2023 Operating Budget			
Classification					FTE	Salaries	Benefits	Total
Managerial/Professional					4.00	101,240	\$43,860	145,100
TOTAL State Fiscal Recovery Fund	0.00	\$0	\$0		4.00	\$101,240	\$43,860	\$145,100
(2) ARPA State Fiscal Recovery Funds for 'Adult Computer Literacy Program'.								
Total All	293.77	\$21,476,340	\$7,030,160	\$28,506,500	294.44	\$23,196,084	\$7,788,956	\$30,883,800

HEALTH EDUCATION PROGRAMS

FY 2023 Operating Budget

1		FY 2022 BUDGET	FY 2023 BUDGET	PERCENT of CHANGE
2 By I	Program:			
3	WIMU Veterinary Education	2,258,800	2,351,300	4.10%
4	WWAMI Medical Education	6,879,400	6,973,400	1.37%
5	Idaho Dental Education Program	2,010,900	2,092,600	4.06%
6	University of Utah Medical Education	2,446,600	2,626,600	7.36%
7	Family Medicine Residencies	6,023,700	6,719,100	11.54%
8	Boise Internal Medicine Residency	895,000	1,075,000	20.11%
9	Psychiatry Residency	837,800	837,800	0.00%
10	Eastern Idaho Medical Residencies	2,165,000	2,525,000	16.63%
11	Total Programs	23,517,200	25,200,800	7.16%
12 By I	Fund Source:			
13	General Fund	23,166,800	24,833,300	7.19%
14	Student Fee Revenue	350,400	367,500	4.88%
15	Total Funds	23,517,200	25,200,800	7.16%
16 By I	Expenditure Classification:			
17	Personnel Costs	4,745,900	5,272,200	11.09%
18	Operating Expenditures	2,334,600	2,390,100	2.38%
19	Capital Outlay	5,500	5,500	0.00%
20	Trustee & Benefits	16,431,200	17,533,000	6.71%
21	Lump Sum	0	0	0.00%
22	Total Expenditures	23,517,200	25,200,800	7.16%
23 Full	Time Position	39.65	42.65	7.57%

24 Budget Overview

The FY 2023 budget for Health Education Programs reflects a 7.16% increase, including contract inflation totaling \$107.3k, a 3% ongoing salary structure shift plus \$1.25 per hour per eligible employee distributed on merit, and a benefit cost decrease of \$15.0k. The University of Utah program received \$180k for three new psychiatry residents at \$60k each. Family Medicine Residency ISU received 3 FTP and \$180k for resident support. Family Medicine Residency received \$60k for resident support in Boise, \$60k for an addiction fellowship in Boise, \$60k for a medical resident in Coeur d'Alene, \$60k for a behavioral health resident in Coeur d'Alene, \$60k for a rural health fellowship in Coeur d'Alene, \$75k to ISU to offset a disparity in resident support for eastern Idaho residents, and \$30k for a pharmacy resident in Boise. Increases for Boise Internal Medicine include \$120,000 for two addiction medicine residents and \$60k for an internal medicine resident. An increase to Eastern Idaho Regional Medical Center included \$360k for six additional family medical resident positions.

SPECIAL PROGRAMS

FY 2023 Operating Budget

1		FY 2022 BUDGET	FY 2023 BUDGET	PERCENT of CHANGE
	Program:			
3	Forest Utilization Research	1,447,700	1,526,900	5.47%
4	Geological Survey	1,128,300	1,230,200	9.03%
5	Scholarships and Grants:			
6	Idaho Promise Scholarship - A			0.00%
7	Atwell Parry Work Study Program	1,186,000	1,186,000	0.00%
8	Rural Educator Incentive Program	0	775,000	100.00%
9	Armed Forces/Public Safety Officers	200,000	200,000	0.00%
10	Scholarships Program Manager	91,400	98,200	7.44%
11	Opportunity Scholarship	20,777,300	20,777,300	0.00%
12	Postsecondary Credit Scholarship	1,000,000	1,000,000	0.00%
13	GEARUP Scholarship	4,505,100	4,505,100	0.00%
14	Total Scholarships and Grants	27,759,800	28,541,600	2.82%
15	Museum of Natural History	637,200	694,400	8.98%
16	Small Business Development Centers	1,223,000	770,300	-37.02%
17	TechHelp	671,500	395,400	-41.12%
18	Total Programs	32,867,500	33,158,800	0.89%
19 By l	Fund Source:			
20	General Fund	26,516,700	27,620,000	4.16%
21	Miscellaneous Funds	1,000,000	1,001,500	0.15%
22	Federal Funds	5,350,800	4,537,300	-15.20%
23	Total Funds	32,867,500	33,158,800	0.89%
24 By l	Expenditure Classification:			
25	Personnel Costs	4,188,600	4,515,400	7.80%
26	Operating Expenditures	1,011,000	214,000	-78.83%
27	Capital Outlay		11,500	100.00%
28	Trustee/Benefit or Lump Sum Payments	27,667,900	28,417,900	2.71%
29	Total Expenditures	32,867,500	33,158,800	0.89%
30 Full	Time Position	46.59	47.09	1.07%

Budget Overview

The FY 2023 budget for Special Programs reflects a 1.47% decrease including a 3% ongoing salary structure shift plus \$1.25 per hour per eligible employee distributed on merit and benefit increases. Idaho Geological Survey received \$28k for operational support and Small Business Development Centers received \$17.2k for a rural consultant. Scholarships and Grants recieved \$775,000 for a rural educator incentive program for educators who work in high-need or rural school districts or charter schools.

ATTACHMENT 29

FY2023 ALTERATION AND REPAIR PROJECT REQUESTS

AGENCY/INSTITUTION	PBFAC RECOMMEND	AGENCY REQUESTS	PRIORITY
EDUCATION STATE BOARD OF			
EDUCATION, STATE BOARD OF			
BOISE STATE UNIVERSITY Design Central Plant, Heat Plant & Telephone Bldg	250,000	250,000	1
Materials Science Research Bldg, MCMR Labs, Ph 2	1,150,000	1,150,000	2
Replace Elevator, ExtraMile Arena	1,100,000	425,000	3
Study and Design, HVAC System Modernization, ExtraMile Arena	(64	400,000	4
Chemistry Labs Modernization, Science Bldg	495,000	495,000	5
Active Learning Classroom Improvements, Multiple 3lc s, 13 12	1,000,000	1,200,000	6
Replace N2 Field Controllers, Campus Wide	80,000	8^,000	7
Replace Boiler, Science Bldg	225,000	22 · C00	8
Steam Tunnel Exhaust Fans Study	THE PARTY OF THE P	30,000 1,∵000	9 10
Replace Booster Pump, ExtraMile Arena HVAC, Riverfront Hall, Ph 3	∂2£ 0∈0	525,000	11
Replace Upper Roof, Liberal Arts Blda	323 0, 0	420,000	12
Upgrade Comm Room Pools, Campus Viide	MILL BURNE	89,600	13
Data Center Fir אין Supression Sylutti, le Blilgs		93,500	14
Sidewalk Assessment and Improvence is, Cambu Vide		60,000	15
Emergency Genera And Work. Campus Wide		330,000	16
Materials Science Disearch Bldg, MCMR Labs, Ph 3		1,150,000	17
Replace Roof, TECenter Replace Siding, Yanke FRP, Ph 2		240,000 787,500	18 19
Replace Refrigerant System, Harry Morrison Bldg	amil's	82,500	20
Repair Parking Lot	773	250,000	21
Install HVAC Air Circulation, Pioneer Hall & PNRH	l l m	60,000	22
Replace Main Air Handler, Liberal Arts Bldg		555,000	23
Upgrade Plumbing Systems, Multiple Bldgs		220,000	24
Cleanup Comm Closet, Campus Wide Replace Chiller, Micron Engineering Center		220,0.)0 6.)0,000	25 26
Replace HVAC Controllers, Mulitple Bldgs		80C 000	27
Roadway Maintenance and Repair, Campus Wide	みひり ハデスコイト	250,000	28
Emergency Notification Pull-Down Stations, w.FC & Scence Bidgs		180,000	29
S/3	-CT. L 4,025,000	11,743,100	
2075 L 21 21 3 3 4 5 5 5 5 5 5 5 5 5 5 5 5 5 5 5 5 5			
IDAHO STATE UN'VERSITY Relocate eISU and ITRC	1,586,988	1,586,988	1
Replace Corridor	285,760	285,760	2
Remove/Replace Carpet, 2nd Flr & RR, Estec	128,106	128,106	3
Exterior Lighting, Reed & Cadet Field	50,378	50,378	4
Repaint Bldg Exterior, Meridian Campus	58,147	58,147	5
Replace RTU Air Handlers, College of Technology	1,036,200	1,036,200	6
Restore Swanson Arch, Add ADA Access	280,065	280,065	7
Elevator Door & Controls, Gale Life Science	140,000 149,500	140,000 149,500	8 9
Replace Walkways, Campus Wide Backup Power Loop, Campus Wide	149,500 79,255	149,500 79,255	9 10
Replace Floor & Understructure, Lobby, Reed Gym	196,683	196,683	11
Expand Counselor Space, Graveley Hall	100,000	1,708,893	12
Upgrade/Repair Windows, Fine Arts Bldg		1,286,492	13
Repair Asphalt Parking Lots, Campus Wide		530,585	14
Replace Heat Pumps Tower, College of Technology		1,734,480	15
SUB	TOTAL 3,991,082	9,251,532	
IDAHO STATE UNIVERSITY UNIVERSITY PLACE			
Remodel/Retrofit Rooms 207,214,214,217, & 219, Higher Edu Cntr		877,910	1
Repair S Windows Thermal Expansion, Higher Edu Cntr	124,200	124,200	2
	TOTAL 124,200	1,002,110	

ATTACHMENT 29

FY2023 ALTERATION AND REPAIR PROJECT REQUESTS

AGENCY / INSTITUTION	PBFAC RECOMMEND	AGENCY REQUESTS	PRIORITY
UNIVERSITY OF IDAHO Revised 10/22/21			
Systems Improvements, JW Martin Lab Bldg	1,500,000	1,500,000	1
Replace Chiller, CNR	724,500	724,500	2
Campus Drive Repairs, Ph 2, Reinstate DPW 21268 Funds	488,000	488.000	3
Janssen Eng Bldg HVAC, Ph 4, Reinstate DPW 22251 Funds	548,700	548,700	4
		750,000	5
Road Access Improvements, Idaho Ave & Kibbie	750,000		6
Replace Roof/Reinstate Funds, Shoup Hall		149,300	
Replace Roof, Menard Law, Ph 2		887,400	7
Structural Repairs, Dean's Suite, Menard Law Bldg		150,000	8
Landscape Improvements, E. Arena Campus Connection		450,000	9
HVAC, Ph 3, Ag Science		707,500	10
HVAC Upgrade, Life Sciences South, Ph 3		1,298,300	11
Replace Roof, Hays & Forney Halls		578,900	12
Reconfig/Rebuild Greek Parking, Nez Perce Dr.		900,000	13
Repair/Replace Roofs, Main & OCS, FS, Ph 1		1,013,200	14
Repair Campus Drives, Ph 3		806,300	15
Repair Bridge Deck/Chip Seal, Paradise Creek St.		450,000	16
Reconfig/Rebuild Nez Perce Drive		1,006,700	17
HVAC, LHSOM, Ph 1		977,700	18
Exterior Masonry Repairs, Admin Bldg, Ph 3		100,100	19
Repair/Replace Roofs, Main & OCS, FS, Ph 2		341,600	20
HVAC, Gibb Hall, Ph 2		1,296,200	21
Perimeter Drive Replace Paradise Creek Undercrossing		1,163,500	22
HVAC, Admin Bldg, Ph 2		1,299,300	23
Pedestrian Mall E. Entry Improvements, University Ave		585,900	24
Replace Roof, Student Union Bldg (Agency Funds = \$295,600)		241,900	25
Exterior Repairs, FS Complex, Ph 3		170,000	26
HVAC, Gibb Hall, Ph 3		1,299,300	27
Exterior Repairs, N. Elevation, Renfrew Hall		875,000	28
Exterior Repairs, S. Elevation, Renfrew Hall		875,000	29
Restrooms, Taylor Ranch		50,000	30
SU'3" O" A'_	4,011,200	21,684,300	
[] (n)) 5 (8)) \n			
LEWIS-CLARK STATE COLLEGE	1		
Replace Roof, Act Cntr/Act Cntr West, Supplemental Funds	250,000	250,000	1
1st Floor Buildout, Clearwater Hall, Supplemental Funds		1,000.0.00	2
Upgrade HVAC, Activity Center		2 (33,0(0	3
Utility/Infrastructure HVAC Study	5′),0(`0	JC,000	4
Update Electrical System, Meriwether Lewis Hall	.5t 00 0	∠ວ5,000	5
Upgrade HVAC, Library	·/1200-	546,000	6
Replace Electrical Panel Campu's Wid ร	302,000	302,000	7
Replace Carpet Lihrary		400,000	8
Resurface Parkir.g Lots. Clar'. Hall, เป็นร c Blug. 🛦 🤼 ประเวลา Hant		500,000	9
Replace Roof, Presidente House		80,000	10
Replace Electrica' Stritchooards, Mech Tech Bldg		161,000	11
Upgrade HVAC, Sacajawea Hall		176,000	12
Upgrade HVAC, Tennis Center		384,000	13
Upgrade Plumbing, Campus Wide		114,000	14
IT Infrastructure Redundancy		1,000,000	15
SUBTOTAL	857,000	7,281,000	
NORTH IDAHO COLLEGE			
Replace Windows, Boswell Hall	390,000	390,000	1
Remodel Restroom, Boswell Hall	412,500	412,500	2
Replace Generator, LKH/MOL/WFTC/LKC Bldgs		396,600	3
Replace Roof, Christianson Gym		172,500	4
Replace Elevator, Hedlund Bldg		110,000	5
Replace RTUs, WFTC/McLain Hall		151,750	6
Replace Windows, Lee-Kildow Hall		348,450	7
Replace Fan Coil, Lee-Kildow Hall		118,350	8
Remodel Restroom, McLain Hall		53,850	9
Garage Addition, Maint Shop		98,000	10
SUBTOTAL	802,500	2,252,000	

ATTACHMENT 29

FY2023 ALTERATION AND REPAIR PROJECT REQUESTS

AGENCY/INSTITUTION		PBFAC RECOMMEND	AGENCY REQUESTS	PRIORITY
COLLEGE OF EASTERN IDAHO				
Security Camera/Building Access System		300,000	475,000	1
Replace Roof, Sessions Bldg		550,000	550,000	2
Replace Asphalt/Concrete Roadway, Health Edu Bldg			328,000	3
Architectural Survey, Receiving/Storage Bldg			75,000	4
	SUBTOTAL	850,000	1,428,000	
COLLEGE OF SOUTHERN IDAHO				
Replace Roof, Canyon/Desert Bldg		650,000	650,000	1
Replace Roof, Mini-Cassia Center			300,000	2
Expand Parking Lot & Lighting, Health Science Bldg			480,000	3
Replace Fire Alarm, Taylor Bldg		300,000	375,000	4
Replace Electrical Main Panel, Central Chiller Bldg			350,000	5
Upgrade Building Automation System, Taylor Bldg			580,000	6
Replace Fire Alarm, Fine Arts Bldg			179,000	7
Recondition Elevator, Meyerhoeffer Bldg			150,000	8
Replace Roof, Canyon/Desert Bldg			350,000	9
	SUBTOTAL	950,000	3,414,000	
COLLEGE OF WESTERN IDAHO				
Remodel Central Receiving, Nampa Micron Edu Center (NMEC)		600,000	600,000	1
Replace Roof, Nampa Micron Edu Center (NMEC)			640,667	2
Replace Roof, Nampa Campus Academic Bldg (NCAB)		336,000	336,000	3
Classroom Upgrades, Nampa Campus Academic Bldg (NCAB)			100,000	4
Repair Elevators, Nampa Campus Academic Bldg (NCAB)			400,000	5
	SUBTOTAL	936,000	2,076,667	
IDAHO EDUCATIONAL SERVICES FOR THE DEAF AND THE BLIND				
Replace Roof/Drain, Gym/Pool Bldg, Vo-Tech Bldg, and Casey Bldg			1,010,000	1
Repair/Resurface Track		330,000	330,000	2
Resurface E. Parking Lot and Asphalt Driveways			480,000	3
	SUBTOTAL	330,000	1,820,000	
	TOTAL SSE	16,876,982	61,952,709	

BUSINESS AFFAIRS AND HUMAN RESOURCES JUNE 15, 2022

AGENCIES AND INSTITUTIONS OF THE STATE BOARD

SUBJECT

FY 2024 Line Item Budget Requests

REFERENCE

April 2022 Board approved guidance to the 4-year institutions

regarding submission of line item requests

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section V.B.1. Title 67, Chapter 35, Idaho Code

BACKGROUND/ DISCUSSION

The State Board of Education (Board) approves all proposed line item budget requests for the agencies under its purview. At its April 2022 meeting, the Board directed the four-year institutions to request FY 2024 budget items that maintain current operations—including inflationary adjustments and a Change in Employee Compensation fund shift—as well as systemwide line items and occupancy costs.

The Board will approve final budget requests at the August 2022 meeting, and the maintenance of current operations items will be presented at that time. Following Board approval in August, the budget requests will be submitted to the Legislative Services Office (LSO) and Division of Financial Management (DFM) by September 1, 2022.

The line items represent the unique needs of the institutions and agencies and statewide needs. Following review, the Board may prioritize the line items for the institutions. The line items are summarized separately, with one summary for the four-year institutions and another for the community colleges and agencies. The detail information for each line item request is included on the page referenced on the summary report.

IMPACT

DFM issued a memo (see Attachment 53) on June 2, 2022 capping General Fund budget requests at no more than 3% above the FY 2023 original ongoing General Fund appropriation. The 3% growth is inclusive of all maintenance items including CEC, health insurance adjustments (currently estimated at an increase of \$1,200 per FTE), and other variable benefit adjustments.

Since staff received this memo after agenda preparation, the line items are included as submitted by the institutions and agencies. Staff will work with the institutions and agencies to conform the line items to the DFM guidance for the August Board meeting.

BUSINESS AFFAIRS AND HUMAN RESOURCES JUNE 15, 2022

ATTACHMENTS

Attachment 1 - Line Items Summary

Attachment 2 - Occupancy Costs

Attachment 3 - 52: Individual Line Items

Attachment 53 - DFM memo

STAFF COMMENTS AND RECOMMENDATIONS

Line item proposals reflect current information, and additional details will be included in the August Board meeting materials for final approval. Board staff will work with DFM and Board agencies to adjust line items according to the DFM guidance ahead of the August meeting.

BOARD ACTION

I move to direct the Business Affairs and Human Resources Committee to review the FY 2024 budget line items as listed in Attachment 1 - Line Items Summary, and to bring final recommendations back to the Board for its consideration at the regular August 2022 Board meeting.

Marradar	Canadad by	Camiad Vaa	NI.
Moved by	Seconded by	Carried Yes	No

STATE BOARD OF EDUCATION

FY 2024 Line Items - College and Universities

			Institution Specific	
	By Institution/Agency	Attachment	Initiatives	Total
1	Collaborative		9	20,063,757
2	Cybersecurity Workforce Expansion Initiative	3	8,078,000	
3	Health Care Workforce Expansion Initiative	4	5,339,000	
4	Student Success Initiative	5	3,468,257	
5	ISU-UI Joint Nuclear Programs - Phase II	6	3,178,500	
6	Boise State University			243,600
7	Occupancy Costs	2	243,600	
8	Idaho State University			343,900
9	Occupancy Costs	2	343,900	0
10	University of Idaho			666,600
11	Occupancy Costs	2	666,600	0
12	Lewis-Clark State College			143,100
13	Occupancy Costs	2	154,400	0
14	CyberSecurity Framework Support	7	115,000	0
15	Employee Compensation	8	143,100	0
16				
18		-	21,730,357	21,460,957
19				

STATE BOARD OF EDUCATION FY 2024 Line Items - Community Colleges and Agencies

			FY 2024	
By Ir	nstitution/Agency	Attachment	Request	Comments
1 Idaho	Division of Career Technical Education		4,451,500	
2	Agency Personnel	9	586,000	6 FTP
3	Program Capacity Expantion	10	1,559,400	From five of six CTE colleges; 9.12 FTP
4	Program Added-Cost Maintenance	11	1,400,000	100% distributed to school districts
5	Apprenticeship - Federal Grant - onetime	12	906,100	Final year of grant; 1 FTP
6	Personnel Cost Realignment - Net Zero	13	0	Transfers between programs
7 Comr	munity Colleges		2,837,300	
8	College of Eastern Idaho		304,300	
9	Lab Coordinator	14	57,100	
10	Geology Instructor	15	82,400	
11	Math & Engineering Instructor	16	82,400	
12	Spanish Instructor	17	82,400	
13	College of Southern Idaho		328,000	
14	Business Program Faculty	18	69,000	
15	Bilingual (Spanish) Curriculum & Instr Content Deli	i 19	69,000	
16	Peer Mentoring & Career Advising	20	190,000	
17	College of Western Idaho		1,841,000	
18	Address Current Nursing Workforce Challenges	21	402,000	
19	Increase focus on STEM	22	471,000	
20	Implementation of Agricultural & Animal Science	23	600,000	
21	Hispanic Serving Institution (HSI)	24	368,000	
22	North Idaho College		364,000	
23	First-Year Experience Program	25	125,000	
24	Coordinator of Remote Collaboration	26	101,000	
25	Dean of Students	27	138,000	

STATE BOARD OF EDUCATION FY 2024 Line Items - Community Colleges and Agencies

FY 2024	
Poguest	

			FY 2024	
By In	stitution/Agency	Attachment	Request	Comments
26 Agricu	Itural Research/Extension		4,127,300	
27	Sustainability of Idaho Farms and Families Cluster	28	3,773,500	
28	Occupancy Costs	2	353,800	
29 <mark>Health</mark>	Education Programs		1,765,000	
30	WIMU Veterinary Education			No Line Items
31	WWAMI Medical Education			No Line Items
32	IDEP			No Line Items
33	Univ. of Utah Med. Ed.		0	
34				No Line Items
35	Family Medicine Residencies		1,552,500	
36	Idaho State University FMR		240,000	
37		29	120,000	Increase existing residents to \$45,000 each
38		29	120,000	2 Family Medicine residents in Pocatello at \$60,000
39	Family Medicine Residency of Idaho (Boise)		765,000	
40		29	255,000	Increase funding for existing residents to \$45,000
41		29	60,000	1 Boise Family Medicine resident
42		29	60,000	1 Caldwell Family Medicine Rural Training Track res
43		29	240,000	4 Boise Pediatrics residents at \$60,000 each
44		29	60,000	1 Rural Medicine Fellowship in Boise
45		29	60,000	1 Behavioral Health Fellowship in Nampa
46		29	30,000	1 Clinical Psychology intern in Boise
47	Kootenai Health FMR		155,000	
48		29	95,000	Increase funding for existing residents to \$45,000
49		29	60,000	1 Family Medicine resident in Coeur d'Alene
50	Boise Internal Medicine Residency		152,500	
51		29	92,500	Increase funding for existing residents to \$22,250
52		29	60,000	1 resident
53	Psychiatry Residency			No Line Items
54	Eastern Idaho Regional Medical Center	29	60,000	Increase funding for existing residents to \$22,250

STATE BOARD OF EDUCATION FY 2024 Line Items - Community Colleges and Agencies

			FY 2024	
By I	nstitution/Agency	Attachment	Request	Comments
55 Spec	sial Programs		4,650,100	
56 Spec	Forest Utilization Research	30		Wildland Fire Center
57	Geological Survey	31	,	Hazard Monitoring, Socioeconomic Impact, & Careel
58	· ·	32		
	Scholarships and Grants	32	1,025,000	Rural Educator Incentive Program
59	Museum of Natural History	22	54.000	No Line Items
60	Small Bus. Development Centers	33		Busines Development
61	TechHelp	34		studio/Blu, Design Prototype Center
	Board of Education		21,400,000	
63	Office of the State Board of Education			
64	Academic Leadership Professional Development	35	75,000	
65	Academic Technologist	36	100,000	
66	Apply Idaho Project Manager 1	37	90,000	
67	Audit Centralization	38	50,700	
68	Higher Education Research Council Coordinator	39	0	
69	Principal Research Analyst	40	93,000	
70	Statewide Common Dual Credit Registration Syste	41	345,000	
71	Oncourse Academy	42	120,000	
72	Grants and Purchasing Manager	43	78,100	
73	Federal Spending Authority	44	20,000,000	
74	IT and Data Management	45	216,000	IT and Data Management Staff
75	School Safety and Security	46	232,200	School Safety and Security Support
76 Publi	c Charter Commission		198,900	
77	General Fund appropriation increase	47	5,500	
78	Authorizer Fee Dedicated Fund Capital Outlay	48	8,000	
79	Authorizer Fee Dedicated Fund Personnel	49	129,400	
80	Authorizer Fee Dedicated Fund Op Expenses	50	56,000	
81 Idah	Public Television		0	
82	Personnel Sustainability – Engineering Positions			No Line Items
83	Media Support for Leg, Exe and Jud Branches			No Line Items
84 Voca	tional Rehabilitation		733,900	
85	Vocational Rehabilitation			
86	Business Engagement	51	233,900	
87	Match Requirements	52	500,000	
88	Extended Employment Services			No Line Items
89	Council for the Deaf/Hard of Hearing			No Line Items
90	Total	•	\$ 40,164,000	

STATE BOARD OF EDUCATION

FY 2023 Budget Request Colleges & Universities

Calculation of Occupancy Costs

		% of						-,							
		% of Use for			(4)	(0)			(2)	(4)		(F)			
	Projected Date		0	Nam A	(1)	(2) Custodia	-1.04-		(3) Utility	(4) Maintenan		(5)	Total	0/	Davisasi
1 Institution/Project	of Occupancy		Gross Sq Footage	Non-Aux. Sq Footage	FTE	Sal & Ben	Supplies	Total	Estimate	Repl Value		Other	Occ Cost	% qtrs used in FY23	Revised FY23
2				- 4 · 9 -											
3 BOISE STATE UNIVERSITY															
4 University Plaza	April-20	33%	95,558	31,241	1.20	48,200	3,100	51,300	54,700	21,979,318	107,800	29,800	243,600	100%	243,600
5															
6 IDAHO STATE UNIVERSITY															
7 Davis Field Outbuildings	November-20		1,152		0.04	1,600	100	1,700	2,000	50,000	800	900	5,400	100%	5,400
8 Remodel Arts & Letters - Frazier Hall	August-20		150		0.01	400	0	400	300	18,000	300	100	1,100	100%	1,100
9 Eames Phase III - On Site Power	December-22		12,040		0.46	18,400	1,200	19,600	21,100	4,951,813	74,300	13,200	128,200	100%	128,200
10 Pharmacy Dean Suite - Meridian	June-23		3,987	3,987	0.15	6,000	400	6,400	7,000	1,058,390	15,900	3,900	33,200	100%	33,200
Alumni Center - Non-Auxiliary Space	December-22	63%	26,281	16,473	0.63	25,200	1,600	26,800	28,800	10,880,000	102,300	18,100	176,000	100%	176,000
2					1.29	51,600	3,300	54,900	59,200		193,600	36,200	343,900		343,90
3 UNIVERSITY OF IDAHO															
4 ICCU Arena	September-21		67,130		0.52	21,000	1,300	22,300	23,500	51,000,000	153,000	18,500	217,300	100%	217,300
15 Idaho Water Center (IWC)	January-19	45%	225,227	101,352	3.90	157,500	10,100	167,600	177,400	77,822,149	525,300	106,100	976,400	100%	976,400
16 Less previous allocations				_	(2.38)	(96,100)	(6,200)	(102,300)	(108,300)		(320,500)	(64,800)	(595,900)		(595,900
17					1.52	61,400	3,900	65,300	69,100		204,800	41,300	380,500		380,500
18 CNR Seedling Production Greenhouses	November-22		7,780		0.30	12,100	800	12,900	13,600	950,000	14,300	6,800	47,600	100%	47,600
6th Street Greenhouses Expansion, Ph. 1	July-23	100%	1,875	1,875	0.07	2,800	200	3,000	3,300	851,200	12,800	2,100	21,200	100%	21,200
20					2.41	97,300	6,200	103,500	109,500		384,900	68,700	666,600		666,600
21															
22 LEWIS-CLARK STATE COLLEGE															
23 Schweitzer Career & Technical Education Buildin	January-21	100%	86,169	86,169	3.31	133,200	8,600	141,800	150,800	16,307,207	244,600	79,400	616,600	100%	616,600
Less FY21 allocation					-1.66	-65,000	-4,300	-69,300	-75,400		-122,300	(39,700)	-306,700	100%	(306,700
Less FY22 allocation					-0.50	-25,500	-2,150	-27,650	-37,700		-61,150	(28,950)	-155,450	100%	(155,500
26					1.15	42,700	2,150	44,850	37,700		61,150	10,750	154,450		154,400
27															
28									(=)				_		
29 (1) FTE for the first 13,000 gross square footage and						ded.			` '	Annual utility cost			•	1.75	
30 (2) Salary for custodians will be 80% of Policy for pa									(')	•				construction cost	
Benefit rates as stated in the annual Budget Deve	•		•	ct institution's i	rate for cust	odial categor	ry			new buildings or					
32 Salary CU:	\$22,766.10	CC:	\$21,682.00						(E)	Other:	·		ŭ	· ·	
33 34									(5)		_		4 5000	005	
										IT Maintenance	Э		1.5000		
35 36										Security General Safety			0.2200 0.0900		
										Research & So		Coata			
37 38 Benefits										Total	dentific Safety	Cosis	0.5000	GSF	
									-	гогаг Гоо High - Used 1	/2		2.3100	005	
39 FICA	0.00000/								,	-			0.7700		
40 SSDI salary to \$110,100	6.2000%	,								Landscape Gre	•		0.0003		
41 SSHI	1.4500%	,								Insurance Cost	ts		0.0005		
Unemployment Insurance	0.0000%									TOTAL			0.00080	CRV	
Life Insurance	0.7210%	-	DCII	1011		1.000	CCI	NIC	CM	CEL					
44 Retirement: PERSI	11.9400%	•	BSU 0.000/	ISU	UI 0.400/	LCSC	CSI	NIC 4.500/	CWI	4.35%					
Workmans Comp	0.000001	x salary	0.83%	0.25%	2.12%	0.99%	4.81%	4.50%	4.35%	4.35%					
Sick Leave	0.0000%	x salary	0.2000/	0.2000/		0.5540/									
Human Resources	20.21400/	per position	<u>0.360%</u> 21.5010%	0.360% 20.9210%	22.42400/	0.554% 21.8545%	2E 12100/	24.8110%	24.6610%	24.6610%					
		per position	∠1.5010%	20.9210%	ZZ.43 IU%	∠1.8040%	ZU. 1Z 1U%	24.8110%	24.0010%	24.0010%					
Health Insurance	\$12,500.00														
50 Supplies	0.10														

51

System Line-Item Budget Discussion

Collaborative Cybersecurity Workforce Expansion Initiative

June 2022

Problem Statement

Serious attacks against our nation's critical infrastructure originating in cyberspace have gone from possible to eventual to actual. Moreover, the national shortage of skilled and trained cybersecurity professionals available to help prevent and mitigate cyber-attacks is near crisis levels, particularly in Idaho. The Governor's Cybersecurity Task Force Report (March 2022) recommends that Idaho's institutions of higher education work together to address the increasing threat from cybersecurity and seek investments in cybersecurity education.

In 2021, 3.5 million cybersecurity jobs in the United States went unfulfilled. Idaho has seen a 28% increase in cybersecurity job openings, with over a thousand open positions. The Idaho National Laboratory and other industries across the state are clamoring for trained cybersecurity professionals. The higher education community seeks to partner with industry to provide the qualified and credentialed Idaho students for these professions, rather than recruiting talent from out of state.

Higher education institutions outside of Idaho are receiving large investments from state government to grow cybersecurity research and educational programs. Dakota State University is leveraging \$30 million from the State of South Dakota and \$50 million in philanthropy to build cybersecurity programs. This combined funding will double cybersecurity college graduates and expand an applied cyber-research lab. Eastern Washington University and Washington State University each received over \$2 million from the state's 2022 supplemental operating budget to create cybersecurity degree programs. With a meaningful investment from the State of Idaho, our state's higher education institutions will have the resources to attract and retain cybersecurity faculty and students, and become a national leader in one of the fastest growing industries in the world.

The Request

This request represents a systemwide approach among all the higher education institutions to meet the ever-growing demand of industry to hire cybersecurity professionals.

Base - Tier 1: This tier will improve the capacity for Idaho's higher education institutions to deliver a comprehensive cybersecurity curriculum currently limited by a shortage of instructional faculty who specialize in cybersecurity and facilities to meet hands-on and immersive learning needs critical for student success and workforce demands. This tier continues to fund faculty to teach and conduct research that informs the immersive training needs of students while also increasing and enhancing cybersecurity infrastructure at all eight institutions. Additionally, it will provide critical cybersecurity leadership to coordinate efforts for the development of a statewide education plan, cybersecurity strategy, a multi-year roadmap, and workforce development plans which were defined as essential deliverables of the Governor's Cybersecurity Task Force Report. This also builds directly on the work undertaken with the original \$950k appropriated to ISU, Boise State, and the U of I for cybersecurity which was used to build infrastructure and program coordination for LCSC and the 2-year institutions as well.

Quality - Tier 2: Funding at this tier supports the build out of a student ecosystem, an interconnected education environment that is strategically designed to encourage students to enroll in and complete cybersecurity degrees leveraging resources from all higher education institutions. The student-focused ecosystem will encompass synergistic components at each institution as well as the state's high schools. The request will finance the training of high school cybersecurity teachers, meaningful scholarships for students, the development of an apprenticeship program, additional state of the art classrooms to support increased cohort sizes, advisors and success coaches, and a collaborative state-wide research expansion, including a shared research information management system. This phase also includes funding Boise State's Cyberdome workforce development platform.

Aspirational - Tier 3: This aspirational level of funding elevates Tier 2 to the next level, to ensure Idaho educational offerings are among the most competitive and cutting-edge in the region. Funding at this tier secures Idaho's place in the national arena as a leader in the cybersecurity field. Idaho cybersecurity students will be taught by faculty who lead the nation in research as they inspire the next generation of cybersecurity professionals. The request builds on faculty hires in Tier 2, to deepen research/teaching clusters as requested by industry, system-wide upgrades, a national cyber-games competition, and additional student scholarships.

Total Budget Request Summary:

Tier	Tier Total	Cumulative Total
Base	\$8,078,000	\$8,078,000
Quality	\$6,397,000	\$14,475,000
Aspirational	3,890,000	18,365,000

Conclusion

The President's Leadership Council submits this FY24 appropriation request which builds upon the original President's Leadership Council cyber initiative and aligns with the recommendations from the Governor's Cybersecurity Task Force Report. It is designed to create an interconnected nationally recognized cybersecurity education system in Idaho that increases the pipeline of students who are interested in a career in cybersecurity while pairing them with faculty and classrooms that inspire a lifetime of service.

System Line-Item Budget Discussion

Collaborative Health Care Workforce Expansion Initiative

June 2022

Problem Statement

The shortage of health care professionals in Idaho is an acute issue that can be jointly addressed by the higher education institutions in the state. There is a rising demand for registered nurses, physician assistants, nurse practitioners, and other key health professionals. This need will only intensify and grow in the coming years. Specifically, the pandemic has spurred an exodus of professionals leaving the field in record numbers, which has exacerbated the health care shortage. Immediate collaborative mitigation strategies are necessary to facilitate increased enrollment in Idaho health care education programs to address this pressing need. Idaho's higher education institutions are uniquely positioned to work with clinical partners to implement innovative models focused on preparing more qualified professionals that will alleviate this critical workforce gap. Without intervention, the supply of health care workers will continue to fall below demand and industry standards, resulting in poor outcomes for patients and rising costs for citizens and the State of Idaho.

Additionally, Idaho's higher education institutions can build and strengthen the state's nursing workforce pipeline at all levels; a critical need articulated by every health care system in Idaho. Enhancing the nursing workforce in Idaho includes developing innovative educational models with a collective commitment from the public four-year institutions and community colleges with nursing programs. Working collectively to achieve these goals promotes a unified and stronger voice in the present and future nursing workforce in Idaho.

The Request

This request represents a systemwide approach among all the educational institutions to address the nursing, health care, and mental health worker shortage. Our academic and clinical educational leaders have demonstrated solution-focused collaboration, which will be strengthened and galvanized by this funding.

Base - Tier 1: This tier will expand nursing programs system-wide, increasing nursing seats by approximately 180 at the four-year institutions, and 80 seats at the two-year institutions effectively doubling the number of nurse professionals. The request also creates the collaborative, inter-institutional Idaho Healthcare Workforce Development Center to increase and develop the nursing and healthcare workforce across the state in concert with industry

needs. Additionally, it addresses mental health needs through the creation of a new psychology doctoral program.

Quality - Tier 2: This tier will enhance rapid nursing expansion and increase capacity in the physician assistants high-demand programs. This request will develop and pilot innovative new models for clinical and academic partnerships across the state, particularly in rural areas. It provides for the placement of students by cohort in rural critical access hospitals and urban settings.

Aspirational - Tier 3: This request allows for statewide collaborations to improve access to basic and critical health care services through dynamic telehealth expansion. Additionally this tier creates new pathways for medical training through distance delivery and expanded seats for high-demand programs.

Total Budget Request Summary:

Tier	Tier Total	Cumulative Total
Base	\$5,339,000	\$5,339,000
Quality	\$2,944,000	\$8,283,000
Aspirational	\$4,480,260	\$12,763,260

Conclusion

Idaho's higher education institutions submit this appropriation request for FY24 to expand health care programs that have significant workforce demand in the State of Idaho. These programs produce health care practitioners that are critically needed in Idaho. Increasing the number of registered nurses, physician assistants, nurse practitioners, and other health professionals in Idaho is consistently identified as a primary need in the state's health care industry. This request allows for statewide collaborations to improve access to basic and critical health care services.

System Line-Item Budget Discussion

Student Success Initiative

June 2022

Problem Statement:

The Idaho State Board of Education (SBOE) and Idaho's higher education institutions share the goals of improving the student pipeline to higher education, supporting students as they complete a certificate or degree, and helping them find a meaningful place in Idaho's robust, dynamic workforce. These goals have been articulated by the Governor's 2017 Higher Education Taskforce, are firmly embedded in the SBOE's strategic plan as well as institutional strategic plans, and are frequently cited by Idaho's business sector.

Promoting student success and educational achievement requires the collective commitment of the educational, political, and workforce communities. There are common elements and best practices that require more universal application across all institutions to ensure students entering higher education are able to gain a degree or certificate. The higher education institutions are deeply committed to preventing students from stopping-out during the course of their education.

Best practices in supporting student success include providing:

- quality, accurate, and timely academic advising and career guidance
- academic support that includes opportunities for early intervention when students struggle in their classes as well as academic skills development (e.g., tutoring, time management, etc.)
- Holistic services addressing fundamental needs such as mental health, housing, and/or food insufficiency.

It should be noted that specific student-success barriers vary by institution given the varied student populations. Consequently, the specific tactics employed by each institution to address those barriers must also vary.

The Request:

Throughout the pandemic Idaho's colleges and universities bucked national trends and norms regarding enrollment. Even among institutions that experienced enrollment declines, losses were modest compared to national trends. Additionally, Idaho's schools provided a live,

in-person education experience while much of the nation was literally shut down. Now, as we move forward from the pandemic, building on the value-add narrative that we, higher education, the State Board of Education, business, industry and government have been promoting, enrollment trends appear to be strengthening and Idaho students are enrolling in Idaho colleges and universities. This trend, coupled with our characteristic student demographic (i.e., first generation, PELL eligible, non-traditional, etc.), make increasing support for student success strategies both timely and critically important.

Base - Tier 1: This tier provides funding for the institutions to establish foundational student success services and supports. For each category of critical student success best practices, this allows the institutions to bring support up to, or near to, industry standard for student support services.

Quality - Tier 2: This tier builds upon the tier above by adding additional resources for each institution given their unique needs to more aggressively drive metrics of students success. This level of funding provides the critical support services that will have the potential to bring Idaho's retention and graduation rates in alignment with regional competitors.

Aspirational - Tier 3: This tier again builds upon the two tiers above to provide an optimal level of student success services and supports that will not only drive an aggressive improvement in retention and graduation rates, but it will provide the bandwidth for more robust career pipelines and further expand critical mental health supports for students.

Total Budget Request Summary:

Tier	Tier Total	Cumulative Total
Base	\$3,468,257	\$3,468,257
Quality	\$1,850,728	\$5,318,985
Aspirational	\$1,238,600	\$6,557,585

Conclusion:

Consonant with ambitious state goals calling for improvement in student success and completion, the institutions have prepared appropriation requests to enhance current campus operations or to implement new approaches. The institutions are committed to providing support unique to the needs and characteristics of the students each institution serves. With a common, systemized understanding of the fundamental tenets of student success programming and related best practices, coupled with continued strategic investments, we believe we can

and will improve college retention and completion; helping students realize their potential and support the state's workforce needs through higher education.

System Line-Item Budget Discussion

Idaho State and University of Idaho Joint Nuclear Program - Phase II

June 2022

Problem statement

In recent years Idaho National Laboratory has rededicated its efforts to the development of innovative, safe reactor designs in support of new public and private investments in nuclear energy generation. Nuclear power is now widely seen as a carbon neutral energy source that can provide a stable backbone to renewable energy sources such as solar and wind and also provides high-temperature head that can be used for industrial processes. The focus of INL's innovation has shifted from traditional gigawatt-scale reactors to smaller reactors that fall into two categories known as Small Modular Reactors (SMRs) and Microreactors, and possibly other special reactor applications. SMRs have power production in the up to 300 megawatts, occupy a small footprint and can be sited more easily than traditional larger reactors and can be based on Light Water Reactor (LWR) technology (such as NuScale) or other advanced reactor technologies (such as gas or sodium coolant). In addition, it is hoped that common SMR designs can be mass produced to reduce overall reactor full cost. Microreactors produce electricity up to 20 megawatts and are designed to be transportable via traditional existing means. These small reactors are envisioned to supply power to remote locations and provide a source of distributed energy. The vision for reactor development and deployment in Idaho includes the UAMPS NuScale SMR to be operational by 2029 and multiple Microreactor demonstrations on the INL site within the next five years. Demonstrations of gas-cooled and sodium-cooled reactors are being planned for Washington state.

The Request

This joint line item request is to support on-going programs from Idaho State University (ISU) and the University of Idaho (UI) that focuses on Nuclear initiatives on the Idaho Falls Campus. In FY22, a 1-million-dollar Joint Nuclear request from ISU and UI was approved to support faculty in Engineering and Radiation Safety. This is the second phase of this joint nuclear request which focuses on engineering faculty, facilities, and equipment.

Specifically, this request is to support on-going programs from Idaho State University (ISU) and the University of Idaho (UI) to focus on Nuclear initiatives on the Idaho Falls Campus. With this request, we endeavor for ISU and UI to be the partner institutions of choice for the Idaho National Laboratory (INL) as they move forward with new and expanding research, development, and demonstration of innovative advanced Nuclear Reactor research and design.

This funding would provide valuable resources to help create more robust, stable, and sustainable partnerships between Idaho institutions and the INL; provide enhanced opportunities for faculty to partner with the INL; and establish more pathways for Idaho students to become involved in INL activities in research and development, as well as advanced reactor technologies. Finally, this would also help provide Idaho's students with the skills needed to fill workforce positions within the in-demand area of nuclear energy and development.

Base - Tier 1:

Faculty Lines. To support INL's efforts ISU/UI must enhance existing faculty and facilities with dedicated faculty, staff, and space. We request two Full Professor full-time faculty lines (one at ISU and one at UI) to be hired FY25 spanning the disciplines of Computer Science, Chemical, Civil, Electrical, Mechanical and Nuclear Engineering, and Power Engineering with expertise that is complementary to the nuclear energy industry and the mission of INL. We also request two staff positions — a Technical Records Specialist and a Research Engineer (both to be hired FY24). These positions are needed to support additional efforts within the area of nuclear energy and development, to maintain and enhance training and safety procedures, and ensure industry best practices and compliance.

Facilities and Equipment. Building sustainable partnerships between Idaho institutions and the INL, including training Idaho students with the skills needed to fill workforce positions at the INL and within nuclear energy and development, necessitates a facility that can provide needed space and accommodate the proper equipment.

Description	Total
Full Time Positions and Benefits	\$978,500
Start Up Funding	\$1,200,000
Facilities, Equipment, Supplies	\$1,000,000
On-going	\$1,478,500
One-time	\$1,700,000
TOTAL REQUEST	\$3,178,500

Quality - Tier 2:

Faculty Lines. To support INL's efforts ISU/UI must enhance existing faculty and facilities with dedicated faculty, staff, and space. We request two Full Professor full-time faculty lines (one at ISU and one at UI) and two (one at ISU and one at UI) Associate Professor full-time faculty lines to be hired FY25 spanning the disciplines of Computer Science, Chemical, Civil, Electrical, Mechanical and Nuclear Engineering, and Power Engineering with expertise that is

complementary to the nuclear energy industry and the mission of INL. We also request two staff positions – a Technical Records Specialist and a Research Engineer (both to be hired FY24). These positions are needed to support additional efforts within the area of nuclear energy and development, to maintain and enhance training and safety procedures, and ensure industry best practices and compliance.

Facilities and Equipment. Building sustainable partnerships between Idaho institutions and the INL, including training Idaho students with the skills needed to fill workforce positions at the INL and within nuclear energy and development, necessitates a facility that can provide needed space and accommodate the proper equipment.

Description	Total
Full Time Positions and Benefits	\$1,383,500
Graduate Assistant Funding	\$102,042
Start Up Funding	\$1,900,000
Facilities, Equipment, Supplies	\$1,000,000
On-going	\$1,985,542
One-time	\$2,400,000
TOTAL REQUEST	\$4,385,542

Aspirational - Tier 3:

Faculty Lines. To support INL's efforts ISU/UI must enhance existing faculty and facilities with dedicated faculty, staff, and space. We request two Assistant Professor (one at ISU and one at UI), two (one at ISU and one at UI) Associate Professor, and two (one at ISU and one at UI) Nationally Ranked Full Professor full-time faculty lines to be hired FY25 spanning the disciplines of Computer Science, Chemical, Civil, Electrical, Mechanical and Nuclear Engineering, and Power Engineering with expertise that is complementary to the nuclear energy industry and the mission of INL. We also request two staff positions — a Technical Records Specialist and a Research Engineer (both to be hired FY24). These positions are needed to support additional efforts within the area of nuclear energy and development, to maintain and enhance training and safety procedures, and ensure industry best practices and compliance.

Facilities and Equipment. Building sustainable partnerships between Idaho institutions and the INL, including training Idaho students with the skills needed to fill workforce positions at the INL and within nuclear energy and development, necessitates a facility that can provide needed space and accommodate the proper equipment.

Description	Total
Full Time Positions and Benefits	\$1,721,750
Graduate Assistant Funding	\$204,084
Start Up Funding	\$2,400,000
Facilities, Equipment, Supplies	\$1,000,000
On-going	\$2,425,835
One-time	\$2,900,000
TOTAL REQUEST	\$5,325,834

Total Budget Request Summary:

Tier	Tier Total	Cumulative Total	
Base	\$3,178,500	\$3,178,500	
Quality	\$1,207,042 (w/o base)	\$4,385,542	
Aspirational	\$2,147,334 (w/o base)	\$5,325,834	

Conclusion:

Idaho State University and the University of Idaho submit this appropriation request for FY24. This request will expand nuclear programming that directley supports the INL move forward with new and expanding research, development, and demonstration of innovative advanced Nuclear Reactor research and design.

AGENCY: Lewis-Clark State College Agency No.: 511 FY 2024 Request

FUNCTION: General Education Function No.: 05 Page ____ of __ Pages ACTIVITY: CyberSecurity Framework Original Submission X or

Support Activity No.: Revision No. ___

A: Decision Unit No: 12.02	Title: CyberSecurity Framework Support		Priority Ranking 2 of 5		
DESCRIPTION	General	Dedicated	Federal	Other	Total
FULL TIME POSITIONS (FTP)					
PERSONNEL COSTS:					
1. Salaries					
2. Benefits					
TOTAL PERSONNEL COSTS:					
OPERATING EXPENDITURES by summary object:					
Operating Expenses	\$115,000				\$115,000
TOTAL OPERATING					
EXPENDITURES:	\$115,000				\$115,000
CAPITAL OUTLAY by summary object:					
1. PC and workstation					
TOTAL CAPITAL OUTLAY:					
T/B PAYMENTS:					
LUMP SUM:					
GRAND TOTAL	\$115,000				\$115,000

Description:

Cybersecurity hardware is requested to fully implement the Governor's Cybersecurity Executive Order 2017-02, and to address critical and increasing security controls and needs included in the Order.

Cybersecurity tools are critical in managing a sustainable, secure technology environment. A breach is expensive and includes mitigation costs, system restoration, and reputational harm as those attacking the systems get better at misleading people and circumventing security systems. New and more complete cybersecurity technology systems are required to maintain the security necessary to protect an organization against these increasing attacks. The request is for hardware-based physical systems. This request differs from the FY 2023 cybersecurity request as it supports physical systems focused on keeping locally stored and managed data secure, as opposed to the previously requested software systems, which will focus on cloud-hosted systems and data transfers.) Please

note that "locally stored" means data stored on a computer or server that is physically located at the college.

Questions:

1. What is being requested and why? Specifically, what problem is this request trying to solve and how does this request address that problem?

An annual operating budget in the amount of \$115,000 is being requested to purchase and maintain cybersecurity systems that will be used to secure locally stored and managed data. This includes additional storage for the SIEM system as it has to store and analyze far more data than was needed two years ago; a Unified Threat Management (UTM) tool to use in alignment with our next-generation firewall; complete disk encryption systems that will remotely manage disk encryption for all locally stored data; an improved Network Access Control (NAC) system to allow the college to implement security policies on devices and users attempting to access the network; and the server hardware necessary for virtual desktop implementation to provide ultra-secure desktop environments where protected Personally Identifiable Information is frequently processed.

a. If a supplemental request, explain how this request arises to the level of being an emergency for the agency.

N/A

2. Indicate the specific source of authority, whether in statute or rule, that supports this request.

The Governor's Cybersecurity Task Force Recommendations from 2021 and the new GLBA audit rules updated in January 2022 require increased cybersecurity and accountability.

3. What is the agency staffing level, OE, or CO for this activity currently and how much funding, by source, is in the Base?

LC State will reallocate internal resources for an Information Security Engineer position to manage all new systems.

- 4. What resources are necessary to implement this request?
 - a. List by position: position titles, pay grades, full or part-time status, benefit eligibility, anticipated dates of hire and terms of service.

N/A

b. Note any existing agency human resources that will be redirected to this new effort, how existing operations will be impacted, and anticipated oversight the position would have over other employees. Please indicate any requested personnel on the organizational chart submitted with this budget request.

LC State will reallocate internal resources for an Information Security Engineer position to manage all new systems.

c. List any additional operating funds and capital items needed and note onetime versus ongoing costs.

LC State will be requesting \$318,000 in one-time capital outlay through a maintenance request to replace existing hardware and provide the technology base necessary to support the college and the new cybersecurity systems. The \$115,000 will be used to cover ongoing and annual expenses. There is no revenue increase projected to offset the costs. The costs will assist with cybersecurity improvements and compliance with audit requirements.

d. What is the basis for the requested resources? How were PC, OE, or CO needs projected? Was an RFI done to project estimated costs (if so, please attach a copy of the basis for your cost estimates)?

Hardware was estimated through vendors to determine the costs.

5. Provide additional detail about the request, including one-time versus ongoing. Include a description of major revenue assumptions, for example, whether there is a new customer base, fee structure changes, anticipated grant awards, or anticipated partnerships with other state agencies or other entities.

One-time requests are projected at \$318,000 and are needed to replace existing equipment to form a base for the minimum requirements necessary to support the college with the new cybersecurity systems. The \$115,000 will be used to cover ongoing and annual expenses. There is no revenue increase projected to offset the costs. The costs will assist with cybersecurity improvements and compliance with audit requirements.

6. Who is being served by this request and what are the expected impacts of the funding requested? If this request is not funded who and what are impacted?

The students and employees of Lewis Clark State College, both past and present, will be served by funding this request and minimizing the possibility and impact of a cybersecurity incident or breach. Given the increased attacks on state agencies and higher education institutions, the likelihood of an extensive criminal cybersecurity attack against LC State is very high. The impact of a successful attack will almost certainly cost several hundred thousand dollars or more.

Attach supporting documentation sufficient enough to enable the Board, Division of Financial Management, and the Legislative Budget Office to make an informed decision.

N/A

AGENCY: Lewis-Clark State College Agency No.: 511 FY 2024 Request

FUNCTION: General Education Function No.: 05 Page _____ of __ Pages

Original Submission X or

ACTIVITY: Employee Compensation Activity No.: Revision No. ___

A: Decision Unit No: 12.03	Title: Emplo	yee Compensa	tion	Priority Ranking 3 of 5		
DESCRIPTION	General	Dedicated	Federal	Other	Total	
FULL TIME POSITIONS (FTP)						
PERSONNEL COSTS:						
1. Salaries	\$ 119,000				\$ 119,000	
2. Benefits	\$24,100				\$24,100	
TOTAL PERSONNEL COSTS:	\$143,100				\$143,100	
OPERATING EXPENDITURES by summary object:						
Operating Expenses						
TOTAL OPERATING EXPENDITURES:						
CAPITAL OUTLAY by summary object:						
1. PC and workstation						
TOTAL CAPITAL OUTLAY:						
T/B PAYMENTS:						
LUMP SUM:						
GRAND TOTAL	\$143,100				\$143,100	

Description:

Employee compensation, as an institution, is the overall top priority for Lewis-Clark State College. Employee compensation assists with recruiting and retaining high quality employees. This request aligns with LC's strategic goal to address compensation for employees and the State's recommendation to hire in at 80% of the respective median.

Questions:

1. What is being requested and why? Specifically, what problem is this request trying to solve and how does this request address that problem?

LC State is struggling with recruiting and retaining faculty and staff. Being competitive with salary will help LC to compete in the scarce regional and national market. The request is to bring all employees up to 80% of their respective median comparators and to bring employees with 15 or more years of service to 90% (based on FY 2023 salaries and comparators).

a. If a supplemental request, explain how this request arises to the level of being an emergency for the agency.

N/A

2. Indicate the specific source of authority, whether in statute or rule, that supports this request.

The Division of Human Resources' annual "FY 2023 Change in Employee Compensation and Benefits Report" (p.10) references the legislature funding new full-time positions at 80% of the policy or median rate. This request is asking to fund all positions, new and existing, at 80% of the median.

3. What is the agency staffing level, OE, or CO for this activity currently and how much funding, by source, is in the Base?

N/A

- 4. What resources are necessary to implement this request?
 - a. List by position: position titles, pay grades, full or part-time status, benefit eligibility, anticipated dates of hire and terms of service.

The request is not for new positions but for \$119,000 in salary and \$24,200 in fringe benefits to fund an 80% of median increase for three classified, five professionals, and six faculty positions and a 90% of median increase for one professional and one faculty member with 15 or more years of service.

b. Note any existing agency human resources that will be redirected to this new effort, how existing operations will be impacted, and anticipated oversight the position would have over other employees. Please indicate any requested personnel on the organizational chart submitted with this budget request.

N/A

c. List any additional operating funds and capital items needed and note onetime versus ongoing costs.

N/A

d. What is the basis for the requested resources? How were PC, OE, or CO needs projected? Was an RFI done to project estimated costs (if so, please attach a copy of the basis for your cost estimates)?

CUPA and the State Classified pay scale are the basis for the request.

5. Provide additional detail about the request, including one-time versus ongoing. Include a description of major revenue assumptions, for example, whether there is a new customer base, fee structure changes, anticipated grant awards, or anticipated partnerships with other state agencies or other entities.

The anticipated impact is employee retention, no new revenue is expected.

6. Who is being served by this request and what are the expected impacts of the funding requested? If this request is not funded who and what are impacted?

The impact if not funded is the loss of high-quality employees and lack of recruitment ability for new employees.

Attach supporting documentation sufficient enough to enable the Board, Division of Financial Management, and the Legislative Budget Office to make an informed decision.

N/A

AGENCY: Division of Career Technical Education Agency No.: 503 FY 2024 Request

FUNCTION: Multiple Function No.: Multiple Page ____ of __ Pages Original Submission _X or

ACTIVITY: Activity No.: Revision No. ___

A: Decision Unit No: 12.01	Title: Perso	nnel		Priority Rank	ing 1 of 5
DESCRIPTION	General	Dedicated	Federal	Other	Total
FULL TIME POSITIONS (FTP)	6.00				6.00
PERSONNEL COSTS:					
1. Salaries	\$398,800				\$398,800
2. Benefits	157,400				157,400
3. Group					
TOTAL PERSONNEL COSTS:	\$556,200				\$556,200
OPERATING EXPENDITURES by summary object:					
1. Travel	\$7,000				\$7,000
TOTAL OPERATING EXPENDITURES:	\$7,000				\$7,000
CAPITAL OUTLAY by summary object:					
1. Computers & Equipment	\$13,800				\$13,800
2. Furniture	9,000				9,000
TOTAL CAPITAL OUTLAY:	\$22,800				\$22,800
T/B PAYMENTS:					
LUMP SUM:					
GRAND TOTAL	\$586,000				\$586,000

Request Narrative

1. Explain the request and provide justification for the need.

See attached narrative.

2. If a supplemental, what emergency is being addressed?

N/A

a. Specify the authority in statute or rule that supports this request.

N/A

3. Indicate existing base of PC, OE, and/or CO by source for this request.

None

4. What resources are necessary to implement this request?

Computer and workstation furnishings (see attached schedule)

5. List positions, pay grades, full/part-time status, benefits, terms of service.

See attached schedule.

6. Will staff be re-directed? If so, describe impact and show changes on org chart.

No.

7. Detail any current one-time or ongoing OE or CO and any other future costs.

Ongoing OE = \$7,000; one-time CO = \$22,800

See attached schedule.

8. Describe method of calculation (RFI, market cost, etc.) and contingencies.

Calculated per budget manual. See attached schedule.

9. Provide detail about the revenue assumptions supporting this request.

No revenue is anticipated related to this request.

10. Who is being served by this request and what is the impact if not funded?

This request supports the agency staffing level by adding labor hours with specialized skills required by the growing demands of facilitating career technical education (CTE) in Idaho. Without the additional personnel, the agency will lag in timeliness of information and support of educational partners and other stakeholders across the state.

IT Narrative (If applicable)

- 1. How does this request conform with your agency's IT plan?
- 2. Is your IT plan approved by the Office of Information Tech. Services?
- 3. Does the request align with the state's IT plan standards?
- 4. Attach any supporting documents from ITS or the Idaho Tech. Authority.
- 5. What is the project timeline?

Attach supporting documentation sufficient to enable the Board, Division of Financial Management, and the Legislative Budget Office to make an informed decision.

Postsecondary Line-Item Request Summary - FY 2023

ATTACHMENT 10

	i zaddes	Section Hell	Voltage France A Training France A Training France	e deronert	Hodiality F	Personnel Address	Market Rate Indressinal	hone Editories	, kiteration	it die in de la	Technicial Lightering	reinoles	s tod business Ind	Stuctor Choines	rted Model
Priority		2	3	1	2	3	1	2	1	1	2	3	4	5	All
General Fund (10000)		R1 - NIC	į		R2 - LCSC		R3 -	· CWI	R4 - CSI			R6 - CEI			Total
Personnel Costs Salaries Benefits	75,000 27,800			45,000 22,300	90,000 44,700	43,300 8,800	50,000 18,200		47,000 22,300	70,000 27,100	36,000 13,800	59,300 24,900	55,000 24,000	28,800 18,500	599,400 252,400
Total Personnel Costs	102,800	0	0	67,300	134,700	52,100	68,200	0	69,300	97,100	49,800	84,200	79,000	47,300	851,800
FTP Operating Expenditures 5351 - Employee Travel 5701 - Specific Use Supplies	1.00 1,500			1.00	1.00		0.62		1.00	1.00	0.50	1.00	1.00	1.00	9.12 11,500 27,000
Total Operating Expense Capital Outlay (One-Time)	1,500	0	0	,	15,000	0	0	0	10,000	0	0	0	0	0	
6501 - Educ - Material/Equip 6801 - Specific Use Equipment		107,000	100,000	5,000	8,000			449,100							656,100 13,000
Total Capital Outlay	0	107,000	100,000	5,000	8,000	0	0	449,100	0	0	0	0	0	0	669,100
Total Request	104,300	107,000	100,000	84,300	157,700	52,100	68,200	449,100	79,300	97,100	49,800	84,200	79,000	47,300	1,559,400
			311,300			294,100		517,300	79,300					357,400	

FY 2024 Line Item Proposal

1. Agency name(s):

North Idaho College - Health Professions Division

2. Line item title:

Radiology Technology Program Assistant Professor

3. Problem statement:

The Radiology Technology Program is planning to move to admitting a new cohort of 10 students on an annual basis. Currently a new cohort of 10 students is admitted every other year. There is a workforce shortage of radiology technologists and the advisory board has requested NIC increase the number of students we admit. In order to add the additional students, it will be a requirement of the JCERT accrediting body that we hire a second full time faculty member.

4. Request description:

It will be necessary to hire a full time faculty member with the credentials to teach radiology technology courses and oversee students in the clinical settings. The individual will need to have to be at least bachelor's prepared and preparation at the master's degree level is preferred. The position will be on a 211 day contract.

5. Estimated total cost and FTP:

Salary: \$75,000Benefits: \$27,800

• Travel/Conference: \$1,500

Estimated Total Cost: \$104,300

FY 2024 Line Item Proposal

1. Agency name(s):

North Idaho College

2. Line item title:

High Voltage Battery and Hybrid/Electric Vehicle trainers and supporting equipment.

3. Problem statement:

There have been around 5 million hybrid and electric vehicles sold within the USA and sales are continuing to increase rapidly. It is crucial that current and future automotive technicians are prepared for the challenge of diagnosing and repairing these potentially lethal vehicle systems. With safety as the highest priority, there is a gap from theory/lecture to hands-on live vehicle repair. These trainers bridge that gap by offering hands on diagnostic simulation of processes and safety procedures in a controlled safe instructional environment.

4. Request description:

North Idaho College is requesting a Hybrid/Electric Vehicle and High Voltage Battery training system. This is a one-time purchase of \$107,000.00 and includes the necessary support and safety equipment for instruction within the Automotive Technology program for many years to come.

5. Estimated total cost and FTP:

\$107,000.00

FY 2024 Line Item Proposal

1. Agency name(s):

North Idaho College

2. Line item title:

Cummins B 6.7 Diesel Engine Bench Trainer and related componentry

3. Problem statement:

North Idaho College is requesting the Cummins B 6.7 Diesel Engine Bench Trainer to benefit students with the newest technology related to the Diesel Technology field. The Diesel Technology program at NIC serves approximately 50-70 students and this trainer will fill a gap that currently exists in the program. The trailer allows for synergistic instruction across a broad spectrum of systems related to new electronic diesel engines and emerging technologies. The instructor can control troubleshooting, analysis, and other techniques that benefit the student and prepare them for employment.

4. Request description:

North Idaho College is requesting a Cummins B 6.7 Diesel Engine Bench Trainer. This is a one-time purchase cost of \$100,000.00 and includes the trainer and related componentry as a package. The trailer will serve the Diesel Technology program for many years without additional incurred costs.

5. Estimated total cost and FTP:

\$100,000.00

Lewis-Clark State College Line-Item Request - FY 2024

Priority: 1

Line Item Title: Welding Expansion, Faculty

If this request includes personnel, complete the following:

Ongoing or	Hourly			Pay	Terms of	
One-Time	Rate*	FTP	Position Title	Grade	Service	
Ongoing	21.63	1.000	Instructor		9	

21.63 1.000

_	Ongoing	One-Time	Account	
Personnel Costs	3			
Salaries	45,000			
Benefits	22,300			
Group				
Total	67.300	0	67.300	

Operating Expenditures Summary Account)

5701 12,000 5,000 Specific Use Supplies

Total 12,000 5,000 17,000

Capital Outlay by Summary Account)

Total 0 0 0

Total Request 79,300 5,000 84,300

Lewis-Clark State College Line-Item Questions - FY 2024

Priority 1 - Welding Expansion, Faculty

Supports institution and SBE strategic plans, describe.

This will help support meeting the needs of the region as demand for welders and the welding program continue to grow

1) Explain the request and provide justification for the need.

The request is for a single FTE that will expand the capacity of the welding program. The program has been running at capacity and has a waitlist for students.

2) If a supplemental, what emergency is being address?

[N/A if not a supplemental request]

N/A

3) Indicate existing base of PC, OE and/or CO by source for this request.

[Increase in an existing program/service; if you don't need \$ then state % increase in FTP from X to X, etc.]

This is an increase of 1.0 FTE

4) What resources are necessary to implement this request?

[# of FTP, types of operating expenses, types of capital, program start-up such as new software or training, etc.]

Additional welders may be required, those are being addressed in a different source. Additional OE will be needed to assist students with consumption of materials.

5) [Completed within "Budget" sheet]

Will staff be redirected? If so, describe impact and show chanes on organizational chart.

[Reallocating any resources?]

No

7) Detail any current one-time or ongoing OE or CO and any future costs.

[Describe any future obligations.]

Ongoing OE is needed to supply students with materials and consumables for the program

8) Describe method of calculation (RFI, market cost, etc.) and any contingencies.

[Basis for your costs: CUPA median for salaries, estimates using RFI, etc.]

CUPA

Provide detail about the revenue assumptions supporting this request.

[For instance, is there a new customer base, fee structure, anticipated grant, etc.]

10) Who is being served by this requestind what is the impact if not funded?

[Who are the target customers, etc.]

This request will serve students and industry in the region. If this is not funded, the program will likely remain at capacity and students will remain on the waiting list for the program.

Lewis-Clark State College Line-Item Request - FY 2024

Priority: 2

Line Item Title: Hospitality Expansion, Faculty

If this request includes personnel, complete the following:

Ongoing or	Hourly			Pay	Terms of
One-Time	Rate*	FTP	Position Title	Grade	Service
Ongoing	21.63	2.000	Instructors		9

21.63 2.000

_	Ongoing	One-Time	Account	
Personnel Cost	3			
Salaries	90,000			
Benefits	44,700			
Group				
Total	134,700	0	134,700	

Operating Expenditures Summary Account)

5701 15,000 8,000 Specific Use Supplies

Total 15,000 8,000 23,000

Capital Outlay by Summary Account)

Total 0 0 0

Total Request 149,700 8,000 157,700

Lewis-Clark State College Line-Item Questions - FY 2024

Priority 2 - Hospitality Expansion, Faculty

Supports institution and SBE strategic plans, describe.

These positions will help our rapidly growing and expanding hospitality program. We are working to grow into casino gaming and expand culinary reaching various industries with support and training.

1) Explain the request and provide justification for the need.

The request is for two faculty members that will help with the expansion of the hospitality program. We are working into the casino gaming area that requires additional skillsets; and expanding our reach to additional industries and contacts that will require additional supervision and coordination.

2) If a supplemental, what emergency is being address?

[N/A if not a supplemental request]

N/A

3) Indicate existing base of PC, OE and/or CO by source for this request.

[Increase in an existing program/service; if you don't need \$ then state % increase in FTP from X to X, etc.]

This is an increase of 2.0 FTE

4) What resources are necessary to implement this request?

[# of FTP, types of operating expenses, types of capital, program start-up such as new software or training, etc.]

An increase in operating expenses is needed to supply students with supplies and consumables.

5) [Completed within "Budget" sheet]

Will staff be redirected? If so, describe impact and show chanes on organizational chart.

[Reallocating any resources?]

No

7) Detail any current one-time or ongoing OE or CO and any future costs.

[Describe any future obligations.]

Ongoing OE is needed to supply students with materials and consumables for the program

8) Describe method of calculation (RFI, market cost, etc.) and any contingencies.

[Basis for your costs: CUPA median for salaries, estimates using RFI, etc.]

CUPA

Provide detail about the revenue assumptions supporting this request.

[For instance, is there a new customer base, fee structure, anticipated grant, etc.]

10) Who is being served by this requestind what is the impact if not funded?

[Who are the target customers, etc.]

This request will serve students and industry in the region and the state. It will help expand the program to reach additional industries including serving local reservations

Lewis-Clark State College Line-Item Request - FY 2024

Priority: 3

Line Item Title: Employee Compensation

If this request includes personnel, complete the following:

Ongoing or	Hourly			Pay	Terms of
One-Time	Rate*	FTP	Position Title	Grade	Service
Ongoing			See the Salary Figures Tab Unable to use this locked wor	ksheet	
_	0.00	0.000	_		

_	Ongoing	One-Time	Account	
Personnel Costs	1			_
Salaries	43,300			
Benefits	8,800			
Group				
Total	52,100	0	52,100	_

Operating Expenditures by Summary Account)

Tot	otal 0	0 (

Capital Outlay by Summary Account)

Total	0	0	0
Total Request	52,100	0	52,100

Lewis-Clark State College Line-Item Questions - FY 2024

Priority 3 - Employee Compensation

Supports institution and SBE strategic plans, describe.

Employee compensation, as an institution, is the overall top priority for Lewis-Clark State College. Employee compensation assists with recruiting and retaining high quality employees. This aligns with LC's strategic goal to address compensation for employees and the State's recommendation to hire in at 80% of the respective median.

1) Explain the request and provide justification for the need.

LC State is struggling with recruiting and retaining faculty and staff. Being competitive with salary will help LC to compete in the scarce regional and national market. The request is to bring all employees up to 80% of their respective median comparators and to bring employees with 15 or more years of service to 90% (based on FY 2023 salaries and comparators).

2) If a supplemental, what emergency is being address?

[N/A if not a supplemental request] N/A

3) Indicate existing base of PC, OE and/or CO by source for this request.

[Increase in an existing program/service; if you don't need \$ then state % increase in FTP from X to X, etc.] The request is to bring existing positions to 80% of their respective comparator medians and 90% for those with 15 or more years of service.

4) What resources are necessary to implement this request?

[# of FTP, types of operating expenses, types of capital, program start-up such as new software or training, etc.] The request is for \$52,200 (salary/fringe) to bring five faculty positions and one staff position to 80% of their respective medians and to bring one faculty and one staff member to 90% based on their 15 or more years of service.

5) [Completed within "Budget" sheet]

6) Will staff be redirected? If so, describe impact and show chanes on organizational chart.

[Reallocating any resources?]

No

7) Detail any current one-time or ongoing OE or CO and any future costs.

[Describe any future obligations.]

N/A

8) Describe method of calculation (RFI, market cost, etc.) and any contingencies.

[Basis for your costs: CUPA median for salaries, estimates using RFI, etc.] CUPA and the State Classified pay scale

Provide detail about the revenue assumptions supporting this request.

[For instance, is there a new customer base, fee structure, anticipated grant, etc.] The anticipated impact is employee retention, no new revenue is expected.

10) Who is being served by this requestind what is the impact if not funded?

[Who are the target customers, etc.]

The impact if not funded is the loss of high quality employees and lack of recruitment ability for new employees.

College of Western Idaho Line-Item Request - FY 2024

Priority: 1

Line Item Title: Market Adjustments

If this request includes personnel, complete the following:

Ongoing or	Hourly			Pay	Terms of
One-Time	Rate*	FTP	Position Title	Grade	Service
Ongoing	40.00	0.470	IT Market wage adjustment		
Ongoing	35.00	0.150	Law Enforcement POST instru	uctors and	d part-time
_			_		
·	75.00	0.620			

_	Ongoing	One-Time	Account
Personnel Costs	1		
Salaries	50,000		
Benefits	18,200		
Group			
Total	68,200	0	68,200

Operating Expenditures by Summary Account)

Total	0	0 0

Capital Outlay by Summary Account)

Total	0	0	0	
Total Request	68,200	0	68,200	

College of Western Idaho Line-Item Questions - FY 2024

Priority 1 - Market Adjustments

Supports institution and SBE strategic plans, describe.

SBE strategic plan Goal 3 states: Idaho public colleges and universitites and Career Technical programs fuel a strong workforce pipeline evidenced through a greater number of students completing certificates and/or degrees, including workforce credentials. Additionally, under Goal 4: Workforce Readiness, Objective A, it states: Prepare student to efficiently and effectively enter and succeed in the workforce.

CWI has an Idaho POST certified Law Enforcement program that meets both of the needs stated above. The job openings in the geographical area we serve are drastically unmet and expected to get more dire in the coming years as law enforcement officers are retiring at record numbers. Idaho POST and the local law enforcement agencies partner with CWI to provide a pipeline of trained, credentialed professionals ready to enter the workforce. As a POST certified program, we must also meet the teaching standards and match the teaching wages of POST. Therefore, when CWI was notified of the POST wage change, we must also comply to keep our program certified.

CWI is also struggling to keep up with market salaries for our IT programs. The ability to retain and hire talented faculty members to teach in CWI's IT programs is essential for CWI to fuel a strong workforce pipeline into Idaho's IT industry and provide the students with the practical and theoretical knowledge for their career readiness. This request also addresses the strategic plans of CWI to continue to evolve into an economic catalyst for our region by focusing on student success, instructional excellence, community connections, organizational stewardship, and inclusive excellence through affordable education. To this end, CWI has allocated \$800,000 of general fund dollars to address compression for our Non-CTE funded positions, and we need to be able to do match that for our CTE funded positions as well.

1) Explain the request and provide justification for the need.

CWI's Law Enforcement program is certified by Idaho POST. POST is increasing the teacher wages to \$35/hour by FY24. In order for CWI to hold these courses, we need to align with POST teaching rates. Another area where CWI is facing a challenge is in IT Instruction. Aiming at retaining current instructors and due to the challenges that CWI has experienced in recruiting IT instructors, this line item also includes a salary increase for instructors in IT programs based on data from national base salary surveys for IT professionals.

2) If a supplemental, what emergency is being address?

[N/A if not a supplemental request]

N/A

3) Indicate existing base of PC, OE and/or CO by source for this request.

[Increase in an existing program/service; if you don't need \$ then state % increase in FTP from X to X, etc.]

The Law Enforcement teachers are currently reflected in the Irregular Help - Instruction section of the B6, but this increase will allow CWI to retain enough teachers at the current rate to support current and ongoing enrollment. CWI currently has the FTP in place for IT instructors, but this request will provide the necessary fund to recruit and retain qualified faculty. Both requests will increase the ongoing base through wage adjustments.

4) What resources are necessary to implement this request?

[# of FTP, types of operating expenses, types of capital, program start-up such as new software or training, etc.]

No new resources are needed.

5) [Completed within "Budget" sheet]

6) Will staff be redirected? If so, describe impact and show chanes on organizational chart.

[Reallocating any resources?]

ATTACHMENT 10

No staff will be redirected.

7) Detail any current one-time or ongoing OE or CO and any future costs.

[Describe any future obligations.]

No ongoing OE or CO are required to accomodate this request.

Describe method of calculation (RFI, market cost, etc.) and any contingencies.

[Basis for your costs: CUPA median for salaries, estimates using RFI, etc.]

Idaho POST has notified CWI of the increase in teacher wages.

According to data from national surveys and the years of experience of CWI's IT faculty, to reach salary ranges between the median and 75% percentile of national base salaries for IT professionals, CWI must spend an additional \$86,000 (32,000 has already been addressed by the CEEC as outlined by the state, however that still doesn't meet the CUPA median for IT salaries. An additional \$54,000 is requested to reach this targeted salary range).

Provide detail about the revenue assumptions supporting this request.

[For instance, is there a new customer base, fee structure, anticipated grant, etc.]

Without this funding we risk reducing revenue due to a lack of qualified faculty and staff to support programs.

10) Who is being served by this requestind what is the impact if not funded?

[Who are the target customers, etc.]

CWI's students are the target customer for this request. CWI needs to be able to provide adequate wages and salaries in order to retain highly qualified teachers and instructors to provide a quality education to our current and future students. This will also help ensure that we are able to provide a career pathway for our students to meet current industry needs.

College of Western Idaho Line-Item Request - FY 2024

Priority: 2
Line Item Title: Equipment

If this request includes personnel, complete the following:

Ongoing or	Hourly			Pay	Terms of
One-Time	Rate*	FTP	Position Title	Grade	Service

0.00 0.000

_	Ongoing	One-Time		Account	
Personnel Costs					
Salaries	0				
Benefits	0				
Group _					
Total	0	0	0		

Operating Expenditures by Summary Account)

Total	0	0	0
Capital Outlay by	y Summary	Account)	
6501		226,200	Educ - Material/Equip
6501		154,240	Educ - Material/Equip
6501		44,120	Educ - Material/Equip
6501		24,540	Educ - Material/Equip
_			
Total	0	449,100	449,100

0 449,100

449,100

Total Request

College of Western Idaho Line-Item Questions - FY 2024

Priority 2 - Equipment

Supports institution and SBE strategic plans, describe.

SBE Goal #3 addresses educational attainment, The request for the welding equipment will allow us to double our current student capacity, The area high school welding programs are also struggling with capacity, and we expect to narrow that gap with this expansion. The pneumatic trainers allow students in our Mechatronics program to reach a higher level of educational attainment(more needed skills).

SBE's strategic plan goal #4 addresses workforce readiness. The provision of individualized virtual lab environments that are always accessible to IT students facilitates their acquisition of practical knowledge to efficiently and effectively enter and succeed in the workforce.

AAS Digital Photography supports CWI Strategic Plan Objective 1: Advance Student Success by developing effective career pathways and CWI Strategic Plan Objective 3: Initiate connections and partnerships to support economic development and meet community needs. It supports SBE Strategic Plan GOAL 4: WORK FORCE READINESS-The educational system will provide an individualized environment that facilitates the creation of practical and theoretical knowledge leading to college and career readiness. The FTE to develop this program were provided in FY23 and this request will provide the equipment needed to begin instruction. The Photography and Digital Imaging program at CWI provides a pathway from secondary offerings and a Dual Credit overlap. More importantly, this equipment will provide the critical digital photography and digital editing skills that are needed in the Treasure Valley and SW Idaho. This request also addresses the strategic plans of CWI to continue to evolve into an economic catalyst for our region by focusing on student success, instructional excellence, community connections, organizational stewardship, and inclusive excellence through affordable education.

1) Explain the request and provide justification for the need.

This request is for: (1) 20 welders to expand CWI'S welding program, Welders are in high demand our three welding cohorts are full and we have more demand than we can satisfy. This will double our current capacity. (2) 8 pnuematic trainers for our Mechatronics program, these trainers will allow two students at a time to practice troubleshooting pnuematic systems. The students that graduate from this program are in very high demand for all types of automated systems in manufacturing and food processing. (3) 2 new blade servers, 6 drivers and a chassis - CWI needs to improve its virtual lab environment to provide all IT students with enough storage and computing capacity to build virtual machines and access them 24/7. Due to the current server capacity, students in some programs must create virtual machines in their classroom computers, which are only accessible during class time. (4) Digital Photography program equipment. CWI was given 1.25 FTE to support a new Digital Photography program in FY23. We will develop the program in FY23 and begin instruction in FY24.

2) If a supplemental, what emergency is being address?

[N/A if not a supplemental request]

N/A

Indicate existing base of PC, OE and/or CO by source for this request.

[Increase in an existing program/service; if you don't need \$ then state % increase in FTP from X to X, etc.]

This request is to increase the capacity of the current Welding, Mechatronics, and IT Programs, and to build up the Digital Photography Program for which FTE was provided in FY23.

4) What resources are necessary to implement this request?

[# of FTP, types of operating expenses, types of capital, program start-up such as new software or training, etc.]

20 New Welders, 8 Pnuematic Trainers, 2 Blade Servers, 6 Drives and an additional Chassis, Lighting Equipment, Camera Lenses and a Color Viewing Station

5) [Completed within "Budget" sheet]

6) Will staff be redirected? If so, describe impact and show chanes on organizational chart.

[Reallocating any resources?]

N/A

7) Detail any current one-time or ongoing OE or CO and any future costs.

[Describe any future obligations.]

These requests are all for one-time CO needs. There will be no future ongoing costs associated with this request.

8) Describe method of calculation (RFI, market cost, etc.) and any contingencies.

[Basis for your costs: CUPA median for salaries, estimates using RFI, etc.]

The cost of the Welders and Pnuematic Trainers are based on a current vendor quote with 10% inflation build in. To expand the storage and computing capacity for its virtual lab environment, CWI plans to purchase six drives, two blade servers, and a chassis as the current chassis is complete. Last Spring, CWI purchased six drives for \$15,858. In 2017, CWI paid \$75,815 for the chassis and four blade servers. Therefore, we estimate the cost of an additional chassis and two blade servers at \$45,000. A search was completed on well established vendor websites to determine an estimated cost of the digital photography equipment.

9) Provide detail about the revenue assumptions supporting this request.

[For instance, is there a new customer base, fee structure, anticipated grant, etc.]

CWI anticipates an increase in overall enrollment with the expansion of these programs.

10) Who is being served by this requestind what is the impact if not funded?

[Who are the target customers, etc.]

Our future students will be impacted by this request as it provides the equipment necessary to teach students the required skills in their chosen field. The lack of equipment means that students will not receive the required training to make them valued employees. In addition, the community will be served as CWI will be providing highly qualified students who are prepared to enter the workforce.

College of Southern Idaho Line-Item Request - FY 2024

Priority: 1

Line Item Title: Automation Engineering Technology Expansion

If this request includes personnel, complete the following:

Ongoing or	Hourly			Pay	Terms of
One-Time	Rate*	FTP	Position Title	Grade	Service
Ongoing	22.60	1.000	Automation Engineering Technol	ogy Fac	10

22.60 1.000

_	Ongoing	One-Time	Accoun	ıt
Personnel Costs)			
Salaries	47,000			
Benefits	22,300			
Group				
Total	69,300	0	69,300	

Operating Expenditures by Summary Account)

10,000 Error - Missing Su

Total 10,000 0 10,000

Capital Outlay by Summary Account)

Total 0 0 0

Total Request 79,300 0 79,300

College of Southern Idaho Line-Item Questions - FY 2024

Priority 1 - Automation Engineering Technology Expansion

Supports institution and SBE strategic plans, describe.

Operators and technicians in the manufacturing field are in high demand, especially those who work in automatoin and controls. Our current program enrolls about 35 students each year, the majority of whom are working full-time in a manufacturing facility. Most of the emphasis in this program is preparing individuals for employment in food manufacturing facilities, but significant automation is occuring in other industry sectors in our region, including agriculture, retail, and transportation. Employees in these areas are in high demand, based on our past and current Comprehensive Local Needs Assessment. This proosal will allow us to expand the number of students served, as well as to increase the number of industry sectors we service, with particular emphasis on agricultural data collection, interpretation, and automation.

1) Explain the request and provide justification for the need.

Our current program has sufficient equipment and reasonable facilities. We are requesting one additional FTE with expertise in logic controllers, robotics, mechatronics, applied to a variety of industry sectors. This FTE will allow us to expand our student numbers, as well as meet critical needs for technicians with skills and understanding of various applications beyond our current ability.

2) If a supplemental, what emergency is being address?

[N/A if not a supplemental request]

N/A

3) Indicate existing base of PC, OE and/or CO by source for this request.

[Increase in an existing program/service; if you don't need \$ then state % increase in FTP from X to X, etc.]

Current PC - \$134,458 (1 FTE Faculty, 1FTE Lab Aide) and OE - \$21,000, Increase to PC - \$250,458 (3 FTE) and OE - \$31,000

4) What resources are necessary to implement this request?

[# of FTP, types of operating expenses, types of capital, program start-up such as new software or training, etc.]

- 1 FTE, and various kits, tools, trainers, consumable supplies. We currently have lab and classroom space and significant related equipment. We have partnerships with many local and regional companies interested in working with this program and hiring completers.
- 5) [Completed within "Budget" sheet]

6) Will staff be redirected? If so, describe impact and show chanes on organizational chart.

[Reallocating any resources?]

N/A

7) Detail any current one-time or ongoing OE or CO and any future costs.

[Describe any future obligations.]

nothing beyond what has been desrcibed above

8) Describe method of calculation (RFI, market cost, etc.) and any contingencies.

[Basis for your costs: CUPA median for salaries, estimates using RFI, etc.]

salary is based on CSI hiring and pay scale policies

ATTACHMENT 10

9) Provide detail about the revenue assumptions supporting this request.

[For instance, is there a new customer base, fee structure, anticipated grant, etc.]

Expansion of student enrollment by 20 students each year, increased tuition revenue of approximately \$42,000

10) Who is being served by this requestind what is the impact if not funded?

[Who are the target customers, etc.]

This request will serve manufacturers, processors, and other producers and service providers who are implementing automation as a result of technological advances and changes in the labor force. Active students are almost always full-time employees in related work. This addition will allow us to offer more courses at alternative times and using alternative delivery methods (online, hybrid, etc) to reach more interested individuals. If not funded, we will continue to serve those we can, but numbers will be limited to current levels.

College of Eastern Idaho Line-Item Request - FY 2024

Priority: 1

Line Item Title: Medical Lab Technician

If this request includes personnel, complete the following:

Ongoing or	Hourly			Pay	Terms of
One-Time	Rate*	FTP	Position Title	Grade	Service
Ongoing	33.65	1.000			

33.65 1.000

_	Ongoing	One-Time	Acco	unt
Personnel Costs	3			
Salaries	70,000			
Benefits	27,100			
Group				
Total	97,100	0	97,100	

Operating Expenditures by Summary Account)

Total	0	0	0	

Capital Outlay by Summary Account)

Total	0	0	0		
Total	Ū	J	Ū		

Total Request 97,100 0 97,100

College of Eastern Idaho Line-Item Questions - FY 2024

Priority 1 - Medical Lab Technician

1) Explain the request and provide justification for the need.

Medical Lab Technician – This is a program that is and has been on CEI's 3-year plan. This request will help fill a need for regional employers; graduates of this type of program are in high demand. The projected growth in this industry in Eastern Idaho is 26%. Meetings with local employers indicate that there is an immediate need for 20+ Medical Lab Technicians. Apprenticeship options are already being explored by Workforce Training to get workers into their facilities sooner.

2) If a supplemental, what emergency is being address?

[N/A if not a supplemental request]

N/A

3) Indicate existing base of PC, OE and/or CO by source for this request.

[Increase in an existing program/service; if you don't need \$ then state % increase in FTP from X to X, etc.]

This a completely new position to accommodate a new program. This would be an increase in 0.00 FTE to 1.00 FTE.

4) What resources are necessary to implement this request?

[# of FTP, types of operating expenses, types of capital, program start-up such as new software or training, etc.]

CEI will be suppling operating resources such as office supplies and capital outlay resources in a computer and workstation. Funding for these items will come from a different part the current budget.

5) [Completed within "Budget" sheet]

Will staff be redirected? If so, describe impact and show changes on organizational chart.

[Reallocating any resources?]

All the positions requested are new positions or are already partially funded. There will not be any redirection of staff; additions will be made to the org chart under 'Faculty.'

7) Detail any current one-time or ongoing OE or CO and any future costs.

[Describe any future obligations.]

There are no current CTE line-item requests for ongoing funds for operating expenses or capital outlay.

8) Describe method of calculation (RFI, market cost, etc.) and any contingencies.

[Basis for your costs: CUPA median for salaries, estimates using RFI, etc.]

Cost estimates are based on College average pay scales which are based on market costs.

Provide detail about the revenue assumptions supporting this request.

[For instance, is there a new customer base, fee structure, anticipated grant, etc.]

The College is anticipating a growth in CTE classes under the indicated positions. Expansion of class offerings with additional programs and expanded schedule opportunities along with online learning supports the need for additional positions.

10) Who is being served by this requestind what is the impact if not funded?

[Who are the target customers, etc.]

The students at College of Eastern Idaho are the ones being served by this request.

College of Eastern Idaho Line-Item Request - FY 2024

Priority: 2

Line Item Title: Engineering Technology Instructor

If this request includes personnel, complete the following:

Ongoing or	Hourly			Pay	Terms of
One-Time	Rate*	FTP	Position Title	Grade	Service
Ongoing	34.62	0.500			

34.62 0.500

_	Ongoing	One-Time	Accoun	t
Personnel Costs	3			
Salaries	36,000			
Benefits	13,800			
Group				
Total	49,800	0	49,800	

Operating Expenditures by Summary Account)

Total	0	0 0	

Capital Outlay by Summary Account)

Total	0	0	0	
Total Paguage	40.800		40.800	
Total Request	49,800	Ü	49,800	

College of Eastern Idaho Line-Item Questions - FY 2024

Priority 2 - Engineering Technology Instructor

1) Explain the request and provide justification for the need.

Engineering Technology Instructor (partial) – CEI plans to start an Engineering Technology (i.e., Mechatronics Program) in support of Idaho National Laboratory (INL) and local manufacturing companies. We have received a partial allocation for this year to allow us to fund the position starting in Spring of 2023. However, we still are unable to fund the full position due to other CTE needs and budgetary limitations.

2) If a supplemental, what emergency is being address?

[N/A if not a supplemental request]

N/A

3) Indicate existing base of PC, OE and/or CO by source for this request.

[Increase in an existing program/service; if you don't need \$ then state % increase in FTP from X to X, etc.]

This a completely new position to accommodate a new program. This would be an increase in 0.00 FTE to 1.00 FTE; since partial funding was already secured, we should already have 1.00 FTE in place by the time FY24 occurs.

4) What resources are necessary to implement this request?

[# of FTP, types of operating expenses, types of capital, program start-up such as new software or training, etc.]

CEI will be suppling operating resources such as office supplies and capital outlay resources in a computer and workstation. Funding for these items will come from a different part the current budget.

5) [Completed within "Budget" sheet]

6) Will staff be redirected? If so, describe impact and show chanes on organizational chart.

[Reallocating any resources?]

All the positions requested are new positions or are already partially funded. There will not be any redirection of staff; additions will be made to the org chart under 'Faculty.'

7) Detail any current one-time or ongoing OE or CO and any future costs.

[Describe any future obligations.]

There are no current CTE line-item requests for ongoing funds for operating expenses or capital outlay.

Describe method of calculation (RFI, market cost, etc.) and any contingencies.

[Basis for your costs: CUPA median for salaries, estimates using RFI, etc.]

Cost estimates are based on College average pay scales which are based on market costs.

Provide detail about the revenue assumptions supporting this request.

[For instance, is there a new customer base, fee structure, anticipated grant, etc.]

The College is anticipating a growth in CTE classes under the indicated positions. Expansion of class offerings with additional programs and expanded schedule opportunities along with online learning supports the need for additional positions.

10) Who is being served by this requestind what is the impact if not funded?

[Who are the target customers, etc.]

The students at College of Eastern Idaho are the ones being served by this request.

College of Eastern Idaho Line-Item Request - FY 2024

Priority: 3

Line Item Title: Data Analytics Instructor

If this request includes personnel, complete the following:

Ongoing or	Hourly			Pay	Terms of
One-Time	Rate*	FTP	Position Title	Grade	Service
Ongoing	28.49	1.000			_

28.49 1.000

_	Ongoing	One-Time	Account
Personnel Costs	1		
Salaries	59,300		
Benefits	24,900		
Group			
Total	84,200	0	84,200

Operating Expenditures by Summary Account)

Capital Outlay by Summary Account)

Total	0	0	0
Total Request	84 200	0	84 200

College of Eastern Idaho Line-Item Questions - FY 2024

Priority 3 - Data Analytics Instructor

1) Explain the request and provide justification for the need.

Data Analytics Instructor CEI is starting a new program that has been planned in our 3-Year Plan to address the tremendous need for these type of skills in the current workforce.

2) If a supplemental, what emergency is being address?

[N/A if not a supplemental request]

N/A

3) Indicate existing base of PC, OE and/or CO by source for this request.

[Increase in an existing program/service; if you don't need \$ then state % increase in FTP from X to X, etc.]

This a completely new position to accommodate a new program. This would be an increase in 0.00 FTE to 1.00 FTE.

4) What resources are necessary to implement this request?

[# of FTP, types of operating expenses, types of capital, program start-up such as new software or training, etc.]

CEI will be suppling operating resources such as office supplies and capital outlay resources in a computer and workstation. Funding for these items will come from a different part the current budget.

5) [Completed within "Budget" sheet]

Will staff be redirected? If so, describe impact and show chanes on organizational chart.

[Reallocating any resources?]

All the positions requested are new positions or are already partially funded. There will not be any redirection of staff; additions will be made to the org chart under 'Faculty.'

7) Detail any current one-time or ongoing OE or CO and any future costs.

[Describe any future obligations.]

There are no current CTE line-item requests for ongoing funds for operating expenses or capital outlay.

8) Describe method of calculation (RFI, market cost, etc.) and any contingencies.

[Basis for your costs: CUPA median for salaries, estimates using RFI, etc.]

Cost estimates are based on College average pay scales which are based on market costs.

9) Provide detail about the revenue assumptions supporting this request.

[For instance, is there a new customer base, fee structure, anticipated grant, etc.]

The College is anticipating a growth in CTE classes under the indicated positions. Expansion of class offerings with additional programs and expanded schedule opportunities along with online learning supports the need for additional positions.

10) Who is being served by this requestind what is the impact if not funded?

[Who are the target customers, etc.]

The students at College of Eastern Idaho are the ones being served by this request.

College of Eastern Idaho Line-Item Request - FY 2024

Priority: 4

Line Item Title: Business Instructor

If this request includes personnel, complete the following:

Ongoing or	Hourly			Pay	Terms of
One-Time	Rate*	FTP	Position Title	Grade	Service
Ongoing	26.44	1.000			

26.44 1.000

_	Ongoing	One-Time	Ace	count
Personnel Costs	3			
Salaries	55,000			
Benefits	24,000			
Group				
Total	79,000	0	79,000	

Operating Expenditures by Summary Account)

Total	0	0 0

Capital Outlay by Summary Account)

Total	0	0	0	
Total Request	79,000	0	79,000	_

College of Eastern Idaho Line-Item Questions - FY 2024

Priority 4 - Business Instructor

1) Explain the request and provide justification for the need.

Business Instructor – The addition of new curriculum (Entrepreneurship ITC and Bookkeeping BTC) has created a need for additional faculty to cover the classes and to expand the schedule when classes are available. Typically, Business is one of the largest programs at community colleges; at CEI it is not. We hope to expand this program to match similar institutions. With the expansion of the program and additional faculty, CEI will be able to offer more classes to better meet the needs of non-traditional students through evening and other instructional modalities, such as Online Idaho.

2) If a supplemental, what emergency is being address?

[N/A if not a supplemental request]

N/A

3) Indicate existing base of PC, OE and/or CO by source for this request.

[Increase in an existing program/service; if you don't need \$ then state % increase in FTP from X to X, etc.] This a completely new position to accommodate a new program. This would be an increase in 0.00 FTE to 1.00 FTE.

4) What resources are necessary to implement this request?

[# of FTP, types of operating expenses, types of capital, program start-up such as new software or training, etc.] CEI will be suppling operating resources such as office supplies and capital outlay resources in a computer and workstation. Funding for these items will come from a different part the current budget.

5) [Completed within "Budget" sheet]

6) Will staff be redirected? If so, describe impact and show chanes on organizational chart.

[Reallocating any resources?]

All the positions requested are new positions or are already partially funded. There will not be any redirection of staff; additions will be made to the org chart under 'Faculty.'

7) Detail any current one-time or ongoing OE or CO and any future costs.

[Describe any future obligations.]

There are no current CTE line-item requests for ongoing funds for operating expenses or capital outlay.

8) Describe method of calculation (RFI, market cost, etc.) and any contingencies.

[Basis for your costs: CUPA median for salaries, estimates using RFI, etc.]

Cost estimates are based on College average pay scales which are based on market costs.

Provide detail about the revenue assumptions supporting this request.

[For instance, is there a new customer base, fee structure, anticipated grant, etc.]

The College is anticipating a growth in CTE classes under the indicated positions. Expansion of class offerings with additional programs and expanded schedule opportunities along with online learning supports the need for additional positions.

10) Who is being served by this requestind what is the impact if not funded?

[Who are the target customers, etc.]

The students at College of Eastern Idaho are the ones being served by this request.

College of Eastern Idaho Line-Item Request - FY 2024

Priority: 5

Line Item Title: Tutoring Center Coordinator

If this request includes personnel, complete the following:

	Ongoing or	Hourly				Pay	Terms of
	One-Time	Rate*	FTP	Position Title	G	irade	Service
_	Ongoing	13.85	1.000				_

13.85 1.000

_	Ongoing	One-Time	Acc	ount
Personnel Costs	3			
Salaries	28,800			
Benefits	18,500			
Group				
Total	47,300	0	47,300	

Operating Expenditures by Summary Account)

Total	0	0 0	

Capital Outlay by Summary Account)

Total	0	0	0	
Total Request	47,300	0	47,300	

College of Eastern Idaho Line-Item Questions - FY 2024

Priority 5 - Tutoring Center Coordinator

1) Explain the request and provide justification for the need.

Tutoring Center Coordinator – This position is critical to the success of many CTE students who often struggle with basic math and writing skills. The position has been previously funded through a grant, but this is not a sustainable funding source. CEI is seeking funding for a more sustainable funding source for this critical position.

2) If a supplemental, what emergency is being address?

[N/A if not a supplemental request]

N/A

3) Indicate existing base of PC, OE and/or CO by source for this request.

[Increase in an existing program/service; if you don't need \$ then state % increase in FTP from X to X, etc.]

This is an already funded position; we are seeking a more sustainable source of ongoing funds to fund this position in the future outside of grants.

4) What resources are necessary to implement this request?

[# of FTP, types of operating expenses, types of capital, program start-up such as new software or training, etc.]

CEI will be suppling operating resources such as office supplies and capital outlay resources in a computer and workstation. Funding for these items will come from a different part the current budget.

5) [Completed within "Budget" sheet]

6) Will staff be redirected? If so, describe impact and show chanes on organizational chart.

[Reallocating any resources?]

All the positions requested are new positions or are already partially funded. There will not be any redirection of staff; additions will be made to the org chart under 'Faculty.'

7) Detail any current one-time or ongoing OE or CO and any future costs.

[Describe any future obligations.]

There are no current CTE line-item requests for ongoing funds for operating expenses or capital outlay.

8) Describe method of calculation (RFI, market cost, etc.) and any contingencies.

[Basis for your costs: CUPA median for salaries, estimates using RFI, etc.]

Cost estimates are based on College average pay scales which are based on market costs.

9) Provide detail about the revenue assumptions supporting this request.

[For instance, is there a new customer base, fee structure, anticipated grant, etc.]

The College is anticipating a growth in CTE classes under the indicated positions. Expansion of class offerings with additional programs and expanded schedule opportunities along with online learning supports the need for additional positions.

10) Who is being served by this requestind what is the impact if not funded?

[Who are the target customers, etc.]

The students at College of Eastern Idaho are the ones being served by this request.

AGENCY: Division of Career Technical Education Agency No.: 503 FY 2024 Request

FUNCTION: Secondary Support Function No.: EDEB Page ____ of __ Pages Original Submission _X or

ACTIVITY: Activity No.: Revision No.

A: Decision Unit No: 12.03	Title: Program Added-Cost		t	Priority Ranking 3 of 5		
DESCRIPTION	General	Dedicated	Federal	Other	Total	
FULL TIME POSITIONS (FTP)	0.00				0.00	
PERSONNEL COSTS:						
1. Salaries						
2. Benefits						
3. Group						
TOTAL PERSONNEL COSTS:	0				0	
OPERATING EXPENDITURES by summary object:						
1.						
TOTAL OPERATING EXPENDITURES:	0				0	
CAPITAL OUTLAY						
by summary object:						
1.						
TOTAL CAPITAL OUTLAY:	0				0	
T/B PAYMENTS:	\$1,400,000				\$1,400,000	
LUMP SUM:	, ,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,				, ,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,	
GRAND TOTAL	\$1,400,000				\$1,400,000	

Request Narrative

1. Explain the request and provide justification for the need.

The Division currently has a list of roughly \$1.4M worth of new secondary CTE programs unable to receive funding based on limitation of ongoing secondary program added-cost funds.

2. If a supplemental, what emergency is being addressed?

N/A

a. Specify the authority in statute or rule that supports this request.

N/A

3. Indicate existing base of PC, OE, and/or CO by source for this request.

TB base of \$8,820,000 of General Fund

4. What resources are necessary to implement this request?

None

5. List positions, pay grades, full/part-time status, benefits, terms of service.

None

6. Will staff be re-directed? If so, describe impact and show changes on org chart.

No

7. Detail any current one-time or ongoing OE or CO and any other future costs.

N/A (ongoing TB only)

8. Describe method of calculation (RFI, market cost, etc.) and contingencies.

Based on unfunded requests from secondary education

9. Provide detail about the revenue assumptions supporting this request.

No revenue is expected from this program

10. Who is being served by this request and what is the impact if not funded?

Program added-cost funds collectively benefits students, teachers and faculty, and industry through increased participation, training and collaboration.

If this request is not funded, the Division will not be able to financially support the enrollment growth of new and existing secondary CTE programs in Idaho.

IT Narrative (If applicable)

- 1. How does this request conform with your agency's IT plan?
- 2. Is your IT plan approved by the Office of Information Tech. Services?
- 3. Does the request align with the state's IT plan standards?
- 4. Attach any supporting documents from ITS or the Idaho Tech. Authority.
- 5. What is the project timeline?

Attach supporting documentation sufficient to enable the Board, Division of Financial Management, and the Legislative Budget Office to make an informed decision.

AGENCY: Division of Career Technical Education Agency No.: 503 FY 2024 Request

FUNCTION: Related Programs

Function No.: EDEJ

Page ____ of __ Pages

Original Submission X or

ACTIVITY: Activity No.: Revision No. ___

A: Decision Unit No: 12.04	Title: Appre	enticeship Grant		Priority Rank	ing 4 of 5
DESCRIPTION	General	Dedicated	Federal	Other	Total
FULL TIME POSITIONS (FTP)			1.00		1.00
PERSONNEL COSTS:					
1. Salaries			\$49,000		\$49,000
2. Benefits			19,200		19,200
3. Group					
TOTAL PERSONNEL COSTS:			\$68,200		\$68,200
OPERATING EXPENDITURES by summary object:					
1. Travel			\$900		\$900
2. Supplies			14,600		14,600
TOTAL OPERATING EXPENDITURES:			\$15,500		\$15,500
by summary object:					
1.					
TOTAL CAPITAL OUTLAY:					
T/B PAYMENTS:			\$822,400		\$822,400
LUMP SUM:					
GRAND TOTAL			\$906,100		\$906,100

Request Narrative

1. Explain the request and provide justification for the need.

This request supports a federal grant from the U.S. Department of Labor for Apprenticeships: Closing the Skills Gaps. The Division is the grant administrator and works with the Idaho Apprenticeship Partnership to provide opportunities across all six educational regions of the state. The partnership includes the Workforce Development Council, postsecondary institutions in each region, and industry partners in information technology, advanced manufacturing, and health care. The grant provides for apprenticeship opportunities within these industries.

The grant provides \$1,998,139 in federal funding through February of 2024 with \$899,163 in match from the partnership members via existing personnel support.

The Division has requested and received one-time funding each year through FY 2023. This current request for FY 2024 is the final year of the federal grant.

2. If a supplemental, what emergency is being addressed?

N/A

a. Specify the authority in statute or rule that supports this request.

N/A

3. Indicate existing base of PC, OE, and/or CO by source for this request.

None

4. What resources are necessary to implement this request?

None

5. List positions, pay grades, full/part-time status, benefits, terms of service.

Federal Grant Coordinator, pay grade L, full-time, benefit eligible, hired August 24, 2020 with limited service through the grant period ending in fiscal year 2024.

6. Will staff be re-directed? If so, describe impact and show changes on org chart.

No

7. Detail any current one-time or ongoing OE or CO and any other future costs.

This request is a continuation of the onetime funding for the current fiscal year, 2023.

8. Describe method of calculation (RFI, market cost, etc.) and contingencies.

Per federal grant application and subsequent award.

9. Provide detail about the revenue assumptions supporting this request.

No revenue is anticipated for this request.

10. Who is being served by this request and what is the impact if not funded?

This grant provides apprenticeships for postsecondary students in all six educational regions of Idaho.

If the request is not funded, the State will not be able to fulfill the requirements of the federal grant award or provide the related apprenticeship opportunities.

IT Narrative (If applicable)

- 1. How does this request conform with your agency's IT plan?
- 2. Is your IT plan approved by the Office of Information Tech. Services?
- 3. Does the request align with the state's IT plan standards?
- 4. Attach any supporting documents from ITS or the Idaho Tech. Authority.
- 5. What is the project timeline?

Attach supporting documentation sufficient to enable the Board, Division of Financial Management, and the Legislative Budget Office to make an informed decision.

AGENCY: Division of Career Technical Education Agency No.: 503 FY 2024 Request

FUNCTION: Multiple Function No.: Multiple Page ____ of __ Pages Original Submission _X or

ACTIVITY: Activity No.: Revision No. ___

A: Decision Unit No: 12.05	Title: Personnel Cost Realignment Priority Ranking 5 of				
DESCRIPTION	General	Dedicated	Federal	Other	Total
FULL TIME POSITIONS (FTP)	0.00				
PERSONNEL COSTS:					
1. Salaries	0				0
2. Benefits	0				0
3. Group					
TOTAL PERSONNEL COSTS:	0				0
OPERATING EXPENDITURES by summary object:					
1.					
TOTAL OPERATING EXPENDITURES:	0				0
CAPITAL OUTLAY by summary object:					
1.					
TOTAL CAPITAL OUTLAY:	0				0
T/B PAYMENTS:					
LUMP SUM:					
GRAND TOTAL	0				0

Request Narrative

1. Explain the request and provide justification for the need.

This request is the result of a Luma crosswalk process to align STARS and Luma between the two structures to enable cross-platform reporting during the transition.

2. If a supplemental, what emergency is being addressed?

N/A

a. Specify the authority in statute or rule that supports this request.

N/A

3. Indicate existing base of PC, OE, and/or CO by source for this request.

Net zero transfers: EDEA (\$370,000); EDEB \$120,000; EDED \$200,000; EDEJ \$50,000

4. What resources are necessary to implement this request?

None

5. List positions, pay grades, full/part-time status, benefits, terms of service.

None

6. Will staff be re-directed? If so, describe impact and show changes on org chart.

No

7. Detail any current one-time or ongoing OE or CO and any other future costs.

None

8. Describe method of calculation (RFI, market cost, etc.) and contingencies.

N/A

9. Provide detail about the revenue assumptions supporting this request.

No revenues are included in this request

10. Who is being served by this request and what is the impact if not funded?

This request removes the need to perform object transfers each fiscal year and saves labor hours for the agency and the Division of Financial Management. If not approved, the agency will continue to request annual object transfers.

IT Narrative (If applicable)

- 1. How does this request conform with your agency's IT plan?
- 2. Is your IT plan approved by the Office of Information Tech. Services?
- 3. Does the request align with the state's IT plan standards?
- 4. Attach any supporting documents from ITS or the Idaho Tech. Authority.
- 5. What is the project timeline?

Attach supporting documentation sufficient to enable the Board, Division of Financial Management, and the Legislative Budget Office to make an informed decision.

AGENCY: College of Eastern Idaho Agency No.: 509 FY 2024 Request

FUNCTION: General Education Function No.: 02 Page _1_ of_3_Pages

Original Submission X or

ACTIVITY: Instruction Activity No.: Revision No.

A: Decision Unit No: 12.01	Title: LAB COORDINATOR		_	Priority Ranking 1 of 4	
DESCRIPTION	Genera	al Dedicated	Federal	Other	Total
FULL TIME POSITIONS (FTP)	,	1.00			1.00
PERSONNEL COSTS:					
1. Salaries	\$ 36,	700			\$ 36,700
2. Benefits	20,	400			20,400
3. Group Position Funding					
TOTAL PERSONNEL COSTS:	\$ 57,	100			\$ 57,100
OPERATING EXPENDITURES by summary object:					
1.					
TOTAL OPERATING EXPENDITURES:					
CAPITAL OUTLAY by summary object:					
1. PC and Workstations					
TOTAL CAPITAL OUTLAY:					
T/B PAYMENTS:					
LUMP SUM:					
GRAND TOTAL	\$ 57,	100			\$ 57,100

Request Narrative

- 1. Explain the request and provide justification for the need.
 - a. Lab Coordinator Currently CEI has a part-time lab coordinator, but due to the growth of the College, we need a full-time dedicated position to manage the labs. Currently our labs, particularly our chemistry labs, are out of compliance; a dedicated person will be able to assist getting the labs back into compliance and develop a plan to keep them in compliance. Accreditation looks at the labs and for specific documentation to be kept for the labs, a Lab Coordinator will be able to develop and be responsible for that documentation. Currently there are deficiencies in the labs that would fall under OSHA violations along with the deficiencies in accreditation. Our chemistry offerings are expanding to include Organic Chemistry which will require additional management and safety protocols; our current science faculty members do not have the bandwidth to be responsible for the upkeep and accreditation of the labs. We need one person who will be the

point of contact for all ordering and management of supplies and the maintenance to keep the labs safe for our students and faculty.

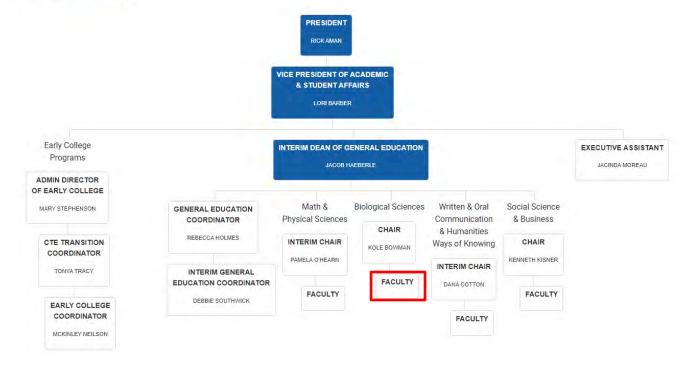
- 2. If a supplemental, what emergency is being addressed?
 - a. N/A
- 3. Specify the authority in statute or rule that supports this request. [NA if not supplemental]
 - a. N/A
- 4. Indicate existing base of PC, OE, and/or CO by source for this request.
 - **a.** Lab Coordinator We currently have an existing part-time Lab Coordinator; we hope to transition our part-time position to a full-time position. This would be an increase to have 1.00 FTE instead of 1.00 PTE.
- 5. What resources are necessary to implement this request?
 - a. The Lab coordinator position will need training to get up to speed on accreditation and OSHA requirements for the labs. The cost for this training is not included in the line-item request. Funding will come from elsewhere.

6. List positions, pay grades, full/part-time status, benefits, terms of service.

Title	Salary	FT or PT	Benefit Elig	Date of Hire	Term Service
Lab Coordinator	\$36,700	FT 1.00 FTE	Yes	July 1, 2023	12-month
Geology Instructor	\$55,000	FT 1.00 FTE	Yes	August 14, 2023	11-month
Math and Engineering Instructor	\$55,000	FT 1.00 FTE	Yes	August 14, 2023	11-month
Spanish Instructor	\$55,000	FT 1.00 FTE	Yes	August 14, 2023	11-month

- 7. Will staff be re-directed? If so, describe impact and show changes on org chart.
 - a. For the Lab Coordinator position, we would be redirecting our current part-time position into a full-time position; this would not greatly impact our current org chart.

General Education



- 8. Detail any current one-time or ongoing OE or CO and any other future costs.
 - a. We do not anticipate any current one-time or ongoing OE or CO costs for the Lab Coordinator position.
- 9. Describe method of calculation (RFI, market cost, etc.) and contingencies.
 - a. Cost estimates are based on College average pay scales which are based on market costs.
- 10. Provide detail about the revenue assumptions supporting this request.
 - a. The College is anticipating a growth in Gen Ed classes under the indicated positions. Expansion of class offerings with additional programs and expanded schedule opportunities along with online learning supports the need for additional positions.
- 11. Who is being served by this request and what is the impact if not funded?
 - a. The students at College of Eastern Idaho are the ones being served by this request.

AGENCY: College of Eastern Idaho Agency No.: 509 FY 2024 Request

FUNCTION: General Education Function No.: 02 Page _4__ of_7_Pages Original Submission X or

ACTIVITY: Instruction Activity No.: Revision No. ___

A: Decision Unit No: 12.02	Title: INSTRUCTOR - GEOLOGY		Priority Ranki	ing 2 of 4	
DESCRIPTION	General	Dedicated	Federal	Other	Total
FULL TIME POSITIONS (FTP)	1.	00			1.00
PERSONNEL COSTS:					
1. Salaries	\$ 55,0	00			\$ 55,000
2. Benefits	24,4	00			24,400
3. Group Position Funding					
TOTAL PERSONNEL COSTS:	\$ 79,4	00			\$ 79,400
OPERATING EXPENDITURES by summary object:					
1.					
TOTAL OPERATING EXPENDITURES:					
CAPITAL OUTLAY by summary object:					
1. PC and Workstations	\$ 3,0	00			\$ 3,000
TOTAL CAPITAL OUTLAY:	\$ 3,0	00			\$ 3,000
T/B PAYMENTS:					
LUMP SUM:					
GRAND TOTAL	\$ 82,4	00			\$ 82,400

Request Narrative

- 1. Explain the request and provide justification for the need.
 - a. Geology Instructor The science courses at CEI are critical for not only for science majors, but also for supporting programs across the campus. Currently our biological science courses have seen significant support, however we need to expand our physical science offerings. One of the more popular areas in physical sciences over the last several years has been geology; this is one of the fastest growing areas on campus with 475% growth over the last five years. Due to this growth, we need a committed full-time instructor for this discipline.
- 2. If a supplemental, what emergency is being addressed?
 - a. N/A

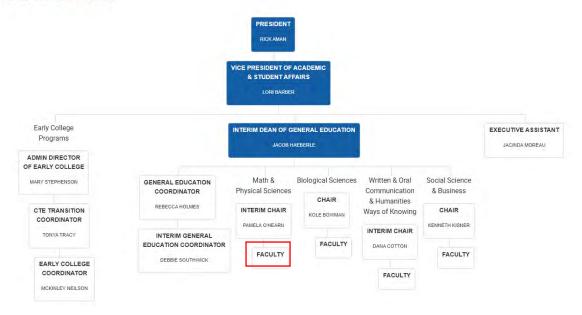
- 3. Specify the authority in statute or rule that supports this request. [NA if not supplemental]
 - a. N/A
- 4. Indicate existing base of PC, OE, and/or CO by source for this request.
 - **a. Geology Instructor** This a completely new position to accommodate a new program. This would be an increase in 0.00 FTE to 1.00 FTE.
- 5. What resources are necessary to implement this request?
 - a. For the requests for the Instructors (Geology, Math and Engineering, and Spanish) we are requesting funds for capital outlay to provide computers and workstation set up. Each individual request is for \$3,000 for a total of \$9,000 in total to get these positions implemented.

6. List positions, pay grades, full/part-time status, benefits, terms of service.

Title	Salary	FT or PT	Benefit Elig	Date of Hire	Term Service
Lab Coordinator	\$36,700	FT 1.00 FTE	Yes	July 1, 2023	12-month
Geology Instructor	\$55,000	FT 1.00 FTE	Yes	August 14, 2023	11-month
Math and Engineering Instructor	\$55,000	FT 1.00 FTE	Yes	August 14, 2023	11-month
Spanish Instructor	\$55,000	FT 1.00 FTE	Yes	August 14, 2023	11-month

- 7. Will staff be re-directed? If so, describe impact and show changes on org chart.
 - a. For the Lab Coordinator position, we would be redirecting our current parttime position into a full-time position; this would not greatly impact our current org chart.

General Education



- 8. Detail any current one-time or ongoing OE or CO and any other future costs.
 - a. We are requesting one-time funds to purchase computers and setup workstations for the Instructor positions. We do not anticipate any further ongoing fees for operating expenses or capital outlay expenses that are not already budgeted.
- 9. Describe method of calculation (RFI, market cost, etc.) and contingencies.
 - a. Cost estimates are based on College average pay scales which are based on market costs.
- 10. Provide detail about the revenue assumptions supporting this request.
 - a. The College is anticipating a growth in Gen Ed classes under the indicated positions. Expansion of class offerings with additional programs and expanded schedule opportunities along with online learning supports the need for additional positions.
- 11. Who is being served by this request and what is the impact if not funded?
 - The students at College of Eastern Idaho are the ones being served by this request.

AGENCY: College of Eastern Idaho Agency No.: 509 FY 2024 Request

FUNCTION: General Education Function No.: 02 Page _7__ Of 10Pages Original Submission X or

ACTIVITY: Instruction Activity No.: Revision No. ___

A: Decision Unit No: 12.03	INSTRUCTOR – MATH AND Title: ENGINEERING Priority Ranking					ng 3 of	4
DESCRIPTION	Ge	neral	Dedicated	Federal	Other	Т	otal
FULL TIME POSITIONS (FTP)		1.00					1.00
PERSONNEL COSTS:							
1. Salaries	\$	55,000				\$	55,000
2. Benefits		24,400					24,400
3. Group Position Funding							
TOTAL PERSONNEL COSTS:	\$	79,400				\$	79,400
OPERATING EXPENDITURES by							
summary object:							
1.							
TOTAL OPERATING EXPENDITURES:							
CAPITAL OUTLAY by summary object:							
1. PC and Workstations	\$	3,000				\$	3,000
TOTAL CAPITAL OUTLAY:	\$	3,000				\$	3,000
T/B PAYMENTS:							
LUMP SUM:							
GRAND TOTAL	\$	82,400				\$	82,400

Request Narrative

- 1. Explain the request and provide justification for the need.
 - a. Math and Engineering Instructor Ever student, including AAS, As, or AA programs, must take a math class to fulfill program requirements. It has been difficult to find adjunct instructors who are qualified to teach math; we also continue to build our math program and we need full-faculty members to help build it. Engineering is also an area that CEI has not been able to expand into yet. With CEI's current partnership with Idaho National Laboratory (INL), we need to utilize both math and engineering to help support our CTE programs, but also to support our community partners. We need a full-time instructor to keep up with the growth and support the development of the mathematics program.

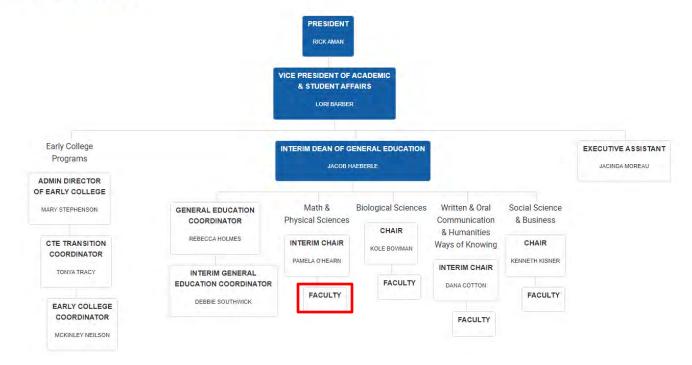
- 2. If a supplemental, what emergency is being addressed?
 - a. N/A
- 3. Specify the authority in statute or rule that supports this request. [NA if not supplemental]
 - a. N/A
- 4. Indicate existing base of PC, OE, and/or CO by source for this request.
 - **a. Math and Engineering Instructor** This a completely new position to accommodate a new program. This would be an increase in 0.00 FTE to 1.00 FTE.
- 5. What resources are necessary to implement this request?
 - a. For the requests for the Instructors (Geology, Math and Engineering, and Spanish) we are requesting funds for capital outlay to provide computers and workstation set up. Each individual request is for \$3,000 for a total of \$9,000 in total to get these positions implemented.

6. List positions, pay grades, full/part-time status, benefits, terms of service.

Title	Salary	FT or PT	Benefit Elig	Date of Hire	Term Service
Lab Coordinator	\$36,700	FT 1.00 FTE	Yes	July 1, 2023	12-month
Geology Instructor	\$55,000	FT 1.00 FTE	Yes	August 14, 2023	11-month
Math and Engineering Instructor	\$55,000	FT 1.00 FTE	Yes	August 14, 2023	11-month
Spanish Instructor	\$55,000	FT 1.00 FTE	Yes	August 14, 2023	11-month

- 7. Will staff be re-directed? If so, describe impact and show changes on org chart.
 - a. For the requests for the Instructors (Geology, Math and Engineering, and Spanish) we are requesting funds for capital outlay to provide computers and workstation set up. Each individual request is for \$3,000 for a total of \$9,000 in total to get these positions implemented.

General Education



- 8. Detail any current one-time or ongoing OE or CO and any other future costs.
 - a. We are requesting one-time funds to purchase computers and setup workstations for the Instructor positions. We do not anticipate any further ongoing fees for operating expenses or capital outlay expenses that are not already budgeted.
- 9. Describe method of calculation (RFI, market cost, etc.) and contingencies
 - Cost estimates are based on College average pay scales which are based on market costs.
- 10. Provide detail about the revenue assumptions supporting this request.
 - a. The College is anticipating a growth in Gen Ed classes under the indicated positions. Expansion of class offerings with additional programs and expanded schedule opportunities along with online learning supports the need for additional positions.
- 11. Who is being served by this request and what is the impact if not funded?
 - The students at College of Eastern Idaho are the ones being served by this request.

AGENCY: College of Eastern Idaho Agency No.: 509 FY 2024 Request

FUNCTION: General Education Function No.: 02 Page _10__ of 13 Pages

Original Submission X or

ACTIVITY: Instruction Activity No.: Revision No. ____

A: Decision Unit No: 12.04	Title: INSTRUCTOR – SPANISH			Priority Ranking 4 of 4			
DESCRIPTION	Ge	neral	Dedicated	Federal	Other	To	otal
FULL TIME POSITIONS (FTP)		1.00					1.00
PERSONNEL COSTS:							
1. Salaries	\$	55,000				\$	55,000
2. Benefits		24,400					24,400
3. Group Position Funding							
TOTAL PERSONNEL COSTS:	\$	79,400				\$	79,400
OPERATING EXPENDITURES by summary object:							
1.							
TOTAL OPERATING EXPENDITURES:							
CAPITAL OUTLAY by summary object:							
1. PC and Workstations	\$	3,000				\$	3,000
TOTAL CAPITAL OUTLAY:	\$	3,000				\$	3,000
T/B PAYMENTS:							
LUMP SUM:							
GRAND TOTAL	\$	82,400				\$	82,400

Request Narrative

- 1. Explain the request and provide justification for the need.
 - a. **Spanish Instructor** CEI needs to build a foreign language discipline from the ground up. This is a difficult process with only adjuncts. Foreign language instructors are difficult to find, and it will take a full-time position to develop curriculum for the four basic levels of Spanish, Spanish literature and culture courses, help find ways to market these courses, and to grow the overall program. The potential for growth in these courses is high and the current demand is also high. Additionally, a full-time Spanish faculty member would help CEI become a Hispanic Serving Institution (HSI).
- 2. If a supplemental, what emergency is being addressed?
 - a. N/A

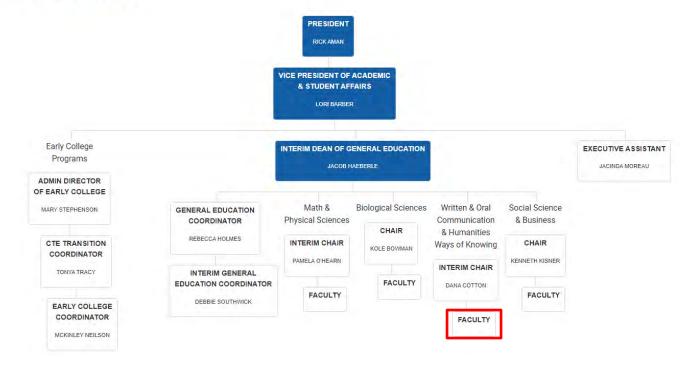
- 3. Specify the authority in statute or rule that supports this request. [NA if not supplemental]
 - a. N/A
- 4. Indicate existing base of PC, OE, and/or CO by source for this request.
 - **a. Spanish Instructor** This a completely new position to accommodate a new program. This would be an increase in 0.00 FTE to 1.00 FTE.
- 5. What resources are necessary to implement this request?
 - a. For the requests for the Instructors (Geology, Math and Engineering, and Spanish) we are requesting funds for capital outlay to provide computers and workstation set up. Each individual request is for \$3,000 for a total of \$9,000 in total to get these positions implemented.

6. List positions, pay grades, full/part-time status, benefits, terms of service.

Title	Salary	FT or PT	Benefit Date of Hire		Term Service
Lab Coordinator	\$36,700	FT 1.00 FTE	Yes	July 1, 2023	12-month
Geology Instructor	\$55,000	FT 1.00 FTE	Yes	August 14, 2023	11-month
Math and Engineering Instructor	\$55,000	FT 1.00 FTE	Yes	August 14, 2023	11-month
Spanish Instructor	\$55,000	FT 1.00 FTE	Yes	August 14, 2023	11-month

- 7. Will staff be re-directed? If so, describe impact and show changes on org chart.
 - a. For the requests for the Instructors (Geology, Math and Engineering, and Spanish) we are requesting funds for capital outlay to provide computers and workstation set up. Each individual request is for \$3,000 for a total of \$9,000 in total to get these positions implemented.

General Education



- 8. Detail any current one-time or ongoing OE or CO and any other future costs.
 - a. We are requesting one-time funds to purchase computers and setup workstations for the Instructor positions. We do not anticipate any further ongoing fees for operating expenses or capital outlay expenses that are not already budgeted.
- 9. Describe method of calculation (RFI, market cost, etc.) and contingencies.
 - Cost estimates are based on College average pay scales which are based on market costs.
- 10. Provide detail about the revenue assumptions supporting this request.
 - a. The College is anticipating a growth in Gen Ed classes under the indicated positions. Expansion of class offerings with additional programs and expanded schedule opportunities along with online learning supports the need for additional positions.
- 11. Who is being served by this request and what is the impact if not funded?
 - The students at College of Eastern Idaho are the ones being served by this request.

System Line-Item Budget Discussion

One faculty hire to support a growing Business program.

May 20, 2022

Problem Statement

The College of Southern Idaho looks to better meet the needs of Business students in the college's growing Business program. The program currently supports 196 majors in Business and Economics as well as over 40 sections (general education and program courses) per semester in Business, Economics, and Accounting with only four full time faculty. The program has reached its growth (and quality) limit without additional faculty support. We would like to meet the need for more Business students (majors and general education classes) but cannot given our staffing restrictions.

The Request

The College of Southern Idaho requests one full time Business faculty member.

Total Budget Request Summary:

Salary (\$46,000) + benefits (\$23,000) = \$69,000

Conclusion

Funding a full-time faculty line in Business would allow the College of Southern Idaho to meet the needs of existing students as well as to recruit and retain future students who come to college with the desire to pursue a career in a variety of business- and business-related fields.

System Line-Item Budget Discussion

One faculty hire to support Bilingual (Spanish) Curriculum and Instructional Content Delivery May 20, 2022

Problem Statement

The College of Southern Idaho (CSI) looks to expand its instructional programming and to further develop its curriculum to meet the bilingual (Spanish speaking) needs of employers in the Magic Valley, including first responders and health care workers. CSI's designation as a Hispanic Serving Institution (HSI), coupled with the rapid growth of the Hispanic population in CSI's service region, necessitates that the college take a lead role in addressing language barriers in the workforce. Specifically, there is a need to develop curriculum and to deliver educational resources that will better equip students and workers to operate professionally and effectively with Spanish speaking members of Magic Valley communities, particularly in the areas of Health Science and Law Enforcement. CSI is currently offering courses such as Spanish for First Responders to meet this need, but the institution does not employ enough Spanish instructional faculty to expand this program to a scale appropriate for other areas of need.

The Request

The College of Southern Idaho requests one full time Spanish instructional faculty member.

Total Budget Request Summary:

Salary (\$46,000) + benefits (\$23,000) = \$69,000

Conclusion

Funding a full-time Spanish instructional faculty member to develop curriculum, teach, and assist other faculty in the development and delivery of bilingual (Spanish) content would allow the College of Southern Idaho to better prepare students to meet workforce demands in the Magic Valley.

System Line-Item Budget Discussion

Peer Mentoring & Career Advising.

May 20, 2022

Problem Statement

The College of Southern Idaho aims to develop a Peer Mentoring program to innovative and engage learners, designed to provide access for students who are at risk, and who fall into one or more categories, ranging from low High School (HS) GPA to gender to first generation status and ethnicity. The College requests a full time Academic Success Advisor to provide adequate coverage for the students we serve annually. The primary focus of the peer mentoring program is to enable at risk students, to complete a transfer degree or certificate within two years by providing peer mentoring support through their most challenging coursework. Students receive personalized advising through credential completion and assistance with transition to a certificate or degree program, a university bachelor program, or employment. Peer Mentoring incorporates mechanisms to support retention and completion through student success strategies and learning assistance services.

The Request

The College of Southern Idaho requests two full time positions

- Coordination of the Peer Mentoring program 1.0 FTP
- Academic Success Advisor 1.0 FTP
- Group Position Funding
- Operating Expenditures

Total Budget Request Summary:

PERSONNEL COSTS:

•	Coordination of the Peer Mentoring program – 1.0 FTP	\$ 42,500
•	Academic Success Advisor – 1.0 FTP	\$ 42,500
•	Benefits	\$ 41,500
•	Group Position Funding	\$ 38,500 \$165,000
FRΛ	TING EYPENDITURES	, ,

OPERATING EXPENDITURES:

•	Ongoing Operating Expense	\$ 20,000
•	Professional Development	\$ 5,000
		\$ 25,000

Conclusion

This request allows CSI to develop a Peer Mentoring program for working adults and high school students who typically do not find success in a traditional academic model. The program enables students to complete a transfer degree or certificate within two-years of enrollment. For those who seek a bachelor's degree, this program allows students to transfer seamlessly to a university program (BSU, ISU, or UI) on or off the CSI campus.

AGENCY: Community Colleges Agency No.: 505 FY 2024 Request

FUNCTION: College of Western Idaho Function No.: 07 Page 1 of 2 Pages

Original Submission X or

ACTIVITY: Activity No.: Revision No. 0

A: Decision Unit No: 12.01	Address Current Nursing Title: Workforce Challenges in Idaho Priority Ranking 1 of 4				
DESCRIPTION	General	Dedicated	Federal	Other	Total
FULL TIME POSITIONS (FTP)	4				4
PERSONNEL COSTS:					
1. Salaries	\$281,000				\$281,000
2. Benefits	113,000				113,000
3. Group Position Funding					
TOTAL PERSONNEL COSTS:	\$394,000				\$394,000
OPERATING EXPENDITURES by summary object:					
1. Travel					
TOTAL OPERATING					
TOTAL OPERATING EXPENDITURES:					
CAPITAL OUTLAY by summary object:					
1. PC and workstation	\$8,000				\$8,000
TOTAL CAPITAL OUTLAY:	\$8,000				\$8,000
T/B PAYMENTS:					
LUMP SUM:					
GRAND TOTAL	\$402,000				\$402,000

Request Narrative

provide justification 1. Explain the request and for the The state of Idaho is experiencing an ongoing shortage of qualified nurses. A report by the Idaho Center for Nursing (ICN, 2020) highlighted the need for Idaho nursing schools to expand enrollment to address a severe shortfall currently estimated at more than 1,000 nurses. It is expected that demand for skilled nurses will continue and will even grow worse. CWI is launching a new Medical and Sciences building that will increase our capacity to deliver certificated and degreed nurses. We currently have a wait list of 75 students for the nursing program. To help mitigate the current and increasing shortfall statewide CWI seeks targeted funding to increase our capacity to produce nursing graduates by staffing up to implement year-round programs with staggered start cohorts. We anticipate that this will almost immediately lead an additional 40 Associate degrees for RN candidates and 20 additional LPNs per year. We will also build into existing programs a bridge system that will naturally move students from LPN to RN and RN to BSN

- 2. If a supplemental, what emergency is being addressed? N/A
- 3. Specify the authority in statute or rule that supports this request. N/A
- 4. Indicate existing base of PC, OE, and/or CO by source for this request. This request funds an increase to our existing RN and LPN programs. It will also put in place the structure to create a "Bridge" program taking students from LPN to RN and RN to BSN
- 5. What resources are necessary to implement this request? Four permanent full-time personnel and computers for each
- 6. List positions, pay grades, full/part-time status, benefits, terms of service.

Title	Salary	FT or PT	Benefit Eligible	Date of Hire	Term Service
RN Nursing Instructors	72,000	FT 3.0	Yes	July 1, 2024	9 month
Bridge Coordinator	65,000	FT 1.0	Yes	July 1, 2024	12 month

- 7. Will staff be re-directed? If so, describe impact and show changes on org chart. TBD
- 8. Detail any current one-time or ongoing OE or CO and any other future costs. This is a request for ongoing funding for personnel and one time for computers
- 9. Describe method of calculation (RFI, market cost, etc.) and contingencies. Projected growth in current salary ranges for nursing instructors
- 10. Provide detail about the revenue assumptions supporting this request. TBD
- 11. Who is being served by this request and what is the impact if not funded? This serves hospitals and care facilities throughout Idaho who are desperate for Nurses. Failure to expand the CWI nursing program will exacerbate the ongoing nursing shortage throughout the state and negatively impact healthcare standards.

AGENCY: Community Colleges Agency No.: 505 FY 2024 Request

FUNCTION: College of Western Idaho Function No.: 07 Page 1 of 2 Pages

Original Submission X or

ACTIVITY: Activity No.: Revision No. 0

A: Decision Unit No: 12.02	Title: Increase focus on STEM		Priority Ranking 2 of 4		
DESCRIPTION	General	Dedicated	Federal	Other	Total
FULL TIME POSITIONS (FTP)	5				5
PERSONNEL COSTS:					
1. Salaries	\$325,000				\$325,000
2. Benefits	136,000				136,000
3. Group Position Funding					
TOTAL PERSONNEL COSTS:	\$461,000				\$461,000
OPERATING EXPENDITURES by summary object:					
1. Travel					
TOTAL OPERATING EXPENDITURES:					
CAPITAL OUTLAY by summary object:					
1. PC and workstation	\$10,000				\$10,000
TOTAL CAPITAL OUTLAY:	\$10,000				\$10,000
T/B PAYMENTS:					
LUMP SUM:					
GRAND TOTAL	\$471,000				\$471,000

Request Narrative

- 1. Explain the request and provide justification for the need. Idaho continues to struggle with adequate STEM graduations. In addition, shortages in the nursing and other medical related fields show no sign of decreasing due to the increasing population within the state. The addition of these instructors will allow CWI to move an increased number of students through STEM programs with the intent of them finishing at the state's 4-year universities. Additionally, the added instructors in the "life" sciences related fields will allow us to advance more students through a variety of medical programs, including Nursing.
- 2. If a supplemental, what emergency is being addressed? N/A
- 3. Specify the authority in statute or rule that supports this request. N/A

- 4. Indicate existing base of PC, OE, and/or CO by source for this request. Programs currently exist within CWI for all these fields of study. The additional teaching faculty positions broaden the reach of these existing programs.
- 5. What resources are necessary to implement this request? Ongoing funding for Five full time teaching faculty and one time funding for personal computers for each

6. List positions, pay grades, full/part-time status, benefits, terms of service.

Title	Salary	FT or PT	Benefit Eligible	Date of Hire	Term Service
Bio Science Instructor	65,000	FT 2.0	Yes	08/01/2024	9 month
Chemistry Instructor	65,000	FT 2.0	Yes	08/01/2024	9 month
Physics Instructor	65,000	FT 1.0	Yes	08/01/2024	9 month

- 7. Will staff be re-directed? If so, describe impact and show changes on org chart. TBD
- 8. Detail any current one-time or ongoing OE or CO and any other future costs. Personnel costs are ongoing, computer equipment is one time
- 9. Describe method of calculation (RFI, market cost, etc.) and contingencies. Current salary ranges, adjusted for anticipated increases
- 10. Provide detail about the revenue assumptions supporting this request. TBD
- 11. Who is being served by this request and what is the impact if not funded? This request specifically addresses those students who are entering fields of study where the state has a high demand for college graduates. Not funding this will directly impact the number of graduates and thus reduce the labor pool upon which employers can draw. The state's economic future and ability to attract new business will be negatively impacted.

AGENCY: Community Colleges Agency No.: 505 FY 2024 Request

FUNCTION: College of Western Idaho Function No.: 07 Page 1 of 2 Pages Original Submission X or

Activity No.: Revision No. 0

A: Decision Unit No: 12.03	Implementation of Agricultural & Title: Animal Science program			Priority Ranking 3 of 4	
A. Decision onicino. 12.03	Tiue. Allilla	i Science progra	aiii	Friority Mariki	119 3 01 4
DESCRIPTION	General	Dedicated	Federal	Other	Total
FULL TIME POSITIONS (FTP)	4				4
PERSONNEL COSTS:					
1. Salaries	\$230,000				\$230,000
2. Benefits	103,000				103,000
3. Group Position Funding					
TOTAL PERSONNEL COSTS:	\$333,000				\$333,000
OPERATING EXPENDITURES by summary object:					
1. Travel					
TOTAL OPERATING EXPENDITURES:					
CAPITAL OUTLAY by summary object:					
 Animal Sciences Laboratory PC Computers for staff 	\$259,000 8,000				\$259,000 8,000
TOTAL CAPITAL OUTLAY:	\$267,000				\$267,000
T/B PAYMENTS:					
LUMP SUM:					
GRAND TOTAL	\$600,000				\$600,000

Request Narrative

ACTIVITY:

1. Explain the request and provide justification for the need. This proposal is designed to help meet the ongoing need for Agricultural Science workers and Animal Husbandry personnel at Idaho's growing scientifically oriented agricultural operations. With the expansion of CWI's horticulture/agriculture center on the Nampa Campus, we are beginning the steps to develop a more robust Agri Science program offering. Current enrollment is about 100 college students and 90 dual

The family farms in Idaho are continuing to consolidate into larger business style farms (even if still family owned) that serve more than just Idaho. The demand for people trained at all levels of animal husbandry (especially equine and bovine oriented) as well as the ability to apply scientific principles and cutting-edge technologies (e.g., drone use) in the agribusiness will continue into the future. With a high percentage of current agricultural workers being of Hispanic decent, we will also be addressing the

needs of that community for accessible education that will allow them to move up the economic ladder. CWI is ideally situated to provide training that will meet the needs of this industry statewide while also meeting the needs of the Hispanic community (see line-item request # 4).

- 2. If a supplemental, what emergency is being addressed? N/A
- 3. Specify the authority in statute or rule that supports this request. N/A
- 4. Indicate existing base of PC, OE, and/or CO by source for this request. CWI's current Ag sciences program has been constrained due to facilities and staffing. We are planning on utilizing facilities that have been approved for construction with state funds to expand our offering of courses in this area.
- 5. What resources are necessary to implement this request? This request if to fund three faculty members and one program coordinator, along with computer workstations for each. Funding is also requested to begin outfitting a teaching laboratory for animal science.

6. List positions, pay grades, full/part-time status, benefits, terms of service.

	1 1 0 ,		· · · · · · · · · · · · · · · · · · ·		
Title	Salary	FT or PT	Benefit Eligible	Date of Hire	Term Service
Animal Sciences Instructor	60,000	FT 2.0	Yes	08/01/2024	9 month
Agricultural Sciences Instructor	60,000	FT 1.0	Yes	08/01/2024	9 month
Program Coordinator	50,000	FT 1.0	Yes	07/01/2024	12 month

- 7. Will staff be re-directed? If so, describe impact and show changes on org chart.
- 8. Detail any current one-time or ongoing OE or CO and any other future costs. The personnel costs are ongoing. Laboratory & computer equipment is one time
- 9. Describe method of calculation (RFI, market cost, etc.) and contingencies. Pay is based on current salary ranges for similar instructors, adjusted for anticipated increases.
- 10. Provide detail about the revenue assumptions supporting this request. TBD
- 11. Who is being served by this request and what is the impact if not funded? This will support the burgeoning agricultural business within the state. Potential workers not taught here will be hired from outside the state.

AGENCY: Community Colleges Agency No.: 505 FY 2024 Request

FUNCTION: College of Western Idaho Function No.: 07 Page 1 of 3 Pages Original Submission X or

ACTIVITY: Activity No.: Revision No. 0

Become a designated Hispanic Serving Institution (HSI) & to more

A: Decision Unit No: 12.04 Title: effectively serve Military students Priority Ranking 4 of 4

A: Decision Unit No: 12.04	litle: effectively serve Military students		Priority Ranking 4 of 4		
DESCRIPTION	General	Dedicated	Federal	Other	Total
FULL TIME POSITIONS (FTP)	5				5
PERSONNEL COSTS:					
1. Salaries	\$244,000				\$244,000
2. Benefits	119,000				119,000
3. Group Position Funding					
TOTAL PERSONNEL COSTS:	\$363,000				\$363,000
OPERATING EXPENDITURES by summary object:					
1. Travel					
TOTAL OPERATING EXPENDITURES:					
CAPITAL OUTLAY by summary object:					
1. PC and workstation	\$10,000				\$10,000
TOTAL CAPITAL OUTLAY:	\$10,000				\$10,000
T/B PAYMENTS:					
LUMP SUM:					
GRAND TOTAL	\$368,000				\$368,000

Request Narrative

- 1. Explain the request and provide justification for the need.
 - a) In accordance with the White House Initiative on Advancing Educational Equity, Excellence, and Economic Opportunity for Hispanics, CWI is seeking to become an HSI designated school. We find that many of our minority community students are first generation college attendees. Student retention and completion are negatively impacted by the uncertainty surrounding the college experience for first generation college attendees. Additionally, many potential higher education students do not consider college as an alternative early enough in their public-school experience. Reaching these students early enough will lead to higher college enrollment rates. The addition of student coaches who can communicate to students in their own language and "hold their hand" as they progress through their college experience will result in higher continuation and completion rates, yielding graduating students entering the workforce able to fill higher skilled, higher paying jobs.

- b) CWI has recently entered into an agreement to deliver classes to Mountain Home AFB and are working on the same with Gowan Field. We are now an "ACE" provider, meaning that existing credits are transferrable to CWI. CWI serves approximately 1200 military students currently, with 1 advisor. The Military Liaison will focus on growing existing relationships and creating pathways for additional military students to attend CWI. The Military Coordinator will focus on assisting military students to enroll, get funded, and plan their path to graduation
- 2. If a supplemental, what emergency is being addressed? N/A
- 3. Specify the authority in statute or rule that supports this request. N/A
- 4. Indicate existing base of PC, OE, and/or CO by source for this request. This is an increase to and realignment of our existing student services department. We plan to realign existing "advisers" into the "coaching" role and add capacity (2) since the coaching approach takes more dedicated and focused commitment. We will add one dual credit advisor to focus on students at an earlier stage of public education to help prepare them for college. We will add two military focused personnel (preferably with military background) to meet the needs of airmen at Gowen Field and Mountain Home Air Force base.
- 5. What resources are necessary to implement this request? Five personnel with specific skills and a computer workstation for each.

6. List	positions.	pay grades.	full/part-time status,	benefits.	terms of service.
---------	------------	-------------	------------------------	-----------	-------------------

Title	Salary	FT or PT	Benefit Eligible	Date of Hire	Term Service
Hispanic Speaking Student Coach	48,000	FT 2.0	Yes	July 1 2024	12 month
Military Liaison	50,000	FT 1.0	Yes	July 1 2024	12 month
Military Program Coordinator	50,000	FT 1.0	Yes	July 1 2024	12 Month
Dual Credit advisor	48,000	FT 1.0	Yes	Aug 1 2024	12 month

- 7. Will staff be re-directed? If so, describe impact and show changes on org chart. Yes, TBD
- 8. Detail any current one-time or ongoing OE or CO and any other future costs. This request is for ongoing expenditures for personnel and one time for personal computers
- 9. Describe method of calculation (RFI, market cost, etc.) and contingencies. Estimate based on current pay scales

- 10. Provide detail about the revenue assumptions supporting this request. TBD
- 11. Who is being served by this request and what is the impact if not funded? Two Communities are being served:
 - a) the Hispanic community for whom education will be key for a better economic future. Not funding this will directly impact the number of graduates and the labor pool entering the workforce,
 - b) The military community who will be able to obtain a degree in leadership through this program. Failure to serve this community results in airmen either not graduating or looking elsewhere for education, thus diverting their educational dollars out of the state of Idaho.

FY 2024 Line Item Proposal

- 1. Agency name(s): North Idaho College
- 2. Line item title: First-Year Experience Program
- 3. Problem statement:. As part of ongoing efforts to recruit, retain and help students successfully complete their programs, North Idaho College has established a first-year experience program that provides connection and engagement through educational seminars, establishing learning communities, intensive advising, and coordinated faculty support for first students with 15 of less credits not in a cohort program. This position will lead the efforts that help students prepare for the transition from high school to college. The pilot for this program has been funded through CARES funding and has proven to increase student retention and academic success.
- 4. Request description: Request is for 1 FTE Director of First Year Experience (\$90,000 salary per NIC salary scale plus \$27,000 benefits). Included in this request is funding for travel (\$5,000) and some operating supplies (\$3,000).
- 5. Estimated total cost and FTP: 1 FTP (100% full time) \$125,000

FY 2024 Line Item Proposal

- 1. Agency name(s): North Idaho College
- 2. Line item title: Coordinator of Remote Collaboration
- 3. Problem statement: Since the start of the pandemic, we have seen that students, Faculty, and Staff require significantly more support with remote meetings and collaboration. Zoom and Microsoft Teams have been wonderful tools to maintain connections but dedicated staff is needed to coordinate, facilitate, and quality assure these meetings. Many standing meetings now require a hybrid presentation, including but not limited to; NIC Board of Trustee meetings, NIC Foundation meetings, Staff Assembly meetings, Faculty Assembly meetings, and many other ad hoc requests that require staffing. NIC needs an employee dedicated to this growing need that can strengthen the college's position with regard to remote and hybrid meetings.
- 4. Request description: Request is for 1 FTE Coordinator of Remote Collaboration (\$60,000 salary per NIC salary scale plus \$21,000 benefits). Included in this request is funding for training (\$5,000) and remote support equipment (Cameras, tripods, etc.) (\$15,000).
- 5. Estimated total cost and FTP: 1 FTP 100% of full time. Total Cost: \$101,000.

FY 2024 Line Item Proposal

1. Agency name(s): North Idaho College

2. Line item title: Dean of Students

- 3. Problem statement: Since the start of the pandemic, we have seen that students require significantly more support during their education. Retention and recruitment are more complex and need to support the student beyond the classroom more now than ever. Student engagement is critical to student success. There is a need to create a position that will oversee programs that student-centered support through retention and recruitment activities, mental health and disability services, student health and wellness activities, and recreation and student government engagement.
- 4. Request description: Request is for 1 FTE Dean of Students (\$100,000 salary per NIC salary scale plus \$30,000 benefits). Included in this request is funding for travel (\$5,000) and some operating supplies (\$3,000).
- 5. Estimated total cost and FTP: 1 FTP 100% of full time. Total Cost: \$138,000.

AGENCY: University of Idaho Agency No.: 514 FY 2024 Request

APP UNIT: Agricultural Research and

Extension Service Approp Unit.: EDHA Page 1 of 8 Pages Original Submission X or

ACTIVITY: Activity No.: Revision No. ____

A: Decision Unit No: 12.01	Sustainability of Idaho Farms and Title: Families Cluster hire Priorit				riority Ranking 1 of 1	
DESCRIPTION	General	Dedicated	Federal	Other	Total	
FULL TIME POSITIONS (FTP)	22.00				22.00	
PERSONNEL COSTS:						
1. Salaries	\$1,755,700				\$1,755,700	
2. Benefits	624,800				624,800	
3. Group Position Funding						
TOTAL PERSONNEL COSTS:	\$2,380,500				\$2,380,500	
OPERATING EXPENDITURES by summary object:						
1. Travel	\$105,000				\$105,000	
2. Operating Expenses	248,000				248,000	
TOTAL OPERATING EXPENDITURES:	\$353,000				\$353,000	
CAPITAL OUTLAY by summary object:						
Equipment: Workstations & Startup	\$1,148,000				\$1,148,000	
TOTAL CAPITAL OUTLAY:	\$1,148,000				\$1,148,000	
T/B PAYMENTS:						
LUMP SUM:						
GRAND TOTAL	\$3,773,500				\$3,773,500	

Request Narrative

"Sustainability of Idaho Farms and Families"

The Agricultural Research and Extension Service (ARES) in the College of Agricultural and Life Sciences (CALS) at the University of Idaho serves the citizens of Idaho in many ways and has enjoyed overwhelming resource support from Idaho's legislature for many years. The most publicly visible activities relate to Idaho's agricultural production, processing, and marketing. The important agricultural industry is supported by many agribusinesses that contribute inputs (e.g., chemicals, pharmaceuticals, fuel, financing, and equipment) and feeds an ever growing food and beverage processing sector. In aggregate Idaho's agricultural economy is the largest sector of Idaho's state economy, and provides vital economic and social support to its citizens, families and communities.

CALS faculty and staff provide state-of-the-art research brought to Idaho's public through Extension programs to promote the environmental, economic and social sustainability of the many and varied commodities produced in Idaho. Important programs include but are not limited to promoting the health of the soil nurturing the plants (and thus the animals consuming them); efficiency of water use and quality of the water in various environments; management of financial and production risks from diseases of plants and animals; and impacts of environmental temperature and water availability on the well-being of Idaho agriculture – the state's principle economic entity.

Yet changing regulatory environments affecting agricultural production and farm labor, uncertain domestic and international markets for agricultural inputs and outputs, increasingly variable weather conditions, loss of pollinators and increase in invasive species of plants, insect and animals are among the factors stressing Idaho's agricultural production, its profitability, and the well-being of families and communities dependent upon the agricultural industry. In addition, growing populations throughout urban and rural communities in Idaho, rapidly changing demographics, increasing financial uncertainties, changing availability of food quantity and nutritional quality, and rapidly advancing home technologies are creating ever greater opportunities and stressors for Idaho's children, families and communities.

While CALS is committed to providing holistic expertise related to sustaining Idaho's farms, families and communities to meet the challenges described above, the college currently faces a serious dearth of faculty in these key areas of need that will better position Idaho for the future -- as identified by stakeholders.

Thus, CALS seeks to improve its ability to meet these future challenges through hiring a highly integrated set of faculty and staff positions with expertise not currently present in CALS yet vital to help Idaho meet the need to create a more sustainable, regenerative agricultural sector that produces healthy and nutritious foods while sustaining Idaho's resilient family and rural economies.

1. Explain the request and provide justification for the need.

Our goals are consistent with and a critical component of the goals of the larger umbrella Sustainability Initiative at U of I, which seeks to address a reorganization of life support systems that include food, consumerism, consumption, climate, energy, biodiversity, waste, transportation, and the built environment. To meet CALS' goals, we propose a well-integrated and strategic cluster hire of faculty and staff that will meet the challenges and opportunities described above, as thoughtfully informed by our stakeholders. Not surprisingly, this cluster hire is also critical to the future success to address sustainable and regenerative agriculture at our recent capital projects (the Idaho Center for Agriculture, Food and the Environment (CAFE), the Idaho Center for Soil and Plant Health, and the Sandpoint Organic Agricultural Center).

We request consideration for the hiring of 22 new employees, including 14 faculty, 8 supporting staff, and operating dollars to ensure we meet our mission of conducting

research that matters, benefit families, and engage with community stakeholders to invigorate rural and urban communities.

Research/Extension Faculty and Staff (Clusters in order of priority)

1) CAFE cluster

The public's significant investment in the CAFE dairy at Rupert has clearly shown the need for research on sustainable livestock and cropping practices. These hires address the most critical needs of healthy air, efficient water use, and forage crop production in Idaho. The positions will allow an integrated team of faculty to address issues at a state and national level. The proposed work location is in parentheses.

Faculty

- **Ruminant Nutritionists** These faculty members (2) in AVFS (Animal Veterinary and Food Sciences) will address reducing the impact of cattle on the environment. The role of nutrition on greenhouse gas emissions and the efficiency of phosphorus use within the animal will be studied. (Rupert).
- **Forage Production** A faculty position in PS (Plant Sciences) to study alfalfa and corn production is needed to study two significant crops produced in Idaho (Rupert).
- Air Quality A joint position in SWS (Soil and Water Systems) and AVFS aims to study emissions from animal agriculture, including chemical (ammonia) and particulate transport (Rupert).
- **Irrigation Technology** A faculty position in SWS will develop technologies toward precision agriculture use of water in crop production (Kimberly).
- Sustainable Food Systems Communicator A faculty position in AELC (Agricultural Education, Leadership and Communications) or FCS (Family and Consumer Sciences) is key to ensuring sustainable food production practices are understood by the public. Educating consumers on safe and sustainable food production practices will aid marketing of food from Idaho. (Boise).
- **Agricultural Economist** A faculty position in AERS (Agricultural Economics and Rural Sociology) focused on analysis of changing domestic and international regulatory policies, markets and financial conditions on the profitability of Idaho's agricultural production and food processing sectors (Boise).

Staff

- Ruminant nutrition research support specialist This staff member will aid research conducted by ruminant nutrition faculty at CAFE. (Rupert)
- Water use research support specialist This staff member will provide support for research on water use efficiency in forage production. (Rupert)
- **Data support scientist** This staff member will assist multiple faculty in integrating landscape scale, GIS, and other data in support of collaborations among PS, SWS, EPPN (Entomology, Plant Pathology and Entomology), AVFS and AERS. (Moscow)
- **Business and Finance Analyst** -This staff member will perform fiscal and business task for CAFÉ including fiscal projections, processing and approval of expenses, assisting

in budget planning, preparing reports and making business analysis to support projects and initiatives at CAFÉ. (Rupert).

2) Idaho Center for Plant and Soil Health cluster

The investment at the Idaho Center for Plant and Soil Health, a statewide resource located in Parma, notes the importance of the facility. To ensure state-wide coverage of sustainable agriculture, this cluster of faculty is needed.

Faculty

Viticulture – A faculty position in PS to support sustainability and diversified ag in the Treasure Valley, in particular for wine grape production (Parma).

Pollination – This faculty member in EPPN will examine how pollinators are critical in regenerative agriculture (Parma).

Pomology – A faculty position in PS are requested to support sustainable agriculture of fruit in Idaho (Sandpoint).

3) Sustainable Families and Communities Cluster

Social, economic, cultural, and environmental conditions are the building blocks of a sustainable healthy and thriving Idaho. The pandemic has accelerated employment trends toward remote work, with those who can "work from anywhere" choosing Idaho. For five years in a row, Idaho has ranked number 1 in population growth in our nation. However, many rural communities had modest growth or lost population. With Idaho's shifting population, communities will need to create a vision for their future and provide opportunities for residents to thrive in place. The 2020 poverty rate is 10% with 42.9% of Idaho school children eligible for free or reduced-price school lunches. Mental health is a growing concern in Idaho. Death by suicide is a serious health issue as Idaho's rate of suicide is 1.4 times the national average, placing Idaho as the 11th highest state for suicide in the United States. A study by the CDC determined that farmers are among the most likely to die by suicide, compared to other occupations.

Faculty

Evaluation Specialist – Through evaluation we can measure the change in the conditions that drive a healthy and thriving Idaho. This faculty member will assist Extension educators with program assessment to document the effectiveness and impact of their work. Additionally, an increasing number of grant proposals in the CALS for extramural funding require an evaluation component in the proposal. (Boise)

Community Development Specialist – This faculty member will work with communities to address the impact of population shifts, including a remote workforce. Research will be conducted on entrepreneurship, poverty, rural and urban community development. (Boise)

Mental Health Specialist – This faculty member will conduct research that addresses needs and emergent issues related to mental health and through Extension educational programming will improve the mental health of Idaho families, in both rural and urban settings. (Moscow)

Family Life and Human Development Extension Specialist – This faculty member will conduct research and Extension programming focused on supporting sustainability, resilience, and health of Idaho's families across the lifespan. (Boise)

Staff

4-H Program Coordinators (4) – These staff positions will increase our capacity to expand the reach of the 4-H program to new youth audiences. 4-H programming influences both youth and adults to make wise choices to improve their lives. (statewide)

2. If a supplemental, what emergency is being addressed?

This is not a supplemental request

3. Specify the authority in statute or rule that supports this request.

University of Idaho is the land-grant university in the state of Idaho, as authorized by the Federal Morrill Acts of 1862 (7 U.S.C. §§301-308 and U.S.C. §§321-329), and the State of Idaho approved that Act, specifically:

The assent of the legislature of the state of Idaho is hereby given to all the provisions of an act of Congress, approved July 2, 1862, entitled, "An act donating public lands to the several states which may provide colleges for the benefit of agriculture and the mechanic arts," and the acts amendatory thereof and supplementary thereto. (I.C. § 33-2901)

The Federal Smith-Lever Act of 1914 (7 U.S.C. §§341-349) established Extension Services, a collaboration of the U.S. Department of Agriculture and the land-grant universities, and the State of Idaho approved that Act, specifically:

The State Board of Education and Board of Regents of the University of Idaho are authorized and empowered to receive the grants of money appropriated under such act, and to organize and conduct agricultural extension work which shall be carried on in connection with the terms and conditions expressed in the act of Congress aforesaid; and the treasurer of the state board of education and board of regents of the University of Idaho is hereby designated as the officer to whom all moneys granted to the state of Idaho under said act shall be paid. (I.C. § 33-2904)

The Idaho Legislature has established an extension service and has enabled Idaho's various counties to become a cooperative collaborator in promoting Extension Services, specifically:

The board of county commissioners of the several counties within the state of Idaho are hereby authorized and empowered to provide funds for demonstration work in agriculture and home economics within said counties and for the employment of extension agents in agriculture and home economics in cooperation with the University of Idaho and the United States department of agriculture; and board of regents of the University of Idaho to receive the grants of money appropriated under said act and to organize and conduct agricultural extension work which shall be carried on in connection with the college of agriculture of the state university in accordance with the terms and conditions expressed in the said act of Congress. (IC §31-839)

4. Indicate existing base of PC, OE, and/or CO by source for this request.

This request is for continued funding of the Sustainable initiatives at CAFÉ, located in Rupert; the Idaho Center for Plant and Soil Health, located in Parma; and for the benefit of Idaho Families and Communities. These initiatives are tied to our recent capital projects and the larger Sustainability Initiative at U of I – areas that are critical to the efficient and effective use of Idaho's natural resources, in support of Idaho's vibrant dairy and livestock industry, and Idaho's large crops and food processing industry.

5. What resources are necessary to implement this request?

This request is for ongoing funding for 22.00 FTE including \$2,380,457 in personnel costs and \$353,000 in travel and operating funding. In addition, \$1,148,000 in one-time funding is requested for workstations and startup.

6. List positions, pay grades, full/part-time status, benefits, terms of service.

CAFE cluster

Faculty

- 1) Animal Scientist (2) Research Faculty-Extension Specialist, Assistant Professor. CIP 0109, fiscal year full time, benefit eligible, date of hire 1/1/2024. {Ruminant Nutrition}
- 2) Plant Science Research Faculty-Extension Specialist, Assistant Professor, CIP 0111, fiscal year full time, benefit eligible, date of hire 1/1/2024. {forage production}
- **3) Agricultural Engineer (2)** Research Faculty-Extension Specialist, Assistant Professor, CIP 1408, fiscal year full time, benefit eligible, date of hire 1/1/2024. {Air quality & Irrigation Technology}
- **4) Agricultural Communications** Research Faculty-Extension Specialist, Assistant Professor, CIP 1313 fiscal year full time, benefit eligible, date of hire 1/1/2024.
- **5) Agricultural Economist,** Research Faculty-Extension Specialist, Assistant Professor, CIP 0101, fiscal year full time, benefit eligible, date of hire 1/1/2024.

Staff

- 1) **Research Scientist, (3)** fiscal year full time, benefit eligible, date of hire 1/1/2024 {ruminant nutrition, water use, statistics}
- 2) **Business and Finance Analyst (1)** fiscal year full time, benefit eligible, date of hire 1/1/2024 {Business and Finance Analyst}

Idaho Center for Plant and Soil Health cluster

Faculty

- 1) Plant Science (2) Research Faculty-Extension Specialist, Assistant Professor, CIP 0111, fiscal year full time, benefit eligible, date of hire 1/1/2024. {pomology}
- **2) Entomology** Research Faculty-Extension Specialist, Assistant Professor, CIP 2607, fiscal year full time, benefit eligible, date of hire 1/1/2024. {pollination}

Sustainable Families and Communities Cluster

Faculty

- i. Agricultural Education Research Faculty-Extension Specialist, Assistant Professor, CIP 1313, fiscal year full time, benefit eligible, date of hire 1/1/2024. {evaluation}
- **ii. Sociologist** Research Faculty-Extension Specialist, Assistant Professor, CIP 4511, fiscal year full time, benefit eligible, date of hire 1/1/2024. {community development}
- iii. **Psychology** Research Faculty-Extension Specialist, Assistant Professor, CIP 4201, fiscal year full time, benefit eligible, date of hire 1/1/2024. {mental health}
- iv. **Family and Human Development** Research Faculty-Extension Specialist, Assistant Professor, CIP 1907, fiscal year full time, benefit eligible, date of hire 1/1/2024. {family and human development}

Staff

- **1) Administrative Coordinators (4)** fiscal year full time, benefit eligible, date of hire 1/1/2024. {4-H coordinators}
- 7. Will staff be re-directed? If so, describe impact and show changes on org chart. Faculty and staff will not be re-directed.
- 8. Detail any current one-time or ongoing OE or CO and any other future costs.

Ongoing funding to support research and program activities of new faculty and staff (between 10-12% of faculty salary request). This includes:

- Annual travel budget ranging from \$5,000 to \$10,000 and averaging \$7,500 per faculty to perfom research activites
- Annual operating budget ranging from \$5,000 to \$20,000 and averaging \$10,000 per faculty for materials, research supplies and lab maintenance.

One-time capital outlay funding for faculty and staff workstations, and faculty startups.

Additional on going operating funds to catch up from previous years lack of increase and partially meet additional escalating costs (3% of ARES existing operating expenditures = \$108,000).

9. Describe method of calculation (RFI, market cost, etc.) and contingencies.

All costs are based on market data and costs for comparable positions as per the University of Idaho's Market-based Compensation model.

10. Provide detail about the revenue assumptions supporting this request.

N/A

11. Who is being served by this request and what is the impact if not funded?

This request is designed to serve the citizenry of the State of Idaho as it addresses key societal issues related to Idaho families and the economic and environmental sustainability of Idaho's agriculture industry.

Agriculture is one of <u>the</u> biggest industries in Idaho providing a strong economic foundation for the state's success. In Idaho in 2019, agribusiness contributed over 17% of Idaho's total economic output, 129,500 Idaho jobs or approximately 1 in every 8 jobs in the state and \$10.5 billion in value added or over 12.5% of total Idaho GSP. CAFE provides a base to study the effects of dairies on both crop- and livestock-based agriculture, food-processing and surrounding communities.

CAFE research will also address the economic, social and cultural sustainability of rural communities and diverse populations as well as the quality and sustainability of air, land and water resources of the rural communities impacted by the dairy industry.

If the funding is not provided, coordinated research and educational activity will be limited leading to a lack of objective, science-based answers to publicly important questions that would educate Idaho's families and aid Idaho's producers and agricultural industry in adopting practices critical to the industry's sustainability for generations.

IT Narrative (If applicable)

1. How does this request conform with your agency's IT plan?

All IT purchases at the University of Idaho are made in compliance with both IT and Purchasing protocols.

2. Is your IT plan approved by the Office of Information Tech. Services?

No.

3. Does the request align with the state's IT plan standards?

N/A

4. Attach any supporting documents from ITS or the Idaho Tech. Authority.

N/A

5. What is the project timeline?

N/A

AGENCY: Health Education Programs Agency No.: 515 FY 2024 Request

FUNCTION: Graduate Medical

Education Function No.: 04 Page 1_ of _3 Pages Original Submission X or

ACTIVITY: Strategic Initiative Activity No.: Revision No. ___

A: Decision Unit No: 12.01	Title: Gradua	ate Medical Edu	ıcation	Priority Ranking 1 of 1	
DESCRIPTION	General	Dedicated	Federal	Other	Total
FULL TIME POSITIONS (FTP)	2.0				2.0
PERSONNEL COSTS:					
1. Salaries	\$196,700				\$196,700
2. Benefits3. Group Position Funding	43,300				43,300
TOTAL PERSONNEL COSTS:	\$240,000				\$240,000
OPERATING EXPENDITURES by summary object:					
1. Operating Expenses					
TOTAL OPERATING EXPENDITURES:					
CAPITAL OUTLAY by summary object:					
1.					
TOTAL CAPITAL OUTLAY:					
T/B PAYMENTS:	\$1,312,500				\$1,312,500
LUMP SUM:					
GRAND TOTAL	\$1,552,500				\$1,552,500

Description:

- Family Medicine Residencies: \$765,000
 - o \$255,000 to increase funding for existing residents to \$45,000
 - o \$60,000 for one Boise Family Medicine resident
 - o \$60,000 for one Caldwell Family Medicine Rural Training Track resident
 - o \$240,000 for four Boise Pediatrics residents at \$60,000 each
 - o \$60,000 for one Rural Medicine Fellowship in Boise
 - \$60,000 for one Behavioral Health Fellowship in Nampa
 - o \$30,000 for one Clinical Psychology intern in Boise
- Idaho State University: \$240,000
 - o \$120,000 to increase funding for existing residents to \$45,000
 - o \$120,000 for two Family Medicine residents in Pocatello at \$60,000 each

- Kootenai: \$155,000
 - o \$95,000 to increase funding for existing residents to \$45,000
 - o \$60,000 for one Family Medicine resident in Coeur d'Alene
- Boise Internal Medicine: \$152,500
 - o \$92,500 to increase funding for existing residents to \$22,250
 - o \$60,000 for one resident
- Eastern Idaho Regional Medical Center: \$240,000 for four psychiatry residents at \$60,000 each

• Total FY 24 request: \$1,552,500

AGENCY: University of Idaho Agency No.: 514 FY 2024 Request

APP UNIT: Forest Utilization Research Approp Unit: EDJA Page 1 Of 4 Pages Original Submission X or

ACTIVITY: Activity No.: Revision No. ___

A: Decision Unit No: 12.01	Title: FUR – Wildland Fire Center			Priority Ranking 1 of 1	
DESCRIPTION	General	Dedicated	Federal	Other	Total
FULL TIME POSITIONS (FTP)	6.00				6.00
PERSONNEL COSTS:					
1. Salaries	395,000				395,000
2. Benefits	153,800				153,800
3. Group Position Funding					
TOTAL PERSONNEL COSTS:	548,800				548,800
OPERATING EXPENDITURES by summary object:					
1. Travel	36,000				36,000
2. OE	54,000				54,000
TOTAL OPERATING EXPENDITURES:	90,000				90,000
CAPITAL OUTLAY by summary object:	90,000				90,000
1. Field Vehicle per FTE	240,000				240,000
TOTAL CAPITAL OUTLAY:	240,000				240,000
T/B PAYMENTS:					
LUMP SUM:					
GRAND TOTAL	878,800				878,800

Request Narrative

Wildland Fire Center Outreach Coordinators & Research Specialists

Wildfire seasons are becoming longer in Idaho and are affecting more people and areas once thought impervious to catastrophic events. Firefighting costs, damages and risk to communities and state endowment lands continue to increase. Expansion of the wildland-urban interface, uneven resource management practices across ownerships, drought, and more people recreating outdoors all contribute to escalating costs. Coordinated agency, community and landowner actions are necessary before, during and after fire events to reduce disruptions to local economies, losses to endowment beneficiaries, and destruction of private property and livelihoods. Establishing wildland fire outreach coordinator and research specialist positions at the University of Idaho, affiliated with a new Wildland Fire Center, would help to coordinate and mobilize interagency activities and landowner actions to increase the pace and scale of mitigation efforts, thus reducing

fire losses and enhancing our ability to live with fire. The outreach coordinators and research specialist would be strategically located in areas of the state having high fire risk, critical endowment assets, and vulnerable communities. These individuals would develop a program of work in conjunction with local authorities and forest and rangeland owners. Where practical, positions would be collocated with Idaho Department of Lands staff to facilitate pre- and post-fire activities like establishing fire protective associations, conducting landowner hazard and post-fire assessments, aiding in prescribed burn planning and smoke management, and mobilizing resources for post-fire mitigation including FEMA assistance. Positions would work closely with University of Idaho researchers to disseminate emerging forest and rangeland management science to help Idahoans adapt to and live with the inevitability of wildfire.

1. Explain the request and provide justification for the need.

State agency resources are currently focused on fire suppression, and less on avoiding fires and post-fire recovery and rehabilitation. Yet to ensure Idaho has healthy and resilient forests and rangelands that support local economies, efforts are desperately needed to coordinate pre- and post-fire activities like establishing fire protection associations, aiding in prescribed burn planning and smoke management, facilitating landowner hazard assessment and fuels reduction, conducting post-fire hazard assessments, and mobilizing resources for post-fire mitigation including FEMA assistance.

Agency managers, firefighters and local authorities often struggle to coordinate these non-suppression activities. These positions would be located in different regions of the state to mobilize actions necessary to increase the pace and scale of mitigation actions that reduce fire losses, and facilitate rapid recovery from fire. The University of Idaho is uniquely qualified to provide assistance in this capacity. For more than 40 years the College of Natural Resources has partnered with local officials and agencies to provide education, workforce training, research and outreach activities to inform decisions affecting use and management of wildfire on our public and private forests and rangelands. Establishing a new Wildland Fire Center in which to house these positions would provide necessary coordination and accountability of actions.

2. If a supplemental, what emergency is being addressed?

N/A

3. Specify the authority in statute or rule that supports this request.

The College of Natural Resources, Forest Utilization Research Program, University of Idaho is authorized under Idaho Statute Title 38 Forestry, Forest Products and Stumpage Districts, Chapter 7 Forest, Wildlife and Range Experiment Station.

4. Indicate existing base of PC, OE, and/or CO by source for this request.

This is a request to increase base funding for annual maintenance for 6 FTEs in a Wildland Fire Center that supports the design and coordination of pre- and post-fire activities in Idaho.

5. What resources are necessary to implement this request?

This request is for ongoing funding for 6.00 FTE including \$548,800 in personnel costs and \$90,000 in travel and operating expense funding. In addition, \$240,000 in one-time funding is requested for the purchase of field vehicles for these new positions.

6. List positions, pay grades, full/part-time status, benefits, terms of service.

(5) Wildfire Outreach Coordinators and (1) Wildfire Research Specialist, market rate salary determinations, full time, 12-month appointments, University of Idaho benefit eligible. Anticipated hire date will be upon approved funding at the beginning of the fiscal year (typically on or around July 1).

7. Will staff be re-directed? If so, describe impact and show changes on org chart.

Overall existing operations will be minimally impacted as functions are currently in place to support related functions in the Forest Utilization Research program. Fiscal specialists will support project operations to process travel and job-related purchases. Human Resources will support hiring of personnel. Operations staff will support vehicle and related field needs. Communications staff will support publication and promotion of project activities and community correspondence. Director level oversight will ensure adherence to university policies and procedures.

8. Detail any current one-time or ongoing OE or CO and any other future costs.

Operating funds of \$15,000 per position (6) for a total of \$90,000 annual maintenance funding requested to cover travel, supplies and outreach efforts. One-time funding of \$240,000 for 6 field vehicles, one for each individual to perform duties of the position.

9. Describe method of calculation (RFI, market cost, etc.) and contingencies.

Personnel Costs are based upon the current University of Idaho market-based compensation system and market costs as compared to similar positions regionally and nationally. Operating Expense per FTE is based on current market costs of similar units within the FUR program. Capital Outlay utilizes the replacement cost method for current motor pool operations in the College of Natural Resources for like vehicles (full size, crew cab ½ ton pickups for similar field work).

Federal funding may be possible to augment field operation costs of these positions for engagement and special programs with local communities and government authorities. No other contingency funding mechanisms have been identified.

10. Provide detail about the revenue assumptions supporting this request.

As indicated above, federal funding may be possible to augment field operation costs of these positions for engagement and special programs with local communities and government authorities.

11. Who is being served by this request and what is the impact if not funded?

State endowment beneficiaries and local communities most benefit from this investment. Wildfires result in disruption to local economies, lost timber receipts and range forage, destruction of private property, threats to public and firefighter safety, and damage to critical wildlife habitat and water resources. Reducing those impacts helps preserve an

estimated \$4 billion contributed annually to Idaho's economy from forests and rangelands, and as much as \$3 billion from outdoor recreation. Reducing fire impacts to endowment lands will increase financial return to beneficiaries while supporting rural economies and livelihoods. Collocating these positions with Idaho Department of Lands staff throughout the state would facilitate localized planning and coordination of pre- and post-fire actions.

Failure to address the impacts of wildfire in Idaho could lead to catastrophic impacts to life, property, and livelihoods dependent upon the state's abundant natural resources. State agency resources are currently focused on fire suppression, and less on avoiding fires and post-fire recovery and rehabilitation. Yet to ensure Idaho has healthy and resilient forests and rangelands that support local economies, efforts are desperately needed to coordinate pre- and post-fire activities. Agency managers, firefighters and local authorities are ill-equipped and often struggle to coordinate these non-suppression activities. The University of Idaho is uniquely qualified to provide practical assistance in this capacity.

IT Narrative (If applicable)

1. How does this request conform with your agency's IT plan?

All IT purchases at the University of Idaho are made in compliance with both IT and Purchasing protocols.

2. Is your IT plan approved by the Office of Information Tech. Services?

No.

3. Does the request align with the state's IT plan standards?

N/A

4. Attach any supporting documents from ITS or the Idaho Tech. Authority.

N/A

5. What is the project timeline?

N/A

AGENCY: University of Idaho Agency No.: 514 FY 2024 Request

APP UNIT: Idaho Geological Survey

Approp Unit: EDJB Page 1 of 6 Pages

Original Submission X or

ACTIVITY: Activity No.: Revision No. ___

A: Decision Unit No: 12.01	Hazard Monitoring, Socioeconomic Title: Impact, & Career Progression Priority Ranking 1 of 1				
DESCRIPTION	General	Dedicated	Federal	Other	Total
FULL TIME POSITIONS (FTP)	4.00				4.00
PERSONNEL COSTS:					
1. Salaries	316,500				316,500
2. Benefits	113,000				113,000
3. Group Position Funding					
TOTAL PERSONNEL COSTS:	429,500				429,500
OPERATING EXPENDITURES by summary object: 1. Ongoing operating expenses	95,000				95,000
TOTAL OPERATING EXPENDITURES:	95,000				95,000
CAPITAL OUTLAY by summary object: 1. Establishment of a basic statewide earthquake monitoring network	500,000				500,000
TOTAL CAPITAL OUTLAY:	500,000				500,000
T/B PAYMENTS:					
LUMP SUM:					
GRAND TOTAL	1,024,500				1,024,500

Request Narrative

The legislative mandate of the Idaho Geological Survey (IGS) is to collect, interpret and publicly distribute geologic data for the state of Idaho. IGS has been historically operating on minimal operational funding, typically in the order of a few thousand dollars from the state appropriation. This funding level is not appropriate for the Survey's mission, and it is impacting the ability of IGS to conduct work focused on state priorities. IGS currently bridges the funding needs through grant and contract work, which creates available salary savings used for operational expenses, but ties IGS to contractual obligations, taking away from a statewide mandate. Only a few programs can land successful grant funding, and critical programs are left with minimal to no funding (e.g., Geologic Hazards, Economic Geology, Oil & Gas, Hydrogeology). IGS presence in the state is currently dictated entirely by contract obligations and does not directly address societal, economic,

and public safety priorities of the state of Idaho. Investment in operational funds for IGS has the potential for high return as evidenced in many well-established economic assessments on benefits for basic geologic investigation¹.

The 2020 large magnitude seismic sequence (Mw 6.5 Stanley Earthquake and aftershock sequence) highlighted a critical gap in hazard monitoring and data acquisition, which directly affects public safety and early warning systems, but has application in energy, industry, and infrastructure. Idaho does not have an earthquake monitoring network. Despite the statewide extreme earthquake potential and hazard, all monitoring is deferred to neighboring states, whose agencies set priorities that diverge from the interests of the state of Idaho. The **design, deployment, and operation of a basic statewide earthquake monitoring network** is a critical need for hazard monitoring and public safety, with enormous implications in the economics associated with minimizing losses and saving lives. Establishing a statewide seismic network is the first step toward the implementation of early warning systems, like the Shake-Alert one, currently implemented in Washington, Oregon, and California. The basic understanding of seismic parameters of rocks and soils can also provide critical information to the engineering community, allowing for the implementation of safety protocols and the use of appropriate building parameters in designing resilient and safe public infrastructures.

A statewide seismic network also has important potential applications in numerous industries including oil, gas, and geothermal energy. These industries can directly benefit from a high-resolution dataset of low-magnitude regional seismicity. Such dataset can also become a strong incentive to industry presence and investment in the state.

In addition to operating expenses and investment in a statewide seismic monitoring network, IGS is requesting four (4) new positions to expand current areas of research as well as establish new expertise in the service of the interests of the Idaho's constituents. This request also includes funds for salary adjustments related to seniority and career progression of five (5) staff.

The first position at IGS requiring funding is an **Earthquake Seismologist**, needed in conjunction with the establishment of a statewide seismic monitoring network. This position is a high priority and fundamental for the operation of the seismic monitoring network. This position will also contribute fundamental expertise, currently lacking in the Earth Science disciplines at the University of Idaho, with potential collaboration across several colleges.

The second position is a **Database Manager**. The Database Manager position is currently supported entirely on grant funds. This position is critical to IGS, maintains and designs database structures to custom fit IGS needs, oversees technical staff, interacts with all scientists, and serves all programs. Moving the Database Manager on the state appropriation budget will allow IGS to increase its competitiveness in grant applications, with the ability of matching salary to federal funding, allowing new hires on grant funds

BAHR TAB 3 Page 2

-

¹ E.g.: https://www.sciencedirect.com/science/article/pii/S0301420714000804#s0065

and maximizing the state investment with a return up to 200%. The position is also instrumental to the operation of the Survey's website which distributes all IGS products to stakeholders and the public.

The third position is an **Economic/Exploration Geologist**. IGS plays a fundamental role in supporting exploration of mineral resources. The publicly released data represents the basis for decision-making in targeting attractive claims in developed and undeveloped areas in the state. This is especially important for small- and medium-sized operations. like many grassroot, Idaho-based companies, who would not otherwise have the economic means for the needed basic, regional geologic studies. The activities associated with the mineral exploration represent a substantial source of revenue for many small, rural communities in Idaho and an increase of revenue for the state; this is also an area of growing international need, particularly in areas like rare Earth elements and other critical minerals that are uniquely present in Idaho. IGS also needs to plan for the retirement of some senior staff including the current Economic Geologist. The expertise of this position requires a complete and involved transfer of knowledge to ensure a seamless transition in an area of expertise that is critical to the state's economy and industry. The added position also plays a fundamental role in guaranteeing full access and coverage of the state's territory and will be instrumental in strengthening ongoing IGS relationships with the numerous exploration companies. The economic geologist position plays a fundamental role in industry relationships and is a key position in business attraction and retention, providing direct technical expertise and serving as a liaison between industry representatives and both state and federal agencies.

The fourth position is the **Editor and Outreach coordinator.** The ability to communicate the outcomes of IGS research is a fundamental component of the State Geological Survey mission. IGS personnel are not currently positioned to perform the necessary tasks to accomplish successful public outreach. IGS seeks to add a dedicated position to maintain a substantial presence with public and social media, interact with K-12 institutions, participate in statewide events, maintain current contents on the IGS website, and perform editorial review and layout of IGS publications.

Seniority and career progression. IGS is requesting funds to implement salary adjustments for five (5) staff members. The positions to receive salary increases are: Senior Researcher, Geologic Hazard Geologist, Hydrogeologist, Senior Petroleum Geologist, and Finance and Operations Manager. All these positions have not been awarded any career progression since the time of employment, yet their respective responsibilities have grown considerably, and justify a salary adjustment. For all scientific staff, responsibilities now include managerial duties to oversee temporary project related staff. This is a very high priority request, which is needed to retain expertise crucial to the IGS mission, at a time where the industry market is aggressively recruiting.

1. Explain the request and provide justification for the need.

IGS is requesting an increase in funding to address the needs detailed above. The request is trying to solve several problems that can be enumerated as:

- Retention of competent staff being actively recruited by private companies in the mineral and exploration sectors.
- Address a critical statewide data gap in earthquake distribution to contribute to hazard mitigation and public safety.
- Provide critical information to mineral, energy, and exploration industry to support their continued presence on the state's territory with proved economic benefit to the State and the local communities.
- Guarantee the Agency's capabilities to develop, maintain, and service statewide database, lead the agency data preservation effort, and support agency wide data managing needs.
- Support operational costs for all programs and allow IGS to operate independently of grant funded projects, allowing for a net increase of IGS presence on the state territory in response to state priority rather than contractual obligations.

2. If a supplemental, what emergency is being addressed?

This is not a supplemental request.

3. Specify the authority in statute or rule that supports this request.

IGS is created under Idaho Statutes 47-201 to be the lead state agency for the collection, interpretation, and dissemination of geologic and mineral data for Idaho.

4. Indicate existing base of PC, OE, and/or CO by source for this request.

IGS currently has 12.28 FTE appropriated of which 11.625 are allocated under the FY23 projection.

1 FTE is currently supporting the IGS economic geology program, and we are requesting a new position to overlap in the same expertise to guarantee transfer of knowledge and a seamless transition toward a projected retirement in the next five years and to expand the ability of IGS to address industry and economic needs across the state territory.

The remainder of the request is for new programs and no resources (staff, OE, or CO) are currently dedicated to the proposed effort.

5. What resources are necessary to implement this request?

This request is for ongoing funding for 4.00 new FTP as well as additional personnel funding for five (5) existing employees, totaling \$429,500 in ongoing personnel costs and \$95,000 in ongoing operating expense funding. In addition, \$500,000 in one-time capital outlay is requested for the establishment of a basic statewide earthquake monitoring network.

6. List positions, pay grades, full/part-time status, benefits, terms of service.

Title	Salary	FT or PT	Benefit Elig	Date of Hire	Term Service
Career progression and promotions	\$35,000	FT / 0.00 FTP	Yes	N/A	12-month

Earthquake Seismologist	\$87,000	FT / 1.00 FTP	Yes	July 1, 2023	12-month
Database Manger	\$70,500	FT / 1.00 FTP	Yes	July 1, 2023	12-month
Economic Geologist	\$78,500	FT / 1.00 FTP	Yes	July 1, 2023	12-month
Editor	\$45,500	FT / 1.00 FTP	Yes	July 1, 2023	12-month

7. Will staff be re-directed? If so, describe impact and show changes on org chart.

Only administrative resources will be redirected to this effort. All other research resources are already fully committed to existing programs.

8. Detail any current one-time or ongoing OE or CO and any other future costs.

IGS is requesting a one-time CO investment of \$500,000 for the design, acquisition, and deployment of a basic statewide earthquake monitoring network and \$95,000 in ongoing OE to support existing and new IGS operations.

9. Describe method of calculation (RFI, market cost, etc.) and contingencies.

All costs for FTE are based on market data and costs for comparable positions at similar state geological surveys. All costs for travel are based on state allowed per-diem and mileage. All costs in support of research programs are estimated based on IGS 5-year average historic expenditures.

Costs of the earthquake monitoring network are estimated based on previous purchases of five comparable instruments at approximately \$106,000 (seismometer, data logger, solar power, and communication systems) prorated for up to 20 new stations and include the service contract for deployment (see attached quotes and invoices for instrumentation only).

10. Provide detail about the revenue assumptions supporting this request.

The current request directly benefits public safety, contributes to minimizing potential losses from natural hazards, and supports and incentivizes industry presence and collaboration across the state.

IGS competitiveness in grant applications will be increased by the current request. IGS anticipates increases in federal and industry funding (as demonstrated by current successful grant awards), to be used in service of Idaho's constituents.

The request also supports IGS ability to interface with other state agencies like IDL, IDWR, OEMR, DEQ.

We do not anticipate increases in revenue for IGS.

11. Who is being served by this request and what is the impact if not funded?

This request is designed to serve the constituents of the State of Idaho as it addresses key scientific, economic, and public safety issues related to the stewardship of natural and mineral resources and the understanding and mitigation of natural hazards.

The Idaho Geological Survey is charged by its legislative mandate to address geological investigations over the vast, complex territory of the State of Idaho, and to serve citizens and stakeholders in response to specific local, regional, and state-wide needs. Data acquired through monitoring, instrumentation, and direct observation in the field and its interpretation and communication are in support of the economic vitality of industry and private citizens. The data will affect decisions regarding the security and safety of public infrastructure including transportation corridors, and guarantee sustainable management practices for continued prosperity of the numerous state industries, including forestry, agriculture, water, and mineral resources.

As the leading state agency for geological data, IGS' collective knowledge provides critical information to numerous prospective and current companies that are attracted by Idaho's natural resources, with direct impact on the economy of local communities, especially in rural areas, which provide a source of revenue for private businesses and municipalities.

At a broader scale, the services that will be made available through the proposed request will serve the entirety of the state through increased basic scientific and applied knowledge, with direct application to hazard mitigation, infrastructure resilience and limiting losses associated with geologic disasters.

If funding is not provided, the ability of IGS to retain part of its technical staff and expertise will be compromised, with potential negative impact and limitation to the IGS mandate mission. In addition, the IGS' priorities, and ability to operate across the state will be dictated by contractual obligations from external funding sources, leading to a lack of objective, science-based answers to publicly important questions.

IT Narrative (If applicable)

1. How does this request conform with your agency's IT plan?

All IT purchases at the University of Idaho are made in compliance with both IT and Purchasing protocols.

2. Is your IT plan approved by the Office of Information Tech. Services?

Nο

3. Does the request align with the state's IT plan standards?

N/A

4. Attach any supporting documents from ITS or the Idaho Tech. Authority.

N/A

5. What is the project timeline?

N/A

AGENCY: Systemwide Needs Agency No.: 516 FY 2024 Request

FUNCTION: Scholarships and Grants

Function No.: 05

Page ____ of __ Pages
Original Submission X or

Activity No.: Revision No. ____

A: Decision Unit No: 12.01	Title: Rural I	Educator Incent	ive Program	Priority Ranki	ing 1 of 1
DESCRIPTION	General	Dedicated	Federal	Other	Total
FULL TIME POSITIONS (FTP)					
PERSONNEL COSTS:					
1. Salaries					
2. Benefits					
3. Group Position Funding					
TOTAL PERSONNEL COSTS:					
OPERATING EXPENDITURES by summary object:					
1. Travel					
TOTAL OPERATING EXPENDITURES:					
CAPITAL OUTLAY by summary object:					
PC and workstation					
TOTAL CAPITAL OUTLAY:					
T/B PAYMENTS:	\$1,625,000				\$1,625,000
LUMP SUM:					
GRAND TOTAL	\$1,625,000				\$1,625,000

Request Narrative

ACTIVITY: Rural Educator Incentive

Senate Bill 1290 (FY 2023) established a rural educator incentive program for educators who work in high-need or rural school districts or charter schools. Unlike other programs that provide the same amount of funding or reimbursement over a fixed number of years, this program would provide a maximum amount of eligible funding that gradually increases for each year the educator stays in the high-need school district or charter school up to the maximum number of years of eligibility. The funds could be used for educator loan repayments, additional degrees, advanced degrees, or other educational costs. \$775,000 ongoing general funds were appropriated in FY 2023 which included \$25,000 for personnel costs and \$750,000 T/Benefit payments for 500 teachers at \$1,500 per teacher.

This request is for the second year which includes the first cohort of 500 teachers at \$2,500 each for \$1,250,000 plus the second cohort of 250 teachers at \$1,500 each for \$375,000 for a total request of \$1,625,000.

AGENCY: Special Programs
AGENCY: Special Programs
Agency No.: 516
Page 1 of 10 Pages
Original Submission __
ACTIVITY:
Activity No.:
Or Revision No. ___

A: Decision Unit No: 12.01	Title Business Development			Priority Ranking of	
DESCRIPTION	General	Dedicated	Federal	Other	Total
FULL TIME POSITIONS (FTP)	.75				
PERSONNEL COSTS:					
Rural Impact Consultant (see below for detailed breakdown)	\$36,200				\$36,200
Rural Design/Website Development	\$18,700				\$18,800
TOTAL PERSONNEL COSTS:					
OPERATING EXPENDITURES:					
TOTAL OPERATING EXPENDITURES:					
CAPITAL OUTLAY by summary object:					
TOTAL CAPITAL OUTLAY:					
T/B PAYMENTS:					
LUMP SUM:					
GRAND TOTAL	\$54,900				\$54,900

AT.	TA	C	ΗN	ИE	NT	33
AI	18	\mathbf{c}	ПІ		1 W I	J.

*.75 FTP reflects the <i>total</i> of what is b	eing requested	(under General	column) and the	he existing FT	Ps that serve
the mission of this line item request that	at are funded th	rough outside s	sources (under	Federal and O	ther).

1. Explain the request and provide justification for the need.

Supports institution/agency and Board strategic plans:

This request to add additional business consultants at the Idaho Small Business Development Center supports:

- Governor Little's initiatives around economic development in rural areas of Idaho The State Board of Education's objectives around innovation and economic development, and the increase of access to education for all Idahoans regardless of socioeconomic status, age, or geographic location.
- Boise State University's core theme for community commitment.
- The Boise State College of Business and Economics' goal to support economic development through collaboration with public and private organizations.
- The host college and university goals for outreach to communities and support of economic development.

Description:

The Idaho Small Business Development Center (SBDC) has been providing no-cost consulting and coaching to Idaho's small businesses and entrepreneurs since 1986 through a network of 6 offices hosted by Idaho's colleges and universities that service all 44 counties in the state. The Procurement Technical Assistance Center (PTAC) has also been providing assistance to businesses on government procurement since 1986. In 2015, the PTAC transitioned from the Idaho Department of Commerce to the Idaho SBDC to complement the services being provided to small businesses.

The COVID-19 Pandemic and ensuing economic crisis affected every part of Idaho. The Idaho SBDC network responded to this crisis by being on the front lines of the economic recovery. Critical information was relayed to Idaho Businesses looking to keep their doors open, Agency partners like Labor and Commerce, and the Financial Management leveraged the SBDC network as a trusted voice to deliver information about unemployment, funding opportunities, and grants for Idaho businesses.

Demand for the Idaho SBDC's professional consultants increased by 62% in 2020 over 2019, and in 2021 it was still up 56% over 2019. This significant and sustained increase in demand requires our network to expand to meet this need, particularly in Rural areas of Idaho.

This request is part of a larger initiative to significantly increase the availability of business consultants and services to rural parts of Idaho.

Rural Impact

On average over the past three years, 20% of Idaho SBDC clients have been located in rural areas. The time spent with these clients has resulted in rural Idaho accounting for; 26% of all new business starts, 32% of all capital raised, 21% of all jobs created, and 19% of all sales in the past six years (from SBDC clients).

Historical Data for SBDC Rural Client Impact:

201) 2020 2021

% of Rural Clients	17.53%	21.25%	21.14%
% of Total Rural I	mpact from all SBD	C Clients	
Business Starts	25.00%	20.00%	16.60%
Capital Raised	11.22%	22.85%	18.39%
Jobs Created	26.61%	19.16%	18.39%
Sales Growth	42.27%	25.61%	29.86%

While these statistics are encouraging, there is need and opportunity for improvement. Even with its strong track record of performance, under the current resources, the Idaho SBDC has not been able to significantly increase these measures. The Idaho SBDC conducted a rural awareness study in 2018 that found 47% of the businesses in the study were aware of the SBDC, but only 27% specifically knew about, and utilized its services. To effectively reach rural business owners with one-one-one consulting and high-quality training, the SBDC needs to expand its presence and awareness in rural Idaho.

The request focuses on increasing "on-the-ground" rural development support with remotely located consultants servicing rural communities in North Central Idaho as well as virtual services based out of Pocatello for companies in rural areas in order to get their businesses working websites to increase their reach and revenue.

The Idaho SBDC has a proven track record of utilizing state and federal funds to deliver solid results for Idaho's economy. (see table below) We have currently optimized our regional offices across the state, and have the opportunity to focus on the rural need and opportunity, which needs additional resources to effectively reach Idaho's rural areas. The initial targeted areas will be Sandpoint, Driggs/Victor, and Lewiston

Idaho SBDC Impact Data	2019	2020	2021
Jobs Created	808	586	710
Clients Served	1,845	2,179	2036
Businesses Started	99	67	95
Sales Growth	\$61M	\$40M	\$56M
Capital Raised	\$48M	\$71M	\$53M
Training Hours	9,368	10,4109	6,578
Consulting Hours	20,436	27,070	23,048
Current Percent of Rural Clients Served	26%	27%	21%

2. If a supplemental, what emergency is being addressed? N/A

3. Indicate existing base of PC, OE, and/or CO by source:

Ongoing funding is requested to increase the available hours for one part-time position (\$36,200) in North Central Idaho, and for contract services with a Designer and Web Developer (\$18,700) in Eastern Idaho to provide these services at no cost to businesses across Idaho, including all rural areas. This increase in funding will have a direct and meaningful impact on rural areas.

Rural outreach is not something that needs one-time or short-term funding. Our staff need to have a sustained footprint within the rural parts of each region to host training, build relationships, increase our awareness and be available for one-on-one consulting in order to most effectively provide the Idaho SBDC services needed to assist rural businesses succeed.

The design and web development program was piloted during COVID-19 with some of the additional CARES Act funds allocated to the Idaho SBDC. This program had a very positive effect on rural businesses in Idaho. In the past two years in which it was funded, 80 companies across Idaho entered this program and 41 of them successfully completed the program with new websites created, 14 of which were businesses in rural areas. In order to continue these services new funding needs to replace the temporary Federal funds, which expired in September 2022.

Two SBDC regional offices have tested a distributed staffing model, whereby business consultants are remotely located in rural areas. This approach has allowed the SBDC consultants to be more responsive to needs of local companies, has built stronger community relationships, and delivered quality consulting. The Idaho SBDC is seeking to expand this approach in additional rural parts of Idaho.

4. What resources are necessary to implement this request?

One office will receive funding to increase hours of one part-time remote rural consultant position. The long term plan is to increase our statewide rural reach by adding new part-time positions to three of our six regions. However, this request is focused on North Idaho as it is our most immediate opportunity.

- Personnel: Three new remotely located part-time positions
 - o Region II: Rural SBDC Consultant for North Central Idaho
 - Region V: Rural Design and Website Development services (available to entire state)

5. List positions, pay grades, full/part-time, benefits, terms of service

Location	FTP	Title	Role Description	Personnel	Fringe	Travel	Total
Lewiston	.5	Rural Service Consultant	New position dedicated to a rural location	\$25,000	\$11,200	\$0	\$36,200
Pocatello	.25	Design/Web Development Specialist	New position dedicated to a rural location	\$13,000	\$5,700	\$0	\$18,700

- 6. Will staff be redirected? If so, describe impact and show changes on org chart $N\!/\!A$
- 7. Provide additional detail about the request, including one-time versus ongoing. Include a description of major revenue assumptions, for example, whether there is a new customer base, fee structure changes, or anticipated grant awards.

\$36,200 is being requested to increase .5 FTP to the SBDC network to increase hours of rural consulting in areas around Lewiston.

The request is for ongoing funding that would be added to the base.

8. Describe method of calculation

This request used market rates based on current consultant salaries.

- 9. Provide detail about the revenue assumptions supporting this request
 - Every dollar invested into the SBDC provides a sizable return to the state of Idaho in tax revenue based on new jobs created in the state. Additionally, each State dollar invested into the SBDC network can be leveraged to increase Federal grants that support the economic development of Idaho. In 2020, the SBDC created a **25:1 return on investment** for Idaho State funds put into the network. We expect this return ratio to continue upon this increase in base funding.
- 10. Who is being served by this request and what are the expected impacts of the funding requested? If this request is not funded who and what are impacted?

The request is designed to primarily serve businesses located in Rural parts of Idaho, which accounts for roughly 25% of the total clients served by the Idaho SBDC. Last year the SBDC helped create 710 jobs in the state of Idaho. Of those jobs created, 126 were located in rural parts of Idaho (17% of jobs created). The SBDC also helped rural businesses retain an additional 96 jobs. Those rural businesses accessed \$15.7 million in capital and had sales growth of \$11 million. There is opportunity and need to increase assistance and the economic impact to rural Idaho.

If this request is not funded, the Idaho SBDC will continue serving businesses in the more rural parts of the state in a limited capacity. However, without additional funding, we expect to deliver only a fraction of the impact to small businesses we believe possible in the rural communities; thus not realizing the potential for increased growth of Idaho's businesses.

ATTACHMENT 34

AGENCY: BSU Special Programs Agency No.: 516 FY 2024 Request

FUNCTION: General Education Function No.: 08 Page 1_ of 3 Pages

Original Submission X

ACTIVITY: TechHelp _____ or Revision No. ____

A: Decision Unit No: 12.01	Title: studio/Blu, Design Prototype Center		Priority Ranking 1 of 1		
DESCRIPTION	General	Dedicated	Federal	Other	Total
FULL TIME POSITIONS (FTP)	3.00		9.00	8.50	20.50
PERSONNEL COSTS:					
1. Salaries	\$229,100		\$338,865	\$321,078	\$889,016
2. Benefits	\$70,900		\$54,264	\$52,663	\$177,854
TOTAL PERSONNEL COSTS:	\$300,000		\$393,129	\$373,741	\$1,066,870
OPERATING EXPENDITURES by summary object:					
TOTAL OPERATING EXPENDITURES:					
CAPITAL OUTLAY by summary object:					
TOTAL CAPITAL OUTLAY:					
T/B PAYMENTS:					
LUMP SUM:					
GRAND TOTAL	\$300,000		\$393,129	\$373,741	\$1,066,870

1. Explain the request and provide justification for the need.

This funding request is to support two new key staff positions to provide "studio\Blu" center leadership. studio\Blu is a consortium between the Boise State Colleges of Engineering, Business & Economics, TechHelp, the Idaho Manufacturing Alliance and Industry partners. Its goal is to connect Idaho industry and entrepreneurs to advanced technology and workforce. Services include technical assistance and training to help our customers in all the stages from concept idea through design, prototype, teste, initial manufacture, funding, and go to market.

These new positions are foundational to leading the center, which provides employment for 30 Boise State engineering and business students and three (3) professional staff working on design, prototyping, marketing, and business development projects for industry, research faculty and students. The Center is used by over 300 students, 20 faculty and approximately 70 industry and entrepreneurial clients annually.

This request to add studio\Blu staff at TechHelp at Boise State supports:

ATTACHMENT 34

- Governor Little's strategic investments supporting technical education and workforce development, including his initiative to diversify Idaho's economy in rural areas.
- The State Board of Education's objectives around innovation and economic development, and the increase of access to education for all Idahoans.
- Boise State University's strategic goals for: 1) Innovation and Institutional Impact, 2)
 Improve Educational Access and Student Success, 3) Advance Research and Creative Activity, and 4) Trailblaze Programs and Partnerships.
- The Boise State College of Business and Economics' goal to support economic development through collaboration with public and private organizations.

About TechHelp - From Boise State's College of Business and Economics (COBE) and the College of Engineering (COEN), TechHelp works in partnership with Boise State, the University of Idaho, Idaho State University and the Idaho Manufacturing Alliance. We provide technical assistance and training to Idaho manufacturers, food and dairy processors, engineering service companies and entrepreneurs to grow revenue, to increase productivity and performance, and to strengthen global competitiveness.

With customers we use a team-based network of industry-experienced staff, proven partners and student employees. TechHelp and studio\Blu currently has 14 full-time professional staff, 28 p/t staff, plus we contract with experts from private industry, Idaho's universities and the MEP National network to develop lasting, trusted-adviser relationships with leaders in Idaho manufacturing companies and communities.

studio\Blu houses TechHelp's New Product Development (NPD) client services, COEN's Engineering Innovation Studio (EIS) and Engineering Research Support (ERS), and the COBE Funding Accelerator. studio\Blu teams work from COEN to provide design, prototype and go to market services to entrepreneurial manufacturers, engineering firms, faculty and students developing new products and research activities. TechHelp and studio\Blu staff and students have been integral to the success of Idaho-founded companies such as Rekluse Motorsports, In The Ditch Towing Products, House of Design Robotics, Lovevery and SGW Designworks. These companies' successes and the associated investments in new products and processes, growing and retaining customer revenue, creating and retaining jobs – this is why TechHelp and studio\Blu exist. Numerous Boise State COBE, COEN TechHelp and studio\Blu alumni have worked at these companies and are critical to their talent pipeline.

Funding for professional staff will provide key leadership for studio\Blu customer and partner relations, business development, and center operations. The combined product development, student and research support, and go to market capabilities are co-located in a facility that is fast becoming a Boise State showcase for donors, sponsors, and prospective students and their parents. The center is expanding the scope of client project work and student staff roles to include new engineering and business disciplines. It is adding new advanced manufacturing technologies, student staff and services are being diversified. The center will be operated by both students and professional staff. We envision studio\Blu becoming "as big as the Blue" at Boise State.

The center's students are mentored by staff employees as they work on client projects, with real budgets and real deadlines, projects that assist clients pursue their product development and research objectives. The projects lead to new products, new companies and research that support Idaho economic development, including new investment, new revenues, and new jobs in Idaho. Center customers include private industry, university faculty and researchers, and students. It serves all of Idaho, and includes rural students and rural industry partners. studio\Blu partners emphasize experiential learning both for student employees and a broader user group of Boise State students, with the goal of providing a near-term pipeline of workplace-ready talent for entrepreneurial and technology companies across Idaho. studio\Blu is run like a business and will be supported by multiple funding streams, much like TechHelp.

ATTACHMENT 34

studio\Blu supports Idaho STEM workforce needs and will support current and projected labor shortfalls. Its experiential learning component is key to improving student graduation rates and retention of graduates from Idaho universities.

Focus and Results - The request focuses on two major areas: 1. Increasing an entrepreneurial and advanced technology workforce talent pipeline to Idaho, including rural student participation in studio\Blu and rural industry partner/employee participation; and 2. Increasing capacity and velocity of projects supporting industry product development, university research, and student projects, furthering TechHelp's and Boise State's positive economic impact on Idaho's economy, including companies' sales, savings, investment and jobs.

TechHelp has a long history of leveraging state and federal funds to deliver impactful results for Idaho's economy. As the Idaho's center for Manufacturing Extension Partnership and Economic Development Administration – University Center TechHelp has a long history of successfully deploying experienced manufacturing specialists from regional offices across the state, to address the needs of Idaho's manufacturers and entrepreneurs. This funding request furthers this mission and is key to addressing critical workforce shortages with Idaho companies.

2. If a supplemental, what emergency is being addressed?

a. NA

3. Indicate existing base of PC, OE, and/or CO by source for this request.

- a. Ongoing funding is requested for 50% of salary and fringe for two new and two existing full-time positions, adding two (2) new part time and increased hours for ten (10) existing part-time positions to best serve industry, entrepreneurs, researchers, and students.
- b. studio\Blu's sustainability plan includes securing ongoing funding from multiple sources including client fees and industry sponsorship. This center will have an on-going, sustained impact on industry and workforce development via student real world experiences and successful client project outcomes. Sustained funding will allow us to increase our market penetration with industry and allow the center to continue to build its student employee and leadership programs with adequate professional staff mentoring, leadership, and strategic growth of the center.
- c. Currently studio\Blu is primarily supported with an EDA Venture award for the next fiscal year. However, this award does not have the necessary funding to cover the costs of a director and operations manager over time. It is the objective of the EDA, TechHelp and Boise State that the state will support the success of the center by contributing to the costs for these necessary positions.

4. What resources are necessary to implement this request?

TechHelp offices at Boise State's COBE and COEN request funding resources for 50% of two new and two existing full-time studio\Blu leadership positions with statewide responsibilities. Funding resources are also needed to fund two (2) part time and increased hours of ten (10) existing part-time positions working within studio\Blu on statewide projects. Other TechHelp appropriation, client fee revenue and federal resources will support additional costs for operating expenses, including student employees, professional staff, advertising, office supplies, computers, and training.

5. List positions, pay grades, full/part-time status, benefits, terms of service.

FTP Level	.5 FTP	.5 FTP	.5 FTP	.5 FTP	1 FTP
Title	Center Director	Operations Manager	New Product Development Specialist	New Product Development Specialist	Consumer Product Development Specialist
Role Description	New position dedicated to studio/Blu	New position dedicated to studio/Blu	Additional funding dedicated to studio/Blu	Additional funding dedicated to studio/Blu	Additional funding dedicated to studio/Blu
Personnel	\$62,500	\$40,000	\$45,500	\$45,500	\$35,573
Fringe	\$21,875	\$14,000	\$15,925	\$15,925	\$3,202
Travel	\$0	\$0	\$0	\$0	\$0
Operating Expenses	\$0	\$0	\$0	\$0	\$0
Total	\$84,375	\$54,000	\$61,425	\$61,425	\$38,775

- 6. Will staff be redirected? If so, describe impact and show changes on org chart.
 - a. No. The existing staff will remain in current positions and expand duties to meet the needs of this new Center. New leadership and managerial duties will be completed by the two (2) new positions requested above.
- 7. Provide additional detail about the request, including one-time versus ongoing. Include a description of major revenue assumptions, for example, whether there is a new customer base, fee structure changes, or anticipated grant awards.
 - a. Ongoing \$138,375 for salary and benefit costs is requested to add staffing to TechHelp program studio\Blu Center. These positions are necessary to add leadership, operation, financial, and capacity capabilities to the center.

We are also requesting \$161,625 for salary and fringe costs for increased efforts of existing employees contributing to the success of the center. The TechHelp Executive Director will supervise all positions within studio\Blu. Although TechHelp and COEN do not have the funding to fully support the center, they can assist with expenses with existing state funding, federal funding from the NIST Manufacturing Extension Partnership and EDA University Center base grants, as well as anticipated future grant funding.

8. Describe method of calculation (RFI, market cost, etc.) and contingencies.

a. Costs were calculated based on a market analysis of equivalent positions both from industry and other higher education institutions.

9. Provide detail about the revenue assumptions supporting this request.

a. Like other TechHelp programs this Center will provide services to clients on a for fee basis. This revenue will be utilized for all costs not funded by appropriated and other funds. TechHelp will also pursue grant funding and corporate sponsorship as additional means to offset Center costs.

10. Who is being served by this request and what is the impact if not funded?

- a. Boise State students are being served by this request as both the primary delivery personnel as well as the customers for many projects.
 - i. Without funding for a studio\Blu Center Director and Operations Manager and other professional staff, this center would likely operate at a fraction of capacity and decrease the number of students served by more than 50%.
 - ii. Without funding, expansion of the center capabilities by way of a) integrating state-of-the-art product development and manufacturing practices, and b) creating employment opportunities for students in multi-disciplinary areas (e.g., business and diverse engineering majors) will be severely constrained.
- b. Idaho entrepreneurs, manufacturers, and engineering businesses will be served by this center via new product development projects completed by students both at the center and in embedded positions working projects at client companies that will allow for realworld experience and a workforce ready for hire after graduation.
 - Without this funding significantly fewer clients would have access to studio\Blu
 resources, including embedded students in their companies resulting in
 workforce hiring challenges.
 - ii. Without funding, center capacity would be greatly decreased and projects from potential clients would be turned down.
- c. Research faculty will be served by gaining access to design, prototyping, and advanced manufacturing capabilities on campus supported by center staff, students, and equipment.
 - i. Without funding, the center would have less staff and students and would have less capacity to meet the needs of research faculty who seek design and prototype assistance via access to the capabilities of studio\Blu.

- 1. Agency name(s): Office of the State Board of Education
- 2. Line item title: Academic Leadership Professional Development
- 3. Problem statement: Academic leaders, particularly department and college/school-level leaders, at Idaho's public post-secondary institutions are tasked with management and administrative responsibilities that are critical to student success. However, these leaders are typically not provided with the professional development and training needed for them to excel in their roles. The future success of Idaho's colleges and universities is dependent on well-trained and qualified academic leaders.
- **4. Request description:** Funding to support professional development opportunities for academic leaders at all eight public postsecondary institutions.
- 5. Estimated total cost and FTP: \$75,000 0 FTP

- 1. Agency name(s): Office of the State Board of Education
- 2. Line item title: Academic Technologist
- 3. Problem statement: Over the past several years, and particularly since the COVID-19 pandemic, the need for expertise in the area of academic technology at the Office of the State Board of Education has increased significantly. The development of a statewide digital campus, which includes Online Idaho, a statewide learning management system, and other technology-related supports for teaching and learning, have all contributed to this staffing need.
- **4.** Request description: Salary and benefits for an Academic Technology Program Manager.
- 5. Estimated total cost and FTP: \$100,000 (\$70,000 plus benefits) and 1.0 FTP

- 1. Agency name(s): Idaho State Board of Education
- 2. Line item title: Apply Idaho Project Manager 1
- 3. Problem statement:

APPLY IDAHO: Open year-round to Idaho high school seniors and Idaho high school graduates

Declining go-on rates continue to indicate that the decision to attend college/university is being delayed (at best) and dismissed (at worst). As the ranks of students abandoning 2- and 4-year degrees grows, the sense of those diplomas' worth diminishes and the opportunity to engage with these would-be-students—either to change their minds or to adopt programs that better answer their needs—evaporates. Non-traditional students who consider attending college years after they enter the workforce have a more difficult time navigating the college or university onramp. Most never realize it is still a viable option.

Currently, Apply Idaho is open October 1 through June 30 and is only available to Idaho high school seniors. This does not meet the needs of young people:

- · who are returning from religious service
- who have delayed a postsecondary decision because of the pandemic uncertainty, cost, or other reasons
- who have completed military service
- who are seeking to enhance or change careers
- who have some college and no degree especially those with 15 or more dual credits taken in high school

We know the further away from high school graduation, the less likely Idahoans are to engage with postsecondary education, even part time.

Issues that Year-Round Apply Idaho could Solve:

- Decreased in-state enrollment
- Decreased go-on rates of young men
- Decreased transfer rates from community college to four-year institutions
- Increased demand for "skilled workers"
- Increased variety and scope of "new" industries

Benefits that Year-Round Apply Idaho would Offer:

- Statewide, institution-agnostic, common messaging and marketing
- Statewide, institution-agnostic, common Idaho application process
- Guaranteed no fees

- Expanded, consistent visibility for all Idaho institutions with more prospective students
- Make the option to go to college a life-long possibility; not the exclusive (or perceived) domain of adolescents.
- Demonstrate greater (and more deliberate) legislative, economic, workforce support for continuing education via Idaho institutions.

Apply Idaho was implemented to support the promise of Direct Admissions; the promise that postsecondary options exist for ALL high school seniors. Apply Idaho has proven the value of a short, digital, no-frills college application for Idaho high school current-year seniors and, today, makes the actual submission process instantaneous. (College representatives are expected to respond within ten days.)

Apply Idaho has a tremendous opportunity to become available **year-round** and to **ALL Idaho high school graduates**.

- **4.** Request description: We are requesting a full-time permanent Project Manager 1 position to manage the evolution of Apply Idaho to a year-round process open to all Idaho high school graduates as well as manage the annual release and oversight of the Apply Idaho application and Direct Admissions program.
- 5. Estimated total cost and FTP: 1 FTP ~ \$80,000 \$90,000

1. Agency name(s): Office of the State Board of Education

2. Line item title: Audit Centralization

3. Problem statement: One of the 2017 Task Force for Higher Education recommendations was to create efficiencies and provide a higher level of service in back-office functions by migrating from the current federated system of institutions to a more integrated, centralized, and student-centric system. Audit is one of those back-office functions. A chief audit executive position was appropriated in FY 2023, and this request includes the rest of the audit team—moving them from the institutions to the Office of the State Board of Education in a budget-neutral transfer. An additional General Fund cost for computer equipment and Change in Employee Compensation is also included.

4. Request description:

- Budget neutral portion:
 - \$1,078,000 ongoing General Fund Personnel Costs
 - \$66,200 ongoing General Fund Operating Expenses
- Additional General Fund:
 - o \$17,700 ongoing General Fund Personnel Costs
 - \$7,700 for 1% CEC placeholder
 - \$10,000 for staff promotion
 - \$33,000 one-time General Fund Capital Outlay (computers for 10.0 FTP at \$3,000 each)
- Cost breakdown:

Consolidated Structure FY23				
	<u>BSU</u>	<u>Uofl</u>	<u>ISU</u>	<u>Total</u>
Managers	90,000.00	122,000.00	122,000.00	334,000.00
Senior Auditor II	-	80,000.00	-	80,000.00
Senior Auditor	70,000.00	-	-	70,000.00
IT Auditor	-	-	80,000.00	80,000.00
Staff Auditor	52,000.00	-	-	52,000.00
Staff Auditor	-	-	52,000.00	52,000.00
Staff Auditor	-	52,000.00	-	52,000.00
Staff Auditor	52,000.00	-	-	52,000.00
Total Salaries	264,000.00	254,000.00	254,000.00	772,000.00
Fringe	95,580.00	91,710.00	91,710.00	279,000.00
Irregular (Students)	13,500.00	6,750.00	6,750.00	27,000.00
Total Salaries	373,080.00	352,460.00	352,460.00	1,078,000.00
Operating Expense	26,476.54	19,857.41	19,857.41	66,191.36
Total Budget	399,556.54	372,317.41	372,317.41	1,144,191.36

5. Estimated total cost and FTP: 10.0 FTP and \$1,194,900

- 1. Agency name(s): Office of the State Board of Education
- 2. Line item title: Higher Education Research Council Coordinator
- 3. Problem statement: The Higher Education Research Council (HERC) manages and distributes \$4 million annually to support higher education research and economic development through Idaho's IGEM and EPSCoR programs. The Council has no dedicated staff support to ensure accountability of these expenditures. Minimal administrative support has been provided by various OSBE staff over the years, but dedicated support is needed. HERC authorized the expenditure of a small fraction of the HERC budget to support a contractor during FY 2022 to determine the amount of support needed in an ongoing basis. This contractor has provided a report that indicates 0.5 FTP will be sufficient to support HERC going forward.
- **4.** Request description: 0.5 FTP allocation for a half-time program manager to support the Higher Education Research Council.
- 5. Estimated total cost and FTP: \$0 new funds and 0.5 FTP. Up to \$50K of currently allocated funds to HERC from the OSBE budget will be used to pay for this half-time position, including salary and benefits.

1. Agency name(s): Office of the State Board of Education

2. Line item title: Principal Research Analyst

3. Problem statement:

The Research section of OSBE currently manages the postsecondary data collection and evaluates state and OSBE programs such as dual credit, the Opportunity Scholarship, Apply Idaho, and Direct Admissions. The Research team also communicates research findings and data measures via the Data Dashboard. Finally, the Research team conducts original research on college attendance trends and other emergent issues of interest to the Board.

Over the past year, there has been more requests from the Board on emergent issues. These have ranged from a series of reports on the impact of COVID on student outcomes, an analysis of the Student Experience Survey, an analysis of demographic representation at the postsecondary institutions, and an analysis of the impact of upcoming demographic changes on the postsecondary institutions. These research requests, in addition to the usual required performance evaluations, have stretched the research capabilities of the Research Team. Currently research is conducted by either the Chief Research Officer or by the Senior Research Analyst (a position that splits her time between Research and the College and Career Access team).

More research capability is needed in order to both give the Board actionable research on emerging issues and to evaluate state and OSBE programs. Some program evaluation has been contracted out in the past few years. However, this is not ideal as it does not allow for Board staff to develop expertise in the data and research methods needed for the specific program evaluations. By doing the evaluations in-house, Board staff has a chance to request changes to data structures to better support these evaluations and to better integrate feedback from the program managers. Furthermore, doing the evaluations in-house limits the need to share individual level student data with the outside contractors.

4. Request description:

A Principal Research Analyst position is requested. This person would be in charge of program evaluations. This would free the time of the Senior Research Analyst to help with data architecture and database development. It would also free the time of the Chief Research Officer to focus only on emergent data requests from the Board.

5. Estimated total cost and FTP: \$93,000 and 1.0 FTP

- 1. Agency name(s): Idaho State Board of Education
- 2. Line item title: Statewide Common Dual Credit Registration System

3. Problem statement:

Dual credit courses provide Idaho high school students the opportunity to earn high school credit and postsecondary credit for a single course. Idaho invests in dual credit education because evidence suggests that dual credit education encourages high school students to enroll in college and increases the likelihood of success in pursuing a postsecondary education.

With the creation of the Fast Forward program in FY2015, students attending an Idaho public high school can now access up to \$4,125 over the course of their middle and high school tenures to support their enrollment in dual credit courses. Access to this financial support has led to a significant increase in dual credit enrollments and resulted in an immediate impact on the percentage of students graduating with earned college credit.

With the rapid growth in dual credit utilization, Idaho's public institutions have deployed various registration approaches and timelines that can prove both burdensome for schools as well as confusing for students and their families. The legislature thus approved continuous funding to investigate streamlining dual credit registration.

In FY22, the Board embarked on a pilot with three public postsecondary institutions and 128 high schools to implement a common dual credit registration system that would simplify registration for and access to dual credit for students and their families. Based on the pilot results, Board staff would like to expand this common registration system statewide and implement the solution with the remaining five public postsecondary institutions along with the remaining 169 public and charter high schools.

- 4. **Request description:** This request would be for \$345,500 in one-time General funds to implement the pilot solution with the remaining five public postsecondary institutions and remaining 169 public and charter high schools. Ongoing licensing fees can be met with the current annual dual credit common registration allocation.
- **5. Estimated total cost and FTP:** No FTP and \$345,000 in one-time implementation costs.

1. Agency name(s): Idaho State Board of Education

2. Line item title: Texas OnCourse Academy

3. Problem statement:

Career Planning

The Office of the Idaho State Board of Education (OSBE), working through the Next Steps Idaho Ambassador program, continues to receive indications of inconsistent or limited professional development opportunities provided to career counselors/advisors contributing to gaps in career exploration for Idaho students.

Additionally, these positions are often notoriously isolating, as career counselors/advisors are often the only person in a school or district who does what they do. Meaning, there is no peer-network of similarly-tasked professionals who can provide informal support.

Career counselors/advisors need assistance. Which is why OSBE recommends Idaho implement Texas OnCourse professional development curriculum. This curriculum comes in a ready-made online interface.

The accessibility and 24/7 availability of a structured, online professional development platform proactively solves any transportation, time zone, and scheduling obstacles that would have made in-person PD events challenging and costly. This at-your-own-pace opportunity empowers the career counselors/advisors to gain competencies in tandem to regularly scheduled on-boarding tasks. Texas OnCourse offers over 20 hours of continuing professional education (CPE) credit for completing the training modules. Users can earn badges to signify their advancement through the material and mastery of the opportunities described therein. Community chat boards can serve as impromptu Professional Learning Communities (PLC).

Following is an outline of the curriculum offered:

Career Pathways	Financial
-----------------	-----------

Career Pathways: Foundational Foundational Knowledge

Knowledge Financial Aid Application Process

Aid

Career Exploration – Assessments Scholarship Application Process

Academic Planning College Costs

Career Learning Experience – Work
Based Learning

Postsecondary Pathways

Advising Foundational Knowledge

Admissions and Application

Process

Entrance & Placement Exams

Postsecondary Research

Specialties

Advising Highly Mobile Populations

Transitions Advising for Students

with Disabilities

Middle School College & Career

Success in Higher Education

College Finances & Beyond

Holistic College Ready Advising

Texas has successfully implemented this resource to unify staff from thousands of schools across a wildly diverse geographic footprint and has also shared this tool with Delaware and Michigan to use in support of their career counselors/advisors. Idaho, too, can leverage this approach to professional development and formally introduce all career counselors/advisors to the entire continuing education and career landscape.

- **4. Request description:** Repurpose \$120,000 on-going in administrator training funds for renewing Texas OnCourse Academy
- **5. Estimated total cost and FTP:** \$120,000 in on-going reallocation of administrator training funds

- 1. Agency name(s): Office of the State Board of Education
- 2. Line item title: Grants and Purchasing Manager
- 3. Problem statement: The Office of the State Board of Education's grants and purchasing processes are currently overseen by the financial team, and current staff does not have the capacity to efficiently and timely execute that work. A new Grants and Purchasing Manager position would provide a dedicated FTP to facilitate grant application, award, and reporting processes and serve as liaison between the agency and the state Division of Purchasing.
- 4. Request description:
 - One position; paygrade M
 - o \$62,000 salaries (80% of policy)
 - o \$13,100 benefits
 - o \$3,000 computer equipment
- **5. Estimated total cost and FTP:** 1.0 FTP and \$78,100 General Fund (\$75,100 ongoing Personnel Costs; \$3,000 one-time Capital Outlay)

- 1. Agency name(s): Office of the State Board of Education
- 2. Line item title: Federal Funds Spending Authority
- 3. **Problem statement:** The Office will need additional federal fund spending authority for the Governor's Emergency Education Relief fund and American Rescue Plan Act.
- 4. Request description:
 - Federal fund spending authority: \$20,000,000 in Operating Expenditures
- **5. Estimated total cost and FTP:** No FTP and \$20,000,000 one-time federal fund Operating Expenditures

- 1. Agency name(s): Office of the State Board of Education
- 2. Line item title: IT and Data Management Staff
- **3. Problem statement:** The current IT and Data Management team workload is unsustainable, and additional staff support is needed.
- 4. Request description:
 - Two positions at \$108,000 each
 - o ISEE Coordinator
 - Salary and Benefits: \$105,000
 - Capital Outlay for computer equipment: \$3,000
 - o Education Data Management System Engineer
 - Salary and Benefits: \$105,000
 - Capital Outlay for computer equipment: \$3,000
- **5. Estimated total cost and FTP:** 2.0 FTP; \$216,000 General Fund (\$210,000 ongoing; \$6,000 one-time)

- 1. Agency name(s): Office of the State Board of Education
- 2. Line item title: School Safety and Security Support
- 3. Problem statement: The School Safety and Security program has been partially funded with federal grants that are expiring. Part of this request is to finish out a transfer that was begun in the FY 23 budget cycle to move federally funded employees onto other fund sources. Additionally, statute requires support for all state education, and there is currently no higher education school safety support.

4. Request description:

- \$26,000 ongoing General Fund Personnel Costs for the Central Idaho Analyst position
 - Three-fourths of this position's costs were moved to the General Fund in FY 23; this is the additional one-fourth that will be federally funded for the first part of FY 23.
- \$40,000 ongoing General Fund Operating Expenditures for costs previously borne by federal funding
- \$50,000 one-time General Fund Capital Outlay for vehicle replacement
- Net-zero transfer of 1.0 FTP and federal fund spending authority for a Juvenile Justice Grant and position currently housed in the Department of Juvenile Corrections.
- 1.0 FTP, \$88,200 ongoing General Fund Personnel Costs, and \$28,000 one-time General Fund Capital Outlay for a higher education analyst.
 - \$72,800 salary; \$15,400 benefits; \$3,000 computer equipment;
 \$25,000 vehicle
- 5. Estimated total cost and FTP: 2.0 FTP and \$232,200 General Fund

- 1. Agency name(s): Public Charter School Commission
- 2. Line item title: Charter School Commission General Fund appropriation increase
- **3. Problem statement:** PCSC operates with most staff being paid from the agency's dedicated fund. The General Fund appropriation supports the salary of the Director and some operational costs, and is set for a 3% increase. The proposed increase would address CEC increases for the Director, as well as an increase to the General Fund Operating appropriation.
- **4.** Request description: Request is to increase General Fund appropriations by 3% from the previous fiscal year from \$182,400 to \$187,872.
- **5. Estimated total cost and FTP:** 0 FTP. \$5,472 from General Fund (both Personnel and Operating).

- 1. Agency name(s): Public Charter School Commission
- 2. Line item title: Charter School Commission Authorizer Fee Dedicated Fund Increase, Capital Outlay
- 3. Problem statement: PCSC operates with most staff being paid from the agency's dedicated fund. To provide for the agency relocation, and associated furniture, fixtures, and equipment costs; PCSC requests an additional appropriation of \$8,000 from the Charter School Commission Authorizer Fee dedicated fund. The proposed increase would address the costs of relocating from the Annex to the Chinden campus, as well as anticipated replacement costs for furniture, fixtures, and equipment.
- **4. Request description:** Request is to receive \$8,000 in Capital Outlay Charter School Commission Authorizer Fee dedicated fund appropriations.
- 5. Estimated total cost and FTP: 0 FTP. \$8,000 from Authorizer Fee Dedicated Fund.

- 1. Agency name(s): Public Charter School Commission
- 2. Line item title: Charter School Commission Authorizer Fee Dedicated Fund Increase, Personnel.
- 3. Problem statement: PCSC operates with only one staff member trained and scoped to provide financial support. Proper internal controls and separation of duties for financial practices are best served with multiple financial staff. Existing PCSC financial staff also provides oversight for 63 charter schools.

Portfolio Managers manage academic and operational oversight for 31 schools each, necessitating an extra FTP to assist them with data and records management.

With additional schools already approved that will come online in the coming years, this request is being made to keep staff workloads manageable.

- **4.** Request description: Request is for funding of one FTP at Financial Specialist II, and one FTP at Technical Records Specialist.
- 5. Estimated total cost and FTP: 1 FTP @ \$23.31/hour + benefits (22.056% + \$11,650) = \$70,828.60 to be assigned to dedicated fund, Charter School Commissioner Authorizer Fees fund. 1 FTP @ \$18.47 + benefits (22.056 + \$11,650) = \$58,540.99.

Total request for 2 FTP = \$129,370.

- 1. Agency name(s): Public Charter School Commission
- 2. Line item title: Charter School Commission Authorizer Fee Dedicated Fund Appropriation Increase, Operating Expenses.
- 3. Problem statement: Adding a Finance Specialist and a Technical Records Specialist to the PCSC team will allow the agency to take a more proactive approach to charter school oversight than has been possible in past years. These crucial staffing additions will allow the agency to pull data-management tasks in-house thereby providing greater opportunity for Program Managers to engage in site visits and field-based work. Should the request for 2 additional FTP be approved, the current funds allocated for operating expenses would be insufficient to facilitate the onboarding of new employees and the increased field work for existing employees.
- Request description: The PCSC respectfully requests an increase to the dedicated fund appropriation by \$56,266 to cover the cost of operations with additional staff and increased field work.
- **5. Estimated total cost and FTP:** 0 FTP. \$56,000 from Charter School Commission Authorizer Fee dedicated fund, for operating expenditures.

NOTE: The three line item requests impacting the Charter School Commission Authorizer Fee Dedicated Fund (personnel, operating, and capital outlay) combined would increase the PCSC's Dedicated Fund appropriation by approximately 29% or a total of \$193,708.

AGENCY: Vocational Rehabilitation Agency No.: 523 FY 2024 Request

FUNCTION: Function No.: Page ____ of __ Pages Original Submission _X or

ACTIVITY: Activity No.: Revision No. ___

A: Decision Unit No: 12.01	Title: Business Engagement Priority Ranking 1			ng 1 of 2	
DESCRIPTION	General	Dedicated	Federal	Other	Total
FULL TIME POSITIONS (FTP)	.60		2.4		3.0
PERSONNEL COSTS:					
1. Salaries	\$29,100		\$116,400		\$145,500
2. Benefits	13,800		55,200		69,000
3. Group Position Funding					
TOTAL PERSONNEL COSTS:	\$42,900		\$171,600		\$214,500
OPERATING EXPENDITURES by summary object:					
1. Travel	\$900		\$3,600		\$4,500
2. Phones	500		1,700		2,200
TOTAL OPERATING EXPENDITURES:	\$1,400		\$5,300		\$6,700
CAPITAL OUTLAY by summary object:					
1. PC and desk phone	\$1,300		\$5,400		\$6,700
2. Office furniture	1,200		4,800		6,000
TOTAL CAPITAL OUTLAY:	\$ 2,500		\$10,200		\$12,700
T/B PAYMENTS:					
LUMP SUM:					
GRAND TOTAL	\$46,800		\$187,100		\$233,900

Description:

IDVR is requesting 3 Regional Business Relations Coordinators, personnel and support needs.

Questions:

1. What is being requested and why? Specifically, what problem is this request trying to solve and how does this request address that problem?

The Workforce Innovations Opportunity Act (WIOA), 2014 made a significant shift in the requirements of Vocational Rehabilitation (VR) programs to serve businesses as an equal customer alongside individuals with disabilities. 34 CFR 361 indicates that state VR programs are an integral part of the state workforce system and under 34 CFR 361.24 requires that state VR agencies will coordinate with employers to identify competitive integrated employment opportunities and career exploration opportunities to facilitate the provision of vocational rehabilitation services and transition services for youth and students with disabilities. Additionally, 34 CFR 361.32 indicates that state agencies will provide training and services for employers to include:

- a) training and technical assistance to employers regarding the employment of individuals with disabilities, including disability awareness, and the requirements of the ADA of 1990 and other employment related laws;
- b) working with employers to:
 - provide opportunities for work-based learning experiences (including internships, short-term employment, apprenticeships, and fellowships);
 - provide opportunities for students with disabilities (Pre-Employment Transition Services) in accordance with the requirements under 361.48(a);
 - recruit qualified applicants who are individuals with disabilities;
 - train employees who are individuals with disabilities; and
 - promote awareness of disability related obstacles to continued employment;
- c) provide consultation, technical assistance, and support to employers on workplace accommodations, assistive technology, and facilities and workplace access through collaborations with community partners and employers across states and nationally, to enable employers to recruit, job match, hire, and retain qualified individuals with disabilities who are recipients of vocational rehabilitation services; and
- d) assist employers with utilizing available financial support for hiring or accommodating individuals with disabilities.

In response to these changes, Idaho Division of Vocational Rehabilitation (IDVR) hired a business liaison in 2015 to implement these new federal requirements. The business liaison was the statewide contact for businesses for the Division. Additionally, IDVR staff across the state were also tasked to implement business engagement activities. The Division has attempted several different approaches to implement business engagement services with limited success. Counselors are at capacity in their current VR tasks and business services are distinct skills and forms. Therefore, having three positions

2

dedicated to this purpose would allow IDVR to meet the business need in a more robust and effective manner across the state while allowing the VR counselors to focus on their primary tasks.

This model will allow for greater engagement with employers across Idaho. Additionally, this meets one of the Governor's and the Workforce Development Council's objectives in meeting workforce needs in the State of Idaho.

2. Indicate the specific source of authority, whether in statute or rule, that supports this request.

- Rehabilitation Act of 1973, as amended by title IV of the Workforce Innovation and Opportunity Act (WIOA)
- Code of Federal Regulations 34 CFR 361, 363, 397
- Code of Federal Regulations 20 CFR 361, 463
- Title 33, Chapter 23 Vocational Rehabilitation
- Temporary Rules 47.01.01

3. What is the agency staffing level, OE, or CO for this activity currently and how much funding, by source, is in the Base?

There is no funding in the base for this request. These are new positions.

4. What resources are necessary to implement this request?

- a. List by position: position titles, pay grades, full or part-time status, benefit eligibility, anticipated dates of hire and terms of service.
 - 3 Area Business Relations Coordinators Program Specialists
 - Pay Grade K
 - FTE with benefits and terms of service
- b. Note any existing agency human resources that will be redirected to this new effort, how existing operations will be impacted, and anticipated oversight the position would have over other employees. Please indicate any requested personnel on the organizational chart submitted with this budget request.
 - No staff will be redirected
- c. List any additional operating funds and capital items needed and note onetime versus ongoing costs.
 - Operating expenses for travel and telephones is included in the request and will be needed on-going. Capital Outlay to set up three offices is included but will only be needed one-time.

3

- d. What is the basis for the requested resources? How were PC, OE, or CO needs projected? Was an RFI done to project estimated costs (if so, please attach a copy of the basis for your cost estimates)?
 - PC expenditures were projected based on 80% of a paygrade K position and benefits at FY23 rates. OE expenditures were estimated based on expected travel, cell phone and desk phone costs. CO expenditures include estimates for laptops (including all peripheral equipment) plus desk phones, and office furniture estimated at \$2,000 per person.
- 5. Provide additional detail about the request, including one-time versus ongoing. Include a description of major revenue assumptions, for example, whether there is a new customer base, fee structure changes, anticipated grant awards, or anticipated partnerships with other state agencies or other entities.
 - Personnel Costs and Operating Expenses will be on-going. Capital Outlay is one time. General Fund is approximately 20% of this request and Federal for 80%. IDVR has sufficient Federal grant award to support this request. Additional match will be required and is included in the General Fund request of \$46,800.
- 6. Who is being served by this request and what are the expected impacts of the funding requested? If this request is not funded who and what are impacted?

Dual customers will be served by meeting the talent pipeline for employers and increasing individuals with disabilities in the workforce, as is prescribed by WIOA 2014. WIOA also requires identification of a performance measure to determine the effectiveness in serving employers specifically around business engagement activities as a shared measure across all workforce programs. This performance measure is designed to gauge three critical workforce needs of the business community and may be one of the following three,

- 1. Providing skilled workers
- 2. Providing quality engagement and services to employers and sectors and establishing productive relationships with employers and sectors over extended periods of time; and
- 3. Providing quality engagement and services to all employers and sectors within a State and local economy.

The three positions requested are critical to meeting this performance measure requirement and will be crucial in supporting the increased emphasis on business engagement in VR. If the positions are not funded, it would erode the Division's ability to expand business engagement services to businesses. Additionally, this will lead to missed opportunities for businesses to recruit qualified talent from the VR pipeline. Employers are still experiencing employee shortages that impact

4

supply chain issues, hours of business, and the overall operation of businesses. Furthermore, while unemployment is low, the employment rate of individuals with disabilities continues to also remain low, indicating this is a target demographic that Idaho businesses need to utilize to meet their labor shortage needs.

In summary, if these positions are not funded, it will be an increased challenge to meet employer needs in a timely manner across the state. In the event of a failure to meet performance measures, sanctions may be imposed. In addition, further administrative actions are possible. (34 CFR § 361.195)

5

AGENCY: Office of the State Board of Education Agency No.: 523 FY 2024 Request

FUNCTION: Vocational Rehabilitation Function No.: Page ____ of __ Pages Original Submission _X or

ACTIVITY: Activity No.: Revision No.

A: Decision Unit No: 12.02					
DESCRIPTION	General	Dedicated	Federal	Other	Total
FULL TIME POSITIONS (FTP)					
PERSONNEL COSTS:					
1. Salaries					
2. Benefits					
3. Group Position Funding					
TOTAL PERSONNEL COSTS:					
OPERATING EXPENDITURES by summary object:	\$20,000				\$20,000
TOTAL OPERATING EXPENDITURES:	\$20,000				\$20,000
CAPITAL OUTLAY by summary object:					
1. PC and workstation					
TOTAL CAPITAL OUTLAY:					
T/B PAYMENTS:	\$480,000				\$480,000
LUMP SUM:					
GRAND TOTAL	\$500,000				\$500,000

Description:

Requesting an increase in General Fund appropriation to meet match requirements and fulfill the federal grant regulations to provide state-wide services.

Questions:

1. What is being requested and why? Specifically, what problem is this request trying to solve and how does this request address that problem?

Idaho Division of Vocational Rehabilitation is requesting an increase in General Fund appropriation of \$500,000. The purpose of this request is to solve two issues:

 To comply with our federal grant requirements to provide state-wide services for all individuals with disabilities.

Workforce Innovation and Opportunity Act (WIOA), 2014 made a significant shift in the requirements of Vocational Rehabilitation programs to serve students in a more comprehensive manner. 34 CFR 361 indicates that state VR programs shall spend 15% of the federal grant specific to pre-employment transition services and 34 CFR 361.48 requires that state VR agencies make these services available statewide. The general fund request would solve the following:

- Eliminate the need for IDVR to have a Waiver of State wideness with our Federal Administration, Rehabilitation Services Administration (RSA)
- Streamline administration for IDVR working with all Local Educational Agencies (LEAs) across the State
- To meet match requirements for federal grant award

IDVR is a dedicated workforce program and part of the Governor's initiative on workforce development. However, IDVR's federal grant is a formula award that continues to increase approximately 3% each year and match funds have not kept pace. This additional request for general funds will,

- Replace lost revenue
- Increase stability for source of nonfederal match
- a. If a supplemental request, explain how this request arises to the level of being an emergency for the agency.
 N/A
- 2. Indicate the specific source of authority, whether in statute or rule, that supports this request.
 - Rehabilitation Act of 1973, as amended by title IV of the Workforce Innovation and Opportunity Act (WIOA)
 - Code of Federal Regulations 34 CFR 361, 363, 397
 - Code of Federal Regulations 20 CFR 361, 463
 - Title 33, Chapter 23 Vocational Rehabilitation
 - Temporary Rules 47.01.01
- 3. What is the agency staffing level, OE, or CO for this activity currently and how much funding, by source, is in the Base?

The current General Fund budget is \$4.4 million and is used for meeting the federal grant match. Additionally, Misc. Revenue is also used for match and is approximately \$200,000 annually for a total of \$4.6 million available for meeting match.

IDVR's latest federal grant award is \$18.9 million which requires a match of \$5.1 million. The federal grant is a formula based on factors such as population increases, and this causes the award to increase approximately 3% per year.

IDVR is requesting \$500,000 increase in General Fund appropriation to meet the federal match requirement (\$5.1 million required less \$4.6 million available).

4. What resources are necessary to implement this request?

N/A

• List by position: position titles, pay grades, full or part-time status, benefit eligibility, anticipated dates of hire and terms of service.

N/A

 Note any existing agency human resources that will be redirected to this new effort, how existing operations will be impacted, and anticipated oversight the position would have over other employees. Please indicate any requested personnel on the organizational chart submitted with this budget request.

N/A

 List any additional operating funds and capital items needed and note onetime versus ongoing costs.

N/A

 What is the basis for the requested resources? How were PC, OE, or CO needs projected? Was an RFI done to project estimated costs (if so, please attach a copy of the basis for your cost estimates)?

An analysis of the loss of revenue in the dedicated funds was completed including trends in revenue to determine projections. This is part of the catalyst for requesting the increase to the General Fund appropriation.

5. Provide additional detail about the request, including one-time versus ongoing. Include a description of major revenue assumptions, for example, whether there is a new customer base, fee structure changes, anticipated grant awards, or anticipated partnerships with other state agencies or other entities.

This request is for on-going funds.

- 6. Who is being served by this request and what are the expected impacts of the funding requested?
 - All students and adults eligible for VR services are positively impacted when the agency can capture all federal funds consistently through the use of general fund appropriations to provide match. State general funds appropriations creates a steady and consistent source for the nonfederal portion required for the formula VR grant.
 - Provides for **Statewide** focus for service delivery as required by law for students and adults
 - IDVR has specifically reallocated staff resources to better meet the statewide intent of the law for services to students.

- Eliminates need for IDVR to enter into agreements with LEAs for the purpose of securing nonfederal match. IDVR is required to provide service regardless of LEA participation in nonfederal match agreements.
- Replaces previously lost revenue when partners pulled out of agreements as their need to refocus their own financial resources changed.
- Provides greater stability for IDVR to plan and deliver services.

If this request is not funded who and what are impacted?

IDVR will continue to rely on agreements to secure nonfederal funds to match federal grants dollars.

- Continued vulnerability for agreements to be discontinued and loss of revenue for match.
- Potential reduction in ability to match grant.
- Potential for future restriction of Idahoans served if grant is reduced to a level below services needed and ability to fund.
- Reduction in VR services would increase pressure on other State resources.

Attach supporting documentation sufficient enough to enable the Board, Division of Financial Management, and the Legislative Budget Office to make an informed decision.



State of Idaho

DIVISION OF FINANCIAL MANAGEMENT

Executive Office of the Governor

BRAD LITTLE Governor

ALEX J. ADAMS Administrator

June 2, 2022

MEMORANDUM

TO: Agency Directors and Fiscal Officers FROM: Alex J. Adams, Administrator

SUBJECT: FY 2024 Budget Overview

rs Un 8- adars

DFM and LSO will soon jointly issue the Budget Development Manual (BDM) which provides agencies with technical guidance on preparing their annual budget requests.

This memo outlines Governor Little's expectations for executive branch agencies as they prepare and submit their FY 2024 budget requests.

A. General Overview

To call the FY 2023 budget historic would be an understatement. Governor Little's *Leading Idaho* plan successfully enacted record tax cuts on top of record investments in education and transportation. Accomplishing this trifecta overshadowed other record state investments in water infrastructure, outdoor recreation, environmental remediation, energy resilience, broadband infrastructure, behavioral health, and the largest CEC in state history (7.6%). Governor Little also made a major down payment on deferred maintenance and funded many vital state facilities. All will build resilience for future prosperity.

This success was achieved against fierce headwinds: a global pandemic, surging inflation, soaring energy prices, labor market shortages, supply-chain disruptions, global geopolitical strife, and an evolving federal monetary policy. While caseloads from the pandemic have eased, the remaining headwinds continue to gain strength, and the odds of a recession over the next 24 months have increased. The economic forecast from which the state's revenue forecast is derived now places the odds of a recession at 1 in 3 in the next year. Other economists have placed the estimates of a recession as high as 75% in the next 24 months. Further, the U.S. fiscal confidence index fell, reflecting heightened concern about the latest economic indicators.

Preparing for the FY 2024 budget is a "best of times, worst of times" scenario. On one hand, revenue has exceeded forecast each month of the fiscal year. This means we will end the year with a robust budget surplus. On the other hand, this surplus is driven, in part, by inflation and unsustainable levels of federal spending, meaning large portions of it should be viewed as one-time in nature. Further, several of the state's safety nets will not be available in FY 2024 setting up a fiscal cliff: the enhanced federal match for Medicaid is nearing expiration, and nearly all (99.8%) of the state's ARPA discretionary dollars are obligated.

Given all these factors, the Governor's top priority for the FY 2024 budget is to preserve the historic gains made during the 2022 legislative session. Generally, agencies should prioritize successfully implementing the major multi-year programs from the previous year's budget rather than looking to create new ones.

The Governor is also exploring another CEC for the upcoming budget to ensure agencies can recruit and retain top talent, as well as additional education investments.

As is often stated, "it won't be the bad years that put you out of business; it's what you did in the good years that sets you up for failure or success." Now, more than ever, is the time to ensure our success from *Leading Idaho* endures, and that our ongoing expenses do not exceed realistic forecasts of ongoing revenue given the historic economic volatility. As directors, it is critical that you work within your agencies and externally with your constituencies to keep expectations appropriately calibrated from the outset of the budget cycle.

B. FY 2023 General Fund Supplemental Requests

Agencies must actively manage their budget and absorb all costs in their existing FY 2023 appropriation to avoid General Fund supplemental requests. If an extraordinary circumstance has occurred in which a General Fund supplemental request may not be absorbed or covered through a net-zero transfer, the agency head should set up a meeting with the Governor's Chief of Staff and DFM Administrator to discuss options no later than **July 29, 2022**.

C. FY 2024 General Fund Agency Requests

C1. General Fund Budget Growth

While preservation of the FY 2023 gains is the top priority, we are pleased that Governor Little's management of the budget makes it possible for us to accept agency budget requests that are up to 3% above the FY 2023 original ongoing General Fund appropriation. For convenience, agency caps are available in **Appendix A** attached to this memo. In several instances, agency caps are adjusted to reflect prior legislative commitments that were expected to increase in FY 2024 (denoted in the table).

The 3% growth factor is inclusive of all requisite adjustments found in the Budget Development Manual, including the CEC placeholder, health insurance adjustment, and other variable benefit adjustments. We do anticipate that the health insurance adjustment will increase approximately \$1,200 per person given the increased medical claims and cost per claim.

DFM will <u>not</u> accept an agency budget submission <u>or</u> a budget revision that exceeds this cap without prior approval of the Governor's Chief of Staff and DFM Administrator.

C2. Line-Item Enhancements

If an agency intends to request a line-item enhancement from *any* source of funding, the agency must meet with their Governor's office contact and DFM analyst no later than **July 29, 2022**, to discuss its necessity for inclusion.

Agencies must adhere to the following:

- General Fund line-item requests must be within the budget cap established under C1 of this memo.
- Line-items relating to personnel matters (e.g., FTP addition, reclassification, equity adjustments, etc.) must have *prior* written attestation from the Division of Human Resources (DHR) that the request is in line with all statewide HR policies. Requests for new FTP must be accompanied by a letter from the Director outlining why vacant FTP exceeding six months cannot be used to cover the request.
- Line-items that involve custom information technology must have *prior* written attestation from:
 - Office of Information Technology Services that no off-the-shelf technology can meet the agency's need and that ITS supports the request; and
 - o State Controller's Office that the proposed technology is Luma compatible.

Any executive agency legislation submitted through the EALS process must be fully accounted
for in the agency's budget submission and fit within the budget cap established under C1 of this
memo. No legislation may be advanced by an agency directly or indirectly outside of the EALS
and budget processes. Legislation that impacts General Fund revenue or deficiency warrants must
be within the budget cap established under C1.

DFM will **not** accept an agency budget submissions or revisions that has not been vetted through this process.

Note that DHR will begin their full classification/compensation study on all state of Idaho job classes on July 1st. Based on the results of this study, DHR will make recommendations to the Legislature on classification/compensation changes in state jobs. Due to this effort, agency requests for changes in classification or compensation on an entire job class or job family will not be considered in the agency request and should instead be coordinated with DHR's recommendations.

C3. ARPA Discretionary Funding Requests

Nearly all (99.8%) of the ARPA State and Local Fiscal Recovery Fund (ARPA SLFRF) have been legislatively obligated. As a result, no new requests will be accepted for FY 2024. The only requests for ARPA SLFRF that will be accepted in the FY 2024 budget request are those outlined in **Appendix B** of this memo.

D. Summary of Key Dates

• July 29, 2022

- Last day to meet with Governor's office contacts and DFM analysts to discuss potential lineitems for FY 2024.
- Last day to meet with Governor's Chief of Staff and DFM Administrator to discuss extraordinary supplemental requests for FY 2023.

• September 1, 2022

o Budget submissions are due to DFM and LSO no later than 5:00 p.m. MT.

As always, please reach out to your DFM analyst with any budget-related questions. Thank you for your continued hard work and assistance during these challenging times.

Appendix A. Budget Submission Caps for Agency General Fund (GF) Request

177 179 180 181 187 189 190 195 196 197 198 200 210 215 220 230	1,670,400 3,173,200 2,081,400 2,438,700 5,318,400 1,582,000 8,058,800 1,615,600 905,700 392,000 355,300 2,627,800 12,527,100 3,370,200 6,408,300	1,720,512 3,268,396 2,143,842 2,511,861 5,477,952 1,629,460 8,300,564 1,664,068 932,871 403,760 365,959 2,706,634 12,902,913 3,471,306
180 181 187 189 190 195 196 197 198 200 210 215 220	3,173,200 2,081,400 2,438,700 5,318,400 1,582,000 8,058,800 1,615,600 905,700 392,000 355,300 2,627,800 12,527,100 3,370,200	3,268,396 2,143,842 2,511,861 5,477,952 1,629,460 8,300,564 1,664,068 932,871 403,760 365,959 2,706,634 12,902,913
181 187 189 190 195 196 197 198 200 210 215 220	2,081,400 2,438,700 5,318,400 1,582,000 8,058,800 1,615,600 905,700 392,000 355,300 2,627,800 12,527,100 3,370,200	2,143,842 2,511,861 5,477,952 1,629,460 8,300,564 1,664,068 932,871 403,760 365,959 2,706,634 12,902,913
187 189 190 195 196 197 198 200 210 215 220	2,438,700 5,318,400 1,582,000 8,058,800 1,615,600 905,700 392,000 355,300 2,627,800 12,527,100 3,370,200	2,511,861 5,477,952 1,629,460 8,300,564 1,664,068 932,871 403,760 365,959 2,706,634 12,902,913
189 190 195 196 197 198 200 210 215 220	5,318,400 1,582,000 8,058,800 1,615,600 905,700 392,000 355,300 2,627,800 12,527,100 3,370,200	5,477,952 1,629,460 8,300,564 1,664,068 932,871 403,760 365,959 2,706,634 12,902,913
190 195 196 197 198 200 210 215 220	1,582,000 8,058,800 1,615,600 905,700 392,000 355,300 2,627,800 12,527,100 3,370,200	1,629,460 8,300,564 1,664,068 932,871 403,760 365,959 2,706,634 12,902,913
195 196 197 198 200 210 215 220	8,058,800 1,615,600 905,700 392,000 355,300 2,627,800 12,527,100 3,370,200	8,300,564 1,664,068 932,871 403,760 365,959 2,706,634 12,902,913
196 197 198 200 210 215 220	1,615,600 905,700 392,000 355,300 2,627,800 12,527,100 3,370,200	1,664,068 932,871 403,760 365,959 2,706,634 12,902,913
197 198 200 210 215 220	905,700 392,000 355,300 2,627,800 12,527,100 3,370,200	932,871 403,760 365,959 2,706,634 12,902,913
198 200 210 215 220	392,000 355,300 2,627,800 12,527,100 3,370,200	403,760 365,959 2,706,634 12,902,913
200 210 215 220	355,300 2,627,800 12,527,100 3,370,200	365,959 2,706,634 12,902,913
210 215 220	2,627,800 12,527,100 3,370,200	2,706,634 12,902,913
210 215 220	12,527,100 3,370,200	12,902,913
215 220	3,370,200	
220		
-	0.400.300	6,600,549
		303,955,987
		3,858,586
		584,319
		25,503,212
		200,157,531
		878,461,892
		47,453,748
		302,820
		9,066,781
		42,553,214
		3,842,518
		644,883
		41,617,047
		23,057,786
		12,029,782
	7 7	269,963
		3,578,529
		1,577,754
		594,413
		9,710,943
		75,276,829
		58,636,767
		347,183,439
		36,039,494
		25,578,299
		28,448,600
		2,901,922
		4,601,834
		4,001,834
	-	230 295,102,900 232 3,746,200 240 567,300 245 24,760,400 270 194,327,700 270 829,520,200 285 46,071,600 300 294,000 320 8,802,700 330 41,313,800 340 3,730,600 351 626,100 352 40,404,900 360 22,386,200 437 11,679,400 441 262,100 443 3,474,300 444 1,531,800 460 577,100 501 9,428,100 503 73,084,300 505 56,928,900 510 337,071,300 514 34,989,800 515 24,833,300 516 27,620,000 520 2,817,400 521 4,467,800

Voc. Rehab	523	4,981,600	5,131,048
Charter School Commission	525	182,400	187,872
SILC	905	237,700	244,831

¹⁻ adjusted for non-discretionary growth pursuant to prior actions 2- HDA shift pursuant to prior legislation is exempt

Appendix B. Allowable ARPA Discretionary Fund Requests for FY 2024 Budget

Agency	Agency #	Brief Description	Amount
WDC	178	Childcare infrastructure expansion grants	\$15,000,000 ¹
Commerce	220	Enhance broadband infrastructure	\$125,000,000 ²
IDPR	340	Outdoor recreation capacity and maintenance	\$5,000,000 ^{1,3}

- 1. Should be coded to the ARPA State Fiscal Recovery Fund (Fund 344-30).
- 2. Should be coded to the ARPA Capital Projects Fund (Fund 344-40)
- 3. JFAC made \$10 million ongoing; thus, agency should add a line item for an additional \$5 million.

The following ARPA Discretionary Fund requests were made ongoing in FY 2023 and are thus including in the base budget for FY 2024:

Agency	Agency #	Brief Description	Amount
		Workforce training for in-demand	
WDC	178	professions	\$25,000,000
DFM	180	Legal and audit support	\$1,081,200
Pardons and Parole	232	Extradition transportation	\$50,000
		Environmental remediation	\$13,709,600
DEQ	245	Drinking and wastewater grants	\$59,998,800
		Home visiting	\$1,000,000
IDHW	270	Community behavioral health clinics grant	\$6,000,000
IDWR	360	Water storage projects	\$50,000,000
Colleges & Universities	510	University of Idaho remote worker training	\$390,100

BUSINESS AFFAIRS AND HUMAN RESOURCES JUNE 15, 2022

SUBJECT

Retirement Plan Committee Report

REFERENCE

June 2011 Idaho State Board of Education (Board) approved

Supplemental Retirement 403(b) Plan document

August 2013 Board approved technical amendments to plan

document

February 2014 Board approved amendments to the Supplemental

Retirement Benefit Plan

April 27, 2020 Board approved allowance of plan-optional COVID-19

distribution and loan relief related to the CARES Act.

October 21, 2020 Board approved amendments to the Optional

Retirement Plan and the 403(b) and 457(b) voluntary

deferred compensation plans.

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Sections II.K.2. and II.R.

Sections 33-107A and -107C, Idaho Code

Section 59-513, Idaho Code

BACKGROUND/DISCUSSION

The Retirement Plan Committee (RPC) is a special committee of the Board that provides stewardship of the optional retirement plans sponsored by the Board for the exclusive benefit of participants and their beneficiaries.

The RPC has been reviewing the plans and how to best manage the costs of managing them. By using consultants who specialize in retirement plans for fiduciary review and a special deputy attorney general for legal review, the Board has been able to maintain compliance with federal and state law and changes in policy. The consultants also revaluate fees and costs associated with the plans, resulting in better returns on participants' investments. Specifically, the Office of the State Board of Education has engaged the Multnomah Group, which provides guidance to the RPC. Multnomah's consultation with the RPC has helped increase the value of the retirement plan by providing guidance on managing and benchmarking the plan and fees.

IMPACT

The costs of consulting and legal services are paid through retirement plan administrative fees, which are collected from plan participants.

ATTACHMENTS

Attachment 1 – Multnomah presentation

BUSINESS AFFAIRS AND HUMAN RESOURCES JUNE 15, 2022

STAFF COMMENTS AND RECOMMENDATIONS

Greg Johnson, Senior Consultant at Multnomah, will present the RPC update. The RPC will discuss potentially pursuing a request for proposals process to evaluate benefit plans and ensure participants are receiving the best service possible at an upcoming special meeting.

BOARD ACTION

This item is for informational purposes only.



MULTNOMAHGROUP

Idaho State Board of Education Retirement Plan Update

June 15, 2022

Comprehensive Retirement Plan Consulting ATTACHMENT 1

We help plan sponsors understand the responsibilities and navigate the complexities of overseeing their retirement plan. Working together to create a comprehensive strategy to arm them with the tools and knowledge to have a positive impact on their retirement plan.

Retirement plan consultants to 128 clients sponsoring 224 plans (as of 03/31/22)

More than \$30 billion in assets under advisement (as of 03/31/2022)

7 Consultants

Consultants located in Oregon, Washington, California, Colorado, and Texas

Committee Governance

Investment Committee
Technical Services Committee
Vendor Services Committee



Employee-owned We have no outside shareholders.



Committee Governance
All decisions are made at a
firm-wide level for the
benefit of all of our clients.



Quality Control

We hire consultant and support staff in advance of our growth to accommodate new clients without taxing existing staffing levels.



Integrated Approach
Our consultant team
structure provides our
clients with access to all
of the resources of the
company.



TAB 4 Page 2

Footer

ATTACHMENT 1

Annual Fiduciary Program

Quarter 1

Annual Review and Strategy Setting

with recordkeeping provider

Meeting 1

Work Group

- · Annual planning discussion
- Review of participant utilization and demographic data
- · Vendor SQC1 review
- Review of participant education and advice strategy
- Review of required participant disclosures and notices
- Annual review of claims and appeals, participant inquiries, issues, and complaints (as prepared by Human Resources and reported to Committee)
- · Share class review
- Annual review of insurance and bonding (as prepared by Risk Management and reported to Committee)
- · Annual review of fee disclosure notices
- · Review of plan testing results (if applicable)
- · Review of authorized plan representatives

Meeting 2

Full Committee

- Review of minutes of previous quarterly meeting of Committee and reports on action items
- Quarterly investment review
- Review of participant utilization data and annual communication strategy
- Fiduciary education
- Other business

Quarter 2

Vendor Services and Fees

- Review of minutes of previous quarterly meeting of Committee and reports on action items
- · Quarterly investment review
- Annual review of costs and services to evaluate reasonableness
- · Fiduciary education
- Other business

Quarter 3

Fiduciary Governance

- Review of minutes of previous quarterly meeting of Committee and reports on action items
- · Quarterly investment review
- · Review of investment menu
- · Review of Investment Policy Statement (if applicable)
- · Review of Charter for Committee (if applicable)
- · Fiduciary education
- Other business

Quarter 4

Plan Operations

- Review of minutes of previous quarterly meeting and reports on action items
- · Quarterly investment review
- · Regulatory update
- Review of government filings and audit (as prepared by Benefits and reported to Committee)
- Review of any year closing amendments to the plan
- Review of proposed annual report to Board on activities during the year
- · Fiduciary education
- · Other business



Retirement Plan Assets and Contributions

Plan Assets as of March 31, 2022

	457(b)	403(b) (Optional Retirement Plan)	403(b) (Supplemental Retirement Plan)	403(b) (Tax Deferred Plan)	Total Assets Across Plans
AIG	\$9,485,513	\$193,056,551	\$204,119	\$36,556,736	\$239,302,919
TIAA	\$35,907,861	\$1,389,668,444	\$1,194,426	\$254,277,374	\$1,681,048,105
Total by Plan	\$45,393,374	\$1,582,724,995	\$1,398,545	\$290,834,110	\$1,920,351,024

Contribution Summary as of March 31, 2022

	457(b)	403(b) (Optional Retirement Plan)	403(b) (Supplement al Retirement Plan)	403(b) (Tax Deferred Plan)	Total Contributions Across Plans
AIG	\$138,714	\$2,892,229	\$0	\$548,214	\$3,579,157
TIAA	\$3,342,716	\$14,757,997	\$4,317	\$1,812,259	\$19,917,289
Total by Plan	\$3,481,430	\$17,650,226	\$4,317	\$2,360,473	\$23,496,446



AIG Investment Menu

Tier 1: Vanguard Institutional Target Retirement Series							
		Tier 2:	Core Array				
Stable Principal	Fixed Income	U.S. Equity		International Equity	Specialty		
		Vanguard Insti	tutional Index I				
Vanguard Federal Money	Vanguard Total Bond Market	Vanguard Extended	Index Market Index I	Vanguard Total			
Market	Index I	Vanguard Small Cap Value Index Adm	Vanguard Small Cap Growth Index Adm	International Stock Index I			
Tier 3: Extended Array							
Stable Principal	Fixed Income	U.S. Equity		International Equity	Specialty		
DFA Inflation		MFS Value R6	T. Rowe Price Blue Chip Growth I	American Funds EuroPacific Growth R6	Vanguard Real Estate Index I		
VALIC Fixed Interest	Protected Sec I	American Century Mid	Carillon Eagle Mid Cap	GIOWLII KO	TIAA-CREF Social Choice Bond Instl		
Option		Cap Value R6 Growth R6			TIAA-CREF Social Choice Equity Instl		
	TIAA-CREF Bond Plus Instl	Conestoga S	mall Cap Instl	DFA Intl Small Company I	TIAA-CREF Social Choice Intl Equity Instl		

Tier 4: Self Directed Brokerage Account or Mutual Fund Window



TIAA Investment Menu

Tie	er 1: Vanguard Institution	onal Target Retirement S	eries			
	Tier 2: 0	Core Array				
Fixed Income	U.S.	Equity	International Equity	Specialty		
	Vanguard Insti	tutional Index I				
Vanguard Federal Money Market Market Index I	Vanguard Extended	Index Market Index I	Vanguard Total International Stock Index I			
	Vanguard Small Cap Value Index	Vanguard Small Cap Growth Index				
	Tier 3: Ext	ended Array				
Fixed Income	U.S. Equity		International Equity	Specialty		
DFA Inflation Protected Sec I	MFS Value R6	T. Rowe Price Blue Chip Growth I	American Funds EuroPacific Growth R6	Vanguard Real Estate Index I		
	American Century Mid	Carillon Eagle Mid Cap		TIAA-CREF Social Choice Bond Instl TIAA-CREF Social		
TIAA-CREF Bond	Cap Value R6	Cap Value R6	Growth R6	Cap Value R6 Growth R6		Choice Equity Instl
Plus Instl	Conestoga S	mall Cap Instl	DFA Intl Small Company I	Choice Intl Equity Instl		
	Fixed Income Vanguard Total Bond Market Index I Fixed Income DFA Inflation Protected Sec I	Fixed Income U.S. I Vanguard Total Bond Market Index I Vanguard Small Cap Value Index Tier 3: Ext Fixed Income DFA Inflation Protected Sec I American Century Mid Cap Value R6 TIAA-CREF Bond Plus Instl	Tier 2: Core Array U.S. Equity Vanguard Institutional Index I Vanguard Total Bond Market Index I Vanguard Small Cap Vanguard Small Cap Growth Index Tier 3: Extended Array Fixed Income DFA Inflation Protected Sec I American Century Mid Cap Value R6 TIAA-CREF Bond Tier 2: Core Array U.S. Equity Vanguard Index I Vanguard Small Cap Vanguard Small Cap Growth Index Tier 3: Extended Array T. Rowe Price Blue Chip Growth I	Fixed Income U.S. Equity Vanguard Total Bond Market Index I Vanguard Small Cap Value Index Tier 3: Extended Array Fixed Income U.S. Equity International Equity Vanguard Total International Stock Index I Vanguard Small Cap Growth Index Tier 3: Extended Array International Equity International Equity Fixed Income U.S. Equity International Equity American Equity American Funds EuroPacific Growth R6 TIAA-CREF Bond Plus Insti DFA Intl Small Company I		

Tier 4: Self Directed Brokerage Account or Mutual Fund Window



Modernizing the Plans

Past Accomplishments:

- Completed initial fee study in 2017 resulting in over \$500,000 in recordkeeping and investment management fee reductions
- Adopted Plan Governance Documents Committee Charter and Investment Policy Statement (updated in 2021)
- Introduced open architecture and best in class investment menu in 2019



Modernizing the Plans

Present Accomplishments:

- Annual Share Class Review
 - Introduced lowest share class for all investment options
- Completed Investment Advisory Search in July
 - Retained Multnomah Group
- Expanded Retirement Committee Membership
 - Representation from all campuses
 - Expanded Board Member Participation
 - Completed Fiduciary Education for new members



Modernizing the Plans

Future Projects:

- Renegotiating recordkeeping fees with AIG and TIAA
- Implementation of per capita fee structure with AIG
- Recordkeeper Request for Proposal
 - Committee Training July, 2022
 - Decision on RFP at Q3 meeting
- Small-Sum Distributions
 - Terminated participants with balances under \$5,000
- Addition of pre-tax Roth contributions when administratively feasible



ATTACHMENT 1

Disclosures

Multnomah Group is a registered investment adviser, registered with the Securities and Exchange Commission. Any information contained herein or on Multnomah Group's website is provided for educational purposes only and does not intend to make an offer or solicitation for the sale or purchase of any specific securities, investments, or investment strategies. Investments involve risk and, unless otherwise stated, are not guaranteed. Multnomah Group does not provide legal or tax advice.



SUBJECT

Chief Executive Officer Compensation

REFERENCE

June 2021

The Idaho State Board of Education (Board) approved Chief Executive Officer salaries.

APPLICABLE STATUTES, RULE OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section I.E.2.d. and e.

Sections 33-102A, 33-2205, 33-2303, 33-2806, 33-3006, 33-3106 and 33-4005, Idaho Code

BACKGROUND/DISCUSSION

Per a March 21, 2022 guidance memo from the Governor's Office, for the first time, agency administrators and directors were required to complete an "Agency Director/Administrator Performance Evaluation" and submit it to their Governor's Office liaison for completion of a final rating and merit increase recommendation. This process does not apply to the institution presidents.

Idaho Code § 33-102A provides that [t]he state board of education is hereby authorized to appoint an executive officer of the state board who ... shall receive such salary as fixed by the state board." The Board President worked with the Governor's Office liaison for a coordinated assessment of the Executive Director's performance rating.

Pursuant to Board Policy I.E.2.d., the administrator of the Division of Career Technical Education, the administrator of the Division of Vocational Rehabilitation, and the general manager of Idaho Public Television "are evaluated by the Executive Director annually, who makes recommendations to the Board with respect to compensation and employment." The Board's Executive Director worked with Governor's Office liaisons for a coordinated assessment of the performance ratings for the Idaho Public Television General Manager, and the Administrators of the Division of Career Technical Education and Division of Vocational Rehabilitation.

Agency heads' salaries are entered into the state payroll system based on the equivalent hourly amount. The Board's consideration of salary changes at this time will allow for any approved changes to be entered into the state payroll system prior to the start of the payroll fiscal year.

Contracts for the presidents of Boise State University, Idaho State University, Lewis-Clark State College, and the University of Idaho are established by the State Board of Education pursuant to Board Policy I.E.2.e.i, which provides that "Each chief executive officer's annual compensation shall be set and approved by the Board."

IMPACT

Approval of the proposed salaries will allow staff to enter the salaries for FY2023 into the state payroll system.

ATTACHMENTS

Attachment 1 – Governor's Memo on Guidance for FY 2023 Change in Director Compensation

STAFF COMMENTS AND RECOMMENDATIONS

Staff recommends approval of the hourly rates and equivalent salaries listed below. Jeff Tucker, General Manager of Idaho Public Television, has elected to not receive a pay increase.

BOARD ACTION

I move to approve an hourly rate of \$83.32 (annual salary of \$173,306) for Matt Freeman as Executive Director of the State Board of Education, effective on the July 8, 2022 pay date.

Moved by	Seconded by	Carried Yes	No
AND			
	an hourly rate of \$62.96 ninistrator of the Division 2 pay date.	•	•
Moved by	Seconded by	Carried Yes	No
AND			
	an hourly rate of \$66.13 ator of the Division of Car ay date.		
Moved by	Seconded by	Carried Yes	No
AND			
University of Idah	an annual rate of \$440,99 o, to extend his contract d amendment to his contr	by one year, and for	
Moved by	Seconded by	Carried Yes	No

AND

of Lewis-Clark State C	annual rate of \$275,000 fo ollege, to extend her cont endment to her contract.	ract by one year, and	
Moved by	_ Seconded by	Carried Yes	_ No
AND			
• •	annual rate of \$420,000 or, to extend his contract be diment to his contract.		
Moved by	_ Seconded by	Carried Yes	_ No
AND			
I move to approve an	annual rate of \$437,757	for Marlene Tromp as	s President of

Moved by _____ Seconded by ____ Carried Yes ____ No ____

Boise State University, to extend her contract by one year, and for the parties to

execute the second amendment to her contract.



Governor Brad Little

Memorandum

DATE: March 21, 2022

TO: Executive Branch Department Heads

CC: Lori A. Wolff, Administrator, Division of Human Resources

Alex J. Adams, Administrator, Division of Financial Management

FROM: Zach Hauge, Chief of Staff

SUBJECT: Guidance for FY 2023 Change in Director Compensation

FY 2023 Change in Employee Compensation

For FY 2023, the Legislature appropriated the following:

- A fully funded upward adjustment of the compensation schedule by 3% to provide a 3% ongoing salary increase for all permanent positions; and
- \$1.25 per hour increase for each permanent employee, to be distributed based on merit with flexibility as determined by agency directors.

Information regarding guidance and submission of CEC plans for agency employees was provided on March 11, 2022. Please let us know if you have any additional questions regarding guidance for your agency's CEC plan this year. Below is detailed information related specifically to directors' CEC implementation.

<u>Directors' CEC – 3% Salary Increase</u>

Since the 3% CEC salary increase is not based on merit, agencies should include directors' 3% salary increase when the agency implements this component of the CEC plan for the agency. Many agencies are planning to implement this component early. This increase does not require a performance evaluation or recommendation from board members or the Governor's Office, so the increase can be at the same time the agency implements the 3% increase for all employees.

Directors' CEC – Performance-Based Pay Increases

CEC Eligibility Requirements

- To receive a performance-based pay increase, directors will need to complete the SFY 2022 Director Employee Evaluation form and submit it their Governor's Office liaison for completion of a final rating and merit increase recommendation. Governor's Office staff will work with board chairs (when applicable) for coordinated assessments of director and agency head performance ratings. Final merit-based increases will be based on overall performance for SFY2022.
- Performance evaluations for directors have been modified this year to allow directors to provide a summary of their accomplishments, since we did not have time for goals to be set for SFY 2022. Attached is the final Director Employee Evaluation for SFY2022. Please complete this form and submit it to your Governor's Office liaison no later than April 8, 2022. The Governor's Office will work directly with board chairs for coordinated comments and finalization of performance evaluations and ratings.
- Governor's Office liaisons will coordinate performance evaluations and final ratings with board chairs (when applicable) and will complete comments and evaluations by **April 29**, **2022**. Merit based increases will be determined in alignment with legislative intent language. The merit-based component will follow the matrix below. Merit based increases for directors will not be implemented until SFY 2023.

Matrix Requirements

The matrix for agency head merit increases will use the following matrix:

Performance Rating	Merit Based Increase
Achieves Performance	\$ 1.50
Solid Sustained Performance	\$ 1.75
Exemplary Performance	\$ 2.00

• Once final performance evaluations and ratings have been finalized, directors and agency heads will receive notification of final ratings and merit increases for SFY 2023. Merit based increases for directors will not be implemented until SFY 2023.

Thank you for support of this process. If you have any additional questions, please contact the Division of Human Resources or your Governor's Office liaison for further clarification.

UNIVERSITY OF IDAHO

SUBJECT

University of Idaho Long-Term Lease and Concession Agreement for the University of Idaho Utility System – Capital Improvement Approval – Wood Handling and Water Treatment Improvements at the Energy Plant

REFERENCE

April 2020 The Board of Regents reviewed the University of

Idaho's potential Public-Private Partnership as an

informational item.

November 2, 2020 The Board of Regents approved the Long-Term Lease

and Concession Agreement for the University of Idaho Utility System between the University of Idaho and

Sacyr Plenary Utility Partners Idaho LLC

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section V.K. Construction Projects

BACKGROUND/DISCUSSION

After the approval of the Board of Regents, the University of Idaho (UI) executed a Long-Term Lease and Concession Agreement (Concession Agreement) under which UI received an up-front payment in the amount of \$225,000,000 in exchange for UI leasing its Utility System assets and operation to Sacyr Plenary Utility Partners Idaho LLC (SPUPI). As discussed with the Board at the time the Concession Agreement was under consideration for approval, SPUPI is required to develop and propose an annual Five-Year Plan for University review and approval. Among other things, the Five-Year Plan must include proposed Capital Improvements for the UI's Utility System. Proposed Capital Improvements must address the ongoing needs of the system for major repairs and system upgrades and possible expansions for the 50-year term of the Concession Agreement. University staff has reviewed SPUPI's most recent FY 2023 proposed Five-Year Plan and the included Capital Improvements. Two Capital Improvements included in the FY 2023 Five-Year Plan have been deemed necessary by University staff and require approval by the Board of Regents due to the cost of the Capital Improvements.

The first project serves to improve the water treatment system supporting boiler operations at the Energy Plant. Water treatment is required to prevent fouling of heat transfer surfaces throughout the steam production and distribution system, supporting efficient operations and extending the useful life of system components. The project is valued at \$1,400,160 (see Attachment 1) and serves to rebuild or

replace several valves, pumps, motors, tanks, and piping associated with the treatment system, all beyond their useful life.

The second project supports the wood handling system serving the main wood-fired boiler at the Energy Plant. This boiler produces roughly 90% of all steam on campus and is "fed" by the wood handling system—a system which transports wood from delivery trucks to the throat of the boiler. This system is now 36 years old, with most components well beyond their useful life. This project is valued at \$2,340,224 (see Attachment 2) and replaces the many components of the fuel conveyance system, including hydraulics, slats, bearings, seals, drivers, belts, magnets, auger screws, buckets, controls, and metering.

IMPACT

The goal of these projects is to ensure that the production of steam meets the campus needs at all times. Steam is used to both heat and cool campus buildings, and to provide hot water to campus, including buildings with critical research which must be maintained at appropriate temperatures. These projects are critical to UI's basic operating needs and to the success of our research and education mission.

SPUPI will provide the up-front funding to execute the project, with UI repaying the up-front cost over time according to the formula contained in the Concession Agreement. Further, if approved by the Board, SPUPI would be responsible for all aspects of the project, from planning, to execution, to completion. The Capital Expenditure Fee for these Capital Improvements will amortize the Capital Improvement cost and return over a 20-year period at a 6.627% return on capital. Funds to repay the cost of the Capital Improvement come operating funds previously used to operate the utility system.

ATTACHMENTS

Attachment 1 – Water Treatment Improvements Project Attachment 2 – Wood Fuel Handling System Upgrades Project

BOARD STAFF COMMENTS AND RECOMMENDATIONS

The total water treatment project amount of \$1,400,160 is shown in Attachment 1 by adding the \$90,180 in the "Approach" section on page 1 and the \$1,309,980 in section A on page 2.

The total wood fuel handling system project amount of \$2,340,224 is shown in Attachment 2 by adding the \$177,336 in the "Approach" section on page 2 and the \$2,162,888 in section A on page 3.

This action aligns with the University of Idaho's utility lease agreement and Board Policy V.K. regarding Board approval for projects over \$1 million.

Staff recommends approval.

R	<u></u>	٨	D	n	٨	C1	П	<u></u>	N	ı
О	w	н	П.		\mathbf{H}			L J	17	

I move to approve Sacyr Plenary Utility Partners Idaho LLC's proposed Capital Improvements entitled "Water Treatment Improvements" and "Wood Fuel Handling System Upgrades" included in the FY 2023 Five-Year Plan presented to the University of Idaho under the Long-Term Lease and Concession Agreement for the University of Idaho Utility System in a cumulative amount of \$3,740,384.

Moved by	Seconded by	C	arried Y	'es	Nο
	occorraca by		arrica i		

PROJECT CODE: 23/1-006

PROJECT NAME: Water Treatment Improvements Project 1

UTILITY SYSTEM: Steam

DATE SUBMITTED: December 31st, 2021

SAFETY AND RESILIENCY ASSESSMENT:

The impact associated with safety is <u>medium</u>. The impact associated with resiliency is <u>high</u> (extended steam outage to campus).

The likelihood of these events is <u>high</u> (PRV stations are failing).

ō	High	3	2	1
Likelihood	Med	4	3	2
	Low		4	3
PHASE		Low	Med	High
ASSIC	SNED		Impact	

Background: The Hot Lime Softening (HLS) tanks and associated feedwater and condensate chemistry subsystems are critical for protecting the boilers and steam distribution systems from scaling, which reduces efficiency and risks significant damage. These systems experience frequent fouling due to the type of fluids used, which reduces efficiency, HLS tank #2 is almost 20 years old and in need of reconditioning to extend its useful life. This project rebuilds the PRV stations for each HLS tank, reconditions HLS #2, and upgrades the water treatment system. Most of these systems are beyond or approaching their end of serviceable life. The PRV station for HLS #1 has failed with no parts commercially available. The PRV station for HLS #2 is in critical need of replacement before it fails with no redundancy. Failure of PRV station #2 will result in a complete steam shutdown to campus until replacement as boilers cannot be operated without water treatment. This is an example where N+1 redundancy does not exist.

Objectives: The main objectives of this Capital Improvement are:

- Recondition Hot Lime Softener #2 to extend its useful life.
- Mitigate resiliency issues associated with systems beyond their serviceable life.
- Address safety concerns associated with the physical conditions of current assets.
- Change assets in order to achieve required O&M practices in a safe manner.

Scope of Work: The scope of work of this Capital Improvement is:

- Rebuild PRV stations for both HLS tanks.
- Recondition HLS #2 and replace valves with stainless steel valves.
- Replace all critical valves for the zeolite and charcoal systems.
- Replace booster pumps and backwash pumps.
- Replace slurry tank motor.
- Replace saltwater tank, pumps, valves, and piping.

There is no recommended related work beyond the Line of Demarcation associated with this Capital Improvement.

Safety and Logistics: To the extent required by applicable law, the University will provide (i) an asbestos survey covering any area to be disturbed by a demolition or renovation work; or (ii) proof that the original work was completed using asbestos-free materials. In accordance with the Concession Agreement, the University will be

responsible for abatement of any Hazardous Substances, including asbestos and lead-based paint, which originated prior to Closing.

A detailed safety plan will be developed during the development stage including the protection of live utilities, and the provision of fencing to prevent unauthorized access to construction areas. Temporary traffic and/or pedestrian accommodations will be implemented as needed.

Approach: As established in section 4.3(c), the Concessionaire requests that the University respond to this proposed Capital Improvement only pursuant to section 4.3(c)(ii), requiring that the Concessionaire perform additional work, to provide more information regarding the scope, design, and cost of the proposed Capital Improvement. The anticipated cost of such additional work is \$90,180 and will also include non-destructive testing on de-aerators and hot lime softeners to determine integrity and remaining serviceable life.

Additional Information:

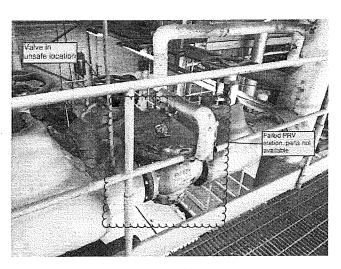


Figure 1. Failed PRV Station #1.

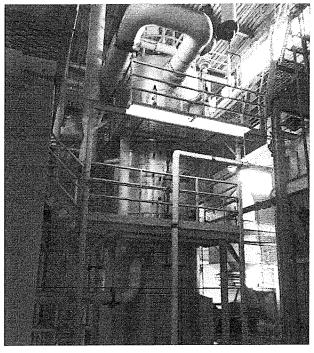


Figure 2. Hot Lime Softener #2.

Pursuant to the Long-term Lease and Concession Agreement, Section 4.3.(c) (2), the following information is presented for this Capital Improvement:

- (A) Total Cost: \$1,309,980.
- (B) Forecasted annual operations and maintenance costs: \$0. Like for like repairs and/or replacements.
- (C) Proposed modification to the Recovery Period: None.

- (D) Explanation of all relevant assumptions, variables, and data sources: See previous narratives. In addition, it is assumed that (i) HLS tank and de-aerator are structurally sound and do not need to be replaced, dependent on non-destructive testing, and (ii) workable solutions for all required coordination with University activity will be achievable. Coordination with the University for other work that may impact this Capital Improvement will occur.
- (E) Proposed schedule: EPC (Const.) extends through August 2023. EPC (Commiss.) occurs in September 2023.

	07/22	08/22	09/22	10/22	11/22	12/22	01/23	02/23	03/23	04/23	05/23	06/23
Additional Work												
EPC (Dev.)												
EPC (Const.)		·									The second secon	
EPC (Commiss.)												

- (F) Impact on Sustainability: Improvement from reduced pumping requirements to move fluids in the system. Fewer losses and less electric load.
- (G) Anticipated tax credits or other benefits: No tax credits or other benefits have been identified.
- (H) Fee or charge payable to the Operator: \$1,299,996.
- (I) Proposed changes to the limits on the professional liability insurance coverage: All engineering and consulting firms engaged for Capital Improvements proposed for Approval will have a limit of \$1,000,000 limit or greater on the professional liability insurance coverage. The premium associated to such policy is usually prorated by the firm over their annual contracts.
- (J) Potential change in Supply Costs or consumption of Supplies: Negligible, associated with a minor improvement from reduced pumping requirements.

BAHR

PROJECT CODE: 23/1-007

PROJECT NAME: Wood Fuel Handling System Upgrades

UTILITY SYSTEM: Steam

DATE SUBMITTED: December 31st, 2021

SAFETY AND RESILIENCY ASSESSMENT:

The impact associated with safety is <u>high</u> (unsafe rotating equipment and fire risk conditions exist). The impact associated with resiliency is <u>high</u> (failure likely to disable the wood fuel boiler).

The likelihood of these events is <u>high</u> (conditions are critical to address, failure is imminent).

PHASE ASSIGNED			Impact	J.,
		Low	Med	High
	Low	5	4	3
Likelihood	Med	4	3	2
ō	High	3	2	1

Background: The wood handling system at the Energy Plant transports fuel from delivery trucks to the throat of the wood boiler. The wood boiler provides significant economic and environmental benefits to the University, however, at 35 years old, many of the subsystems are in critical need of upgrade. This project upgrades the fuel handing subsystems including hydraulics, augers, and conveyance systems. Several single points of failure, or long repair time, issues exist within these systems. These systems are original equipment and damaged from years of use, posing severe safety risks to operators, fuel supplier delivery drivers, and vehicle and pedestrian traffic. Emergency repairs were needed in 2021 and will be needed again in the very near future, indicating that significant failures are imminent. Without a functional fuel handling system, the wood boiler will be shut down, significantly increasing Supply costs to the University until addressed. Shutdown of the wood boiler risks N+1 performance standards for the Steam System as the Energy Plant would be completely dependent on natural gas availability, posing a significant risk to campus.

Objectives: The main objectives of this Capital Improvement are:

- Recondition the wood fuel handling system to extend its useful and serviceable life.
- Mitigate severe resiliency issues associated with systems well beyond their serviceable life.
- Address safety concerns associated with the physical conditions of current assets.
- Change assets in order to achieve required O&M practices in a safe manner.

Scope of Work: The scope of work of this Capital Improvement is:

- Replace glycol heating unit for deliver ramp.
- Upgrade the walking floor with new components including:
 - · Hydraulics, slats, nylon surfaces, bearings, seals.
- Upgrade exterior fuel conveyance system with new components including:
 - · Unclassified belt and cover.
 - · Classifier drive and cover.
 - · Classified belt and magnet.
- Upgrade silo fuel conveyance system with new components including:
 - · Elevated screw.

- · Silo exit auger.
- · Damaged silo bucket elevator and buckets.
- · Install speed control to silo bucket elevator.
- · Damaged metering bin bucket elevator and buckets.
- · Install speed control to metering bin bucket elevator.
- Upgrade metering bin including:
 - · Demolition of existing metering bin.
 - · Reengineer for improved fuel flow to throat.
 - · Replace drives.

There is no recommended related work beyond the Line of Demarcation associated with this Capital Improvement.

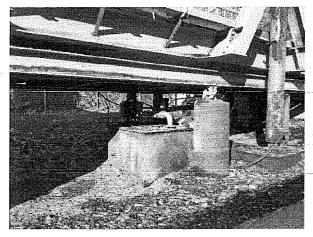
Safety and Logistics: To the extent required by applicable law, the University will provide (i) an asbestos survey covering any area to be disturbed by a demolition or renovation work; or (ii) proof that the original work was completed using asbestos-free materials. In accordance with the Concession Agreement, the University will be responsible for abatement of any Hazardous Substances, including asbestos and lead-based paint, which originated prior to Closing.

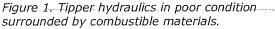
A detailed safety plan will be developed during the development stage including the protection of live utilities, and the provision of fencing to prevent unauthorized access to construction areas. Temporary traffic and/or pedestrian accommodations will be implemented as needed.

Additional work will occur within the Steam Plant perimeter. Any outage periods of the wood fuel boiler will be coordinated with the University.

Approach: As established in section 4.3(c), the Concessionaire requests that the University respond to this proposed Capital Improvement only pursuant to section 4.3(c)(ii), requiring that the Concessionaire perform additional work, to provide more information regarding the scope, design, and cost of the proposed Capital Improvement. The anticipated cost of such additional work is \$177,336.

Additional Information:





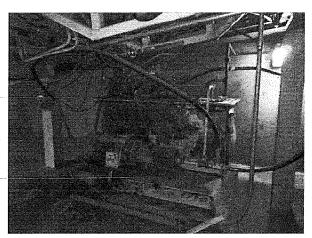


Figure 2. Hydraulic system beyond serviceable life.

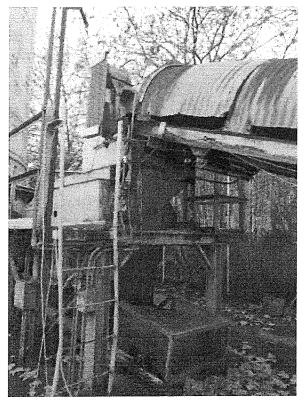


Figure 3. Aged wood conveyance system in poor condition.

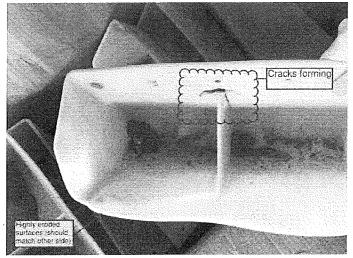


Figure 4. Elevator buckets are heavily worn.

Pursuant to the Long-term Lease and Concession Agreement, Section 4.3.(c) (2), the following information is presented for this Capital Improvement:

- (A) Total Cost: \$2,162,888.
- (B) Forecasted annual operations and maintenance costs: \$0. Like for like replacements. The new system will have specific O&M requirements to maintain expected life. Downtime from breakdowns and jams should be reduced from improved performance.
- (C) Proposed modification to the Recovery Period: None.
- (D) Explanation of all relevant assumptions, variables, and data sources: See previous narratives. In addition, it is assumed that (i) construction will be phased during two summer seasons to ensure the wood boiler is available during winter heating season and to reduce logistics impact to fuel suppliers, (ii) a partial replacement of damaged buckets only (15 buckets per elevator), (iii) a 1% electrical efficiency improvement in the conveyance system will be derived, and (iv) workable solutions for all required coordination with University activity will be achievable. Coordination with the University for other work that may impact this Capital Improvement will occur.

(E) Proposed schedule: EPC (Const.) extends through June 2024. EPC (Commiss.) occurs from June 2024 to July 2024.

	0.,	08/22	09/22	10/22	11/22	12/22	01/23	02/23	03/23	04/23	05/23	06/23
Additional Work												
EPC (Dev.)												
EPC (Const.)												
EPC (Commiss.)												

- (F) Impact on Sustainability: Improved fuel handling will increase the reliability of the wood boiler, reducing natural gas consumption.
- (G) Anticipated tax credits or other benefits: No tax credits or other benefits have been identified.
- (H) Fee or charge payable to the Operator: \$2,146,932.
- (I) Proposed changes to the limits on the professional liability insurance coverage: All engineering and consulting firms engaged for Capital Improvements proposed for Approval will have a limit of \$1,000,000 limit or greater on the professional liability insurance coverage. The premium associated to such policy is usually prorated by the firm over their annual contracts.
- (J) Potential change in Supply Costs or consumption of Supplies: -\$1,000, wood fuel, natural gas, and electricity. The decrease is associated to reduced wood boiler downtime, and improved conveyance efficiency.

	V
The second secon	
the state of the s	
	and the second s

UNIVERSITY OF IDAHO

SUBJECT

Request for Construction authorization; proposed 6th Street Greenhouses Expansion, University of Idaho (UI), Moscow, Idaho.

REFERENCE:

February 2022 Idaho State Board of Education (Board) approved Design

and Construction Authorization via the Executive Director.

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedure, Section V.K.1, and Sections V.K.3.

BACKGROUND/DISCUSSION

This is a request to authorize Construction of two new greenhouse bays as an addition to the existing 6th Street Greenhouses facility. The new greenhouse bays will expand the College of Agricultural and Life Sciences research capacity at the 6th Street Greenhouses facility. When the 6th Street Greenhouses facility was renovated and improved in 1995/96, eventual expansion of the facility by an additional eight bays pushing out to the south towards 6th Street was anticipated and planned. As a result, footprints were reserved and building systems were sized accordingly. This is the first of the long-desired expansion efforts.

The project is consistent with the strategic goals and objectives of the University of Idaho and is consistent with the UI's Strategic Plan related to Research and Outreach.

In addition, the project is fully consistent with the principles, goals, and objectives of UI's Long Range Campus Development Plan (LRCDP).

IMPACT

This project was authorized at \$851,200 in February 2022 via the Executive Director in accordance with Board Policy V.K.1.

The university solicited bids for the construction phase of the project utilizing the traditional design-bid-build construction delivery methodology. The construction estimate at the time of the advertisement of the bids was \$815,000.

In response to the bid advertisement, a single bid was received by the university June 2, 2022. The bid received exceeds the estimated construction cost significantly. Post-bid conversation with the bidder indicates the vast majority of the cost escalation is attributable to mechanical, electrical, and plumbing subcontract costs. The general contracting community is finding it exceedingly difficult to locate mechanical, electrical, and plumbing subcontractors willing to bid

projects. This is resulting in both a scarcity of bidders as well as high bid costs. This is consistent with feedback the university and other State agencies are reporting regarding concurrent bid efforts across the State.

Based on the bid received, and the desire to award both the Base Bid and an Alternate Bid Item which will upgrade the existing controls systems within the facility, the revised, full project cost is \$1,430,000.

This request is for the additional authorization required to proceed with the award and construction phase for the proposed 6th Street Greenhouses Expansion.

The College of Agricultural and Life Sciences (CALS) will fund this project cost. The immediate fiscal impact of this effort is the complete, total project costs of \$1,430,000.

Overall Project

<u>Funding</u>		Estimate Budget		
State		A/E & Consultant Fees	\$	54,650
Federal (Grant):		Construction		1,284,700
Other (UI)		Construction Cont. (at 7%)	90,650
University (CALS)	\$ 1,430,000	Owner Cost & FFE		0
Gifted Funds	 · · · · · · · · · · · · · · · · · · ·	Project Cont.	_	0
Total	\$ 1,430,000	Total	\$	1,430,000

ATTACHMENTS

Attachment 1 – Capital Project Tracking Sheet Attachment 2 – Supplemental Information Sheet

STAFF COMMENTS AND RECOMMENDATIONS

This original project was approved by the State Board of Education's Executive Director as authorized in Board Policy V.K. since the project was less than \$1 million. Now that the additional costs have pushed the project above \$1 million, Board approval is needed for the project to move forward. The project will be funded by the University of Idaho College of Agricultural and Life Sciences.

BOARD ACTION

I move to approve the request by the University of Idaho to implement the Award and Construction phases of the proposed 6th Street Greenhouses Expansion, with a projected total cost of \$1,430,000, as described in the attached materials. Construction authorization includes the authority to execute all necessary and requisite contracts to fully implement the project.

Moved by	seconded by	/ Carried	Yes	No

Office of the Idaho State Board of Education Capital Project Tracking Sheet

As of June, 2022

History Narrative

1 Institution/Agency: University of Idaho Project: Plan, design, and construct a project to provide two new additional

greenhouse bays at the 6th Street Greenhouses at the University of Idaho,

Moscow, Idaho.

2 **Project Description:** The scope of the project includes the necessary sitework, utilities connections, footings, foundations and slabs, greenhouse

structures and glazing, distribution air corridor, building systems, and controls required to add two new greenhouse bays on the south side of the facility. The project scope includes necessary miscellaneous support and actions necessary for a

complete and functional installation.

3 Project Use: The intent of this project is to construct two new greenhouse bays as an addition to the existing 6th Street Greenhouses

facility. The new greenhouse bays will expand the College of Agricultural and Life Sciences research capacity at the 6th

Street Greenhouses facility.

⁴ **Project Size:** Two Greenhouse Bays, plus Air Distribution Corridor. 1,875 gsf

5																
6				Sour	ces c	of F	unds						Use of	Fu	nds	
7									Total			Us	e of Funds			Total
8		PBF		ISBA			Other	;	Sources	F	Planning		Const		Other*	Uses
9	Initial Cost of Project	\$	-	\$	-	\$	851,200	\$	851,200	\$	55,400	\$	755,300	\$	40,500	\$ 851,200
10 11	History of Revisions: Add'l Auth Based on Bid Received June 2, 2022 June 2022					\$	578,800	\$	578,800	\$	(750)	\$	620,050	\$	(40,500)	\$ 578,800
12 13																
14	Total Project Costs	\$	-	\$	-	\$	1,430,000	\$	1,430,000	\$	54,650	\$	1,375,350	\$	-	\$ 1,430,000

16 17						rces	of Funds	 	
History of Funding:	PBF		ISBA	Institutional Funds (Gifts/Grants)*	Student Revenue		Other**	Total Other	Total Funding
8 Initial Authorization Request, Design and Construction. February 2022						\$	851,200	\$ 851,200	\$ 851,200
9 Add'l Auth Based on Bid Received June 2, 2022 June 2022						\$	578,800	\$ 578,800	\$ 578,800
20									
21 22								-	-
Total	\$	- \$	-	\$ -	\$ -	\$	1,430,000	\$ 1,430,000	\$ 1,430,000

^{25 *} Project Support Costs & Project Contingency

^{26 **} CALS Funds set aside and encumbered for this use.

Supplemental Information in Support of Additional Board of Regents Authorization Request

6ths Street Greenhouses Expansion Moscow Campus

University of Idaho

Current Authorization Status

Phase: Construction
Amount: \$851,200
Achieved: February 2022
Via: Executive Director

Requested Additional Authorization

Add'l Amount: \$578,800 Revised Total: \$1,430,000

Reason: Bids Received, Total Project Costs now exceed \$1 mil, Current bidding and

market climate.

Project Status

- UI Project no. CP190096
- This project is self-funded by the College of Agricultural and Life Sciences (CALS), there is no State of Idaho Permanent Building Fund (PBF) allocation. The project is administered by the University of Idaho.
- The UI advertised the project for bid via a traditional Design-Bid-Build process.
- UI received one (1) bid June 2, 2022.
 - The bid exceeded the construction budget allocation significantly, more than \$151,800.
 - Post-bid conversations with the bidder indicated that mechanical, electrical, and plumbing costs have seen 25% to 30% cost escalation in the past few months. The bidder reported extreme difficulty in finding mechanical, electrical, and plumbing contractor to even submit a bid proposal. This project scope is very intensive in terms of mechanical, electrical, and plumbing scope. It also includes specialty work in the greenhouse frame and skin, and the bidder reported difficulty in finding a greenhouse specialty subcontractor willing to bid the project. The assessment is that delays and attempt to rebid later will only result in higher costs yet.
- The revised project budget based on bids achieved/received is currently \$1,430,000.

Award Status and Process

- Per UI's Bid documents, the bids expire after 30 Calendar Days. UI calculates the expiration date as being July 2nd.
- The project budget based on bids achieved/received will exceed \$1,000,000
 - If we award base bid only, the resulting project cost will be approximately \$1.1 mil.
 - CALS desires to award of the Base + Alt 1, Control Systems Improvements. These controls improvements will significantly increase operating ease and efficiency. CLAS is prepared to fund this Alternate. If this award scenario is authorized, the resulting project cost will be approximately \$1.43 mil.

Additional Information

- The regular, August 2022 meeting of the Board is too late the bids will expire well before then. If bids expire, the current thinking is that the existing bidder will not be able to hold the bid price in the current environment, and that the project costs will escalate further with any subsequent re-bid attempt.
- The bidder is Quality Contractors of Deary, Idaho. This is a firm with which the UI has had good experience in the past.

 $https://vandalsuidaho.sharepoint.com/sites/Storage-Facilities/Documents/AES/Bldgs/099-GH/01_Cap_Proj/CP190096-6th_St_Greenhouse_Addition/Project Management/01_Auth/Add'l_Auth_6th_St_Greenhouses_Info_9_Jun_22.docx$

UNIVERSITY OF IDAHO

SUBJECT

Request for Construction authorization; Proposed Idaho Center for Plant and Soil Health, University of Idaho (UI), Parma, Idaho.

REFERENCE:

August 2019 Idaho State Board of Education (Board) approved the UI Six-

Year Capital Improvement Plan

August 2020 Idaho State Board of Education (Board) approved Planning

and Design Authorization

February 2022 Idaho State Board of Education (Board) approved Bid, Award

And Construction Authorization

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedure, Section V.K.1, and Sections V.K.3.

BACKGROUND/DISCUSSION

This is a request to authorize construction of a new Idaho Center for Plant and Soil Health to be located at the Parma Research and Extension Center (PREC) in Parma, Idaho. The new facility will replace existing aging and inadequate facilities at the Parma Research and Extension Center and will support the on-going needs of faculty in the College of Agricultural and Life Sciences (CALS) and the agricultural industry within the State of Idaho. These existing facilities are currently more than 50 years old and face substantial needs for modernization of infrastructure and equipment which inhibit the potential of research faculty and staff. The Center will focus on research leading to healthy plants and healthy soil and will foster significant relationships and partnerships with Idaho agricultural industry leaders.

The project is consistent with the strategic goals and objectives of the University of Idaho and is consistent with the UI's Strategic Plan related to Research and Outreach.

In addition, the project is fully consistent with the principles, goals, and objectives of Ul's Long Range Campus Development Plan (LRCDP).

IMPACT

This project was authorized by Regents at \$9,500,000 during the February 2022 regular meeting of the board in accordance with Board Policy V.K.1.

DPW is administering Project no. 21-272 due to \$3,000,000 funding from the Permanent Building Fund (PBF) FY2022 process. The remaining capital strategy includes a supplemental funding allocation of \$2,8000,000 by the 2022 Legislature (SB1419) in the amount, \$3,000,000 in gifts, and \$3,350,000 from the College of Agricultural and Life Sciences.

DPW solicited bids for the construction phase of the project utilizing the traditional design-bid-build construction delivery methodology. The construction estimate at the time of the advertisement of the bids was \$7,017,900.

In response to the bid advertisement, two bids were submitted and received on May 12, 2022.

Both bids received exceeded the estimated construction cost significantly. Bids were within 0.5% of each other indicating an accurate reflection of current market value. Post-bid conversations with the bidders indicates the majority of the cost escalation is attributable to mechanical, electrical, and plumbing subcontract costs that have seen 25% to 30% cost escalation over the last few months. The general contracting community is finding it exceedingly difficult to locate mechanical, electrical, and plumbing subcontractors willing to bid projects. This is resulting in both a scarcity of bidders as well as high bid costs. This is consistent with feedback the university and other State agencies are reporting regarding concurrent bid efforts across the State.

One bidder discovered errors in their bid tabulation and requested DPW release them from the bid. DPW released that bidder resulting in one single bidder remaining.

Based on the bid received, the revised project budget cost is \$12,150,000. The College of Agricultural and Life Sciences (CALS) will fund the additional \$2,350,000 project cost requested. The immediate fiscal impact of this effort is the complete, total project costs of \$12,150,000.

Overall Project

<u>Funding</u>			Estimate Budget		
State PBF	\$	3,000,000	A/E & Consultant Fees	\$	864,875
State Supplemental:		2,800,000	Construction		10,307,210
Other (UI)			Construction Cont. (at 7%))	977,915
University (CALS)		3,350,000	Owner Cost & FFE		0
Gifted Funds	_	3,000,000	Project Cont.	_	0
Total	\$	12,150,000	Total	\$	12,150,000

ATTACHMENTS

Attachment 1 – Capital Project Tracking Sheet Attachment 2 – Supplemental Information Sheet

STAFF COMMENTS AND RECOMMENDATIONS

This project was included in the U of I's six-year capital improvement plan provided to the Board in August 2021. At that time, the project had an estimated cost of \$7 million funded by state, UI, and gift funds. Cost increases related to water and sewer then raised the cost to \$9.5 million, and the UI received a state General Fund FY22 supplemental appropriation to cover the difference. Mechanical, electrical, and plumbing costs have increased the cost again to \$12.15 million. The UI will cover the difference through an internal loan to CALS or seek additional donor funding.

BOARD ACTION

I move to approve the request by the University of Idaho to implement the Bid, Award, and Construction phases of the proposed Idaho Center for Plant and Soil Health Facility, with a projected total cost of \$12,150,000, as described in the materials submitted to the Board. Construction authorization includes the authority to execute all necessary and requisite consulting and vendor contracts to fully implement the planning and design phases of the project.

Moved by	Seconded by	Carried Yes	No	

Office of the Idaho State Board of Education Capital Project Tracking Sheet

As of June, 2022

History Narrative

1 Institution/Agency: University of Idaho Project: Capital Project Authorization Request, Bid, Award and Construction Phases,

Proposed Idaho Center for Plant and Soil Health Facility, Parma Research and

Extension Center University of Idaho, Parma, Idaho.

² Project Description: A Capital Project to provide for the planning, programming, design, bid, award, and construction of the proposed Idaho Center for

Plant and Soil Health Facility at the Parma Research and Extension Center (PERC) of the University of Idaho.

3 Project Use: The new Idaho Center for Plant and Soil Health is to be located at the Parma Research and Extension Center (PREC) in Parma,

Idaho. The new facility will support the on-going needs of faculty in the College of Agricultural and Life Sciences (CALS) and of the agricultural industry within the State of Idaho. It will replace aging and inadequate facilities currently existing at the PERC. The existing facilities are currently in excess of 50 years old and face substantial needs for modernization of infrastructure and equipment which inhibit the potential of research faculty and staff. The new facility will focus on research leading to healthy plants

and healthy soil and will foster significant relationships and partnerships with Idaho agricultural industry leaders.

4 Project Size: Approx. 10,000 gsf

6		of I	unds		Use of Funds*										
7	Project Cost History:						Total			Use of Funds				Total	
8		PBF	15	SBA		Other	Sources	F	Planning		Const		Other**		Uses
9	Initial Cost of Project. Planning, Programming and Design Phase Authorization Request. June 2020	\$ 3,000,000	\$	-	\$	4,000,000	\$ 7,000,000	\$	634,200	\$	5,285,500	\$	1,080,300	\$	7,000,000
10															
11	History of Revisions:														
11	Revised Cost of Project. Bid, Award and Construction Phase Authorization Request. February 2022				\$	2,500,000	\$ 2,500,000	\$	65,800	\$	2,434,200			\$	2,500,000
12	Revised Cost of Project. Based on the Bids Rec'd. June 2022				\$	2,650,000	\$ 2,650,000	\$	164,875	\$	2,587,510	\$	(102,385)	\$	2,650,000
13															
14	Total Project Costs	\$ 3,000,000	\$	-	\$	9,150,000	\$ 12,150,000	\$	864,875	\$	10,307,210	\$	977,915	\$ 1	12,150,000
15	 Figures quoted are for the To 	tal Project Cost											•		

16 ** Owner's Costs, FFE, & Project Contingency, Any carry forward amounts are to be used in future phases which may be approved by the Board of Regents.

17 18						Other Sou	rces	of Funds	 	
19	History of Funding:	ory of Funding: PBF			Institutional Funds	Student Revenue		Other***	Total	Total
			ISBA		(Gifts/Grants)				Other	Funding
20	Initial Cost of Project. Planning, Programming and Design Phase Authorization Request. June 2020	\$ 3,000,000	\$	-	\$ 3,000,000	\$ -	\$	1,000,000	\$ 4,000,000	\$ 7,000,000
21										
22	History of Revisions:									
23	Revised Cost of Project. Bid, Award and Construction Phase Authorization Request. February 2022						\$	2,500,000	2,500,000	2,500,000
	Revised Cost of Project. Based on the Bids Rec'd. June 2022						\$	2,650,000	\$ 2,650,000	2,650,000
24	Total	\$ 3,000,000	\$	-	\$ 3,000,000	\$ -	\$	6,150,000	\$ 9,150,000	\$ 12,150,000

^{25 ***} UI College of Agricultural and Life Sciences; Federal IIJA Grant

Supplemental Information in Support of Additional Board of Regents Authorization Request

Idaho Center for Plant and Soil Health Parma Research and Extension Center

University of Idaho

Current Authorization Status

Phase: Construction
Amount: \$9,500,000
Achieved: February 2022

Via: Regular meeting of the Board

Requested Additional Authorization

Add'l Amount: \$2,650,000 Revised Total: \$12,150,000

Reason: Bids Received, Current bidding and market climate.

Project Status

- DPW Project no. 21-272
- DPW is administering the Bid, Award, and Construction phases of the project because the funding includes a State of Idaho Permanent Building Fund (PBF) allocation.
- DPW advertised the project for bid via a traditional Design-Bid-Build process.
- DPW received bids May 12, 2022.
 - Two bids were submitted and received .
 - Both exceeded the construction budget significantly.
 - The bids received were tight when compared to one another, within ½ % of each other. This indicates that the bids reflect the current market value.
 - Post-bid conversations with the bidders indicated that mechanical, electrical, and plumbing
 costs have seen 25% to 30% cost escalation in the past few months. Mechanical, electrical, and
 plumbing contractors are scarce and are having difficulty finding labor. This scope of this project
 is very intensive in terms of mechanical, electrical, and plumbing work given that it is a robust
 laboratory facility. The assessment is that delays and attempt to rebid later will only result in
 higher costs yet.
 - One of the bidders discovered errors in the bid tabulation and requested that DPW release them from the bid. DPW has done so. As a result, we have a single, remaining bidder.
- The revised project budget based on bids achieved/received is currently \$12,150,000.

Award Status and Process

- Per DPW's Bid documents, the bids expire after 45 Calendar Days. UI calculates the expiration date as being June 26th.
- DPW needs an appropriate time window ahead of the expiration date to issue the required Notice of Intent to Award to the Contractor following their receipt of a UI Letter of Award Recommendation and Commitment before the 26th to meet award requirements.
- DPW has given UI a deadline of June 17th for receipt of the UI Letter of Award Recommendation and Commitment by DPW.

Additional Information

- The regular, August 2022 meeting of the Board is too late the bids will expire well before then. If bids expire, the current thinking is that the existing bidder will not be able to hold the bid price in the current environment, and that the project costs will escalate further with any subsequent re-bid attempt.
- A significant portion of the funding capital strategy for the project is a Supplemental Allocation of funds provided by the 2022 Idaho Legislature (SB 1419, Rep. Troy) in the amount of \$2,800,000.
 These funds will expire at the end of FY2023. Delays associated with an effort to re-bid the project may jeopardize the ability to expend the project funds before they expire.
- The remaining bidder is Layton Construction Co. of Boise, Idaho. This is a firm with which the UI has had good experience in the past.

 $https://vandalsuidaho.sharepoint.com/sites/Storage-Facilities/Documents/AES/Bldgs/773-PlantSoilHealth/01_Cap_Proj/CP210009-New_Bldg/ProjMgmt/1_Auth/Regents-Const_Feb22/Add'l_Auth_Idaho_Ctr_Plant_Soil_Healt_Info_9_lun_22.docx$