

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
FEBRUARY 27-28, 2024**

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PLANNING, POLICY AND GOVERNMENT AFFAIRS
FEBRUARY 27-28, 2024

BOISE STATE UNIVERSITY

SUBJECT

Annual Progress Report

APPLICABLE STATUTE, RULE, OR POLICY

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

BACKGROUND/DISCUSSION

This submission fulfills the Board's requirement to provide an annual 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.

Since our last annual report, we have continued to achieve incredible outcomes, including record-breaking success in student retention and graduation, in Idaho student enrollment, research funding, and in philanthropic investment. The attached report provides details of this work alongside other achievements and metrics.

IMPACT

Boise State University's strategic plan drives the university's planning, programming, budgeting and assessment cycles and is the basis for the institution's annual budget requests and performance measure reports.

ATTACHMENTS

Attachment 1 – Boise State University Annual Progress Report

BOARD ACTION

This item is for informational purposes only.

2024

ANNUAL PROGRESS REPORT

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BOISE STATE UNIVERSITY

CONTEXT

Our strategic plan, Blueprint for Success, has been remarkably successful and impactful for Boise State and for Idaho. We spent the last year engaged in the process of evaluating the strategies developed by each unit to achieve our institutional goals and assessing our progress towards those goals through clearly defined metrics.

We have achieved incredible outcomes, including record-breaking success in student retention and graduation, in Idaho student enrollment, in research funding, and in philanthropic investment in the university. We have raised significant new dollars to support the president's vision that no Idaho student has unmet financial need as a barrier to attendance at Boise State. We are doing more and better for our students, for the state and for the future. As a result, with the State Board of Education's (SBOE) approval, we plan to extend our strategic plan through the life of our campaign, to 2028, rather than 2025.

We have continued the significant change of requiring the simultaneous submission of annual strategic plan progress reporting, program prioritization annual reporting, and strategic budget requests. This synchronized submission process allows for aligned and integrated thinking about progress being made on the strategic plan, continuous improvement action items, and the funding needed to support them. Decisions about budget were made based on alignment with our goals in the institutional plan and helped us to make the critical decisions that led to closing the structural budget deficit left by the unfunded CEC and flat tuition. We have continued to look for innovative and entrepreneurial solutions to the unique position we occupy in the state with regard to our funding structure.

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. The trailblazing, innovative character that has always defined Boise State will help us foster student success, advance Idaho and Idahoans, and strengthen our culture of innovation and impact.

STRATEGIC PLAN IMPLEMENTATION

The Blueprint for Success and the Board's clear direction in Complete College America's (CCA) "Momentum Pathways Project" have given us excellent guidance to direct the university forward.

Goal #1: Improve Educational Access and Student Success.

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

Boise State is investing significant effort and resources toward achieving this goal, and we aligned our efforts with the **Complete College America (CCA)** Game Changer strategies when Idaho became a CCA Alliance State in 2010. The State Board of Education's (SBOE) adoption of Complete College America's "Momentum Pathways Project" has shaped our work since 2019.

In our current report, we continue to highlight our CCA/CCI initiatives and progress made to date. CCA's focus on the importance of reducing the equity gaps between different student populations, our accrediting body's explicit charge to do the same, and our own Blueprint guided our work on the development of a new Strategic Enrollment and Retention Plan (SERP). In addition, Boise State is a member of the Powered by Publics Coalition of the Association of Public and Land Grant Universities (APLU), which has a focus similar to that of CCA: increase the number of college graduates and improve student success.

This year, one of our student success efforts was recognized by both the Northwest Commission on Colleges and Universities (NWCCU), our accrediting agency, and the APLU. The innovations and early math reforms focusing on student success and self-efficacy implemented by the Math Learning Center (MLC) were recognized with two national awards: **the NWCCU's Beacon award** and **the APLU's Degree Completion award**, both in November 2023.

Our coverage of Goal #1 has the following sections:

1. **Overall progress** toward this goal.
2. **Development and implementation of the Strategic Enrollment and Retention Plan (SERP)**, addressing the importance of enrolling and serving students from all backgrounds and experiences in Idaho.
3. **Additional work supporting student access and success**, summarizing many additional student success-related initiatives and projects happening at Boise State.
4. **Update on the six "Game Changer Strategies"** that constitute the Momentum Pathways Project.





OVERALL PROGRESS

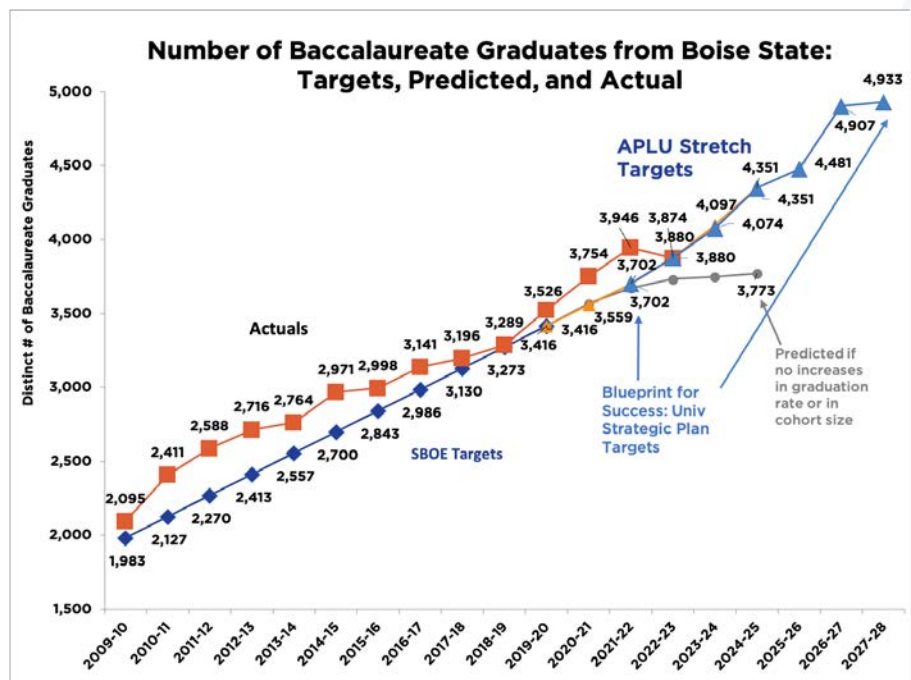
We are very proud to have played a significant role in increasing the college attainment rate for Idaho. **Boise State confers more than half of all baccalaureate degrees** from public institutions in Idaho, and we have **dramatically increased the percentage of Idaho students that we serve** in the last two years, growing our population of new Idaho students by **20%** last year and another **7%** this year.

Education not only provides Idahoans the opportunity to develop the **talents and skills necessary for employment**, but it can also transform the economic mobility and life satisfaction of students and their families. Students from all backgrounds must have access to and support for a college education to develop those skills and talents, develop their full potential and give back to our great state.

Education also **increases the size and competence of the state's workforce**, as captured in the "educational attainment goal" (Goal #3) of the Board's *K-20 Public Education Strategic Plan, FY 2024-2029*. Increasing the rate of college attainment in all groups, especially those populations presently underrepresented in college, is the most effective way to increase the size and competence of the workforce and achieve the SBOE's educational attainment goal.

The number of **baccalaureate graduates** from Boise State has increased markedly over time. As illustrated in the following chart, **Boise State has exceeded our targets every single year**, starting with the targets put forth by the SBOE in August 2010 and continuing through the targets in the Blueprint for Success. With 3,874 distinct baccalaureate graduates in 2022-23, Boise State continues to lead the way in contributing to a vibrant workforce.

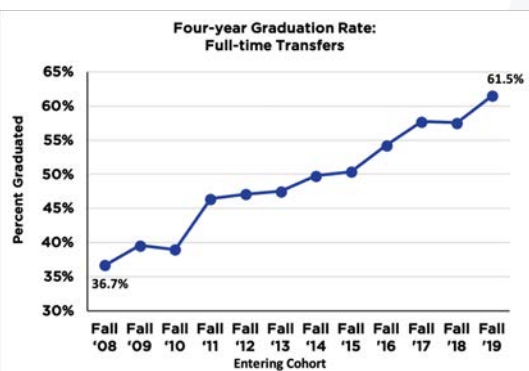
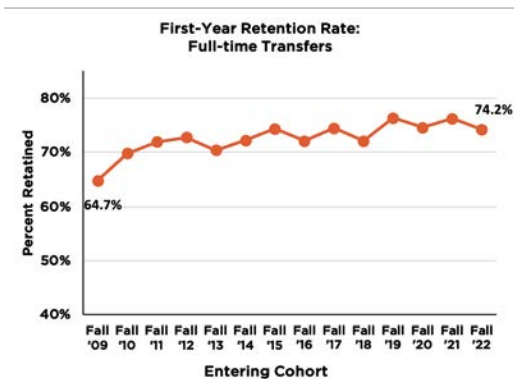
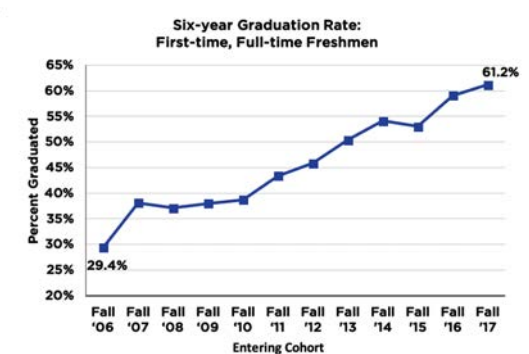
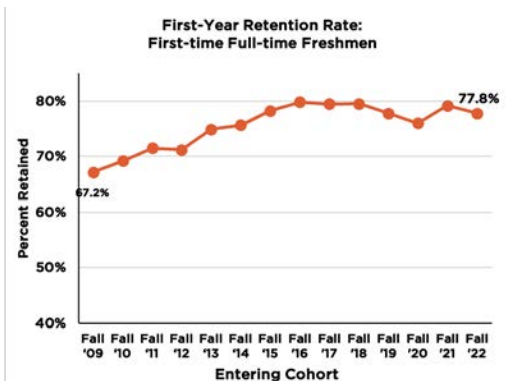
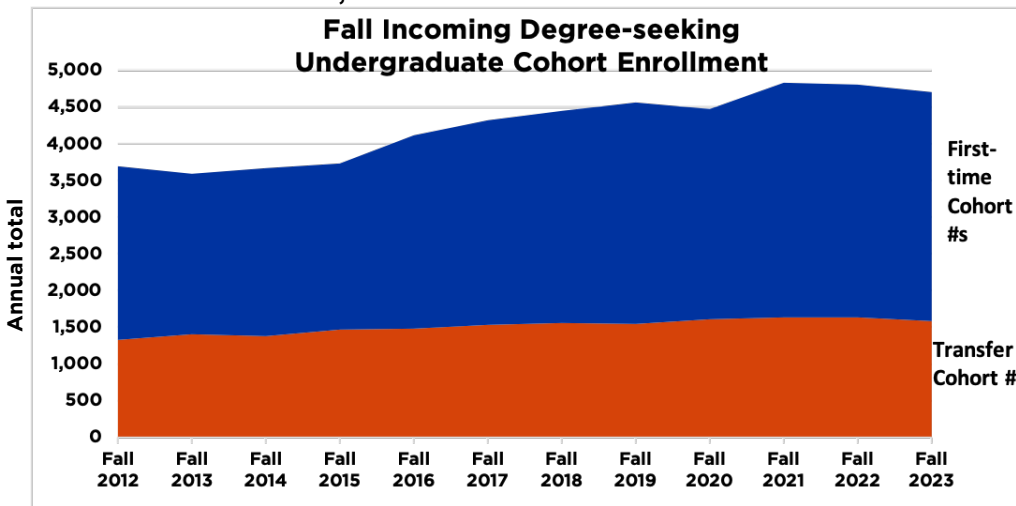
The increases we have seen in baccalaureate graduates have been, in large part, a result of substantial increases in Boise State's retention and graduation rates, as well as the number of students who enter the university, as shown in the following figures.



After experiencing dips in first-to-second-year retention rates for the Fall 2019 and Fall 2020 first-time full-time cohort, the retention rates of the Fall 2021 and Fall 2022 cohorts rebounded to near pre-pandemic levels. The retention rate for the Fall 2022 first-time full-time cohort was 77.8%. Retention of the full-time transfer cohort increased with the Fall 2019 cohort and, despite some vacillation, remains strong at 74.2%.

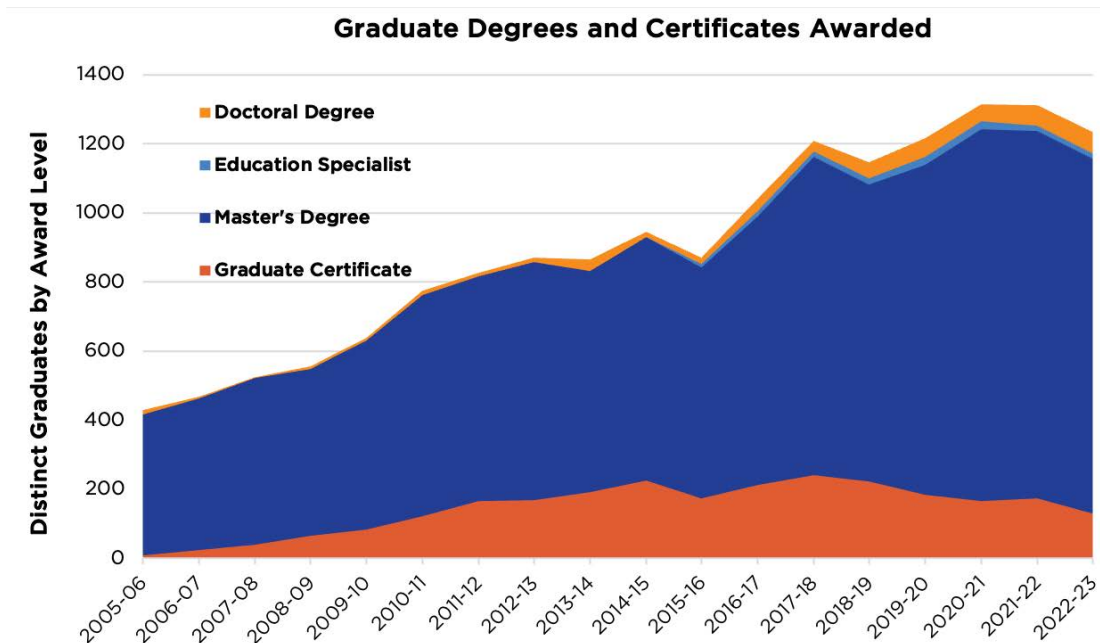
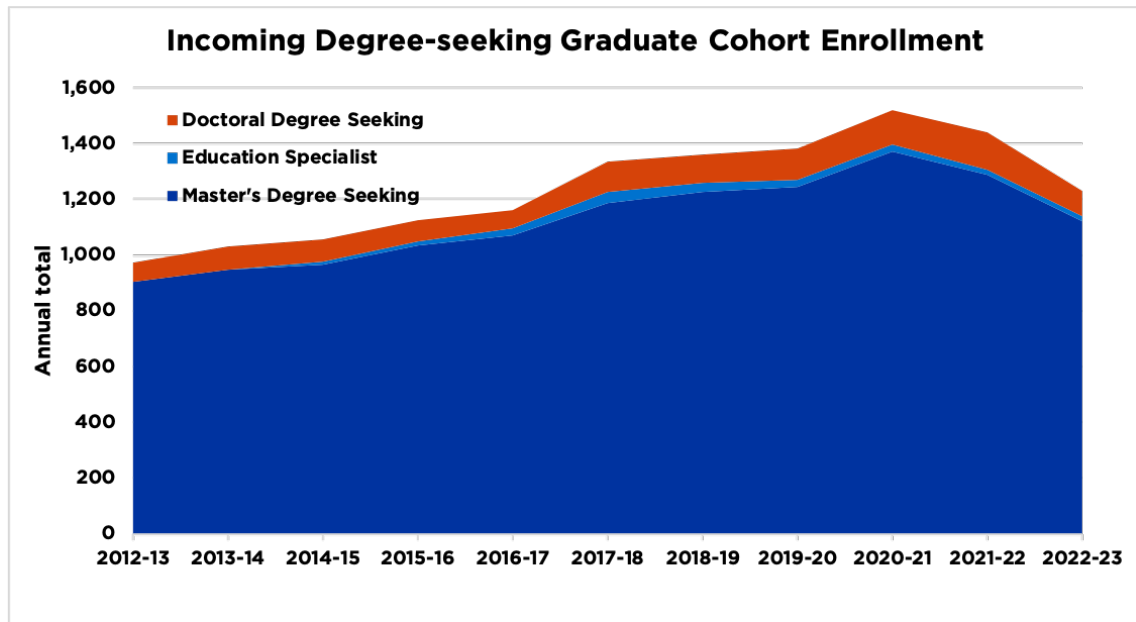
Boise State has reached its highest-ever six-year graduation rate with unprecedented growth over the last dozen years. The six-year graduation rate for the **first-time full-time freshmen** went from 29% for the Fall 2006 cohort to 61.2% for the Fall 2017 cohort, or a **32-point increase**. The four-year graduation rate for full-time **transfer students** also reached an all-time high rate of 61.5% for the Fall 2019 cohort, which is a **25-point increase** over the Fall 2008 cohort.

These incredible outcomes earned us **two national awards** this year in student retention and success.



Graduate-level programs are also an important aspect of serving Idaho and Idahoans, and Boise State continues to develop new programs to serve the state. Industry, for example, has called upon Boise State to play a key role in the American competitiveness and success our nation seeks to achieve with its significant investment in the semiconductor industry. They have called upon us to grow our STEM programming at the graduate and undergraduate levels.

The number of students graduating from **graduate degree and certificate programs** has maintained its upward trend with an **increase of 57%** since 2012-13.



Success rates in our graduate degree programs also remain strong. The most recent one-year success rates (percent retained or graduated) were 85% for entering master's degree students and 88% for entering doctoral degree students. We are currently working to create a standing analysis of the disaggregated rates so we can continue to monitor progress of all students in graduate programs.



STRATEGIC ENROLLMENT AND RETENTION PLAN (SERP)

The first goal of the Blueprint for Success calls for a **Strategic Enrollment and Retention Plan (SERP)** to improve student access and success. This effort, led collaboratively by the Student Affairs and Enrollment Management and Academic Affairs divisions, culminated in the creation of a plan in Fall 2022. The SERP establishes clear goals and targets for enrollment, with a focus on closing selected institutional equity gaps in access and completion, and provides research-informed and institutionally appropriate initiatives to advance toward our goals. Furthermore, these efforts align with concerns around demographic gaps in attendance for service areas the board highlighted.

An important focus of the SERP is developing strategies to close discrepancies in access and success for demographic groups of students, such as those who are rural, first-generation, low-income, underrepresented, etc. Our 2019 NWCCU accreditation review called upon Boise State to address these gaps.

Boise State confers more college degrees than any other public institution in Idaho — more bachelor's degrees than all other public universities combined.

We play a key role in increasing college attainment levels of all Idahoans. This fact makes our efforts to reach four groups with substantially lower levels of college attainment meaningful for both those students and their families, and our state. Our path forward requires that we focus energy on **(i) increasing college attendance** among those students typically less likely to attend college in the first place and **(ii) increasing successful retention and graduation** among those students typically less likely to graduate.

Goals for better serving Boise State students

In developing the SERP, we identified four specific underserved groups in Idaho with respect to access and success: **Rural Idahoans**, **First-Generation** students, students who are **Low-Income/High-Financial Need** (Pell-eligible), and **Hispanic/Latinx** students. Each of these four groups represent a substantial fraction of Idaho's population and represent a substantial gap in college attainment.

These groups may overlap with each other (e.g., a rural student might also be Pell Grant eligible) and may overlap with other identities (e.g., gender: male students are less likely to attend college in recent years). Further, other students may also require particular attention to access and progress (e.g., part-time, online, non-traditional, veterans, underrepresented students, students with disabilities, etc.). By improving outcomes for the populations identified in our SERP, we expect to simultaneously address other known institutional performance gaps.

Our goal is to provide optimal service to all our students, and research has shown that when we learn how to better serve these populations of students, we will better serve all students.

The following sections provide the current status relative to our goals for both access and graduation. The data shows our progress with respect to students who join our community as first-time full-time college students. These students make up about two-thirds of each incoming class. We are working on an approach for analyzing and representing progress for transfer and part-time students who are not included in the analysis below.





Access/Cohort Goals

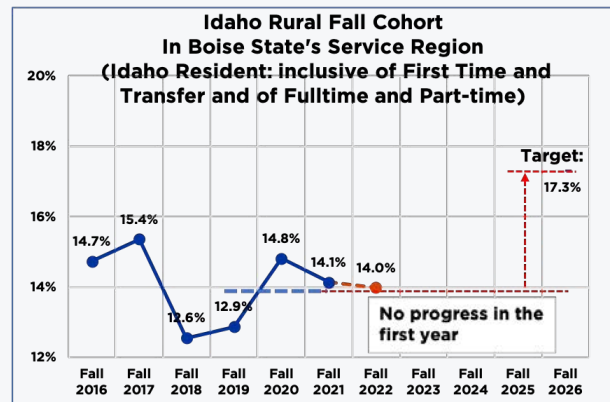
For rural and Hispanic/Latinx Idahoans, census data enables us to compare the percent of these populations in our Service Region 3 to the composition of Boise State's incoming cohort.

Original Goal

Increase the percentage of Idaho rural students from Service Region 3 from 13.9% (3-year avg) to 17.3%

Year 1 Status (Fall 2022)

The percentage of Idaho rural students from the Service Region is 14.0% - no progress in the first year

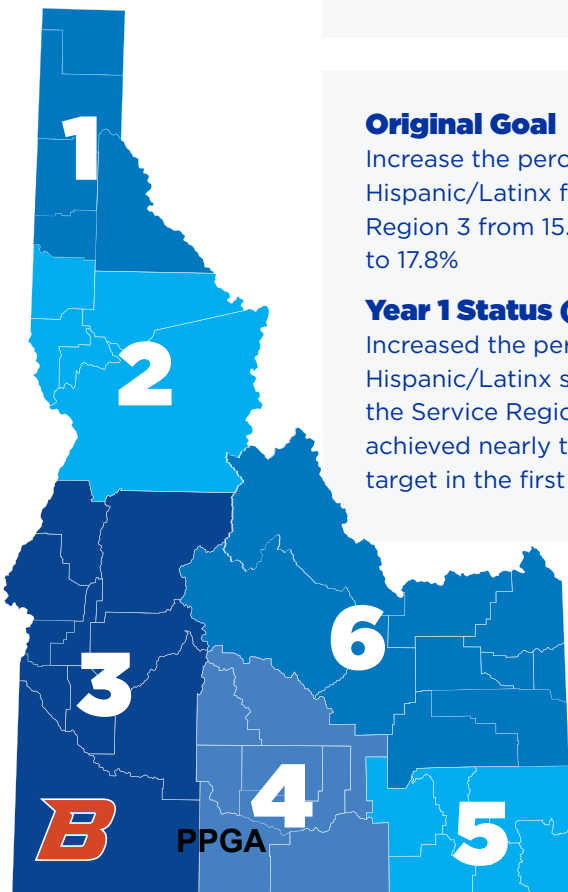
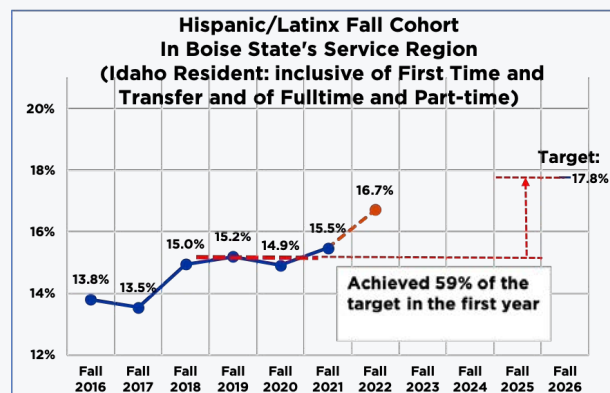


Original Goal

Increase the percentage of Idaho Hispanic/Latinx from Service Region 3 from 15.2% (3-year avg) to 17.8%

Year 1 Status (Fall 2022)

Increased the percentage of Idaho Hispanic/Latinx students from the Service Region 3 to 16.7% - achieved nearly three-fifths of the target in the first year





Access/Cohort Goals

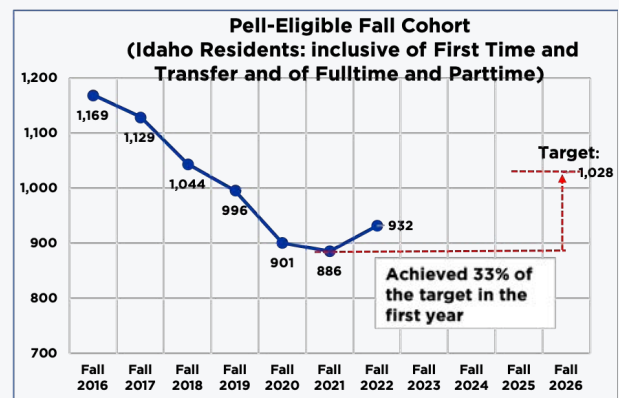
Because standard external data sets do not exist for Pell-eligible and first-generation student populations in Idaho, we relied on internal benchmarking to set the goals of reversing our current declining trend by half.

Original Goal

Increase the number of Idaho Pell students to 1,028 in the incoming class

Year 1 Status (Fall 2022)

Increased the number of Idaho Pell students from 886 to 932 in the incoming class — achieved one-third of the target in the first year

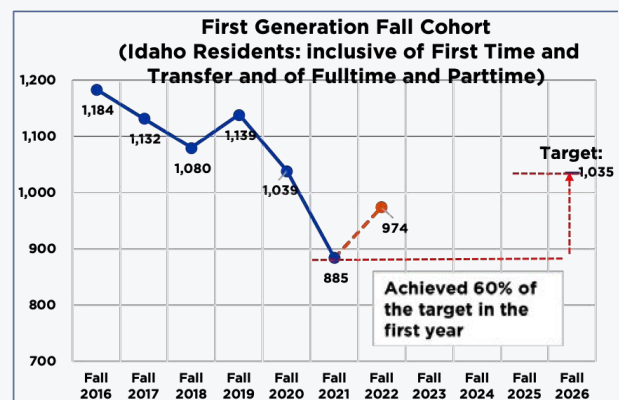


Original Goal

Increase the number of Idaho first generation students to 1,035 in the incoming class

Year 1 Status (Fall 2022)

Increased the number of Idaho first generation students from 885 to 974 in the incoming class — achieved three-fifths of the target in the first year





What contributed to our progress?

While the Strategic Enrollment and Retention Plan officially launched with the release of the plan in Fall 2022, the goals of the SERP were identified in Fall 2021, which allowed recruitment strategies to begin even before the full plan was released. While a variety of both small and large factors undoubtedly contributed to the changes in access in year one, the following changes are likely significant contributors:

- Adjusted our recruitment and outreach strategies to focus on SERP goals.
Strategies are continually adjusted, but the focus on SERP populations began in Fall 2021 for the Fall 2022 incoming class.
- Extended New Freshman Resident scholarships from 2-year awards to 4-year awards.
Began with Fall 2022 incoming class.
- Extended New Transfer Resident scholarships from 1-year to 2-year awards.
Began with Fall 2022 incoming class.
- Gave Idaho residents a 3-hour head start for housing applications.
Began with Fall 2022 incoming class.
- Expanded our online efforts.

Analysis is underway to assess the specific impacts of the scholarship and housing changes on student access and retention (e.g., which students were impacted and what outcomes are observed for those students). One additional area of progress is that we hired two new rural regional counselors in September 2022 and expect that we will see some movement in our enrollment of rural students in the coming year.

Degree Attainment/Graduation Goals

The SERP degree attainment/graduation goals were developed based on the magnitude of the gaps in six-year graduation rates for the fall 2015 cohort. The SERP goals are to cut those gaps by at least half within five years. Graduation goals were set for first-time full-time cohorts, inclusive of both resident and nonresidents, for all SERP groups except Rural; goals for Rural students were set for Idaho residents only. As noted above, equity gaps exist for both resident and non-resident students.

Year 1 Goal and Status

Year 1 Status

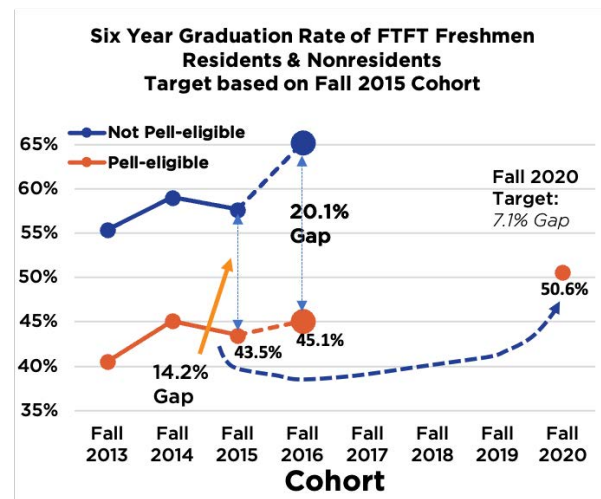
Pell-eligible Students

Goal:

- Reduce the 14.2% gap in the six year graduation rate between Pell-eligible and not Pell-eligible by half
- Goal = 7.1% gap for the Fall 2020 cohort

Status:

- Graduation rates for the Fall 2016 Pell-eligible cohort (45.1%) and not Pell-eligible cohort (65.2%) reflect increases relative to those of the Fall 2015 cohorts
- While the graduation rates increased for both Pell-eligible and not Pell-eligible, the gap between them increased to 20.1%



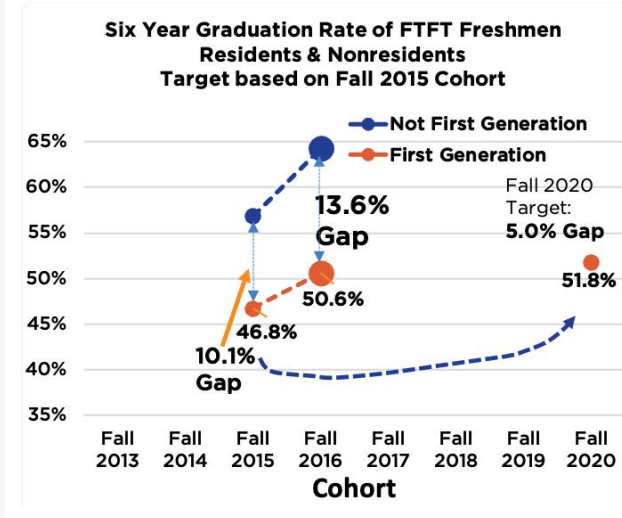
First-Generation College-going Students

Goal:

- Reduce the 10.1% gap in the six year graduation rate between first generation and not first generation by half
- Goal = 5.0% gap for the Fall 2020 cohort

Status:

- Graduation rates for the Fall 2016 first generation cohort (50.6%) and not first generation cohort (64.2%) reflect increases relative to those of the Fall 2015 cohorts.
- While the graduation rates increased for both first generation and not first generation, the gap between them increased to 13.6%



Year 1 Goal and Status

Year 1 Status

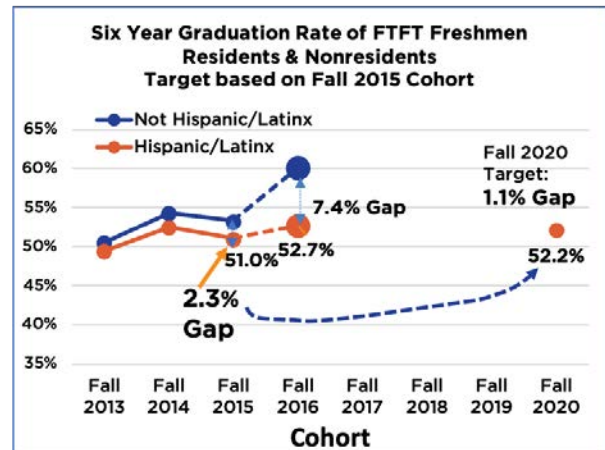
Hispanic/Latinx Students

Goal:

- Reduce the 2.3% gap in the six year graduation rate between Hispanic/Latinx and Not Hispanic/Latinx by half
- Goal = 1.1% gap for the Fall 2020 cohort

Status:

- Graduation rates for the Fall 2016 Hispanic/Latinx cohort (52.7%) and not Hispanic/Latinx cohort (60.1%) reflect increases relative to those of the Fall 2015 cohorts
- While the graduation rates increased for both Hispanic/Latinx and not Hispanic/Latinx, the gap between them increased to 7.4%



Year 1 Goal and Status (Idaho only)

Year 1 Status

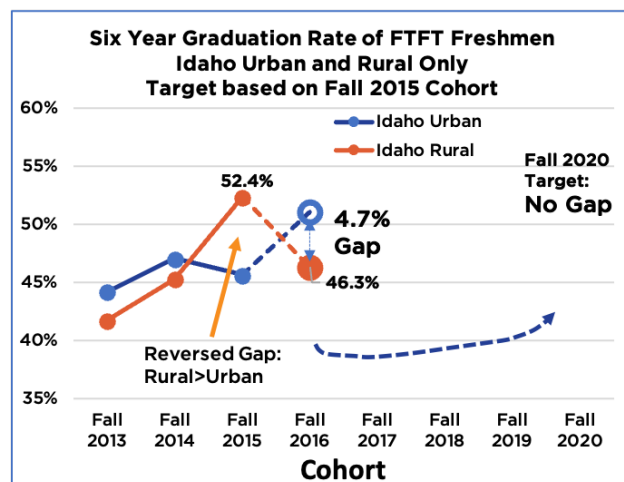
Idaho Rural Students

Goal:

- Maintain or improve rural student six year graduation rate of 52.4%
- Watch to make sure no gap appears (relative to urban)

Status:

- Graduation rate for the Idaho rural Fall 2016 cohort (46.3%) reflects a decline relative to the Fall 2015 cohort.
- Graduation rate for the Idaho urban Fall 2016 cohort (51%) reflects an increase relative to the Fall 2015 cohort.
- A 4.7% gap appeared between Idaho rural and urban students



We are pleased to observe increases in graduation rates across most groups. Although it may be too early in the initiative for the SERP strategies to have played a role in these gains, we recognize that SERP has created a new consciousness across campus and contributed substantially to a campus culture around success strategies for students with varying backgrounds.

We also know that COVID-19 negatively impacted students and their academic progress. Consistent with national trends, the preceding graduation data makes it clear that the pandemic disproportionately impacted our SERP groups.¹

¹ U.S. Department of Education's Office for Civil Rights. (2021) Education in a Pandemic: The Disparate Impacts of COVID-19 on America's Students. Washington, D.C.: USGPO

We are tracking both those strategies that have been completed and those that are in progress, and we are engaged in a dynamic process to learn from what we're doing and modify activity as we go. This year, four of the "ready to do/ready to develop" strategies named in the SERP, all related to making it easier for students to navigate the university, have been completed. Many others are in progress. Additionally, a number of "Foundational Investment" and "Aspirational Project" strategies have been realized. These include two Regional Admissions Counselor positions, a College Enrollment Dashboard Tool, and increased capacity for counseling in University Health Services.

We are particularly excited about movement on two of the aspirational projects:

- **First Year Experience:** In Spring 2023, a group of faculty and staff convened in a "First Year Collaboratory" designed to explore ways to improve the first-year experience. That group has created two subgroups that will continue their work during the 2023-24 academic year. We also hired a new **First Year Experiences Director**, housed in the College of Arts and Sciences, who will be moving first-year student success initiatives forward both within the college and across the university.
- **Experiential Learning Network:** Experiential Learning is a high-impact practice that improves the quality of a student's learning experience and supports retention and graduation. It can make a significant impact on career readiness as well.

Strategic Enrollment and Retention Plan next steps/goals for 2023-24

In addition to work that will naturally follow from efforts already underway (e.g., implementation of existing strategies, capacity work, transfer working group, etc.), we have identified several additional areas that need attention in the coming year.

Male student access and retention

Institutional data from Boise State mirrors national data, which indicate that men are both less likely to access a college education and, if they do enroll, are retained at lower rates than women. This year, we plan to explore what these gaps look like at Boise State, especially with respect to how gender intersects with identities of Rural, Pell-eligible, first-generation college-going, and Latinx students. We will use the processes built to support SERP to identify goals and strategies to address these gaps.

Student Engagement

A strong suggestion from campus stakeholders is to find a way to bring more student voices to this process. To that end, this year we will pilot a process in Admissions to engage students identified by the SERP to provide feedback on the processes involved in applying to and ultimately enrolling in the university. This will help us to determine changes that are needed to make the process easier and more welcoming to navigate.

Assessment

Institutional Effectiveness and Enrollment Services are creating a standard process and demographic profile report consisting of aggregated percentages and distributions by SERP population. This will include university-level data for comparison purposes, allowing units to better assess their services as related to students identified by SERP and answer a critical question of whether they are serving the students for which they are intended.

Synergistic Activities

As the work to implement the SERP has gotten underway this year, it has become clear that the goals and the activities of the SERP often intersect with work and proposals in other areas. For example, there are important intersections between the work of the SERP and the ideas generated by the Emerging Hispanic-Serving Institutions committee. Additionally, there are important connections to recommendations from the Fall 2021 Future of Online Programs report. The SERP process seeks to find ways to mutually support and enhance these efforts as we move forward.

ADDITIONAL WORK SUPPORTING STUDENT ACCESS AND SUCCESS**Increased need-based financial aid**

One of our aims during our comprehensive campaign is to grow scholarships. During the last fiscal year, we raised over **\$16 million for scholarships**; of that total, approximately 20% was for need-based scholarships, including \$1.4 million for scholarships with an **Idaho residency** preference or requirement. These “True Blue Promise” scholarships represent a crucial component of our need-based financial aid and aim to ensure support for all qualified Idaho college students, eliminating the financial barrier to their success.

Boise State’s goal to increase student access and academic success through scholarship support lies at the heart of the Unbridled campaign. To incentivize donors to create endowed scholarships, the Boise State University Foundation Board of Directors has provided a **\$2.5 million bridge program** for qualifying new and enhanced scholarship gifts. The Foundation’s match will allow donors to help Boise State students immediately while establishing endowment funds to create lasting legacies.

Expanded institutional scholarships and other funding opportunities

The expansion of our institutional scholarships for Idaho residents from 2-year to 4-year awards continues to improve access for Idaho residents. We saw a **29% increase (442 students) in Idaho students** in our incoming freshman class since 2021.

Boise State’s Center for Multicultural and Educational Opportunities, housed in the College of Education and in operation since 1991, continues to serve low-income and first-generation students, as well as students with disabilities, veterans and students from migrant families, from pre-college enrollment to postsecondary graduation. There are fourteen grant-funded programs within the Center, providing a pipeline of support for students from populations of low-income and other non-traditional college-attending backgrounds and improving the academic achievements of all students, vitally contributing to the mission of Boise State.

A focus on rural communities

Community Impact Programs (CIP) are Boise State’s place-based educational pathways in rural Idaho. The CIP pathways build a comprehensive education ecosystem through the following approaches:

- **Community Impact Certificate (CIC)**, an academic certificate and bachelor’s degree pathway incorporating place-based learning.
- **Community Leadership Program (CLP)**, a non-credit, accessible, upskilling professional development opportunity.
- **15 to Start**, a concurrent enrollment program increasing the availability of concurrent enrollment course options in rural Idaho.
- **Relationship building** that supports these efforts and is vital to the success of the program.

The table below breaks down those who participated and completed each pathway.

Community Impact Programs Pathway	Number of Participants	Completed the Pathway
Community Impact Certificate	88	54
Community Leadership Program	52	52
15 to Start	32	1

Since the launch of the Community Impact Certificate in Fall 2020, 88 students have started the certificate. Of those 88 students, 54 completed the certificate and 19 graduated from Boise State to date. Community Leadership Program, the non-credit CIP pathway, started in 2021 and 52 individuals have completed this professional development opportunity. 15 to Start began in 2022 with 32 students currently participating. Students active in 15 to Start will begin to graduate in Spring 2024 and will be able to attend Boise State beginning in Fall 2024. Those individuals will be prepared to participate in Community Impact Certificate or come to the main campus.

Community Impact Certificate program successes

- Overall, students had high levels of satisfaction with the CIC.
- The place-based education was the most valuable part of the certificate.
- Students felt confident in their ability to complete the program learning outcomes.
- Students were grateful for the scholarship support they received.

Since the launch of this initiative, **annual enrollment from CIP communities is 17% larger** on average each year versus the years preceding CIP. This suggests that having a presence in these communities positively impacts the perception of the university and influences individuals' decisions to attend Boise State. CIP will continue to provide a multifaceted, place-based education ecosystem that increases access to higher education in rural Idaho.

Recruitment of students from groups that traditionally do not attend college includes the following activities by the Office of Admissions:

- Hired and trained **two new regional admissions counselors** serving North Idaho and Magic Valley/Eastern Idaho.
- Visited rural high schools throughout the state to foster relationships with our educational partners and actively **recruit rural students**.
- Invited high school seniors to the Spring **Mosaic**, an annual event designed to support students with specific backgrounds and needs in mind. This includes those with financial need, first-generation college students, and ethnic minorities historically underrepresented in Idaho's higher education landscape, such as Native American, Black/African American and/or Hispanic/Latinx.
- Offered two bilingual events. **Infórmate con Boise State** informs prospective students and families about Boise State's academic programs, admissions process, scholarships, financial aid and resources on campus. At **Prepárate con Boise State** admitted students and families engage with admissions counselors and go through next steps, including information about scholarships and financial aid, intent to enroll, housing and orientation.
- Actively engaged with community-based organizations whose mission it is to increase the go-on rate in populations that are underrepresented in higher education in our state, including the **One Refugee** and the **Idaho Commission on Hispanic Affairs**.
- Collaborated with the Idaho Commission on Hispanic Affairs to actively engage in the **Hispanic Youth Leadership Summits**, connecting with hundreds of Hispanic/Latinx students across the state. In further partnership with Boise State's student organization, Organización de Estudiantes Latino-Americanos, Admissions successfully hosted **Project Dream for Tomorrow**.
- Partnered with educational organizations such as **TRIO, AVID, Gear Up**, and **One Refugee** to deliver

tailored presentations, group visits and comprehensive information on admissions, financial aid and scholarships, all designed to cater to the unique requirements of each group.

- Enhanced our partnership with Extended Studies to improve our **outreach to community colleges**.
 - Increased our partnership with concurrent enrollment for an admissions counselor to provide a presentation to any visiting group on campus.
 - Supported group visits of College of Western Idaho students visiting Boise State to take a Spanish College Level Examination Program exam and a campus tour.

Professional development for faculty to support student success

The Center for Teaching and Learning (CTL) provides opportunities for faculty members to become better teachers for the student population we serve, with particular attention to increasing our capacity effectively to support every student.

- The CTL offers a variety of workshops and other opportunities to support faculty teaching, focusing on topics like effective course design, understanding the unique needs of first-generation college students, and providing effective feedback to support student learning. Particular programs/activities undertaken this year include the creation of a **Student Partners program** that positions undergraduate students as partners, alongside faculty, in course (re)design.
- The eCampus Center prepares faculty to meet the needs of diverse students in the online environment. By providing support for flexible options for students, the center effectively extends the Boise State campus to students in rural Idaho and beyond.
- The BUILD Program offers a variety of workshops and consultations to support faculty and staff across campus to develop knowledge and skills needed to generate a **sense of belonging for all our students**, an effort that improves student retention and success.
- University Foundations, Boise State's general education program, launched a pilot faculty program with over a dozen instructors who are introducing a six-lesson **constructive dialogue curriculum** into their discussion-based courses. The curriculum prepares students to participate in open-minded, curious and respectful classroom discussions with a variety of viewpoints by introducing behavioral research and helping students practice constructive dialogue skills in small groups.

Boise State efforts aimed at strengthening the support network for students

- The Advising and Academic Support Center has revised its academic support class, Building Academic Success and Efficacy (BASE). Bronco BASE Camp is a one-credit, first five-week course that helps prepare first-year students to reach their academic goals and set a course for success in their first semester.
- The **Idaho Office of Drug Policy** awarded Boise State a **\$40,000 grant** to provide substance misuse prevention services. The program seeks to decrease student alcohol consumption through an array of initiatives geared toward residential first-year students.
- The U.S. Department of Justice** awarded Boise State a **\$400,000 grant** to continue to support students impacted by sex-based violence and stalking by improving policy, coordination with local law enforcement and best practices staff training.
- AmeriCorps** awarded Boise **State a \$20,000 grant** to fund a staff member to coordinate food pantry operations.

- New Student Programs has grown its first-year support program serving **first-year commuter students**. Roughly 900 students live off campus during their first year. Their retention rate is 72%, compared to their on-campus peers at 83%. The program includes email communication, a peer navigator and connection to resources. Currently, 31 Idaho resident students meet with a peer navigator. All 31 students are from Idaho and are first-generation.
- New Student Programs coordinated and supported affinity groups during **new student orientation** programs to help connect students with common interests and experiences.
- Admissions partners with the College of Western Idaho **host Spanish-speaking CWI students** throughout the year to tour campus and take the Spanish College Level Examination Program exam at the testing center.
- The **Bronco Shop contributed \$100,000 to the general scholarship fund** for Boise State students, continuing its mission of Purchases Fund Scholarships. The Bronco Shop also contributed \$10,000 from Sun Valley's Writers Conference, funding two fellowships for Boise State students.
- The dining services contract with Chartwells provides set donations over the next five years to help **address food insecurity** with \$16,600 to Swipe Out Hunger and \$5,000 to the Campus Food Pantry annually. Since the start of the academic year, 1,100 free meal swipes have been awarded to students in need.
- Boise State awarded Swire Coca-Cola with a five-year multi-million exclusive beverage contract, including a non-discretionary amount of \$285,000 a year to Student Affairs and Enrollment Management, \$60,000 to sponsor student events and \$20,000 in product donations.
- A donor pledged a **gift to the Campus Food Pantry totaling \$467,500** for 10 years. The gift will help the pantry purchase food and hygiene products. Since the start of the academic year, the food pantry has served 2,141 individual students.
- Boise State received a three-year grant from the JED Foundation in 2021 for suicide prevention. The grant was allocated to facilitate the creation of the **JED Campus student mental health strategic plan**. More details on the incredible work of the JED grant can be found on page 48.
- The Educational Access Center partnered with the **Idaho Interagency Council on Secondary Transition** to support the transition from high school to post-secondary education for **students with disabilities** in Idaho.
- The Educational Access Center participated in the **Workforce Recruitment Program** to recruit junior and senior students with disabilities for federal summer internships or employment upon graduation.



UPDATE ON “GAME CHANGER STRATEGIES”

Complete College America Game Changer: “Think 30”

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

Ongoing activities and current status

- Since 2019, we have **discounted undergraduate per-credit cost of attending Summer school** by at least 20% compared with Fall and Spring semesters. We have engaged in a robust marketing campaign using a “Think 30: On-time, On-track” message to motivate students to take Summer courses as a way of reaching 30 credits for the full year. As a result of the discount and associated marketing campaign, the number of undergraduate discounted credit hours taken in Summer sessions increased from 26,932 in 2018 to 30,668 in 2023. This is an increase of 3,736 credit hours or 14%.
- **Extending Think 30** - This year we have elected to suspend the Finish-in-Four program that supported students to commit to a four-year graduation plan. Analysis of results suggests that it has not been well utilized by students who are most likely to need support to complete a degree. The 500 students currently enrolled will be supported until they graduate under the current terms of the program. In its place, we are planning to incorporate the idea of “on-time” rather than “full-time” and expand on the Think 30 messaging that has been used to promote summer registration. The goal of the new efforts is to create messaging and use advising checks and other interventions to help a broader set of students stay on track toward their graduation goals.
- We have observed a sizable **increase in students completing 30 credits per year**, increasing from 23.9% of students in 2016-17 to 29.6% of students in 2022-23, surpassing the previous peak of 28.7% achieved in the 2019-20 academic year.
- In 2022-23, we launched the **“Student Success Hub”** platform of Salesforce to facilitate student connections with advising and make it easier for academic advisors to provide timely support and track students needing support. The first stage of advisor adoption will be complete in Winter 2024. We have utilized Salesforce Marketing Cloud to build strategic texting campaigns to prompt students to enroll. Data shows this has been effective in helping students enroll in classes.

Future Plans

- Continue to **expand need-based scholarships**. A key reason students, especially low-income students, take fewer than 15 credits per semester is that they must work. A key component of our need-based financial aid is our **True Blue Promise Scholarship**, which has the goal of ensuring support for all qualified Idaho college students. The True Blue Promise has expanded. In 2016-17, we awarded ~\$400,000. In 2022-23, Boise State **awarded over \$1 million** and is projected to award over **\$1.8 million** in the next few years.
- After stage 1 adoption of the Student Success Hub, additional users beyond advisors can be added to the system.



Complete College America Game Changers: Math Pathways and Co-requisite Support for Mathematics

In Fall 2023, Boise State received two prestigious national awards for our work for student success in Math. We received the **2023 NWCCU Beacon Award for Excellence in Student Achievement and Success** from the Northwest Commission on Colleges and Universities and the **2023 APLU Degree Completion Award** from the Association of Public and Land Grant Universities. Both awards are focused on the work of our Math Learning Center (MLC), one of our Game Changer initiatives.

In the mid-2000s, analysis showed that an important driver of early academic success was our early math classes. Nearly half of first-time-in-college students took one of those three classes in their first semester. And **more than half of those students did not pass**. This program dramatically increased success rates, doubling them for most groups.

As context, Boise State has five **Math Pathways**, which, taken together, recognize that the goals of the pathways differ substantially among majors and reflect the insights of CCA. To this, Boise State adds a second focus: **success in subsequent coursework**.

The Math Learning Center developed its own model of co-requisite support to enable a much greater proportion of students to quickly and successfully complete a general education mathematics course and to gain the mathematical foundation necessary to pursue their chosen major, **even if it depends heavily on mathematics (e.g., engineering, science or mathematics)**.

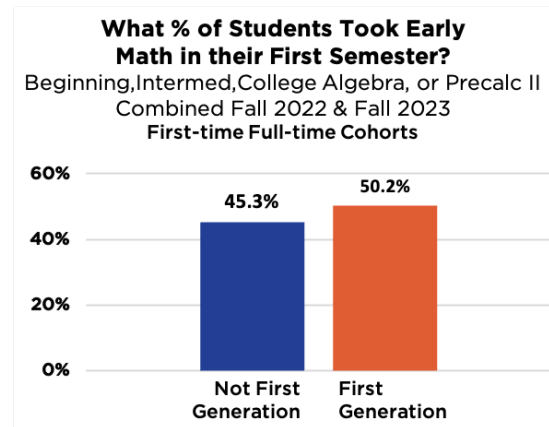
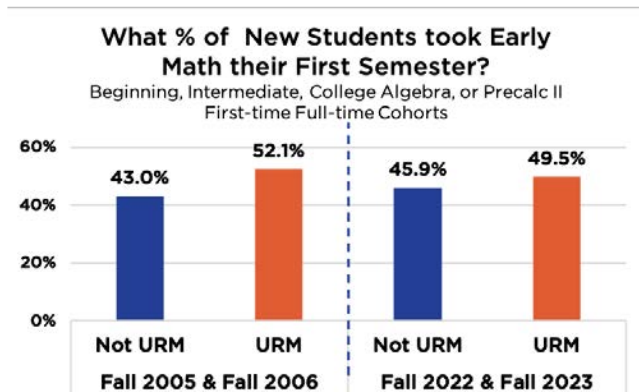
Boise State's model for **co-requisite support for mathematics** derives from the foundational goals of the MLC that represent an intertwining of student success and early math reform: (i) Increase success in early math classes while ensuring the acquisition of mathematical skills and knowledge; (ii) Contribute to the overall academic success of students who are enrolled in MLC courses; (iii) Ensure that students move through their math courses at an individually appropriate pace; (iv) Provide the support necessary so that any student, regardless of initial placement level in math, can pursue a major that depends heavily on mathematics.

Seven innovations support the MLC's work.

1. Self-efficacy:
Success in math classes requires not only successful math content delivery; it also requires self-efficacy. **Students must believe they can be successful in mathematics.** This is a focus of our efforts.
2. Adaptive Placement:
We utilize the ability of ALEKS software to enable students to proceed at a customized, individually appropriate pace, so students who are ready to move quickly can, and those who need more assistance can get that help. Students who make rapid progress are allowed to jump to the next highest course at **no additional cost.** The flexibility also enables the MLC to make use of what can be termed **"accelerated placement"** with a **"zero-credit, zero-added cost corequisite"** to ensure academic success.
3. Student Success Advisor:
The MLC has its **own student success advisor.** That advisor identifies (via ALEKS) students who are struggling, then alerts instructors to encourage students to get back on track and reaches out to those who continue to struggle to develop a plan for success.
4. Focus on Overall Academic Success:
The MLC helps instill in students the academic skills that will aid in the successful transition from a high school mentality to a **college mentality**, where self motivation, time management and individual accountability are necessary.
5. Relevance and Problem Solving:
Students solve real problems, guided by the instructor and working with their peers. The program even develops new courses that, for example, focus on topics relevant to business students.
6. New Courses:
(i) MATH 103 Mathematical Transition for Success was created as a replacement for MATH 025 to target students in Level 1. It is especially appropriate for **returning students** and recognizes that there are students who will not be successful if pushed through a general education math class in a single semester.
(ii) MATH 133 Elementary Models with Functions was created to replace MATH 108 and serve as both a stepping stone course in the algebra sequence and a general education math class.
7. New Math Placement Tool:
The Right Math Class® uses an algorithm based on self-evaluation of academic skills and confidence in math ability as well as on high school math courses and grades, high school GPA, and SAT/ACT scores if available. Success of students can be improved if students are placed correctly.

The Department of Mathematics, which oversees math classes not under the MLC, has also made a number of improvements, including: (i) reforming Calculus I and II with the focus of relevance and problem solving; (ii) creating a new entry level statistics class as the foundation for a statistics math pathway and revising the second-level statistics class to have a focus on team-based learning and (iii) creating corequisite sections for the entry level statistics class and the math for liberal arts class.

More than half of recent graduates from first-time-in-college cohorts have taken one or more of the MLC's courses. About a third of recent Engineering and Computer Science baccalaureate graduates have taken one or more of the MLC's courses, demonstrating that **significant numbers of Engineering/Computer Science students were able to graduate from our ABET-accredited programs even though they were not "calculus-ready" when they arrived at Boise State.**

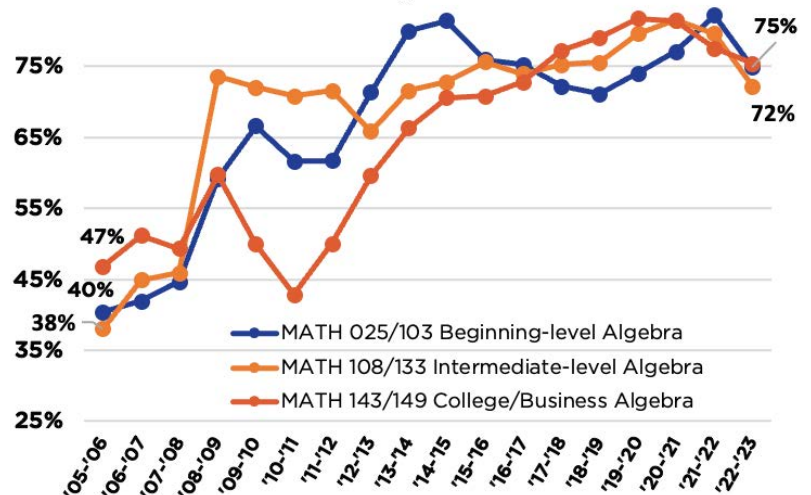


The next step for the MLC is to become part of a synergistic organizational structure that brings together the MLC with other first-year classes (e.g., writing and oral communication) into a coordinated First-Year Experience structure. Doing so would more easily ensure that all first year courses are focused on student success as well as on their content areas.

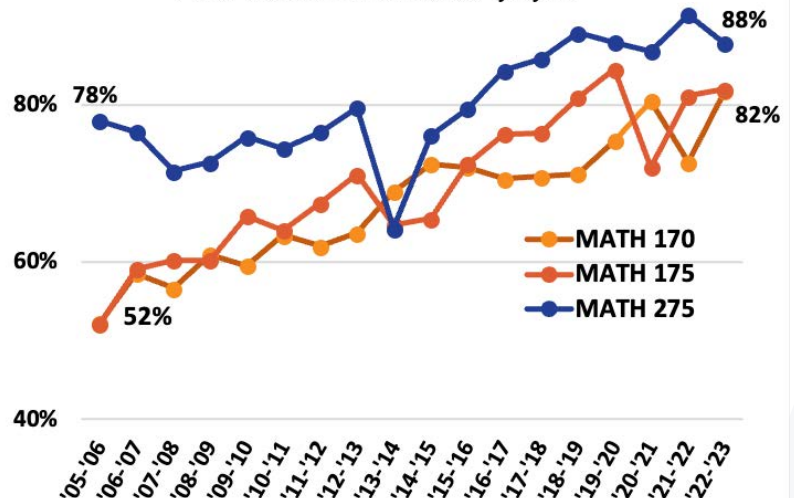
The following graphs further demonstrate the success of Boise State's strategy for early math classes:

1. Pass rates in beginning, intermediate and college algebra have nearly doubled since the MLC began its work.
2. There is a potential danger in over-reliance on pass rates given the possibility of grade inflation. Therefore, it is important to pay attention to the success of students in subsequent courses that rely on early math classes. As can be seen, courses that rely on the foundation provided by early algebra classes (i.e., College Algebra and Calculus I, II, III) have seen substantial increases in success, indicating that the increased pass rates in early algebra classes have not led to an erosion of success in subsequent courses.
3. Enrollments in MATH 025/103 beginning-level Algebra and MATH 108/133 have dropped substantially as a result of fewer repeats **because of higher success** and placement into higher courses through the use of adaptive placement and accelerated placement. Students have benefited with more rapid progress through their math classes and less cost because fewer enrollments in math classes were needed.

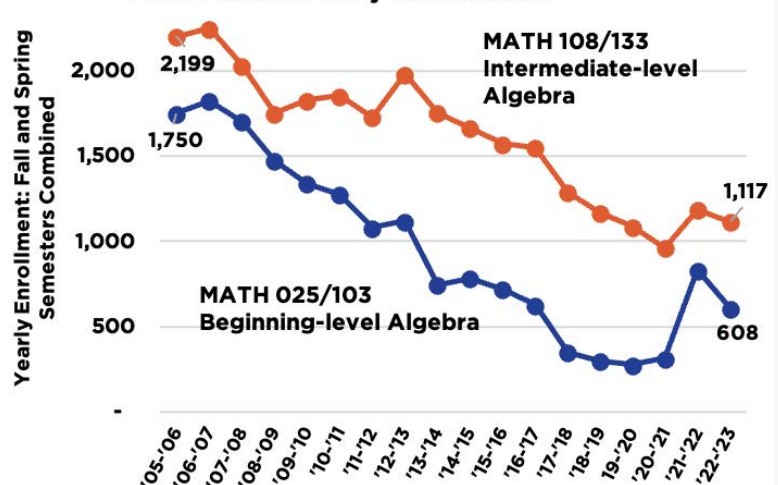
Pass Rates in Early Math Courses



Pass Rates in Calculus I, II, III

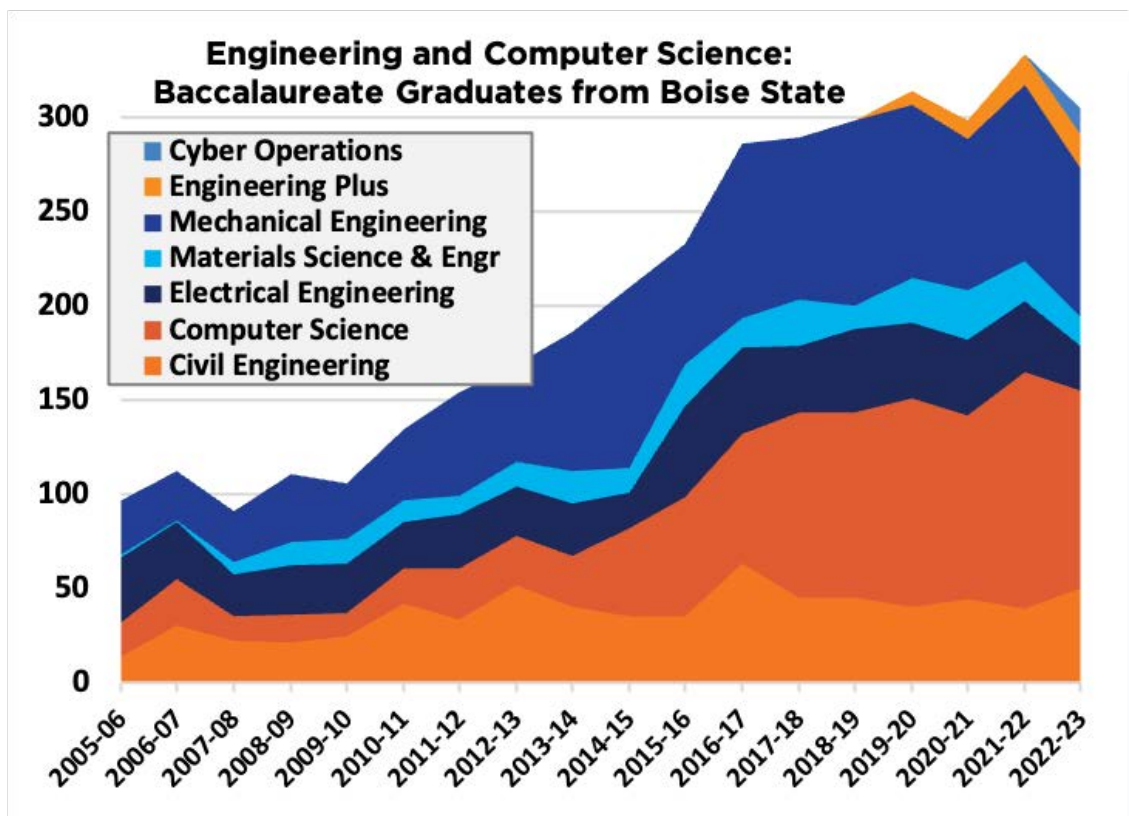


Enrollments in Early Math Classes





4. The success of Boise State's math initiatives has **increased** the number of students who have the math skills and the confidence in math ability necessary to **pursue a major that is math-dependent**, even those students who enter college at the beginning algebra level.





Complete College America Game Changer: Co-requisite Support for English

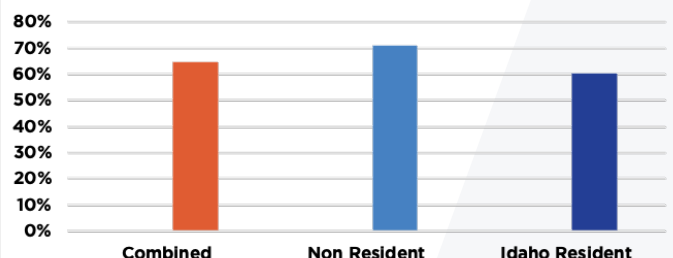
This game changer strategy replaces remedial English courses with gateway courses that provide supplemental support in the form of a P (“Plus”) co-requisite studio for students who need it. It helps hasten completion of general education English courses to reduce student attrition and time to degree while also building student self-efficacy in writing.

Ongoing activities and current status

- The **First-Year Writing Program** designed a web-based writing placement tool for students called The Write Class that has been adopted by colleges and universities around the country.
- Boise State **eliminated English 90, a zero-credit remedial course**, in 2012 and implemented a pure co-requisite model in English 101-P. “P” stands for plus, a one-credit, one-hour per week writing studio where students get hands-on extended support from their 101 instructors. Success rates for 101-P are virtually identical to those for the traditional 101 class, and success rates in the follow-on class (English 102) are also virtually identical for both populations.
- The impact of the work of the **First-Year Writing Program** on the Boise State student body is substantial. As shown in the graph, 65% of new students take a first-year writing class in their first semester. Significantly, it appears that a higher proportion of non-residents than residents benefit from being exposed to Boise State’s first-year classes.
- The combined success of English 101-P and The Write Class has meant that the Boise State First-Year Writing Program is seen as a **model** of curricular revisions that **positively affect student success rates**. These results have been shared at a number of state-level Complete College America events as well as in several peer-reviewed publications and an edited special issue of Composition Studies on equity and access in co-requisite writing courses.

What % of Students Took First Year Writing Courses in their First Semester?
(ENGL 101, 101P, or 102)

Combined: Fall 2022 & Fall 2023
First-time Fulltime Cohorts



Complete College America Game Changer: Momentum Year

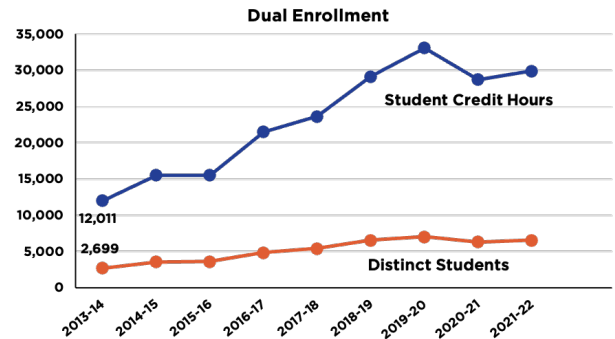
This game changer proposes that clarity of career path helps students settle on a major earlier in their academic careers, thereby reducing the impact of switching majors. Additionally, it promotes early academic success. Higher pass rates in early coursework, including, but not limited to math and English, are an important driver of retention and graduation.

The Momentum Year also increases the ability of students to understand and articulate the value of their degrees and of co-curricular experiences, enabling students to better wield skills and knowledge gained during their college career. Ultimately, the goal is to help students understand the value of becoming a college graduate earlier in their academic career. In this way, they are better prepared to pursue their aspirations, as well as to recognize the competencies they have acquired and how they offer a variety of career pathways.

Ongoing activities and current status

- Boise State developed **six meta-majors/areas of interest** that largely correspond to current colleges or math pathways. They include Business, STEM, Education, Arts and Humanities, Social Sciences and Health. Meta-majors primarily are used as “undeclared pathways,” which have been implemented in advising of new, incoming undeclared students at the point of orientation and registration.
- To give students a better understanding of careers, Boise State is increasing information flow to students about majors and encouraging students to actively contemplate their futures. In addition, Boise State facilitates reflection about how coursework and co-curricular experiences will affect what the student knows, can do and will become.
 - A new university-wide strategy was tested with students to understand what resonates with them in all University Foundation courses. **Beyond Boise State**, a strategy designed to bolster a student’s knowledge, skills and understanding of life far beyond graduation. This means they encounter very intentional, embedded future and career focused messaging in courses during freshman, sophomore and senior years.
 - University Foundations staff and faculty on the General Education Committee have also begun focusing on **durable skills**, as part of an effort to support student readiness for work beyond their degree programs.
 - The university completed a redesign project for **Major Finder**, a web application that helps prospective students and current undergraduates gain information about the range of degree programs that Boise State offers. It includes information about the careers that a graduate can pursue.
 - The **Career Pathways** dashboard enables exploration of majors to careers based on degree level, major field of study and career outcomes. One can also select a career outcome and see the fields of study that individuals came from.
- The **Learning Assistants program** continues to increase early academic success by providing support in high fail-rate courses with embedded peer-to-peer support. The program has made asking for help a normalized activity, rather than a rarefied trip to a tutoring center. We have also implemented a pilot **Peer Instructional Assistant program**, which uses peer instructors in the classroom to support relationship-rich learning environments.

- **Dual Enrollment** programs are one way to gain early momentum toward a degree. The participation in concurrent enrollment opportunities through Boise State has increased substantially. Over the last 10 years, the number of participating students and the number of dual credit hours generated have increased by about two and a half times.



- Every student at Boise State takes a **Finishing Foundations** course in their senior year, which requires that they engage in a culminating reflection assignment. Before students graduate, they articulate their vision for the future, look back at the skills and experiences they gained at Boise State, plan a career and name specific next steps for reaching their goals.
- **Integrating career education into the curriculum** represents a campus-wide effort aimed at advancing student success and further demonstrating the value of a degree. Currently, a career reflection activity is being implemented in a 200- or 300-level course in every major, providing students the opportunity to pause midway through their academic journey to reflect on their **future plans, past experiences and necessary next steps**. To date, 53% of academic departments have an integrated midpoint career reflection and 33% of departments are currently in the process of developing one.



Complete College America Game Changer: Academic Maps and Proactive Advising

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

Activities and status

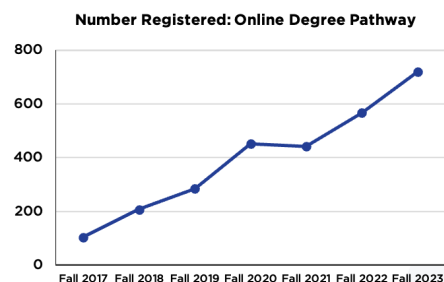
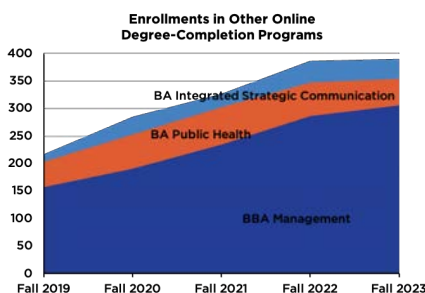
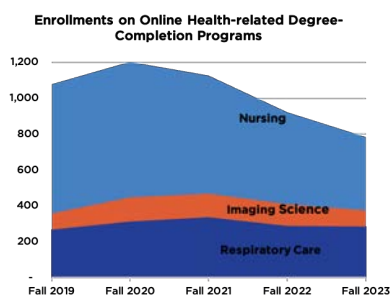
- **Academic maps have been developed for all majors** which list courses critical to each program's curriculum. Virtually all of these plans feature required English, math and university foundations courses to be taken in the first year. These plans are reviewed and updated annually.
- Degree plans are available to students and their advisor in the software package **Degree Tracker**. This software is regularly updated, and all colleges are now utilizing Degree Tracker. We will continue with efforts to expand its use.
- **Proactive Advising**
 - All new students must, during their first year, receive advisor approval for their course schedules.
 - In the College of Business and Economics, students must receive approval to register throughout their college careers to help ensure timely graduation.
 - Changing to high-intervention majors requires consultation with an advisor.

Complete College America Game Changer: A Better Deal for Returning Adults

This goal focuses on facilitating college attendance and completion for adult learners by offering options that accommodate life responsibilities, such as awarding more credit for prior learning and marketing to those with some college but no degree. Expected outcome is more adult completers at reduced financial and opportunity costs.

Ongoing activities and current status

- For several years Boise State has offered two degree-completion programs in both face-to-face and online formats that are specifically designed for the needs of returning adult learners: Bachelor of Applied Sciences (BAS) and Bachelor of Arts in Interdisciplinary Professional Studies (IPS). **Both BAS and IPS are highly flexible and customizable to meet the specific needs of individual students.** Combined enrollment of the two programs increased from 317 in Fall 2013 to 418 in Fall 2023, a 32% increase.
- Boise State has developed several additional online degree-completion programs to meet the needs of adult learners in **high-demand fields**. One set of programs targets health care professionals who possess an associate's degree:
 - BS in Advanced Medical Imaging
 - BS in Nursing
 - BS in Respiratory Care
 - BBA (Bachelor of Business Administration) in Management
 - BA in Integrated Strategic Communication
 - BA in Public Health



- Boise State's **Online Degree Pathway** enables adult degree-completion students to finish general education and prerequisite coursework before entering one of the online degree-completion programs. As illustrated, the number of students registered has sharply increased between 2017 and 2023.
- Boise State is an active partner with the **Air Force General Education Mobile (GEM) initiative**. This program facilitates acceptance of military experience and technical credits into the BAS program.
- Boise State is an active member of the **Air University, Associate to Baccalaureate Cooperative (AU-ABC)**. This program facilitates direct transfer to Boise State from the Community College of the Air Force (for select, fully online programs), and opens access to Air Force members worldwide. Currently Boise State has seven active programs in this partnership.

- The **Military Tuition Assistance Promise** program closes the gap between traditional online tuition/fees and standard Federally Approved Tuition Assistance. This “gap coverage” allows active duty, guard and reserve members to maximize their tuition benefit without additional out-of-pocket expenses. In fiscal year 2023, 411 active duty, guard and reserve students enrolled in Boise State programs and earned **over 2,700 credit hours at no cost** to the students.
- **BroncoReconnect** is an ongoing effort to re-engage and re-enroll students who have stopped out of Boise State. The program provides these students with a guided pathway back into the institution using the same high-touch concierge-level support provided in the Interdisciplinary Professional Studies and Bachelor of Applied Sciences programs.
- Boise State hired a full-time **Clinical Experiential Learning** faculty member in Fall 2019 who teaches the one-credit Prior Learning Assessment (PLA) preparation course and facilitates other PLA support for students in all majors. A total of 200 students enrolled in this one-credit PLA preparation course, many earning PLA credits. Since the addition of the clinical line, we have issued 771 student credit hours and **saved students \$269,850** (771 credits at \$350 per SCH). The program continues to grow, and a recent assessment of program impact shows that **nearly 100%** of participating students have either graduated or have been retained and continue to pursue their degree.

Future plans

- Experiential Learning Framework has been integrated into the Bachelor of Science in **Cyber Operation and Resilience** program (COPRe). Over **350 students** are currently enrolled in COPRe-related programming.
- Boise State continues to monitor existing programs and develop additional ways to **support returning adults**.



Goal #2: Innovation for Institutional Impact.

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

We call it Blue Turf Thinking, and we've been nationally recognized for it. Boise State has been nationally recognized as a top university for innovation. We are building on a campus-wide culture of innovation — developing research that positively impacts lives, structures that transcend disciplines so researchers and students can collaborate on complex problems, and spaces and programs specifically devoted to innovation. This strategic goal recognizes our focus on innovation and seeks to expand and grow it in every aspect of what we do.

NEW ACADEMIC PROGRAMS

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

Our diverse offering of new programs are designed to meet the **labor force demands** within Idaho and on a national level. The programs fill shortages in healthcare, respond to needs expressed by community leaders, and upskill Idaho's workforce, which allows the Idaho economy and its communities to thrive.

NEW DEGREE-LEVEL PROGRAMS

Bachelor in Project Management (BPM) - Fall 2023

Bachelor of Science in Environmental Science - Fall 2023

Master of Environmental Management (MEM) - Fall 2023

Ph.D. in Public and Population Health Leadership - Fall 2023

NEW GRADUATE CERTIFICATES

Cybersecurity Management - Fall 2023

NEW UNDERGRADUATE CERTIFICATES

Launched 14 new undergraduate certificates in Fall 2023 in various disciplines.

NEW CENTERS AND SCHOOLS

Institute for Microelectronics Education and Research (MER) - Spring 2023

ORGANIZATIONAL CHANGES OF THE ACADEMIC PROGRAMS

The **Human-Environment Systems (HES)** graduate certificate program moved from the College of Innovation and Design to the College of Arts and Sciences and the School of the Environment in Fall 2023. Human-Environment Systems graduate students work to solve complex environmental problems. The program strives to build capacity through research, education and engagement to resolve the human-environment system challenges of our time.

The **Games, Interactive Media, Mobile (GIMM)** Bachelor of Science program moved from the College of Innovation and Design to the College of Arts and Sciences in Fall 2023. The program is for students who seek to specialize in interface design and client-side application development. Students will be exposed to a variety of cutting-edge industry tools and practices targeted at helping them become proficient in visual design, object-oriented programming, 2 and 3D animation, game, and mobile development.



INSTITUTE FOR MICROELECTRONICS EDUCATION AND RESEARCH (MER)

MER was established in Spring 2023. The institute is university wide and multidisciplinary. It connects **government and industry partners** with Boise State colleges and departments. It is a nexus of the microelectronics efforts at Boise State and develops opportunities for educational initiatives, workforce development and avenues of research. It collaborates across campus and forges partnerships with government agencies, private industry and other universities in Idaho, the northwest and beyond.

With the federal investment in microelectronics through the CHIPS and Science Act of 2022 and the subsequent plans by Micron of a \$15 billion dollar semiconductor fabrication facility, expectations are strong for a substantial increase in the need for undergraduate and graduate students across multiple disciplines over the next decade.

THE SCHOOL OF THE ENVIRONMENT

The interdisciplinary **School of the Environment**, co-led by the College of Arts and Sciences and the School of Public Service and established in 2022, envisions cultivating collaborative solutions to contemporary environmental challenges in ways that only an innovative public research university can.

The School of the Environment benefits students by improving coordination across existing degree programs and new opportunities for experiential education. Notably, Boise State now offers a portfolio of relevant and collaborative programs all housed in the School of the Environment, including a BS in Environmental Sciences, a BA in Environmental Studies and an MA in Environmental Management.

Idaho's environment is central to both its economy and identity. In addition to our strong academic programs, it is one of the primary factors attracting students to Boise State. Environmental challenges – including more intense wildfires, water scarcity and declining wildlife and fish populations – adversely impact communities in Idaho and beyond. Preparing innovative and capable problem-solvers in Idaho will greatly benefit our economic and environmental future. The ultimate legacy of the School of the Environment will be realized through generations of graduates who gain marketable technical, critical and interpersonal skills through close collaboration with students, faculty, staff and community stakeholders to solve environmental problems during their time at Boise State.

The **Cyber Operations and Resilience degrees (CORE)** were approved at the Master of Science and Bachelor of Science levels in 2021, and BAS level in January 2022, enabling students from rural Idaho and AA/AAS students to transfer into a four-year degree program. These programs are a part of the statewide cybersecurity initiatives and the collaboration between Idaho's higher education institutions to meet the growing workforce demand for cyber-related education. In November 2023, Forbes selected CORE as one of the seven best online Cybersecurity programs in the nation.

In Fall 2021, the program's first year, CORE had 78 students with 46 undergraduate and 32 graduate students. For the Fall 2023 semester, the CORE programs had 338 total students (74 graduate students and 264 undergraduate students), a **51% increase from Fall 2022 and four and a half times the enrollment from when the program launched**. Within the undergraduate CORE program is the Cyber Operations and Cyber for All certificates. Cyber Operations and Cyber for All are 12-credit hour certificates that can be enrolled in by any Boise State student.

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

Because they are entirely online, these programs enable Boise State to reach potential students who need flexibility in their education due to professional and personal responsibilities. These students may also live in a rural area of Idaho that does not have face-to-face educational opportunities. The CORE program utilizes capstone projects to assist rural cities, counties and school districts in enhancing their cybersecurity maturity by offering a no-cost cybersecurity risk assessment. This also provides valuable experiential learning opportunities for students in a real-world environment.

In November 2023, Forbes selected CORE as one of the seven best online Cybersecurity programs in the nation.

CYBER OPERATIONS AND RESILIENCE DEGREES (CORE)





NUCLEAR SAFEGUARDS AND SECURITY GRADUATE CERTIFICATE

Boise State University, Idaho State University, and the University of Idaho created **a joint Graduate Certificate in Nuclear Safeguards and Security**. The 12-credit certificate, which became effective Fall 2023, offers students the opportunity to expand their education in a field with growing workforce needs within Idaho and the United States. The cross-institutional certificate is tied to the Nuclear Engineering Department at Idaho State University, the Nuclear Engineering Department at Idaho State University and the School of Public Service at Boise State University. The certificate is like no other at any Idaho institution of higher education, leveraging the talent and strength of **three public universities in Idaho**.

PhD IN PUBLIC AND POPULATION HEALTH LEADERSHIP

Housed in the College of Health Sciences and the School of Public and Population Health, this doctoral program builds on the success of our existing undergraduate public health degrees and our Master of Public Health (MPH) program. Graduates will be equipped to lead efforts tailored to improve the health and well-being of citizens within the context of each community's core values and priorities.

INNOVATIVE INITIATIVES AND STUDENT/COMMUNITY FOCUSED PROGRAMS

REP4 Alliance

Boise State 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. REP4 stands for “Rapid Education Prototyping” “4” change, learners, community and equity. Learners will be co-designers of education prototypes, and the best ideas will be scaled nationwide through the alliance.

This alliance is supported by Microsoft, a technology partner that recognizes the need for rapid change.

REP4 Related Funding Received and Current Initiatives

Peer Mentoring Pilot, Nampa High School (2022-Current) – \$42,000: Funded by the Steelcase Foundation, this program establishes a student-driven Peer Mentoring Program available to all entering TRIO UpwardBound Freshmen at Nampa High School. The purpose of the program is to establish mentoring relationships with upper classmen to support new students in pursuit of educational goals and setting up a social network in their new school. To date, 13 mentors have been trained and 26 mentees have participated.

REP4 2023 Support (2023) – \$42,000: Provides support for the 2023 REP4 Summer Summit including student stipends, staff salary, and event planning and support.

Great Admission Redesign Initiative (2023) – \$750,000 (split among three schools): Funded by the Lumina Foundation, this initiative is focused on updating and improving the admissions process. This is an essential part of implementation for the Boise State Strategic Enrollment and Retention Plan.

The Summer 2023 REP4 cohort provided direct planning and design input into the **Semiconductor for All initiative**. They represent the first wave of students engaged in the overall effort to increase participation in STEM-related education to build the workforce pipeline needed to support the tech industry in Idaho.

For information on the Community Impact Programs (CIP) for rural students, see page 15.

Idaho Workforce Development Council (WDC) grants (current and new)

- **Cyber-Physical Systems Security Workforce Capacity Building** (2020) – \$833,958: To grow the cyber workforce through online cybersecurity degree pathways. It has been designed to be accessible to anyone interested in earning the credential. The resulting program leverages emerging cyber-security programs at all Idahoan community colleges and Career and Technical Education programs throughout the State of Idaho.
- **Semiconductor for All** (2023) – \$4,996,260: To grow an enduring semiconductor workforce in Idaho and the region by inviting and retaining a broad student pool, with pathways from junior high through high school, to a bachelor’s degree and doctoral degree.
- **Military and Veteran Outreach and Education** (2024) – \$600,000: To recruit existing military and veterans into semiconductor and advanced manufacturing-related programs. The purpose of this project is to ensure military service members and veterans are aware of Idaho workforce opportunities, prepared for Idaho workforce opportunities and connected to those opportunities.

The Idaho Onramp program: The Onramp Program and our Mobile Lab provide a wide range of STEAM experiences for learners of all ages across Idaho schools, libraries and community organizations. Onramp provides access to equipment and high-quality instruction using Apple's Everyone Can Code and Everyone Can Create curriculum. In the 2022-23 academic year, we reached more than 2,000 learners and will more than double that in our current year.

Bronco Gap Year Program: Boise State developed the "Bronco Gap Year" program in Fall 2020 to give students a low-cost opportunity to make academic progress and benefit from the guidance of a faculty mentor. Of the first cohort of 35 Bronco Gap Year students, 60% enrolled at Boise State upon completing the program. The remaining students either enrolled at College of Western Idaho with plans to transfer to Boise State, enrolled at another university or selected a professional path (e.g., attaining a real estate license). This program serves both students who have come from high school and students who have stopped out.

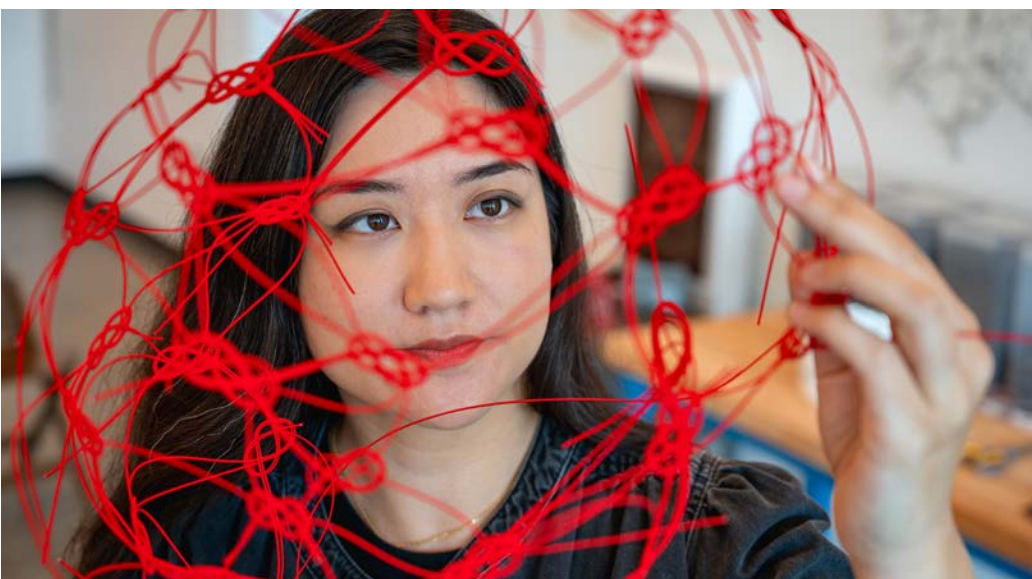
In the College of Arts of Sciences, nearly 70% of the students who stop-out are in good academic standing. These students have invested time and money, but they are experiencing obstacles not related to their academic success. The Bronco Gap Year program focuses on supporting these students. We moved the program into the College of Arts and Sciences advising office and hired a permanent program director. Now, students who are on the brink of stopping out receive a warm hand-off (from an advisor or faculty mentor) to our Gap Year program director.

First-Year Experience: College of Arts and Sciences working with the Vice Provost for Undergraduate Education initiated the first-year experience program as a foundation for all students' success in college and the University, providing a purpose driven first year experience within and beyond the classroom and delivering a rich constellation of general education courses that are meaningfully integrated. The College of Arts and Sciences hired an inaugural Director of First Year Experiences at Boise State that started in Fall 2023.

The main goals of First-Year Experience are twofold: building a network of first-year support programs and anchoring the network in the goal of building student self-efficacy. Key first-year programs such as University Foundations, Math Learning Center, New Student Programs and First-Year Writing all contribute to student self-efficacy in distinct ways. Through First-Year Experience, that work will be better coordinated and more visible to our students. To track our success, we are setting retention and satisfaction goals (through the First-Year Data Team), with a specific focus on the Boise State SERP equity groups and goals.

University Foundations: Boise State's University Foundations program is designed to provide a scaffolded framework for learning from freshman year through senior year focused on durable skills and university learning outcomes valuable for every student, regardless of major.

Boise State has consistently innovated in University Foundations courses. In Spring 2022, the Faculty Senate General Education Committee identified a signature focus of helping students understand the role of general education in their educational experience. In alignment with work being done by the General Education and Matriculation Committee at the state level, we highlight the purpose of general education and promote the development of durable skills.



Goal #3: Advance Research and Creative Activity.

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

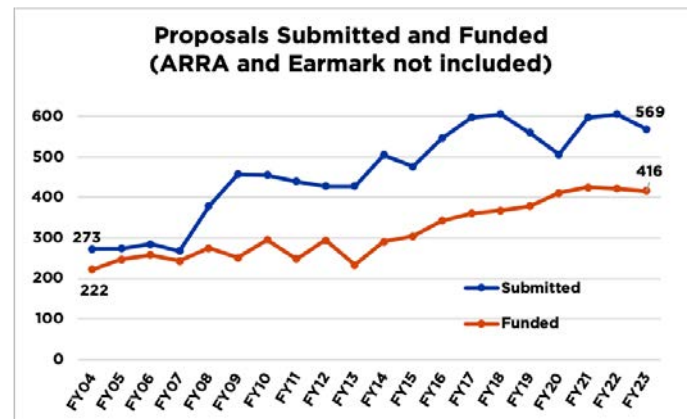
Boise State is **committed to fostering an environment where research and creative activity thrive.** Focus and attention includes providing comprehensive support for faculty during all phases of the research endeavor; facilitating relationships with industry for research and commercialization collaboration;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

RESEARCH AWARDS

Boise State was awarded \$91 million in research awards this past year, a 70% increase over the last five years.

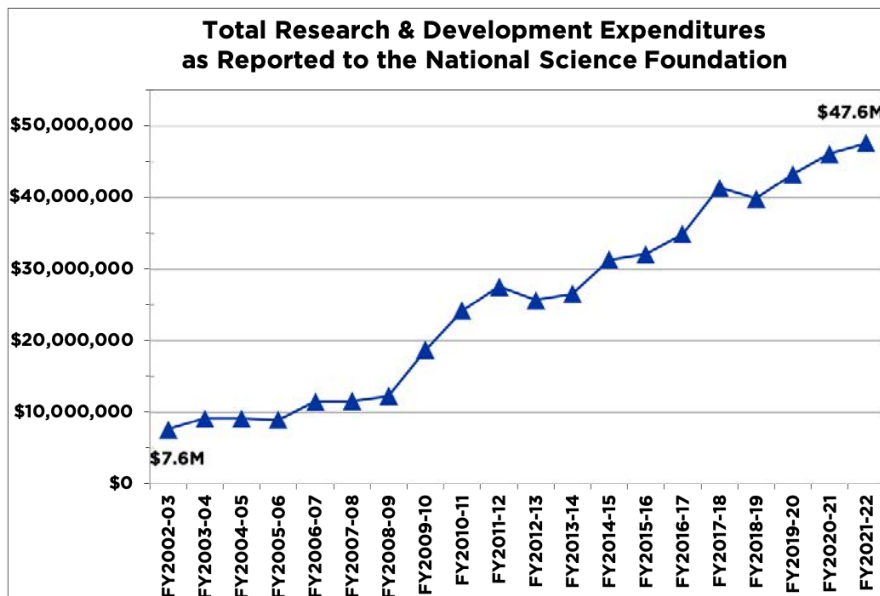
Boise State has fostered a steady increase in research proposal submissions and in the number of globally competitive research awards. The total of proposal submissions has more than doubled over the last 20 years.

Even more remarkable is the dramatic increase in research funding dollars awarded to



the university. Over the last 20 years, total research and development expenditures have increased by more than six times, from \$7.6 million to \$47.6 million. And despite the challenges presented by COVID-19 to the campus research community in the recent past, total research and development expenditures continued to grow and increased by 10%, or \$4.3 million, between FY20 and FY22.

Currently funded work ranges from researching election cybersecurity, to evaluating farmland conversion impacts in the Treasure Valley, to better understanding the earthquake that shook the region in March 2020, to revolutionizing aerospace manufacturing.



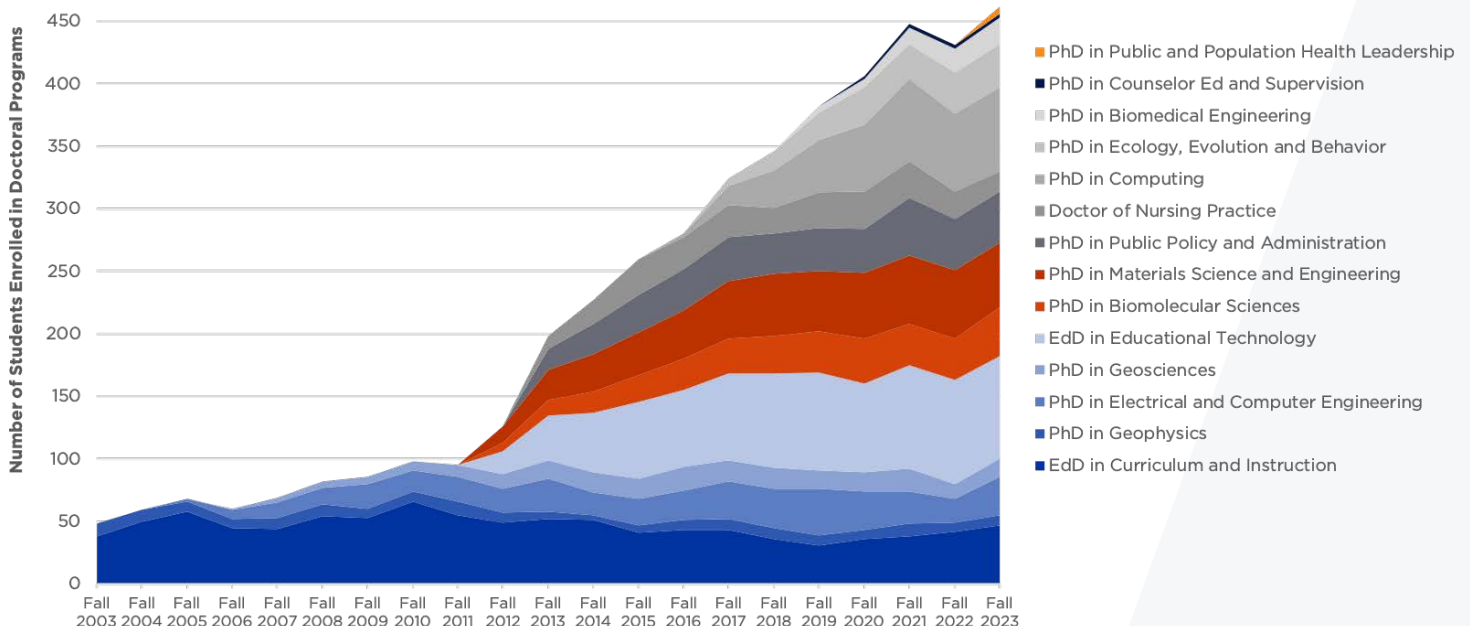
Creating research intensive graduate programs, especially doctoral programs, and recruiting active research faculty to the university have helped advance not only our students, but Boise, the state of Idaho, and, more broadly, the world by fostering discovery and innovation.

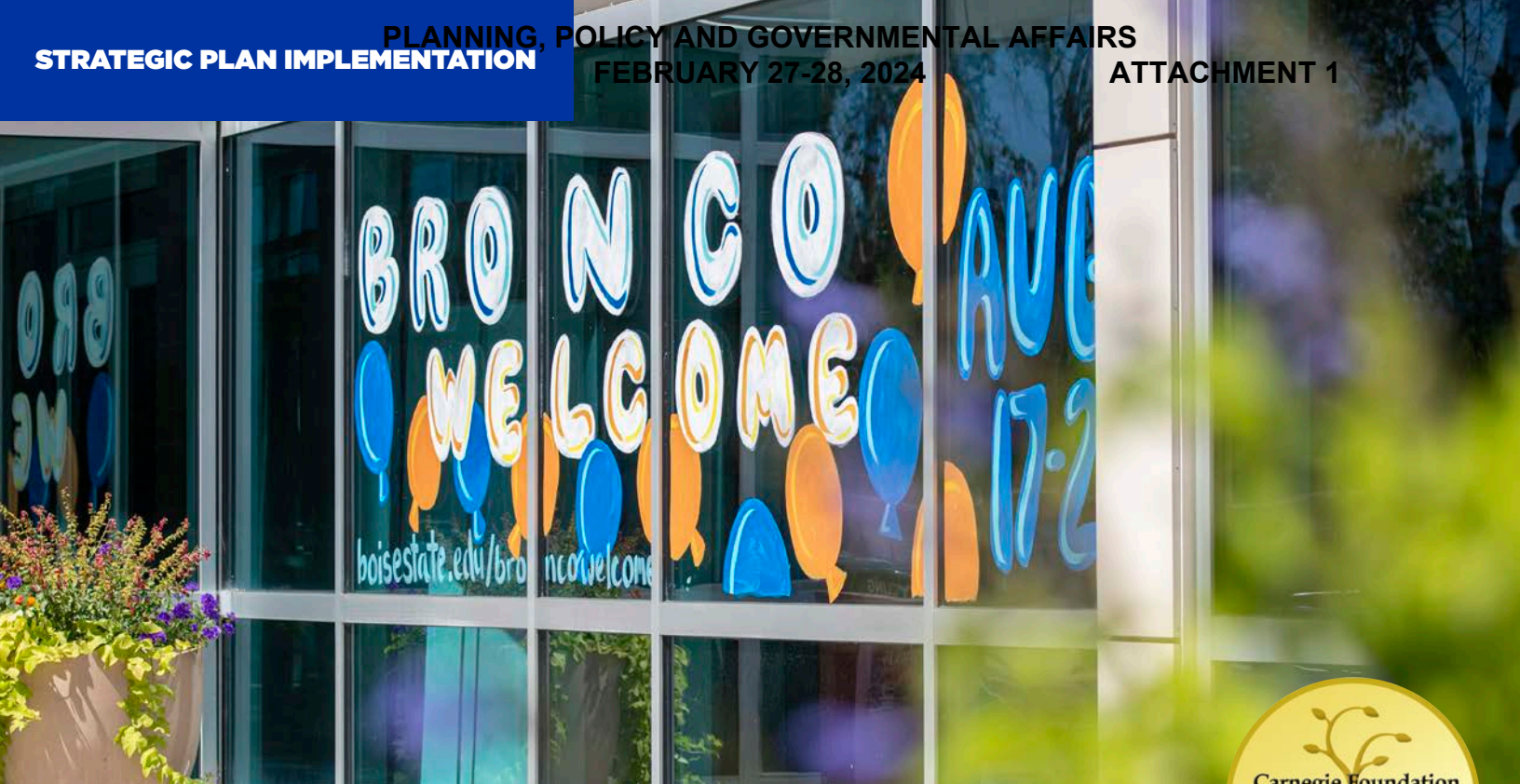
DOCTORAL PROGRAMS

At the core of Boise State's critical service to the community, state and region has been the creation of successful and impactful doctoral programs.

Over the past decade, Boise State has created 10 new doctoral programs: Ph.D.s in materials science and engineering; biomolecular sciences; public policy and administration; ecology, evolution and behavior; computing; and biomedical engineering; counselor education and supervision; public and population health leadership; an Ed.D. in educational technology; and a Doctor of Nursing Practice. In Spring 2024, the State Board of Education will review Boise State's new proposal for an interdisciplinary Ph.D. in Engineering. This program had a very successful external review in Summer 2023.

The following figure shows the growth in the number of doctoral programs and growth in the number of students enrolled in those programs. The number of doctoral students has doubled over the last ten years, increasing from 227 in 2014 to 462 as of Fall 2023.





Carnegie Foundation
Elective
Community Engagement
Classification

Goal #4: Foster Thriving Community.

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

President Tromp brought to Boise State a focus on an ethic of “caring for our community.” This ethic has strong roots on campus, and we embrace the opportunity to imagine and implement new ways to better serve the various communities within our sphere of activity, including and foremost all members of the campus community.

In 2006, Boise State was one of **only 76 universities** in the nation initially selected by the **Carnegie Foundation as a Community Engaged Institution**. That classification was renewed in 2015 in recognition of the myriad ways that Boise State actively works to align with the cares, interests and activities of our local and state community. This commitment to service has been, and continues to be, a defining feature of the university.

Boise State successfully renewed its classification as a Carnegie Community Engaged Institution, covering the period from 2024 to 2032.

More than 40 staff and faculty contributed to writing the application. In the report, we highlight eight projects that involved state and faculty working with external partners across Idaho. This report laid the foundations for our recently awarded National Science Foundation project (TRANSFORM), which is geared towards supporting faculty and staff to work closely with community partners.





INSTITUTE FOR ADVANCING AMERICAN VALUES

The Institute for Advancing American Values encourages conversation between different viewpoints to spur engagement, understanding and human connection. Institute activities include public events to encourage dialogue about central issues facing Idaho and the nation, research and projects that approach complex and contested issues through the prism of American values and evidenced-based research, and educational programming that charts how the values of freedom and opportunity have shaped the triumphs and challenges of American life and history. Through these commitments, the Institute inspires us to talk and listen to each other respectfully about the issues and values that have shaped America and Americans from all walks of life.

In 2023, the Institute has:

- Sponsored Distinguished Lecture Series speakers Cornel West and Robert George (October 2023) and Arthur Brooks (March 2023).
- Presented “Idaho Listens” events in Idaho Falls and Coeur d’Alene in partnership with a donor and Idaho Public Television.
- Presented “Boise State Listens” student-focused events (February and November 2023).
- Awarded faculty research grants.
- Created a Faculty-Staff Conversation Series with five meetings during Fall 2023.
- Sponsored a Day of Dialogue in association with the Distinguished Lecture Series (October 2023).
- Created a faculty and an undergraduate fellows program.
- Partnered with an external advisory committee composed of business and community leaders.

***Recognized as part of
the American Council of
Trustees and Alumni’s Oases
of Excellence network for
promoting open inquiry and
free expression on campuses.***

ONLINE PROGRAMS

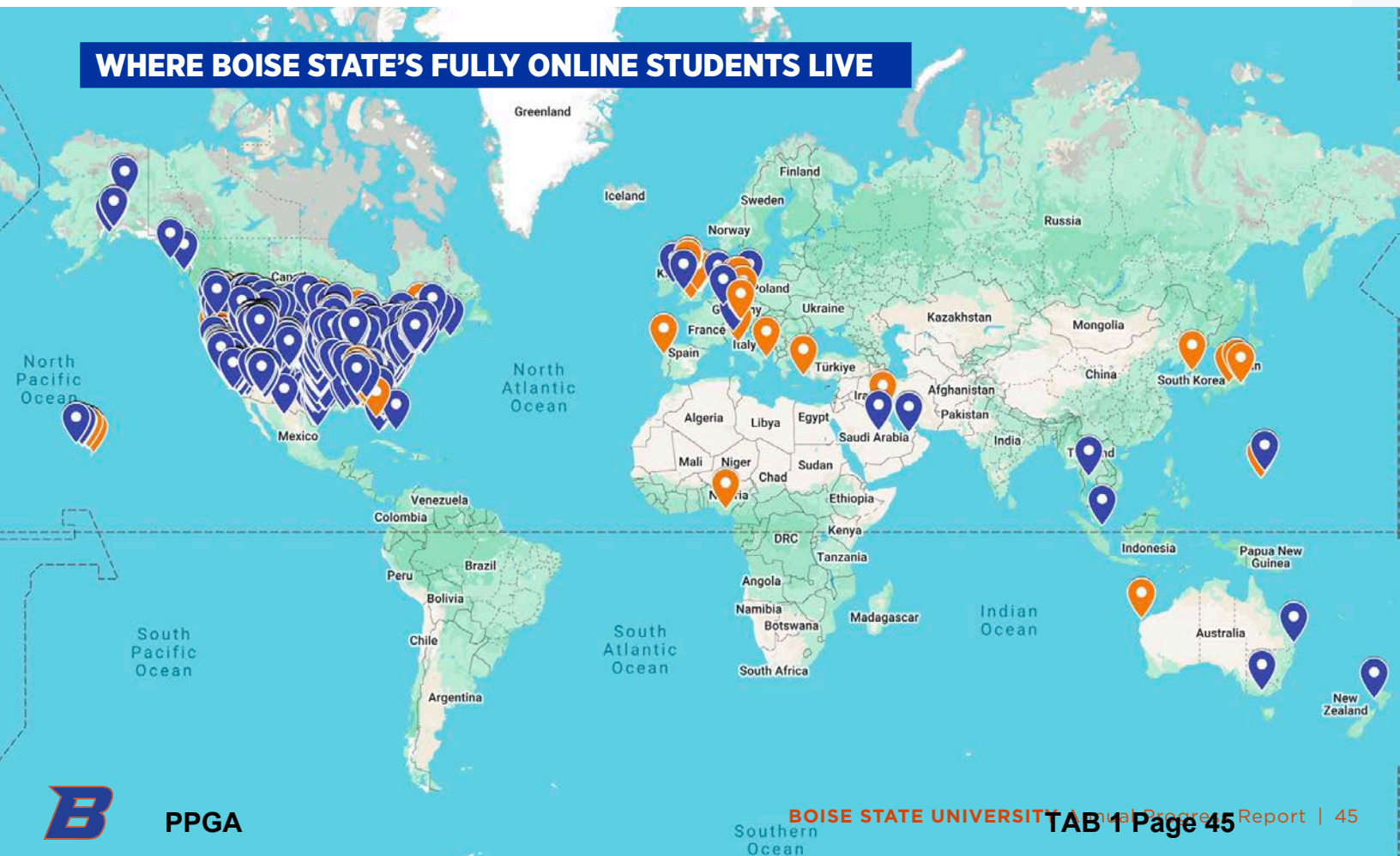
Boise State greatly expanded access across Idaho and beyond, enrolling **5,410 students in fully online** programs this past academic year. These are entire academic programs students can access anytime and anywhere, creating opportunities for busy working adults who may not otherwise have the opportunity to attend college.

Over the past decade the university has made strategic investments in the infrastructure and staffing necessary for academic departments to be able to develop fully online programs that are needed to respond to student and workforce demands. The university now has **98 degrees and certificates** that can be earned without ever coming to campus. The vast majority of these were developed with no new state funds.

Boise State online highlights:

- 2,174 of online students come from Idaho.
- 23% of the university's degrees and certificates awarded were from fully online programs during 2022-23 academic year.
- In addition to the distance students who took all their courses online, our campus-based students took a number of online courses to add flexibility to their schedules. Altogether, **20,357 students took at least one online course**, and 36% of all the university's credit hour generation was from online courses in this same time frame, academic year 2022-23.
- Online courses are taught by Boise State faculty embedded in the university's colleges and academic departments.

WHERE BOISE STATE'S FULLY ONLINE STUDENTS LIVE



Boise State online programs among the nation's best

- U.S. News & World Report

Built for working adults

Boise State's online programs were created to address workforce needs and were **intentionally designed for working adults who cannot come to campus.**

Distinguishing features include: a year-round calendar featuring seven-week sessions and six entry points per year; holistic student support including intensive "high-touch" advising; and a "stackable" design that allows students to earn certificates on their way to a bachelor's degree.

#55

Best Online Bachelor's Programs

#32 for Veterans

#63

Best Online Master's Business Degree Programs

(non-MBA)(MSA)

#24

Best Online Bachelor's Programs in Business

#10

Best Online Master's in Nursing Programs

#58

Best Online MBA Programs

#37 for Veterans





THE LANDSCAPE OF STUDENT WELLNESS AND MENTAL HEALTH

Enhanced student well-being, already a goal of the university's Blueprint for Success strategic plan, is a critical priority given the mental health of the student-aged population nationally. During the 2022-23 academic year, 81% of reports of concern submitted through the Campus Assessment Resource and Education (CARE) program at Boise State included a concern for student mental health. Our JED partnership and an increase of student services described below were designed to make an impact on this problem.

University Health Services

In July 2022 Health Services received funding from the student fee increase to **grow the clinical staff** by four full-time providers (mental health clinicians and a psychiatric nurse practitioner). To date, these positions have been filled by the counseling team, adding a psychologist, two licensed counselors and a psychiatric nurse practitioner.

Office of the Dean of Students

Over the last six years of being a recipient of **Garrett Lee Smith Suicide Prevention Grant**, the Office of the Dean of Students has evolved to serve an essential role in trailblazing student mental health support on campus. The office created a position, Assistant Dean for Outreach and Prevention, that works to fill gaps and act as a bridge between students and mental health care. The primary areas of work include prevention, direct case management and post-hospitalization student support, training for the campus community and collaborative problem-solving with stakeholders.

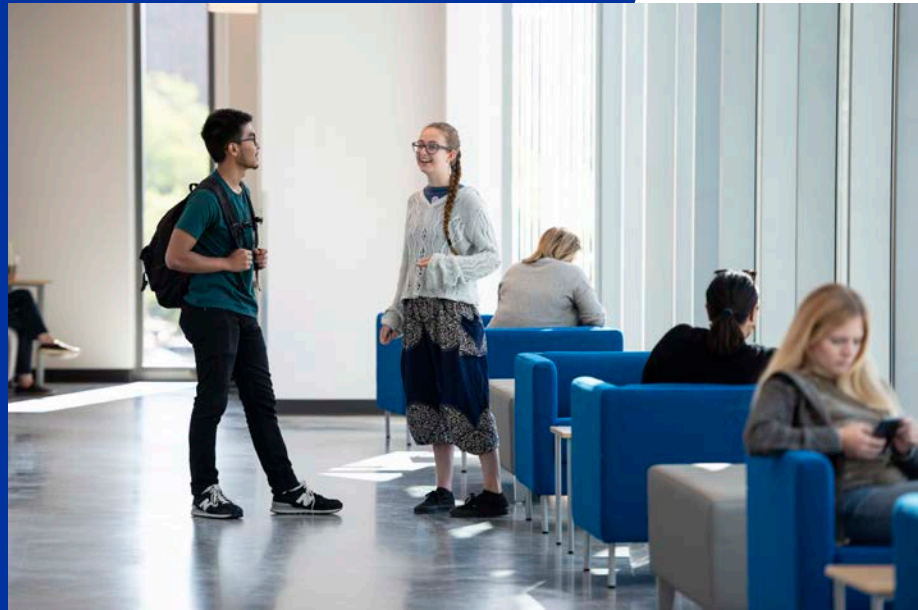
JED Campus

A portion of the \$304,000 three-year Suicide Prevention grant Boise State received was allocated to the creation of a JED Campus student mental health strategic plan. This initiative is in collaboration with the JED Foundation, a national nonprofit dedicated to promoting emotional well-being and preventing youth suicide. Boise State is currently in the third year of this four-year program.

The execution of our university's student mental health strategic plan is led by the Office of the Dean of Students, University Health Services and BroncoFit. These departments are actively engaging stakeholders, rolling out various new initiatives, such as comprehensive suicide prevention training and multiple communication campaigns that center on student well-being, community engagement, and reducing the stigma associated with seeking help.

Two New Strategic Hires

The university hired a Chief Human Resources Officer and Associate Vice Provost of Community Engagement and Belonging in the last year. Both hires were designed to advance our goal of creating a Thriving Community. The first will modernize and develop our HR function at the university, so it is more service-oriented and aids units in making critical strategic decisions in alignment with the unit's and university's plan. The second will focus on the well-being and engagement of faculty, staff, and students in Academic Affairs.





Goal #5: Trailblaze Programs and Partnerships.

Boise State University participates in many collaborative programs and community partnerships in the academic, research and industry non-profit and other community realms.

COLLABORATIONS AND COMMUNITY PARTNERSHIPS

COLLABORATIONS

Reaching out to develop new community partnerships and evolve the university to better serve its students, Boise, the state and our region, is a key priority of our strategic plan. Below are just a few key efforts.

College of Innovation and Design, Division of Research and Economic Development, College of Business and Economics, College of Arts and Sciences and School of the Environment received a **\$6 million National Science Foundation grant** for the **ART Transform project**. The work supported by this grant will be foundational in developing and institutionalizing a faculty reward and recognition system for community-engaged scholarship and entrepreneurial scholarship.

Boise State began its educational partnership with the **Amazon Career Choice Program** in Spring 2022. The program provides Amazon employees with new skills and tuition assistance for career success at Amazon or elsewhere. Since inception, 95 Amazon employees used over \$428,000 in Amazon tuition benefits at Boise State.

The Department of Anthropology is working with colleagues at the University of Michigan and the University of Illinois to create a holistic approach to planning and implementing **weather-resilient measures for U.S. defense facilities**.

The **Food and Dairy Innovation Center** is engaged with private sector companies on external grants and sponsor-funded projects. These include Agropur, Glanbia Nutritionals, Daisy Brand, Jones & Company Flavorings, Valley Food Tec, Lactalis, High Desert Milk, Cinder Wines, Telaya Winery, Split Rail Winery, Food Physics, Anheuser Busch, Global Gardens - Jannis Inc., Clextal, SREUS, Southern Fabrication Works, Giddy Group, Dairy West and Chobani.



The **Center for School and Community Partnership** received **\$16.1 million**, the largest single sponsored project award in university history, from the United States Department of Agriculture to help increase the amount of food that is sourced locally by school districts across the nation.

As part of the Sawtooth Livestock Herbivory and Ecosystem Evaluation Project, faculty in Human Environment Systems (HES) are collaborating with **Sawtooth National Forest** officials to improve understanding of the impacts of cheatgrass invasion on the soil seed bank and exploring sheep grazing as a tool for rangeland restoration. Faculty are also collaborating with University of California, Berkeley, Idaho Department of Health and Human Services, and Community Council of Idaho to assess farmworker well-being in Southwestern Idaho.

The **Idaho Small Business Development Center** and its APEX team (federal contracting program) are working with Micron's Small Business Liaison Office to promote subcontracting opportunities for Idaho businesses, and with the Small Business Administration, Veterans Chamber of Commerce, Commerce Department for Exporting and Importing, Idaho State University, Idaho Technology Council, Idaho National Lab and Mountain Home Air Force Base to expand small business contracting with the federal government.

The **Institute for Microelectronics Education and Research** is collaborating with Micron, Exyte, Applied Materials, Lamb and others to assess and meet the engineering and computer science workforce and research needs for the semiconductor industry. This has led to successful funding of **Semiconductor for All** coordinated course offerings with Micron and numerous conversations with other universities.

The School of Public and Population Health has formed a partnership with **St. Luke's** and the **City of Boise** titled **"Boise Youth Behavioral Health Initiative"** dedicated to improving youth behavioral health in Idaho.

The College of Health Sciences has more than **1,300 clinical affiliations in Idaho and across the U.S.** These partnerships help agencies deliver services and prepare Boise State students for licensure in their health discipline.

Radiologic Sciences is currently working on more than **100 new affiliation agreements** for the new Advanced Medical Imaging Program. The program is scaled to recruit from across the nation and is quite innovative at growing partnerships, not just in Idaho, but across the U.S.

Albertsons Library worked with **The Wassmuth Center, Friends of Minidoka, Congregation Ahaveth Beth Israel and City of Boise** to customize lectures, panels and events related to hosting of the **"Americans and the Holocaust" exhibit** at the library.

Human Environment Systems faculty are collaborating with the **American Farmland Trust** to develop a systematic approach to farmland protection planning based on ecosystem services, climate resiliency and social acceptability.

Mathematics partnered with the **Idaho Transportation Department** to offer an innovative Summer camp called STEM on the Move, which introduced middle-school students to mathematical, engineering and science aspects of transportation-related problems.

The College of Education has relationships with **almost every school district in Idaho.** A new Micron Aspiring Rural Teaching Fellowship that provides student teachers with a \$5,000 stipend for their student teaching semester in exchange for a commitment to spend their first year of teaching in a rural school.

The Division of Research and Economic Development collaborated with the Idaho Department of Finance to establish a Financial Innovation Lab to set Idaho on a path of national leadership around FinTech.

In addition, Division of Research and Economic Development collaborated with the U.S. State Department, the School of Public Service, and Cyber Operations and Resilience to develop a **digital diplomacy certificate.**

The **Cyberdome** partnered with College of Eastern Idaho, Lewis Clark State College, Vallivue School District, Jefferson County, City of Sun Valley, Town of Frutland, Kendrick School District, Whitepine School District, Cambridge School District, Midvale School District and Joint School District 171 to further opportunities and collaborations around cybersecurity for Idaho.

Admissions continued to collaborate with the Idaho Commission on Hispanic Affairs in developing and participating in four **Idaho Hispanic Youth Leadership Summit** events in the Treasure Valley and throughout Idaho. Through these events, Boise State admissions counselors interacted with more than 2,000 students to discuss admission processes and scholarship opportunities.

Extra Mile Arena created a unique and innovative partnership with Broncos of the Last Decade (BOLD) around the Outlaw Field Concert Series at the **Idaho Botanical Gardens**. The partnership brings Boise State and BOLD out into the community, providing student recruitment opportunities and includes a generous donation from CMoore Concerts to the BOLD scholarship.

Boise State's Office of Information Technology, University of Idaho, Idaho State University and the **Idaho National Laboratory** are collaborating to use the **Falcon supercomputer** - offering more than 10 times the processing power of any academic cluster in the region - as an energizing force for innovation, collaboration and education in Idaho.

PROGRAM PRIORITIZATION PROCESS

Idaho State Board of Education Policy III.F requires the university to engage in program prioritization. Between July 2020 and June 2021, under the direction and guidance of the Board Policy III.F, a total of 604 programs at the university were evaluated: 204 degree and graduate certificate programs; 236 minors, emphases and undergraduate certificates; and 164 administrative and support programs. Most importantly, we developed a process that is sustainable and integrated with our strategic plan and our strategic budgeting process, thereby creating a much more comprehensive and effective ongoing, systematic structure for measurement of institutional and unit-level effectiveness.

Integrated planning process

Our synchronized submission process allows for aligned and integrated thinking about progress being made on the strategic plan, continuous improvement action items and the funding needed to support them.

Results of the 2020-21 program prioritization pertaining to instructional programs and academic departments can be summarized as follows:

- Of the 440 evaluated instructional programs, 153 received assignments in the fourth or fifth quintile (79 in the fourth and 74 in the fifth quintile). Missing or insufficient data meant 44 instructional programs were not assigned to a quintile; all of these programs are new.
- Placement in the fourth or fifth quintile for a program that is established, rather than new (as these programs will not yet have had an opportunity to grow enrollments), triggered a requirement for the program to submit an action plan. In the fourth and fifth quintiles, 94 of the 153 instructional programs are not new and, thus, were required to submit the action plan report and to describe substantive changes they plan to make or to start a process for discontinuation.
- The most common deficiency for those programs in the fifth or fourth quintile was productivity, typically resulting from a low number of graduates.
- Twenty of the programs assigned to the fifth quintile are degree programs and graduate certificates. These programs must make substantial changes to increase their productivity, relevance, quality and/or efficiency or be considered for discontinuation. In the fifth quintile, 54 of the programs are undergraduate minors, emphases and certificates. These programs must make substantial changes to increase their productivity, relevance, quality and/or efficiency or be considered for discontinuation.



PROGRAM PRIORITIZATION 2023 ANNUAL UPDATE

By December 2023, **33 instructional programs were discontinued** or are in the process of discontinuation in the current academic year.

Discontinued instructional programs:**Academic Year 2020-2021**

- Certificate in Applied Public Administration
- Certificate in Habilitative Services
- Bachelor of Arts in Dual Blended Early Childhood/Early Childhood Special Education, Elementary Education
- Master in Teaching in P-8 Special Education
- Master in Teaching English Language Arts
- Master of Applied Historical Research

Academic Year 2021-2022

- Minor in German for Business
- Minor in Iberian Studies
- Minor in French for Business
- Minor in Romance Languages
- Certificate in Early Childhood Intervention Services
- Bachelor of Arts in Dual Special Education, Early Childhood Special Education
- Graduate Certificate in School Technology Coordination
- Graduate Certificate in Early Childhood Special Education
- Graduate Certificate in Instructional Interventions and Supports
- Graduate Certificate in Healthcare Simulation
- Graduate Certificate in School Technology Coordination
- Graduate Certificate in History for Secondary Educators
- Executive Master of Business Operational Excellence
- Master of Education in Teaching English to Speakers of Other Languages
- Master of Education in Bilingual Education

Academic Year 2022-2023

- Bachelor of Arts in Economics, Social Science, Secondary Education
- Bachelor of Arts in Sociology, Social Science, Secondary Education
- Bachelor of Business Administration in Accountancy - Twin Falls Site
- Master of Social Work - Twin Falls Site
- Minor in General History with Geographic Focus
- Minor in Addiction Studies
- Certificate in Refugee Services

Academic Year 2023-2024 (In process)

- Undergraduate Certificate in Energy/Environment
- Undergraduate Certificate in Mechanical Materials
- Undergraduate Certificate in HVAC/Building Systems
- Undergraduate Certificate in Industrial Processes
- Minor Spanish Interpretation

Please see the **Appendix describing progress updates on the key actions outlined in department and college action plans and administrative and support units' continuous improvement plans.**

Summary of major structural changes

In March 2023, the Division of University Affairs merged with Finance and Administration, a return to an administrative structure that Boise State historically used. This change is expected to create a leaner administrative team, preserving university resources for other initiatives. The new division, Finance and Operations, is overseen by Alicia Estey, now Chief Financial and Operating Officer and Vice President for Finance and Operations. The Division of Finance and Operations includes the departments currently in University Affairs, as well as the Controller's Office, Procurement and Vendor Services, Finance and Leasing, Student Financial Services, and the offices of Information Technology, Continuous Improvement, and Budget and Planning.

A few major progress updates from academic department and colleges

Specialized Accreditation in College of Engineering: All four engineering departments and the Department of Computer Science completed ABET accreditation. Programs accredited by the Accreditation Board for Engineering and Technology (ABET) provide assurance to students and graduates that Boise State's engineering programs and Computer Science meet quality standards of the profession for which the programs prepare graduates. The Micron School of Materials Science and Engineering and Computer Science had no concerns, weaknesses or deficiencies. The others are currently working on a response as detailed in the reports to address concerns.

College of Business and Economics launched COBE Blue, an app that rewards students for participating in pre-advising sessions, employer panel discussions and COBE Career Services. Nearly 1,000 COBE students have used the app.

College of Education made great strides in rural placements. Beginning Fall 2022, the College sponsored the Rural Educators Tour. After listening to the needs of the rural partners, the team learned that teacher recruitment, retention and support are critical pain points. Given the problems presented, the team went to work developing two trailblazing projects: the **Rural Clinical Educator role and Rural Teaching Fellowship.**

INSTITUTIONAL DATA

Enrollment

Enrollment Fall 2023 (October 15 census) <i>Source: IE University Enrollment Report</i>	Headcount
Undergraduate Degree-seeking	17,085
Graduate Degree-seeking	2,813
Early College/Dual-credit	6,235
Other Non-degree Seeking (Undergraduate and Graduate Combined) and Audit Only	594
Total	26,727

Annual Headcount Enrollment <i>Source: PSR-1 Annual Enrollment Report</i>	2022-23
Undergraduate Degree-seeking	19,309
Graduate Degree-seeking	3,538
Early College/Dual-credit	7,115
Other Non-degree Seeking (Undergraduate and Graduate Combined) and Audit Only	2,689
Total	32,651

2022-2023 Graduates

Degree and Graduate Certificate Graduates <i>Source: IPEDS Completions Report (IE)</i>	Distinct Number of Graduates
Associate Degree	184
Undergraduate Certificate	590
Baccalaureate Degree (Academic)	3,858
Graduate Certificate	130
Master's Degree	1,028
Educational Specialist Degree	15
Doctoral Degree	60
Total Distinct Graduates	5,233*

*Note: the sum of the distinct graduates does not equal the overall distinct number of graduates because students can complete more than one degree

Employee Nov 2022 Snapshot	Full-Time	Part-Time	FTE	%
Faulty	830	636	1,042	34.2%
Professional Staff	1,491	55	1,509	49.6%
Classified Staff	483	28	492	16.2%
Total	2,804	719	3,044	100.0%

Revenue and Expenditures for FY2023

Operating Revenue	FY2023
Student Tuition and Fees (Gross)	220,107,450
Scholarship Discounts and Allowances	(30,797,000)
Federal Grants and Contracts	57,759,417
State and Local Grants and Contracts	5,501,446
Private Grants and Contracts	3,830,862
Sales and Services of Educational Activities	11,937,903
Sales and Services of Auxiliary Enterprises	83,206,741
Other	1,157,017
Total Operating Revenues	352,703,836

Operating Expenses	
Instruction	156,004,110
Research	44,895,465
Public Service	29,906,090
Libraries	6,208,248
Student Services	23,780,152
Operation & Maintenance of Plant	35,004,584
Institutional Support	44,632,771
Academic Support	42,067,928
Auxiliary Enterprises	110,233,324
Scholarships and Fellowships	11,568,132
Depreciation	29,156,434
Total Operating Expenses	533,457,238
Operating Income/(Loss)	(180,753,402)

Non-operating revenues/(expenses)	
State Appropriation - General	123,832,491
State Appropriation - Maintenance	2,890,497
Pell Grants	20,640,125
Gifts	36,887,332
Net Investment Income	6,058,086
Change in Fair Value of Investments	31,268
Interest	(7,353,546)
Gain/Loss on Retirement of Assets	(473,223)
Federal Aid Grant Revenue	1,000,000
Loss on Perkins Federal Capital Contribution	
Other Non-operating Revenue/(Expense)	100,245
Net Non-operating Revenues/(Expenses)	183,613,275

Other Revenue and Expenses	
Capital Appropriations	
Capital Gifts and Grants	2,701,043
Total Other Revenues and Expenses	2,701,043
Increase in Net Position	5,560,916
Net Position - Beginning of Year	577,242,908
Net Position - End of Year	582,803,824

Research and Economic Development

	FY2019	FY2020	FY2021	FY2022	FY 2023
	Office of Technology Transfer				
Invention Disclosures	20	22	16	13	10
Patent Applications Filed	18	28	20	18	12
Patents Issued	2	5	1	8	8
Licenses/Options/Letters of Intent	25	19	22	32	51
License Revenue	\$57,136	\$15,996	\$8,500	\$14,456	\$25,678
Startups	1	0	0	1	1
FTEs	1.5	2.25	2.1	1.5	1

Number of protocols reviewed by:	Office of Research Compliance				
Institutional Biosafety Committee	65	68	68	74	97
Institutional Animal Care and Use Committee	101	82	68	67	76
Social and Behavioral Institutional Review Board	526	494	509	473	465
Medical Institutional Review Board	24	32	33	48	42

	Office of Sponsored Programs				
Total # of Proposals Submitted	560	506	598	606	569
Total # of Awards	378	411	425	422	416
Total Sponsored Projects Funding	\$53.5M	\$58.2M	\$65.3M	\$68.0M	\$91.0M
Total Research and Development Expenditures as reported to NSF	\$39.8M	\$43.3M	\$46.1M	\$47.6M	not available at this time
Externally Funded Research Expenditures	\$27.M	\$29.8M	\$34.7M	\$35.3M	\$39.9M

UNIVERSITY ADVANCEMENT

Fiscal Year 2023 — Another Record Fundraising Year

At Boise State University, we have a driving purpose and spirit that unites faculty, students and staff as we tackle the most formidable challenges of our time.

In support of these ambitions, the university received substantial new financial commitments, reaching a record total of **\$58.5 million** in fiscal year 2023. This total exceeded the record set in fiscal year 2022 by **\$2 million**. What makes this achievement notable is the significant contribution made by alumni, who played a pivotal role in this success story.

In all, 27,050 donors contributed to various university priorities, including student endowed scholarships, faculty, research and athletics, or to establish endowments that will support Boise State in perpetuity.

\$58.5 MILLION
raised in total support during FY2023

Nearly 11,000 alumni collectively accounted for 31% of these commitments, indicating a strong bond and dedication toward the university. This support from former students signifies their gratitude for their education and experiences at the institution and their belief in the university's mission and vision for the future.

Endowment Performance

Despite large market fluctuations over the past few years, for the year ending June 2023, the Boise State University Foundation's investment performance exceeded its short-term objective of maintaining its purchasing power. The portfolio posted an annual return of 10.0%, compared favorably with the median return for foundation endowment funds less than **\$500 million** (9.4%).

The market value of the Foundation's total endowment investment portfolio grew to almost **\$146 million** at the close of fiscal year 2023. This growth is a function of both market gains and generous new gifts. Over the past 10 years, the Boise State University Foundation's total endowment value has grown by nearly 75% while supporting Boise State's students, faculty and research programs with more than **\$55 million** in payout.

Looking Forward

Unbridled: The Campaign for Boise State University

In October 2023, the President and the Vice President for University Advancement, in partnership with the Boise State University Foundation Board of Directors, publicly launched *Unbridled: The Campaign for Boise State University*. The **most ambitious philanthropic and alumni engagement campaign** in the university's history aims to raise funds for scholarships, endowed faculty positions and the Department of Athletics What's Next Initiative. At launch, donors had committed over \$295 million towards a \$500 million goal by 2028.

This work aligns with the university's strategic plan, the Blueprint for Success, and University Advancement's vision to create the best culture of philanthropy and alumni engagement of any public university in the country.

Increased Financial Aid

During the last fiscal year, the Foundation raised over \$16 million for scholarships; of that total, approximately 20% was earmarked solely for need-based scholarships, including \$1.4 million for scholarships with an Idaho residency preference or requirement. These “True Blue Promise” scholarships represent a crucial component of our need-based financial aid and aim to ensure support for all qualified Idaho college students, eliminating the financial barrier to their success.

Boise State’s goal to increase student access and academic success through scholarship support lies at the heart of the Unbridled campaign. To incentivize donors to create endowed scholarships, the Boise State University Foundation Board of Directors has provided a \$2.5 million bridge program for qualifying new and enhanced scholarship gifts. The Foundation’s match will allow donors to help Boise State students immediately while establishing endowment funds to create lasting legacies.



COLLEGE HIGHLIGHTS

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



College of Arts and Sciences

- The Bachelor of Arts in Interdisciplinary Studies (Triple Discipline) **allows students to customize their degree path.**
- The **School of the Environment** elevates collaborations across campus to solve big environmental issues.
- The highly flexible Bachelor of Applied Sciences (BAS) and BA in Interdisciplinary Professional Studies (IPS) are specifically designed to the needs of returning adult learners. Combined enrollment of the two programs increased from 317 in Fall 2013 to 418 in the Fall 2023, a 32% increase.
- **Onramp in the Luminary ("ST-Art Space")** The Stein Luminary and the Onramp (Apple iPads) team focus on interactive experiences and the integration of arts and technology for middle and high school student groups who visit the Boise State campus. Learners engage in immersive and creative touchscreen activities then use iPads to experiment with art-making tools.
- **Bronco Gap Year** helps current students stay on track and progress towards their degrees, even if they have to temporarily stop-out.

College of Business and Economics



- Graduate accountancy programs have near 100% job placement rates and are accredited by the Association to Advance Collegiate Schools of Business (AACSB). These programs include the sole MS in Accountancy – Taxation program in Idaho and the only Master of Accountancy program in Idaho to offer pathways to prepare for all three of the new discipline sections of the Uniform Certified Public Accountant (CPA) Examination (effective in 2024). The online Master of Accountancy (non-MBA master's degree) program was **ranked #1 in the Pacific Northwest by U.S. News Rankings**.
- COBE has five distinct MBA offerings accredited by the Association to Advance Collegiate Schools of Business (AACSB). The online MBA is ranked by **U.S. News #58 best Online MBA (top 17%), #37 Best Online MBA for Veterans**. The Executive MBA is ranked by **Fortune Magazine as the #15 Best Executive MBA**, and it consistently outranks other Executive MBAs worldwide as rated by recent graduates surveyed by the International Executive MBA Council.
- The online Bachelor of Business Administration in Management began in 2017. The program's growth illustrates the attractiveness of this degree program; in the first year, 97 students enrolled, while in 2022-2023, 785 students enrolled. Over half of its students are Idaho residents, while the remainder are located across the U.S. and beyond. Due to the fully online nature of this program, it is appealing to active military members, people who work full-time and anyone with demands on their time. This year, the program is projected to hit a key milestone as it will graduate over 100 students. **U.S. News ranked the online BBA program #24 out of 214 schools; it was #3 in the Pacific Northwest and #5 in the West**.
- As part of the online Bachelor of Business Administration, the Resort and Hospitality Management Program was developed based on requests from the Idaho hospitality industry. The program partners with the hospitality industry to update workforce skills in the industry and provide a career path for current and future hospitality employees.

College of Education

- The Noyce Scholarship pays tuition for qualifying candidates who want to become STEM teachers, along with a \$10,000 stipend.
- The **Micron Aspiring Rural Teaching Fellowship** provides student teachers with a \$5,000 stipend for their student teaching semester in exchange for a commitment to spend their first year of teaching in a rural school.
- Created a new faculty position to support new teachers in rural school districts.
- Received largest single sponsored project award to support innovation in school food systems.
- Received \$1.5 million to accelerate math learning for Idaho students.

College of Engineering

- The **Cyber Operations and Resilience degrees (CORE)** were approved at the Master of Science and Bachelor of Science level in 2021 and Bachelor of Applied Science level in January 2022, enabling students from rural Idaho and AA/AAS students to transfer into a four-year degree program. In November 2023, Forbes selected CORE as one of the seven best online Cybersecurity programs in the nation. For the Fall 2023 semester, the CORE programs have 338 total students (74 graduate students and 264 undergraduate students), a 51% increase from Fall 2022 and four and a half times the enrollment from when the program launched in Fall 2021.
- National Institute of Health's prestigious Centers of Biomedical Research Excellence (COBRE) awarded \$10 million to a joint COEN and COAS project.
- **Institute for Microelectronics Education and Research (MER)** was established in the Spring of 2023. The institute is a university-wide, multidisciplinary institute that connects government and industry partners with Boise State colleges and departments. It is a nexus of the microelectronics efforts at Boise State and develops opportunities for educational initiatives, workforce development and avenues of research.



College of Health Sciences

- Master of Social Work online program ranked **#1 by Fortune Magazine**.
- The School of Social Work's MSW online program was **ranked #1 by EDUMED**.
- Adult Geriatric Nurse Practitioner (AGNP) **ranked #10 by U.S. News & World Report**.
- The Nursing face-to-face undergraduate program was **ranked in the top 90 in the United States by U.S. News & World Report**.
- Master of Science in Respiratory Care received the APEX award by Commission on Accreditation for Respiratory Care and **ranked #1 in the nation by EDUMED**.
- Master of Population and Health Systems Management received the Herzlinger Innovation Education Award by the Commission on Accreditation of Healthcare Management Education for the most innovative curriculum in the nation.



- The COHS has put 11 programs fully online. The national delivery model allows for scaling so all of these programs can be offered affordably to Idaho residents.
- COHS is the statewide leader in the delivery of online health related educational programming in Idaho.
- COHS has offered the first doctoral program in Public Health Leadership (Fall 2023). The program was designed to create public health science leaders in the state of Idaho.

College of Innovation and Design

- **Esports** had another successful, winning year: 2022 Esports Program of the Year by the Esports Business Summit and Tempest Awards; National championship in Overwatch; ECAC Champions in Halo and Rocket League; three Mountain West titles.

NATIONAL SUCCESS

#1 coach

#1 program

National Champions

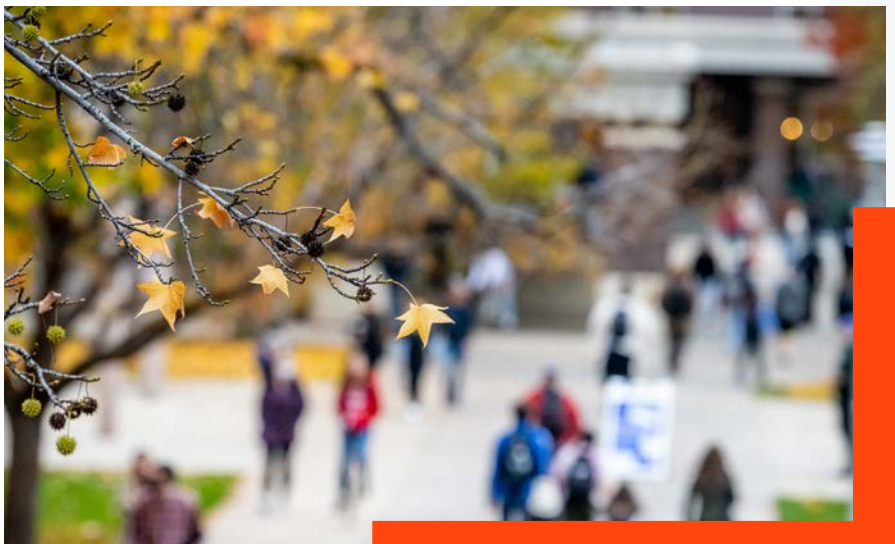
School of Public Service

- The School of Public Service launched its **Capital Connection** program in Spring 2024. An inaugural cohort of Boise State students will live together in Washington, D.C., where they will complete internships, a professional development seminar and two online political science courses. Boise State alumni in the D.C. area will serve as on-site mentors for the students.
- Boise State University, Idaho State University, and the University of Idaho created a **joint Graduate Certificate in Nuclear Safeguards and Security**, located in the School of Public Service. The 12-credit certificate, which became effective in the Fall of 2023, offers students the opportunity to expand their education in a field with growing workforce needs within Idaho and the United States.

Division of Extended Studies

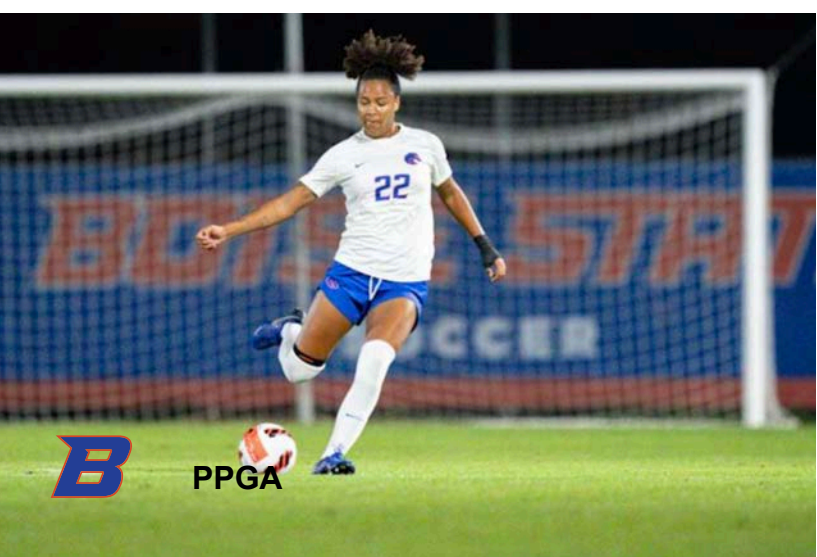
Online programs allow community members to pursue higher education without leaving their hometowns or their jobs.

- During the past academic year, access to college degrees and certificates were greatly expanded thanks to Boise State's fully online programs:
 - **5,410 students enrolled in fully online programs**, with 2,174 of them from Idaho. These are entire academic programs that students pursue anywhere/anytime, without ever having to come to campus.
 - The University now has **98 fully online degrees and certificates**. The vast majority of these were developed as part of a comprehensive university initiative over the past decade that has required no new state funds.
 - In addition to the distance students who took all their courses online, our campus-based students took a number of online courses. **20,357 students took at least one online course**, and 36% of all the University's credit hour generation was from online courses.



ATHLETICS

Boise State achieved significant successes related to each of the four pillars of the What's Next Initiative, which supports the institution's Blueprint strategic plan. Highlights in each area of focus include:



PPGA

Revenue generation

- Record fundraising year with \$26.1 million in gifts and commitments during the 2023 fiscal year.
- Received a \$5 million gift, the largest in athletics history, from the Miller family in support of Boise State's north end zone expansion at Albertsons Stadium.
- Increased Bronco Athletic Association membership by 14%.
- \$8 million total revenue generated through ticket sales; 9.4% growth from 2021-22.
- 26% increase in men's basketball season ticket holders.
- \$150 million fundraising goal as part of the university's launch of the Unbridled Campaign.

Infrastructure

- Upgrades to beach volleyball and volleyball locker rooms.
- Installation of LED lights on the roofline at Albertsons Stadium
- Added outdoor lights at Boas Soccer Complex.
- New photo studio in Caven-Williams indoor facility.
- Appleton Tennis Center court resurfacing.
- Installation in progress for new lights at Huber Field at Dona Larsen Park.

Marketability

The Blue - Voted #1 best attraction for sports fans - USA Today.

#1

- 31 million impressions across Boise State main, football and men's basketball social media accounts combined.
- Increased Bronco Sports app users by 129%.
- Led the Mountain West with over 800,000 average TV viewership for football.
- 31% growth on Instagram for Men's Basketball. Eight million impressions for football accounts.
- 21% year-over-year increase in average attendance for men's basketball.
- 25% year-over-year increase in fan attendance for softball.
- Marked a new attendance record for home football games at Albertsons Stadium with 35,867 average attendance.
- \$833,349 in total collegiate licensing royalties.
- Launched Social Media Certificate Program.
- Introduced limited edition student-athlete trading cards in partnership with Jacksons.
- Offering personalized name and number apparel for student-athletes in support of NIL.



Student-athlete experience

- **94% graduation success rate**, a new department record and the highest in the Mountain West.
- 79% of student-athletes held at least a 3.0 cumulative GPA.
- **Top 5% Academic Progress Rate** among Division I institutions.
- 2,476 total community service hours completed as a department with 56 local charities and schools.
- 50% of student-athletes attended CONNECT, a career planning event with representatives from 130 local businesses.
- 35 wins over Power 5 programs.
- Seven All-Americans across four different sport programs.
- Softball was the Mountain West Conference regular season champion.
- Bronco Football won fifth Mountain West Championship
- Men's Tennis was the Mountain West Tournament champion.
- Established BroncoBOLD High School Ambassador Program to provide guidance, peer-to-peer mentorship and resources to launch mental health campaigns at four area schools.



NEW FACILITIES



New Residence Hall

A new residence hall is under construction next to Albertsons Library and adjacent to the Boise River and Greenbelt. Expected to open in Summer 2025, it will add approximately **450 beds for first-year students**. Research demonstrates that on-campus housing positively impacts student academic success. The six-story building will have views of the Boise River, Julia Davis Park, downtown Boise and Boise State's campus. The site includes an existing parking lot adjacent to the library and extends north toward the river. Subsequent improvements to river access and the lawn north of Albertsons Library will create a new hub for student and community activity. A comprehensive student housing plan, created in partnership with Brailsford & Dunlavey, helped guide Boise State's decision to construct this facility. The residence hall has a total project budget of approximately \$59 million.





ESI Construction Management Building

In collaboration with industry partners and the Boise State University Foundation, the new **ESI Construction Management Building** will include lab and classroom spaces and be located on the south side of campus along Beacon Street. This building will expand and modernize facilities for the growing Construction Management program, and incorporate various construction methods and materials that showcase the field itself. The project has land-use approval and the design phase is complete. The construction timeline is dependent on meeting fundraising milestones.



North End Zone Expansion

A design-build process is underway for a facility expansion in the Albertsons Stadium north end zone. The expansion will enhance the premium club and lounge seating experience on game days and create a year-round dining program for student-athletes. The project may also connect the east and west concourses to provide improved circulation and availability of services for fans. This project is in the design phase, with targeted completion by the 2026 season.



Science Research Building

The university is in the pre-design phase for a new science research building, which will meet pressing demand for science lab sections. An internal committee met throughout 2023 to assist with facility programming, early site assessment and preliminary cost estimation. The work is guiding the facility toward an emphasis on life sciences, including but not limited to biology, chemistry, biomolecular research, neuroscience and physics. A formal planning and design phase will begin in 2024.

College of Health Sciences Simulation Lab

College of Health Sciences completed a \$100,000 remodel of the Simulation Lab at Health Sciences Riverside to support Respiratory Care and Imaging Sciences. This included converting HSRV 200 from a large office space to a space for specialized instruction, namely clinical education for students in School of Allied Health Sciences programs. The renovation developed spaces for patient simulation, simulation control, a space for simulation debriefing that also can serve as a meeting space for other small classes, as well as a small storage space. The project supported the growing college's need for simulation space during a healthcare crisis, which served to further limit other forms of clinical education, such as placements in hospitals and healthcare clinics. Thus, professional accrediting agencies are embracing the use of **patient simulation** as an increasingly **important vehicle for clinical education** of our students.



APPENDIX

Program Prioritization Progress Update on the Key Actions Outlined in Action Plans and Other Continuous Improvement Plans

Note: Due to the timing of when the university collects information on the program prioritization action plans as part of the integrated planning process, some of the information presented below is from Spring 2023.

College of Arts and Sciences (COAS)

Building relationships with community partners in the Department of Music

The Department set out to build relationships with more community partners and to create more internship opportunities. Given the large scope of careers in music, the Department seeks to develop more relationships that are specific to music careers. Collaborations include Mirror Studios, the Brass Band of the Treasure Valley, the creation of the first-ever Ableton Live internship, a Boise State Student Showcase at Treefort in 2023, and the Antigua and Barbuda Youth Symphony.

Open Educational Resources (OER) materials for Department of World Languages

In an effort to reduce costs for students related to textbooks, the French section has begun creating and implementing OER materials that replace the previous textbook in the first four semesters of the language. The first version of the OER Pressbook is now complete for 101 and 102 and the OER team is working on the materials for 201 (Fall 2023) and 202 (Spring 2024). The Chinese section has begun planning and implementation of OER materials that will replace the current textbook in Chinese 101 starting in Fall 2023.

Experimentation with new credit structures in the Department of World Languages

The Basque and French programs have been implementing a pilot program that will create three-credit lower-division language sequences in place of the traditional four-credit courses. The objective is to recruit and retain more students to take a language given the easier-to-accommodate three-credit load. Starting Fall 2022, all Basque and French 101 courses became three credits, followed by both sections' 102 courses in Spring 2023.

Strategic enrollment management in the History Department

The department successfully created new minors and certificates that highlight strengths in their curriculum and appeal to a wide variety of students. A particular strength this year has been the growth in experiential learning efforts, especially in terms of internships. The department placed considerably more interns this year in paid positions at a near record high placement rate.

Dedicated resources to re-branding the Department of Communication

The department produced a promotional video, created social media content by interviewing alumni and current students, and partnered with Career Services to create a major wave of branding.

Focus on curriculum revision in the Department of Theatre, Film and Creative Writing

The department has begun a substantive curriculum revision this year with the following priorities: revise and update Programmatic Learning Outcomes; adjust the current class offerings to relieve the heavy scaffolding of course sequences that make it difficult for transfers and returning students, as well as an increasing number of first-years, to complete their Theatre requirements in a timely manner; add credits to production participation areas in which our majors spend a great deal of time and effort; and include more career preparation courses in advance of graduation. Curriculum revisions will continue next year with Film and Creative Writing.

Other Examples of Planned or Completed Actions in COAS

BS Physics Astrophysics Emphasis used Astronomy First Friday generated public donations to support astronomy outreach and sparked public interest in astronomy with the goal of increasing enrollment. Completed a curriculum revision, and switched to OER software eliminated additional course costs for astrophysics courses.

MS Raptor Biology

Onboarded a new faculty member to contribute directly to the program whose work has increased enrollment and contributed toward undergraduate and graduate classes. The faculty member is working to recruit students to their research program, building a lab and networking inside and outside of the program and Boise State.

Bachelor of Music in Composition

Created a two-faculty member mentoring committee for each student (a private studio teacher and the student's advisor). Continues to develop experiential learning opportunities on campus and with outside professional organizations such as Mirror Studios, Ableton Live internships and Treefort, and continues to do outreach with visits to local schools each semester to talk about music, offer experiential learning programs, or to attend and assist school musical productions.

College of Business and Economics (COBE)

The college launched COBE Blue, an app that rewards students for participating in pre-advising sessions, employer panel discussions and COBE Career Services. Nearly 1,000 COBE students have used the app and completed at least one activity. COBE Career Services, COBE Advising, COBE Undergraduate Studies and COBE faculty have collaborated to develop over 200 activities and events supporting COBE's 10 behavioral competencies. Each competency has had at least one completion, led by Academic Progress, Career and Self-Development, and Professionalism.

Professional Track MBA

A faculty group reviewed data from students and employers and analyzed comparable programs at other universities. It decreased time-to-completion from 36 months to 24 months and addressed student needs, such as flexibility and reduction in "team fatigue." Two elective options were added in Summer to allow a more flexible schedule. These specific curricular changes started for the entering cohort in Fall 2022. The first cohort under the new curriculum took flexible Summer classes in Summer 2022. Twenty-one students entered the program under the new curriculum in Fall 2022. In addition, one credit application/integration course has been approved and developed. Experienced adjuncts with valuable industry knowledge have been recruited and hired to teach. Student satisfaction is high with the first class offered in Fall 2022.

Economics Undergraduate Programs

Commenced a student-to-student mentorship program. The program is designed to put first, second and third year students in touch with upper-level students and recent graduates. Upper-level students and recent graduates will have the opportunity to share their college experience and self-assessment with their mentees. Mentors focus on encouraging their mentees to reflect on their choices and make the most of their opportunities. The program started in Fall 2022 with seven mentors and 30 applicants for mentees.

Information Technology Management

Continued focus on recruitment and retention with a curriculum revision that emphasizes relevance and flexibility. The program changes emphasize the Python programming language across ITM courses, emphasize analytics, project management, cybersecurity and infrastructure and de-emphasize software development. This change should make the program more relevant to students and industry. Additionally, the department made several small prerequisite changes to make the degree more flexible.

Department of Management Online BBA Program

A program redesign with the assistance of Extended Studies continued throughout 2023. The redesign supports the program's goal of maintaining its quality and relevance. For example, the Business Communications course redesign discusses the impact of COVID-19 and the added requirements of communicating via online modalities (Zoom, Teams, etc.).

Department of Management Entrepreneurship Management Program

The department is working on a curriculum review and revision. The program recently developed and launched a new course, ENTREP 422 (New Venture Funding), which addresses the challenges related to estimating capital requirements, raising start-up capital and valuing new ventures.

Department of Management International Business (IB) Program

The new IB curriculum is now being implemented with the first cohort of students entering the program. Student feedback has been highly positive. The revised major was advertised in the Spring 2023 COBE meeting and COBE advising is well-versed in the new curriculum. The department is working with international partners to attract 2+2 students into the IB program.

Department of Management Human Resource Management Minor

A curriculum review and improvement is underway. In Fall 2022, a new course called People Analytics was added to the curriculum and was offered in Fall 2023. The program will continue to be reviewed, including the consideration of additional HR classes.

College of Education (COED)

Supporting Rural Communities

COED made great strides in Fall 2022 on rural placements. Beginning Fall 2022, the Dean, Assistant Dean, and Faculty Dean in Residence sponsored the Rural Educators Tour. Chairs, program coordinators and faculty joined the deans in touring 10 rural districts to meet with the superintendent and principals to gauge needs. After listening to the needs of the rural partners, the team learned that teacher recruitment, retention and support are critical pain points. To improve recruitment and retention, rural schools need to provide robust support to both new teachers and teachers on alternative authorizations to ultimately build a more workforce with more varied depths of experience. In reaction to the problems presented, the team went to work developing two trailblazing projects: the Rural Clinical Educator role and Rural Teaching Fellowship.

Serving Students

COED continues to focus on how to best serve students. The Curriculum, Instruction and Foundational Studies (CIFS) program is focused on continuing to improve on providing access to their high-quality programs to students who are not able to access them on the main campus during traditional hours or settings. They have been engaged in ways to understand user needs of both students and industry.

Center for School and Community Partnerships is continuing to develop a portfolio of externally funded projects related to advancing research in education and community impact with pre K-12 stakeholders.

Improving Access through Curriculum & Program Design

COED programs have improved access for students through changes to curriculum as well as program options. The Master in Teaching (MIT) program is now available fully online for those with a bachelor's degree in the field they would like to teach. The online format provides a pathway into teaching that appeals to both recently graduated candidates and career-changers looking to become a teacher.

The Department of Education Technology (Ed Tech) has implemented several new graduate certificate programs and received approval for two new undergraduate programs: an eSports certificate and an eLearning certificate. Ed Tech continues to explore innovative degree options such as multiple niche certificates combined to be a bachelor's degree as well as an Instructional Design undergraduate degree program with potential for bachelor's through doctoral degrees.

The Department of Early and Special Education has increased undergraduate enrollment across programs and the newly combined degrees appear to be meeting the needs of students. Through focused recruitment efforts, ESP is seeing growing numbers in their MEd in Early and Special Education, and the intervention specialist certificate enrollment has made steady growth in the last year. The behavior certificate at the graduate level is also showing steady growth and remains one of the strongest interest areas among students.

College of Engineering (COEN)

Specialized Accreditation

All four engineering departments and the Department of Computer Science completed ABET accreditation. Programs accredited by ABET provide assurance to students and graduates that Boise State's engineering programs and Computer Science meet quality standards of the profession for which the programs prepare graduates. The Micron School of Materials Science and Engineering and Computer Science had no concerns, weaknesses or deficiencies. The others are currently working on a response as detailed in the reports.

College of Engineering Strategic Enrollment Plan

As workforce needs increase, the college is developing plans to work more closely with community colleges on pathways for students. A recent NSF S-STEM award is a cornerstone of this work. The college is awarding scholarships based on financial need, to students at College of Western Idaho, College of Southern Idaho and Boise State. The two main goals are to make the institution student-ready, rather than the student institution-ready. Another strategic objective is to become a "serving" college to Pell Grant recipients, rural students, first-generation students and the Hispanic/Latinx population, mirroring the university's SERP plan.

BS in Civil Engineering

The program has undergone many curriculum changes due to the recent curriculum revision. These changes were approved in Fall of 2022. In addition, the design-elective requirements have also been changed to comply with ABET accreditation.

Micron School of Materials Science and Engineering (MSMSE)

Curriculum changes at the undergraduate level are complete, and many MSMSE students are choosing to continue their education under the newly revised curriculum. The flexibility of the curriculum helps students with time to completion. In addition, students outside the major are enrolling in junior-level courses. MSMSE is implementing two actions to increase recruiting. The first action is to create an online version of Materials Science and Engineering 101, which can be made available to community colleges and possibly work with the Idaho Digital Learning Academy to make it available to high school students. Secondly, the school offered a workshop for teachers during the Summer of 2023. The weeklong workshop was free to teachers and will help increase recruitment in the high schools.

Minor in Construction Management

The Construction Management Department had several accomplishments over the past year, including developing relationships with community colleges, improving social media presence, increasing team competitions, increasing graduates, increasing industry connections with Industry Advisory Board members and career fair participants, increasing granted certificates via extended studies, streamlining ACCE accreditation and developing clearer Tenure and Promotion requirements. During the past year the program has seen more interest from Civil Engineering and Mechanical Engineering students with the Construction Management minor.

In summary, most of COEN's fourth and fifth quintile programs from 2020-21 program prioritization were minors, certificates, and a few Master of Science degrees. Civil engineering has been working on its Master of Science program. MSE and ECE are looking at continuing their MS courses online/hybrid to increase workforce engagement. The minors were investigated to look at the curriculum structure. Finally, there were several certificates offered with low enrollment, and a few were submitted for discontinuation in Fall 2023. They will continue to be monitored.

College of Health Sciences (COHS)

Radiologic Sciences Online Bachelor's Programming

The computed tomography, magnetic resonance imaging and medical sonography programs are advanced imaging programs that are critical services needed in Idaho but have limited access to clinical rotations. This has resulted in low graduation rates. To rectify this problem, the offerings are now bundled into an advanced medical imaging degree plan that is fully online. By scaling nationally, the programming can still be offered to Idaho students and graduation rates will be increased through a national online footprint.

Kinesiology K-12 PE

The current K-12 PE program has experienced declining enrollment and was flagged for a three-year average graduation rate less than 10 per year. Through the Prioritization Action Plan the department addressed improving student enrollment and retention with the overall outcome of increasing graduation rates. The following steps have been taken to address this issue: (1) creating earlier mentoring and enhanced advising strategies, (2) changing curriculum to streamline graduation and (3) conducting an external review for quality/relevance. Plans are underway to develop marketing strategies.

The Department of Kinesiology has worked to restructure the advising process by having the COHS centralized advising take on their undergraduate advising efforts during orientation. After orientation, K-12 PE faculty take on advising support for students to help with student retention. Recently, the PE degree was expanded to a dual endorsement degree (PE and Health), which should continue to help with recruitment. The changes made over the past two years have resulted in a modest increase in students graduating from eight in 2021 to 13 in 2023. This trend is similar in the number of majors in K-12, which is up approximately 30%.

Radiologic Sciences - CT, MRI and DMS

Radiologic Sciences was flagged for low graduation numbers across three imaging areas. To address this issue, a model was developed whereby the programming could be offered online so that a larger audience could be recruited nationally while still supporting the Idaho audience. The program in partnership with extended studies has grown dramatically and now has an additional 58 students enrolled through online programming for Fall 2023, and another 35 applicants are being reviewed. This is in addition to face-to-face programming (mostly Idaho students), which has also grown since the prioritization evaluation was conducted. This is a series of significant changes with big impacts over a short period of time.

Environmental Occupational Health and Safety (EOHS)

The undergraduate major was flagged for low numbers of graduates. Marketing materials have been updated and the program faculty are working closer with the COHS Student Success and Advising Center to help with student recruitment. Also, the programs are working to streamline the curriculum. However, the number of majors was 17 in 2021, 11 in 2022 and 16 in 2023. Ongoing work needs to be directed to this programming if it is to be viable in the future.

Other examples of planned or completed actions in College of Health Sciences: Master of Science in Kinesiology

The program reviewed the curriculum and implemented new advising models to increase support for students. Plans are underway to increase graduate assistant stipends to help recruit and retain graduate students. The program has grown modestly from 18 students in Fall 2022 to 22 students in Fall 2023.

School of Nursing - Adult-Gerontology Nurse Practitioner Certificate Program

Final admissions for the primary care certificate took place in Spring of 2023, and the final admissions for the acute care certificate will take place in the Spring of 2024. These changes address objectives outlined in the College of Health Sciences three-year plan, including a mandatory accreditation move of nurse practitioner training to the doctoral level that will also include adding family and psychiatric nurse practitioner programs.

College of Innovation and Design (CID)

Launched the Innovator Incubator Space

The CID Dean's Office reallocated existing staff workloads to add duties to launch the Innovation Incubator space. The Incubator allows CID to host faculty and staff and support innovation and meetings that advance the Blueprint for Success.

Digital Innovation and Design

The degree program was restructured and changes will take effect during the 2023-24 academic year. Changes include reducing the core credits from 10 to 6 to simplify requirements and support graduation. The degree also added four new certificate choices to the degree, which increases offerings that support 21st century workplace competencies and builds relations with other colleges and departments.

The Harvard Business School

- Simplified enrollment process: Created process to enroll students via access codes, which extends enrollment periods and reduces steps/inefficiencies in enrolling.
- Idaho Launch Grant eligibility has increased community (non-credit) enrollments from 7 to 23 year over year.
- Program is now fully online, eliminating confusion about how students would access the course and materials.

Other Examples of Planned or Completed Actions in CID:

- Venture College has increased efficiency and now provides more programming with one fewer full-time equivalent than previous years.
- The Certificate in User Experience Design (UX-D) is now offered as a 100% fully asynchronous, online certificate, which allows increased access for Boise State students.

School of Public Service (SPS)

SPS restructured and adjusted curricula across the college to enhance efficiencies for faculty workload and enable students to efficiently work through degree programs, including:

- The **Urban Studies and Community Development** program made curriculum adjustments based on ongoing program learning outcome assessment activities and student feedback, including improved group assignments and content on effective teamwork.
- **Political Science** made a series of curriculum changes in the Fall of 2023 aimed at reducing barriers to our classes and attracting new students.
- **Interdisciplinary programs** added a new course to the curriculum, Interdisciplinary Research Fundamentals, designed to better prepare our students for undergraduate research, both academic and non-academic.
- The **Master of Public Administration** program reduced the number of emphases and launched a number of graduate-level certificates in response to trends in student survey data.
- The **Master of Public Administration** program initiated recruiting for their graduate certificates, which are newly revised for consistency.
- The **Conflict Management and Leadership** certificates worked together to leverage the Interdisciplinary Studies (IDS) degree option for students. Through this, students who take both the conflict management and leadership graduate certificates can create their own graduate program.

SPS programs have collaborated across the University to develop new curricula to increase the relevance of our programs for our students and to increase impact across Idaho.

- In Fall 2023, SPS launched a new, fully online Certificate in Planning that will serve the state's need for planning expertise in fast-growing communities and increase student preparation and employability.
- SPS has been a strong partner in collaborating toward the approval of the School of the Environment, which promises to increase program visibility for our Environmental Studies Bachelor of Arts program as well as the new Master of Environmental Management Program, including a 4+1 option, that launched in Fall 2023.
- Faculty within the Energy Policy Institute have led efforts to establish a Graduate Certificate on Nuclear Security with Online Idaho that may become a model for cross-university academic programs in Idaho.
- Significant progress was made in 2023 on a pre-law program and a public service bachelor's degree.

SPS has continually adapted its methods of course, service delivery and admissions to **meet student needs and expand accessibility**, including:

- The largest major in SPS, **Criminal Justice**, has been exploring opportunities for improving modes and delivery. They continue to offer a degree completion program for students in the Twin Falls area and a 2+2 program with College of Western Idaho. Those programs were primarily offered in person, but they recently began offering them solely online to be more efficient and increase student access.
- The **Conflict Management certificate** program has worked to fine-tune the design and delivery of the online certificate in conflict management, to great effect. Moving the graduate certificate online has allowed them to reach a broader audience, and enrollment in their courses are higher than projected.
- The **SPS advising office** continues to survey students each semester to determine how to best set up their virtual to in-person advising format ratio. They adjust the ratio of drop-in to virtual and in-person options to match the results. This allows for equitability, flexibility, accessibility, and customized service.
- The **Master of Public Administration (MPA)** program addressed barriers to the admissions process by increasing the number of application deadlines and removing the GRE requirement from the application process.

Non-Instructional College Program Prioritization Updates

Extended Studies

Continues to be an access point for Idaho students.

- Grew Boise State online annual enrollment by 4.5% in FY22. This is in spite of large decreases in a few disciplines (such as Online Nursing RN to BSN, Respiratory Care and Online MBA) caused by economic factors and ongoing effects of the pandemic.
- Fostered student success rates in Boise State online programs that are comparable to on-ground rates. With support from the division's Enrollment and Student Success team, fully online undergraduate students are retained from first to second semester at a rate of 83%. For graduate students the rate is 95%. Both are slight improvements over last year.
- Facilitated 6,534 concurrent enrollment students, including 48 that earned an associate degree while still in high school in FY22. FY23 enrollment is on track to exceed FY22 numbers.
- For the fourth straight year, facilitated the enrollment of 10,000-plus students in the Summer session.

Established a successful “new normal” for the Extended Studies workforce.

- Extended Studies evaluated all its positions to determine if the position needed to be fully in-person, could be hybrid or could be fully remote. For those jobs that could be done effectively without being in the office full-time, we provided employees greater opportunity to work from home.
- Extended Studies ensured service and support were not diminished. Efforts included developing supervisor and employee guidelines; implementing metrics to measure employee performance; ensuring high engagement by staff, such as creating an employee success coordinator who developed a more robust employee orientation and engagement program; and creating a survey of academic partners to gauge satisfaction of those units we work with.

- The division is able to draw and retain talented staff, despite middling wages and the high cost of living in Boise, by touting these fully remote and hybrid work options.
- These changes allowed the division to consolidate its office footprint, eliminating a lease at the Meridian Center and vacating an annex on Grant Street.

Graduate College

Collaboration and Process Improvement

Collaborated with academic colleges in **growing/emphasizing new doctoral opportunities**: Hosted a successful site visit by external reviewers for College of Health Sciences Ph.D. in Public and Population Health Leadership; hosted a doctoral recruitment event – 50 prospective doctoral applicants on campus and an additional 25 in a live-stream online event. 70+ faculty, staff and current graduate students participated in the event.

Collaborated with academic colleges in celebrating and emphasizing graduate scholarship

Three Minute Thesis – a record 46 graduate students registered and received presentation and writing support from the Graduate College, with at least one student representative from each of the six academic graduate degree-granting colleges at Boise State. **Boise State took first and second place at the state-wide event.** Continued to **grow graduate programs and graduates.** Set the all-time university record for the total number of master's degrees (1,095) conferred at Boise State University in academic year 2022.

Successfully redistributed unused graduate assistantship funding to the academic colleges, **targeting the recruitment of new doctoral students** and supporting new faculty hires.

Increased focus on **improving communication** to all faculty stakeholders, current students, and applicants. Increased targeted email communication and social media, and developed a Customer Relationship Management (CRM) functionality in the Slate application tool.

Streamlined and made more transparent the Slate admissions tool, which **decreased application turn-around time** and improved communications capabilities.

Improved Graduate Council oversight, continuing to **streamline the curriculum process**, Boise State's curriculum management system functionality, and allowed for consent agenda processes to improve the graduate faculty and minor curriculum revision procedures

Implemented a new application system (Slate) and new curriculum management system (Kuali), making two of the major functions of the Graduate College **more transparent and reducing our processing time** for both graduate applications and curriculum changes.

Honors College

First-year retention rate increased from 96.7% to 97.5% for Fall 2021 cohort (in comparison to 79.6% university-wide first-year retention rate for that same cohort). Six years ago our first-year retention rate was 89%.

Graduation rates

The Honors College graduated 47 students in December 2022. This is our largest December class, and that's after last year's December class was also record-breaking at 42 graduates. The college is projecting 133 graduates this Spring. The first-year retention rate rose, but our overall six-year completion rate from Honors declined.

One important factor is that our Fall 2016 cohort's six-year graduation rate is 84.5% (the 2015-2016 cohort was 82.3%) compared to the university's six-year graduation rate of about 59.1%. Honors does not deserve all of the credit for that high number, but we are a factor in their success even when they don't finish our specific Honors program. This is consistent with national Honors data.

These **successes in student retention and graduation** speak to the desirability of our program for students. Approximately 65% of our incoming freshmen continue to report that Honors was a significant factor in their decision to attend Boise State. Student satisfaction with the program remains high, as measured by positive course evaluations, our required last lecture series where seniors report on their Honors experience, and assessment of student-staff meetings through the Honors College house system (students are required to meet with a staff member once per year).

College Administrative Units**College of Arts and Sciences
Raptor Research Center (RRC)**

Data suggests that student outcomes continue to be outstanding. Graduate students are gaining positions in industry or in doctoral programs, and publishing in the highest-regarded journals in the field. Undergraduates are gaining graduate school positions and are benefitting from the research and professional development opportunities provided by RRC.

New research and education partnerships involving the RRC have been championed both domestically and internationally and offer promise for additional federal funding. The RRC has remained engaged in previously funded extramural research focused on birds of prey with local, state and national partners.

**College of Business and Economics
Idaho Small Business Development Center (SBDC)**

The Idaho SBDC has consistently outperformed its goals in every category. This quality team forms relationships with Idaho businesses that work well. Additionally, the collaborative team approach to leadership at the state level keeps regional leaders engaged and motivated.

The unit's strategic plan is updated each year and includes three major categories:

1. Network Reach and Sustainability
2. Organizational Effectiveness
3. Employee and Team Development

The result of this plan is the development of statewide strategies to affect these goals in positive ways. Once the strategies are formed, team leaders develop annual action plans to implement on-the-ground executable tasks that flow up to the goals.

Completed Examples

- A. Develop a consistent onboarding process: We will develop an outline of what an onboarding experience looks like statewide. Online onboarding modules created and implemented administrative roles in the SBDC. 100% compliance in regions adopting the online process. Best practices in 1:1 training shared between regions.
- B. Demonstrate value to stakeholders: The lead center and each service center actively engage their key stakeholders to determine their needs and report on SBDC activity that addresses them. Key stakeholders are defined as stakeholders that have a financial impact/influence on the SBDC, at the local, state and federal level. Highlights include 19,593 consulting hours, 90 new business starts, 27.5M capital, 534 jobs, 26.5M sales revenues increased by Dec. 31, 2022, with special attention to underserved areas and populations.

College of Education Teacher Education (TE) Programs

- Started partnerships with Idaho Digital Learning Alliance and GEM prep to provide opportunities for online, remote and more rural placements in diverse settings. The program expanded opportunities for teaching in more diverse settings in Title One schools, which have large numbers of language learners, students with socioeconomic challenges and new-to-country students.
- Created diverse placement options for secondary education candidates by developing a partnership for an early placement with the AVID Program in Title One schools. Candidates receive specialized training and then work with small groups of 6-12 students. This training allows these candidates to take on part-time employment with the district after their internship.
- Expanded opportunities for Early Diverse placements by continuing to work with IDLA to connect students with service-learning opportunities. We piloted this project in Fall 2020 and ran a second iteration in Fall 2022.

College of Engineering Research Affairs

- The Idaho Microfabrication Lab has seen an increase in industry users, students (up 20%) and faculty. Internal revenue of \$40k and external revenue of \$60k are important to support the sustainability of the recharge center. Also, potential growth from CHIPS and Science Act funding could play an important role.
- COEN has seen substantial growth in research expenditures from \$14M to \$16M in the last academic year.

Micron Student Success Center

- The Micron Student Success Center became official in Fall 2022, and the inaugural director, Adriana Facundo, began in January 2023. The center's goal is to establish a centralized events/opportunities marketing hub for College of Engineering students to access all university and COEN-specific leadership/career opportunities easily.

College of Health Sciences**Center for Excellence in Environmental Health and Safety (CEEHS)**

Successfully hosted the 3rd Annual Rocky Mountain Wildfire Smoke Symposium in a virtual format on Nov. 14, 2022. More than 150 people attended the symposium, representing government, academia and research, industry and non-profit organizations. The symposium focused on community resilience to wildfire smoke and covered topics on community engagement, strategies for communication, sustainable programs and improved infrastructure for better air quality. Speakers included Dr. Richard Kwok from The National Institute of Environmental Health Sciences. Eight students also presented on topics related to indoor or outdoor air quality. The symposium also featured a facilitated cognitive mapping activity on prescribed burning decisions, including stakeholder perspectives, public perceptions and policy options.

Published research on the relationship between work and family dynamics for Hispanic/Latinx farmworkers in southwestern Idaho and on the use of satellite-based methods to estimate residential proximity to agricultural crops.

Presented research on sex differences in acute pesticide poisonings among agricultural workers at the Sentinel Event Notification System for Occupational Risk – Pesticides conference in Washington, DC, which included members of the Environmental Protection Agency, the National Institute for Occupational Safety and Health, and several state health departments. The center also presented research on routes of pesticide exposure for pregnant women in Idaho at the Annual Meeting of the International Society of Environmental Epidemiology in Athens, Greece, and the Annual Meeting of the International Society of Exposure Science in Lisbon, Portugal.

College of Innovation and Design**Venture College**

Launched three new programs (the Cybersecurity Entrepreneur Challenge, Hackfort Tech Challenge and the Carbon Venture Challenge), secured 20 new program partners, saw seven Idaho universities and colleges represented across our programs, and worked with 10 high schools across the state to introduce their students to entrepreneurship.

Continue to grow our 'Hacking for X' framework, increasing our partnerships across industries and providing opportunities for students to solve real-world problems with innovative solutions while being introduced to entrepreneurship.

School of Public Service**Andrus Center for Public Policy**

In August 2022, the Andrus Center welcomed Dr. Emily Wakild as the Cecil D. Andrus Endowed Chair for Environment and Public Lands. As Andrus Center Endowed Chair, Emily will advance the Environment and Public Lands mission of the Center, including the scholarship and development of the university's students interested in these areas of study.

The Andrus Center, the Public Lands Foundation and the National Association of Forest Service Retirees partnered to host the inaugural John Freemuth Student Congress on Oct. 3-6, 2022 for college students from across the country.

- This partnership provided Boise State University and the center the opportunity to recognize the life and legacy of John Freemuth, University Distinguished Professor and Cecil D. Andrus Endowed Chair of the Environment and Public Lands. The conference theme was "Wildland Fire Management." A small group of undergraduate and graduate students were recruited from colleges and universities from across the country to participate, and the cohort included 23 students from 17 states and 19 unique schools.
- The culmination of the event was a student-authored report presented in Washington, D.C. in February 2023.

Albertsons Library

Overall use of the library continues to climb. In 2022, there were 228,343 visits to the library, a 44% increase over the previous year. Library statistics also show significant increased use of the library's computer lab. Up approximately 250%, there were 29,445 logins last year.

The library completed a strategic hire with the addition of a collections analyst who assists with data gathering and is involved in the cost analysis project for licensed, owned and open access resources.

In response to federal policies requiring machine-readable data management plans, the library worked with other campus stakeholders to customize the DMPTool, a free resource that meets federal requirements and generates DOI's for each maDMP created.

Other Divisional Updates**Division of Finance and Operations****Office of Information Technology (OIT)**

OIT has thoughtfully engaged in numerous activities over the years to improve technical infrastructure and improve systems and processes that support the campus. These efforts include the following:

- Designed, built, configured and installed a new modular data center.
- Moved the virtualized server environment to a more capable product that dramatically reduces unplanned downtime due to hardware failures.
- Conducted Cybersecurity and Infrastructure Security Agency and the National Guard penetration tests to ensure the university is well protected from potential cyber threats.

University Financial Services

- Broad efforts have been dedicated to implementing the Jaggaer ePro system, funded by the College of Business and Economics. Production and roll-out to campus started in early 2023. This software will provide broad improvements to requisitions, purchase orders and invoicing.

President's Office

Human Resource Services

HR spent the majority of the year focused on the new human resources and payroll system project and has decreased considerably over/underpayment issues. A roadmap was developed for 2023 to organize and prioritize activities to address issues/gaps in reporting, address ineffective/inefficient processes and workarounds and continue to resolve a number of technical issues that require Oracle's assistance as part of HCM Cloud implementation. In addition, selected payroll control improvements from the Deloitte review are being implemented.

HR also implemented the first phase of a broad restructuring plan. Through a significant reduction in force, the unit welcomed a new Chief Human Resources Officer and had adequate funds to restructure the unit in a way that will significantly improve campus customer service.

Division of Student Affairs and Enrollment Management

Access and affordability

The Veteran Services Center certified payments for 1,035 students, facilitating \$4.5 million in stipends to military students and their dependents to help with their educational costs. VSC decreased certification errors, which trigger a debt from the university to the VA, by 90% over the year – from 20 per semester to only two in the Fall 2022 semester.

Reduced the overall cost of textbooks by offering digital or online textbooks at a significantly lower price than traditional books, saving students nearly \$1 million dollars when compared to traditional materials.

Student retention

The Strategic Enrollment and Retention Plan (SERP) was created through a massive university-wide collaboration, coordinated by Student Affairs, Enrollment Management and the Provost's Office.

Mental health, student wellness and violence prevention

Securing a \$40,000 grant to implement Substance Misuse Prevention programming and providing substance-free tailgates for students to attend before football games.

The impact of the **Campus Food Pantry** continues to grow, serving 4,052 students with more than 23,000 visits during the year.

Innovation

Developed predictive models that assess a prospective student's likelihood to apply and the likelihood of an admitted student to enroll, allowing for targeted and personalized outreach that would otherwise not have been possible. These models inform the communications strategies of the Student Communications and Marketing team.

Created the Office of University Event Services, a specialized university-wide event system, to ensure the successful execution of high-quality signature events consistent with the Boise State brand and the Blueprint for Success. This team is focused on improving event scheduling and production to increase consistency and compliance and reduce competing priorities for space and resources.

Strategic Partnerships

A committee of representatives from Academic Affairs, Athletics, Extended Studies, Student Affairs and Enrollment Management was formed to build meaningful relationships with the Idaho Hispanic Chamber of Commerce and discuss the needs, challenges and opportunities for recruiting, retaining and serving Hispanic/Latinx students. The Chamber is a trusted connection to resources for the Idaho Hispanic/Latinx community with a strong desire and enthusiasm to work alongside Boise State University as it strives to become a Hispanic-Serving Institution.

In partnership with the President's office, the division continues to build upon the Memorandum of Agreement with the Shoshone-Bannock tribe to support indigenous students. The University Committee for Tribal Initiatives (UCTI) was created to advise and provide strategic direction for the partnership.

Division of Research and Economic Development

Center for Research and Creative Activity

Developed several programmatic opportunities to encourage Big Ideas thinking and support for teams to be responsive to large funding mechanisms, as a result of Grand Challenges and the Interdisciplinary Research Accelerator.

Energy Policy Institute

Developed regional partnerships with University of Alaska and University of Wyoming energy-economic diversification and critical minerals mining that will place Boise State in a strategic position with the Department of Energy/Idaho National Laboratory.

**PLANNING, POLICY AND GOVERNMENT AFFAIRS
FEBRUARY 27-28, 2024**

SUBJECT

Boise State University Educator Preparation Program Presentation

APPLICABLE STATUTE, RULE, OR POLICY

Idaho Code § 33-114

BACKGROUND/DISCUSSION

Boise State University's Educator Preparation Program is a Board-approved educator preparation program for certification purposes.

The State Board of Education's strategic plan includes a focus on alignment and coordination throughout the education pipeline as well as a focus on rigorous curriculum, and overall student success. The success of Idaho's students is largely dependent on the success of Idaho's teachers, making the work of teacher preparation an important part of the process.

Dr. James Satterfield, Dean of Boise State University's College of Education will share an update with the Board.

IMPACT

This informational item will give Board members an opportunity to discuss with EPP leadership the steps BSU is taking to ensure that all of the teacher candidates exiting their program are learner-ready when they enter the classroom.

ATTACHMENTS

Attachment 1 – Boise State University Educator Preparation Program Presentation

BOARD ACTION

This item is for informational purposes only.

COLLEGE OF EDUCATION

FEBRUARY 27, 2024



BOISE STATE UNIVERSITY

COLLEGE OF EDUCATION

OVERVIEW

- College of Education
 - Academics
 - Research
 - Community Engagement
- Restructuring Update
- Educator Preparation Programs



COLLEGE OF EDUCATION



COLLEGE OF EDUCATION

One College. Limitless Learning.

We embrace and engage in our vision for excellence in teacher education, graduate programs, doctoral study, research and external funding, and community and partnership relations.



B

COLLEGE OF EDUCATION

By the numbers

5 Departments

31 Educator preparation programs

19 Clinical faculty

59 Faculty members

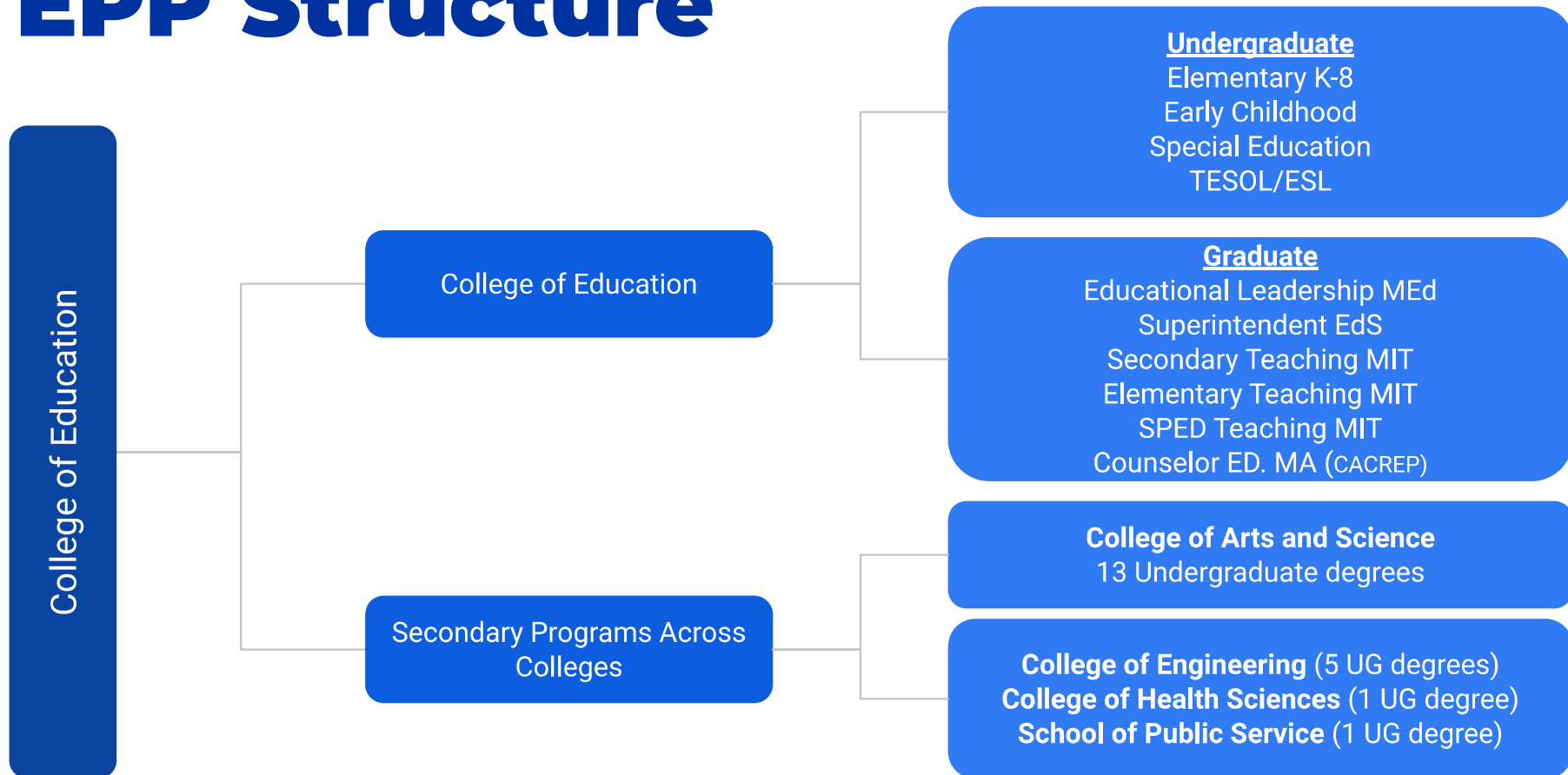
214 Initial program completers in 2023

75 Advanced program completers in 2023



COLLEGE OF EDUCATION

EPP Structure



B

COLLEGE OF EDUCATION

Program Innovation and Continuous Improvement

- **Early Childhood Program Administration and Leadership (EC PAL)**
 - 12 credit online undergraduate certificate, 1-credit modules designed for easy on and exit ramps for students
- **AI in Education**
 - 12 credit online graduate certificate
 - 1-credit professional development for in service teachers
- **Career Technical Education (CTE) teacher preparation**
 - First of its kind in Idaho:
 - *Master In Teaching in CTE, online program*
 - *Cybersecurity CTE degree-based teacher preparation program*



COLLEGE OF EDUCATION

Research and External Funding

- Service grants and funding
 - \$23,201,515
- Research awards
 - \$441,984

Total awards FY2023

= \$24,026,397

B



Community Engagement

- Center for School and Community Partnerships, Lindsey Turner
 - \$16.1 million award, U.S. Department of Agriculture
 - Largest single sponsored project award in university history
 - Collaboration with other institutions to build a just and resilient food system in American schools

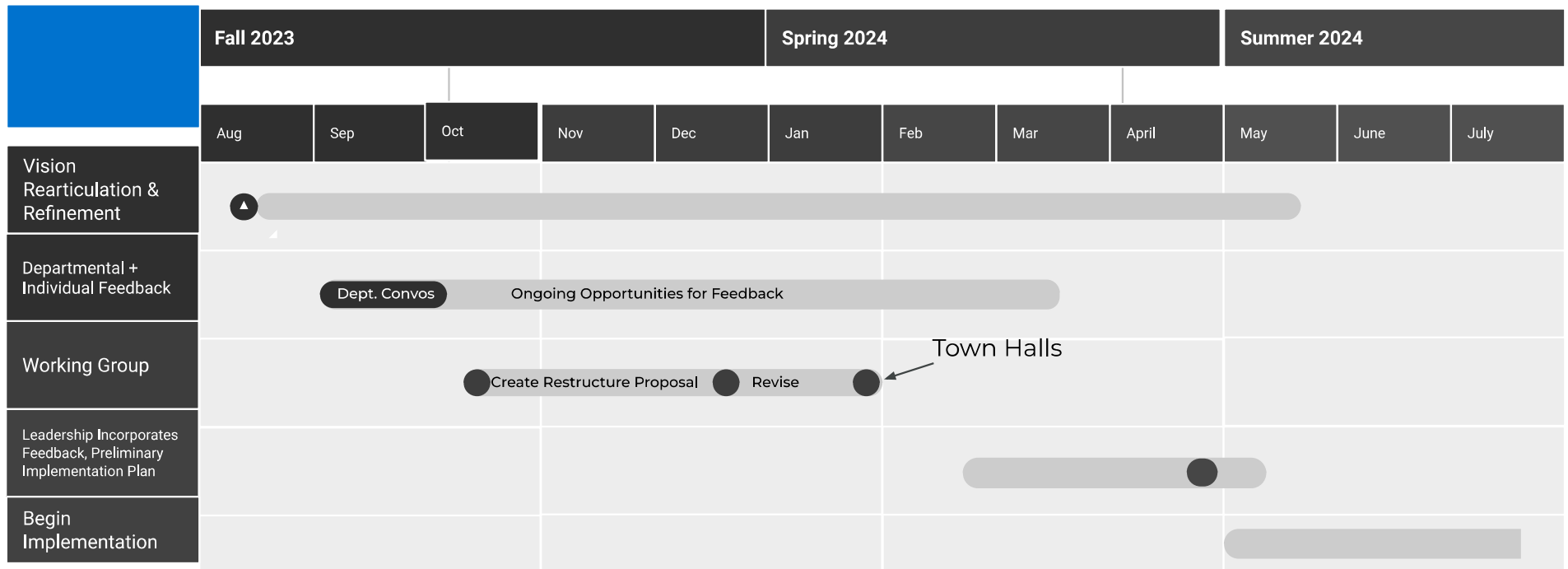
[Click here to learn more](#)

RESTRUCTURING



Restructuring Overview

Seeking SBOE approval, Summer 2024



Academic Year 2023 - 2024



EDUCATOR PREPARATION



EDUCATOR PREPARATION PROGRAMS

Pathways to Certification

- Traditional 4-year undergraduate programs
- Master in Teaching, 1-year post-baccalaureate
 - Elementary
 - Secondary
 - Special Education
 - CTE (in development)
- Teacher residency programs (in development)
 - Special Education
 - Early Childhood
- Teacher to new certification
- Alternative authorizations

EDUCATOR PREPARATION PROGRAMS

High-Quality Teacher Preparation and Clinical Practice

- Progressive development of professional responsibilities
 - Early and mid program field experiences
 - Intern and student teaching semesters (professional year)
- Quality mentors
 - Mentor selection, training, collaboration and co-supervision of teacher candidates in the classroom
- Partnerships
 - Mutually beneficial partnerships between school districts, charter and private schools, the college, teacher candidates and most importantly, Idaho's P-12 students



EDUCATOR PREPARATION PROGRAMS

CAEP Accreditation

- April 2023
 - CAEP accreditation visit (every 7 years)
- October 2023
 - Earned full CAEP accreditation through 2030 (no areas for improvement, no stipulations)
 - Standard 1: Content and Pedagogical Knowledge
 - Standard 2: Clinical Partnerships and Practice
 - Standard 3: Candidate Recruitment, Progression, and Support
 - Standard 4: Program Impact
 - Alumni and employer satisfaction surveys
 - Standard 5: Quality Assurance System and Continuous Improvement

Learn more: <https://www.boisestate.edu/education-caep>



EDUCATOR PREPARATION PROGRAMS

Science of Reading (pre service)

- Integration of all five elements of the science of reading into coursework
 - Phonemic Awareness, Phonics, Fluency, Vocabulary, and Comprehension
 - Dyslexia
- Science of reading principles extended into writing instruction
- All Elementary, Special Education and TESOL teacher candidates required to complete four courses that incorporate science of reading:
 - Comprehensive Literacy
 - Writing Instruction
 - Language Acquisition
 - Content Area Literacy
- Idaho Comprehensive Literacy Assessment

EDUCATOR PREPARATION PROGRAMS

Science of Reading (in service)

- College of Education recognized as a state-approved dyslexia professional development provider
- Currently developing dyslexia expertise through faculty professional development to provide more support for in service teachers
- In process: realigning Master in Literacy program to integrate current research and policy on science of reading and dyslexia

EDUCATOR PREPARATION PROGRAMS

College of Education Literacy Council

- **Carolyn Cort**, clinical faculty and dyslexia coordinator
- **Sherry Dismuke**, assistant dean for Teacher Education
- **Marybeth Flachbart**
- **Audrey Gribble**, Lee Pesky Learning Center
- **Laura Moylan**
- **Arturo Rodriguez**, Early and Special Education chair
- **Eun Hye Son**, Literacy, Language and Culture chair
- Early literacy/dyslexia endorsement
 - 20 credits (pre service or in service)
- Master in early literacy/dyslexia
 - 33 credits (in service)
- Graduate certificate in dyslexia
 - 12 credits certificate (in service)
- Professional development in dyslexia
 - Developing three credit series: identification, instructional strategies, assessment (in service)

EDUCATOR PREPARATION PROGRAMS

Retention is the new recruitment

- Strategies to keep new teachers in the classroom
 - High-quality observation feedback
 - High-quality mentors
 - “Capacity for change” and inquiry
- Studying Practice and Student Learning (SPSL): New Teacher Induction for Student Learning and Teacher Retention (2017-2018)
- Rural clinical faculty member for new teachers: Burley, Minidoka, Jerome
 - 13 teachers
- Developing teacher residencies built on priorities to strengthen retention



Thank you!

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Sherry Dismuke, Assistant Dean
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BOISE STATE UNIVERSITY

PLANNING, POLICY, AND GOVERNMENTAL AFFAIRS
FEBRUARY 27-28, 2024

SUBJECT

New Program Approval for Idaho State Board Approved Educator Preparation Programs

REFERENCE

August 2023	State Board of Education approved the Idaho Standards for Educator Preparation Providers.
October 2023	State Board of Education approved the Educator Preparation Program Approval Guide.

APPLICABLE STATUTE, RULE, OR POLICY

Idaho Code § 33-114
IDAPA 08.02.02.015.01, Rules Governing Uniformity
IDAPA 08.02.02.021, Rules Governing Uniformity
Idaho State Board of Education Governing Policies & Procedures, Section IV.D.

BACKGROUND/DISCUSSION

In academic year 2022-23, a work group was formed to create the Idaho Standards for Educator Preparation Providers and the Educator Preparation Program Approval Guide. These two documents were approved by the State Board in 2023. Brigham Young University – Idaho (BYU-I) is the first Educator Preparation Provider to submit a new program application for review and consideration by the State Board. A review team was assembled and reviewed BYU-I's K-12 literacy program application on January 11, 2024. Board staff facilitated the review. The review team concluded the review on January 11, 2024 and recommended BYU-I's K-12 literacy program application to be approved.

IMPACT

The approval of the new program application would allow BYU-I to offer a K-12 literacy endorsement as a 20-credit endorsement option. The disapproval of the new program application would not allow BYU-I to offer a K-12 literacy endorsement as a 20-credit endorsement option.

ATTACHMENTS

Attachment 1 – BYU-I K-12 Literacy Program Approval Evaluation Report and Recommendation
Attachment 2 – BYU-I K-12 Literacy Program Application

BOARD STAFF COMMENTS AND RECOMMENDATIONS

Board staff facilitated the new program application review and recommend approval of BYU-Idaho's requested new program.

PLANNING, POLICY, AND GOVERNMENTAL AFFAIRS
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BOARD ACTION

I move to approve the request by the Office of the State Board of Education's review team to approve Brigham Young University - Idaho's twenty (20) credit K-12 Literacy Program.

Moved by _____ Seconded by _____ Carried Yes _____ No _____



**Idaho State
Board of Education**

**New Program Approval Evaluation Report
Brigham Young University – Idaho
January 11, 2024**

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EDUCATOR PREPARATION PROVIDER

Brigham Young University – Idaho

NEW PROGRAM AREA

K-12 Literacy

NEW PROGRAM REVIEW DATE

January 11, 2024

REVIEW TEAM**New Program Approval Review Facilitator:**

Name	Employer	Role
Katie Shoup	Office of the Idaho State Board of Education	Educator Effectiveness Program Manager

New Program Approval Review Team:

Name	Employer	Role
Helen Henderson	Idaho Department of Education	Professional Standards Commission Coordinator
Karyn Kilpatrick-Snell	Idaho Department of Education	K-5 ELA/K-12 Dyslexia Coordinator
Cina Lackey	Idaho Department of Education	Certification Director
Katie Mathias	Boise State University	Assessment and Reporting Director
		Professional Standards Commission Member
Dr. Lori Sanchez	Northwest Nazarene University	College of Education Dean
		Professional Standards Commission Member

REVIEW TEAM RECOMMENDATION**Recommend**

The review team recommends the approval of Brigham Young University – Idaho’s twenty (20) credit K-12 literacy program application.

NEW PROGRAM APPROVAL GUIDE

INTRODUCTION

This document describes the process by which an Idaho State Board Approved Educator Preparation Providers (Educator Preparation Providers) seek approval for a new endorsement program leading to certification. The Office of the Idaho State Board of Education (Board Office) facilitates the approval process.

Public universities and colleges seeking a new degree or certificate program will also follow their institutional policies and procedures and the process identified in [State Board Policy III.G – Postsecondary Program Review and Approval](#). Additional information may be found on the Idaho State Board of Education's website at [Postsecondary Program Approval | Idaho State Board of Education](#). Educator Preparation Providers seeking a new degree or certificate program will complete the Postsecondary Program approval process in addition to the new program approval process for programs leading to educator certification.

STATUTORY AUTHORITY AND REFERENCES

[Idaho Code 33-114](#): supervision and control of the certification of professional education personnel is vested in the State Board. The Board shall approve the program of education of such personnel in all higher institutions in the state, both public and private, and shall accredit as teacher training institutions those in which such programs have been approved.

[Idaho Code 33-1207A](#): The State Board shall review teacher preparation programs at the institutions of higher education.

[IDAPA 08.02.02.021](#): Idaho Educator Preparation Providers shall prepare candidates to teach in area(s) of endorsements in accordance with the Idaho Standards for Initial Certification of Professional School Personnel.

[State Board Policy IV.D.](#): Educator Preparation and Certification

[IDAPA 08.02.02.015.01](#): Instructional staff certification requirements.

[IDAPA 08.02.02.015.02](#): Pupil service staff certification requirements.

[IDAPA 08.02.02.015.03](#): Administrator certification requirements.

NEW PROGRAM APPROVAL PROCESS STEPS

The new program approval process has a total of three steps as follows:

1. Preparation and Submission of the New Program Application
2. Review and Feedback
3. Determination of Approval Status

Step 1: Preparation and Submission of the New Program Application

The Educator Preparation Provider will use one or more of the following new program applications to request approval of the new program:

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NEW PROGRAM APPROVAL GUIDE

- New Elementary or Secondary Program – Use New Program Application A
- New Special Education Program – Use New Program Applications A and B
- New Pupil Service Program – Use New Program Application C
- New Teacher Leader Program – Use New Program Application D
- New Administrator Program – Use New Program Application E

Flow Chart



The new program application includes the following:

- New Program Design
- Explanation how the New Program will meet the provider standards and components
- Clinical Experience Design

Upon completion, the new program application and all applicable supporting documentation is submitted to the Board Office – Educator Effectiveness Program Manager.

Step 2: Review and Feedback

After receiving a completed new program application, the Board Office will assemble and facilitate a team to review the new program application materials, to include one member of the Professional Standards Commission and members from at least two of the following groups:

- Approved Idaho Educator Preparation Program Staff
- Idaho Experts from the Field and experience with Educator Preparation Program Review
- Idaho Division of Career Technical Education Staff
- Idaho Local practicing K-12 Educators
- Idaho Local practicing K-12 Administrators
- Idaho State Department of Education staff – Certification Department

The review team will assess whether the new program as proposed meets the criteria listed in the new program application. A new program that meets the criteria listed in the new program application and shows alignment to the Idaho Standards for Educator Preparation Providers (Provider Standards) will move to Step 3. The review team will use review rubrics to guide input and make the determination if the program meets the criteria listed in the new program application and shows alignment to the Provider Standards.

A new program that does not meet the criteria listed in the new program application will be returned to the Educator Preparation Provider by electronic mail and accompanied by review team feedback. The

NEW PROGRAM APPROVAL GUIDE

Educator Preparation Provider may address the feedback and resubmit a new program application to the Board Office for review as described in Step 1.

Incomplete new program applications received by the Board Office will be returned to the Educator Preparation Provider for completion.

Step 3: Determination of Approval Status

The review team will provide a program recommendation to the Board Office, for consideration by the State Board at their next regularly scheduled meeting. The Board Office will notify the Educator Preparation Provider of the date of the State Board meeting at which the new program proposal will be considered. The State Board will either approve or not approve the new program. Upon State Board approval or non-approval of the new program, Board Staff will notify the Educator Preparation Provider of the new program approval status by electronic mail. If the new program is approved by the State Board, the Educator Preparation Provider may advertise the program and recruit candidates to the program. If the new program is not approved by the State Board, the application may be revised and resubmitted. Approved new programs will be reviewed at the same time as the Educator Preparation Providers state review that typically occurs on a seven-year cycle.

New Program Approval Guide

New Program Application A – Elementary or Secondary Program

Educator Preparation Provider: Brigham Young University – Idaho

Date of Submission: October 2023

Expected Date of Program Start: April 2024

New Program Name: Literacy Education

Certification/Endorsement: Literacy K-12 as outlined in ISBE Policies Section B.10.bb

This is an application to add the Idaho Literacy K-12 certification to our Elementary Education major program as a minor program option. The standards evidenced below include items from the proposed minor for this endorsement. The majority of the Idaho Teaching Standards are provided in the Major Program that must accompany the Literacy Minor. However, all standards are evidenced in the 20-credit minor program as well. Candidates would be eligible for the Literacy K-12 second area endorsement with an initial Elementary certification.

In addition to the table below, please reference the attached program plan and information in the Support Documentation section. It includes the course descriptions, outlines, and sequencing for the proposed minor area endorsement.

Additionally, language from course descriptions and outcomes that directly fulfill the Certificate and Endorsement Requirements (IDAPA 08.02.02 & Board Policy IVB) have been highlighted and color-coordinated in the attached document to crosswalk those requirements specific to the code.

BYU-Idaho approved this minor program, to begin with the 2024 catalog, with the Spring 2024 semester starting in April. As none of these courses have been taught yet, all supporting evidence comes from the course descriptions, outcomes, and basic syllabi.

1.1 CONTENT KNOWLEDGE AND PEDAGOGY Educator Preparation Providers ensure candidates are able to apply their knowledge in critical concepts, principles, and practices as identified in the Idaho Standards for Initial Certification of Professional School Personnel, National Accreditation Standards of Pupil Service Programs, and State Board approved Idaho Student Content Standards.

How is each standard met? What is the plan to meet the standard? Please share your program design, narrative, and evidence. (Course Titles, Course Numbers, Course Credits, Syllabi, Course Description, Module Information, Assessment, Projects, Evidence of Student Learning, etc.)

Component	Evidence Item (Link items only as a PDF)	Narrative/Rationale for Meeting Standard
Idaho Teaching Standards The Learner and Learning · Standard 1: Learner Development	ED 340 : Foundations of Literacy Development and Reading Disabilities	This course addresses the components and theories for literacy and language development. It includes the variance of development that occurs for various reasons, including children with dyslexia, learning difficulties, and the factors that environment and culture play in learning.
	ED 350 : Language and the Brain	This course explores the known brain functions related to language and reading development and the variations that occur when those functions are not typical.
	ED 454 : Literacy Intervention Methods	Teacher candidates learn instructional methods to teach developmentally appropriate language and literacy skills, including instructional design.
	ED 455 : Practicum in Assessment and Intervention	Teacher candidates implement the theoretical study of literacy development and instructional approaches in a school setting with students.
Idaho Teaching Standards The Learner and Learning · Standard 2: Learning Differences	ED 454 : Literacy Intervention Methods	Teacher candidates learn instructional methods to teach developmentally appropriate language and literacy skills, including instructional design. The focus is on systematic instructional strategies to meet diverse needs.
	ED 350 : Language and the Brain	This course explores the known brain functions related to language and reading development and the variations that occur when

		those functions are not typical. Specific attention is given to instruction for children with dyslexia.
Idaho Teaching Standards The Learner and Learning Standard 3: Learning Environment	ED 454 : Literacy Intervention Methods	The candidate will understand lesson design and instructional strategies that support learning and encourage student engagement and motivation, especially for those struggling with reading and literacy skills.
	ED 455 : Practicum in Assessment and Intervention	The candidate will collaborate with the mentor teacher to support the learning of individual students and students in groups. The candidate will implement previous knowledge of classroom environments, including management and behavior strategies, to result in student engagement and motivation.
Idaho Teaching Standards Content · Standard 4: Content Knowledge	ED 352 : Advanced Phonics	Content knowledge of phonics instruction at a deeper level than what is introduced in the elementary education core literacy courses. Additional aspects of the reading process are included.
	ED 460 : Literacy in the Content Areas	Candidates learn strategies for literacy development in the content areas specific to incorporating reading and writing. The focus is on how literacy is developed through content and how adaptations and supports can be provided to ensure all students can access content, considering the student's needs in areas such as learning

		development, culture, and language.
Idaho Teaching Standards Content · Standard 5: Application of Content	ED 455 : Practicum in Assessment and Intervention	The candidates connect the concepts learned throughout the program in literacy development and intervention and implement them in literacy instruction. Candidates must consider student diversity as they plan for instruction.
	ED 460 : Literacy in the Content Areas	Candidates will use young adult literacy and expository texts with their understanding of literacy instruction in the content areas to plan lessons that consider various perspectives and engage learners in critical thinking and problem-solving.
Idaho Teaching Standards Instructional Practice · Standard 6: Assessment	ED 354 : Assessment for Literacy Intervention	Candidates learn the principles and practices for assessment in reading and literacy, focused on students who are struggling. Students learn the components of test administration and data analysis, followed by intervention design.
	ED 455 : Practicum in Assessment and Intervention	Candidates apply their knowledge of theory, instructional practices, and assessment to analyze data and implement evidence-based instruction.
Idaho Teaching Standards Instructional Practice · Standard 7: Planning for Instruction	ED 454 : Literacy Intervention Methods ED 455 : Practicum in Assessment and Intervention ED 460 : Literacy in the Content Areas	Each of these courses includes components of planning for instruction, specifically on supporting individual students and groups in specific learning goals in literacy. The courses teach specific pedagogy in literacy instruction, and candidates implement that in lesson planning and teaching.

Idaho Teaching Standards Instructional Practice · Standard 8: Instructional Strategies	ED 455: Practicum in Assessment and Intervention	The candidate implements theory and methods learned throughout other courses to plan for and implement instruction focused on literacy intervention to help learners build skills and develop an understanding of reading and literacy.
	ED 460: Literacy in the Content Areas	Candidates plan lessons using instructional strategies related to literacy to develop learner understanding in content areas. The candidate further utilizes key pedagogical approaches to leverage literacy to comprehend content concepts.

1.2 PROFESSIONAL KNOWLEDGE Educator Preparation Providers ensure candidates are able to apply their knowledge of the Idaho Standards for Initial Certification of Professional School Personnel, National Accreditation Standards of Pupil Service Programs, and the State Board approved Idaho Student Content Standards

How is each standard met? What is the plan to meet the standard? Please share your program design, narrative, and evidence. (Course Titles, Course Numbers, Course Credits, Syllabi, Course Description, Module Information, Assessment, Projects, Evidence of Student Learning, etc.)

Component	Evidence Item (Link items only as a PDF)	Narrative/Rationale for Meeting Standard
Idaho Teaching Standards Professional Responsibility: · Standard 9: Professional Learning and Ethical Practice	ED 455 : Practicum in Assessment and Intervention	Candidates reflect regularly on the experiences and teaching opportunities throughout the practicum, noting specific instructional successes and areas for improvement. The candidate will reflect on growth over time in teaching capacity. The candidate will conduct assessment and data analysis several times throughout the teaching experience to monitor students' progress and adjust instruction as necessary.
Idaho Teaching Standards Professional Responsibility · Standard 10: Leadership and Collaboration	ED 455 : Practicum in Assessment and Intervention	The candidate will collaborate with the mentor teacher and will likely communicate with parents. The candidates will take responsibility for student learning as the key interventionist for assigned students, with support from the mentor teacher.

1.3 IDAHO EDUCATIONAL EXPECTATIONS

Educator Preparation Providers integrate State Board of Education policies and procedures and Idaho Rules Governing Uniformity into the preparation of candidates.

How is each standard met? What is the plan to meet the standard? Please share your program design, policy, narrative, and evidence. (Course Titles, Course Numbers, Course Credits, Syllabi, Course Description, Module Information, Assessment, Projects, Evidence of Student Learning, etc.)

Component	Evidence Item (Link items only as a PDF)	Narrative/Rationale for Meeting Standard
Idaho Teaching Standards State Specific Standards: · Standard 11: American Indian Tribes in Idaho	ED 454 : Literacy Intervention and Methods ED 340 : Foundations of Literacy Development and Reading Disabilities ED 460 : Literacy in the Content Areas	The specificity of this standard is addressed more in the major area. It will be encompassed in and used as a specific group in the instruction related to student diversity and various explicit needs in the courses listed.
Idaho Teaching Standards State Specific Standards: · Standard 12: State Board approved Code of Ethics for Idaho Professional Educators	ED 340 : Foundations of Literacy Development and Reading Disabilities ED 455 : Practicum in Assessment and Intervention	This standard is most specifically met in the capstone Student Teaching experience that happens in the first field area. However, the ethical responsibilities of educators specifically related to the field of literacy will be addressed in these courses. ED 340 will connect the historical evolution of literacy instruction to the ethical responsibilities of the candidate to use evidence-based practices and stay up to date on research. The practicum course will enable students to implement ethical practices in working in a school with students.
Idaho Teaching Standards State Specific Standards: · Standard 13: Technology	ED 354 : Assessment for Literacy Intervention	Candidates will learn technology-based assessment platforms and use technology tools to aid in the organization and analysis of data.

	ED 454 : Literacy Intervention Methods	Candidates will learn technology tools and support for literacy intervention, such as supportive programs and assistive technology.
Idaho Comprehensive Literacy Standards Standard 1: Foundational Literacy Concepts • Standard 1: Fluency, Vocabulary Development, and Comprehension • Standard 3: Literacy Assessment Concepts • Standard 4: Writing Process • Standard 5: Diverse Reading and Writing Profiles – Reading and Writing Difficulties	Standard 1 ED 344 – Idaho Comprehensive Literacy #1 Standard 2 and 5 ED 345 – Idaho Comprehensive Literacy #2 Standard 3 ED 345 – Idaho Comprehensive Literacy #2 and ED 448 : Assessment and Evaluation Standard 4 ED 441 – Language Arts Methods ED 346E : Elementary Literacy Practicum	Most initial instruction in the literacy standards is provided in the first field foundational literacy courses. All candidates take the Idaho Comprehensive Literacy Assessments and must pass them for institutional recommendation for certification. The syllabi for each course have been linked to each course name to the left. Further evidence, such as examples of common assessments, can be provided if needed.
	Specific to this proposed program, all courses deepen understanding related to each of the Literacy Standards as it is a K-12 literacy certification. Below, each course has been mapped to the specific literacy standards it most closely meets.	
	Standard 1 ED 340 : Foundations of Literacy Development and Reading Disabilities ED 350 : Language and the Brain ED 352 : Advanced Phonics	These courses deepen candidate knowledge and understanding of language and literacy development and focus on using evidence-based practices. There is a focus on learner development and the use of systematic and explicit instructional practices to lessen instructional and learning gaps and as intervention practices for students with dyslexia and learning difficulties.
	Standard 2	These courses deepen candidates' knowledge and

	ED 454 : Literacy Intervention Methods ED 460 : Literacy in the Content Areas	understanding of instructional practices for teaching decoding, comprehension, and vocabulary. The content course teaches integration methods and strategies to teach literacy for content areas. The use of trade literature will allow candidates to use a variety of texts in their instruction.
	Standard 3 ED 354 : Assessment for Literacy Intervention ED 455 : Practicum in Assessment and Intervention	Candidates will learn assessment strategies and administration. They will learn appropriate testing options and data evaluation methods. Candidates will implement intervention plans and differentiated instruction based on assessment data.
	Standard 4 ED 460 : Literacy in the Content Areas ED 454 : Literacy Intervention Methods	Writing methods across content areas will be a key component of the literacy in the content areas course. Methods for literacy instruction will include methods of writing instruction focused on interventions. The foundational instruction for this standard occurs in ED 441: Language Arts Methods, which all candidates will take in their first field program.
	Standard 5 ED 340 : Foundations of Literacy Development and Reading Disabilities ED 350 : Language and the Brain ED 354 : Assessment for Literacy Intervention	These courses focus on understanding diverse learner profiles, the characteristics of students with learning differences, and the instructional methods used to intervene and bridge learning gaps while distinguishing between general learning difficulties and dyslexia.

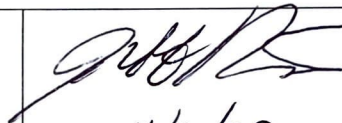
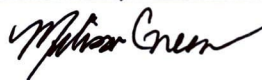
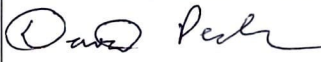
	ED 454 : Literacy Intervention Methods	
Certificate and Endorsement Requirements (IDAPA 08.02.02 & State Board Policy IV.D.) *Show how your sequence of courses/modules/evidence of student learning meet the requirements in policy and rule.	Please see the attached documents that outline the program course sequencing and each course description, outcomes, and basic syllabus.	

STANDARD TWO: CLINICAL EXPERIENCE Educator Preparation Providers ensure diverse high-quality clinical experiences to develop knowledge, skills, and professional dispositions in candidates and educators.

2.1 CLINICAL PRACTICE Educator Preparation Providers include clinical practice of depth, breadth, coherence, and duration to enable candidates or educators to demonstrate proficiency in their area of endorsement.

Component	Evidence Item (Link items only as a PDF)	Narrative/Rationale for Meeting Standard
Clinical preparation depth, breadth, coherence, and duration	ED 354 Assessment for Literacy Intervention ED 454 : Literacy Intervention Methods	These two courses are specific to the preparation for the clinical experience. However, all courses in the program work together to provide content and practical knowledge and understanding of literacy instruction to prepare candidates to have a depth of literacy instructional expertise that will continue to be deepened by experience in the field and ongoing learning.
Comprehensive clinical experience	ED 455 Practicum in Assessment and Intervention	Candidates receive elementary-level experience in their first field literacy practicum. This practicum is focused on middle and high-school-level literacy intervention. Combined with

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		the first field literacy practicum, this gives candidates a K-12 span clinical experience. This practicum is focused on the evaluation and intervention practices for students who are not performing at expected levels in reading and writing. Candidates will be prepared to provide instructional and assessment advisement and coaching for peers. Candidates will be equipped to assess students and provide evidence-based instruction for individuals and groups of students as an intervention.
Signatures		
Signature of the Program/College Chair, Director, or Other Designee	Jeff Pulsipher, Chair of the Elementary, Early, and Special Education Department	 Date: 11/6/23
Signature of the College of Education Dean or Educator Preparation Provider Head Official	Melissa Green, Dean for Teacher Preparation	 Date: 11-2-23
	David Peck, Dean for the College of Education and Human Development	 Date: 11/2/23

*Applications without appropriate dated signatures will not be considered.

* Public universities and colleges seeking a new degree or certificate program will also follow the process identified in State Board Policy III.G – Postsecondary Program Review and Approval.

*The signatures serve as an attestation that the Educator Preparation Provider understands the requirements and has met all policies, rules, and statutes, and institutional procedures.

Supporting Documentation

IDAPA 08.02.02

01.c.i To receive endorsement in two (2) fields of teaching, preparation must consist of completion of at least thirty (30) semester credit hours in one (1) field of teaching, and completion of at least twenty (20) semester credit hours in a second field of teaching.

BYU-Idaho candidates receiving the Literacy K-12 teaching endorsement must complete the first field of teaching in Elementary Education in which they receive at least thirty (30) credits as prescribed by Idaho State Board of Education Governing Policies and Procedures IV.B.10. and then complete the literacy as their second field of study which consists of twenty (20) credits.

Idaho State Board of Education Governing Policies and Procedures IV.B.10.

bb.Literacy (K-12). Twenty (20) semester credit hours to include coursework in methods of teaching reading and writing; foundations of literacy including reading, writing, listening, speaking, viewing and language; language acquisition and development; diversity of literacy learners; literacy in the content area; literature for youth; diagnostic reading and writing; literacy assessments; data analysis and identification of characteristics of literacy difficulties including dyslexia; data driven instruction; instructional interventions; and the Idaho Comprehensive Literacy Plan.

Please see the color coordinated markings in the course descriptions and outcomes in the following document that note where the requirements of the ISBE Policies have been addressed and met.

Program Courses

Course Code	Course Name	Credits
ED340	Foundations of Literacy Development and Reading Disabilities	3
ED350	Language and the Brain	3
ED 460	Literacy in the Content Areas	3
ED352	Advanced Phonics	3
ED354	Assessment for Literacy Intervention	3
ED454	Literacy Intervention Methods	3
ED455	Practicum in Assessment and Intervention	2
	Total	20

ED 340: Foundations of Literacy Development and Reading Disabilities

Course Description:

This course addresses the critical components and theories of literacy (and language) development and provides an introduction to the nature and needs of students with reading disabilities, including dyslexia. The course focuses on scientifically based research on the effects of learning disabilities, including dyslexia, on learning to read and write. The course addresses the historical development of the field of literacy, relevant laws and policies, and the impact on students with learning disabilities, including dyslexia.

Course Outcomes:

1. Explain widely recognized theories of reading development (and language) and disabilities (dyslexia).
2. Describe the distinguishing characteristics of reading disabilities, including dyslexia.
3. Analyze federal and state laws that pertain to learning disabilities, especially reading disabilities, including dyslexia.
4. Describe the historical milestones in the development of the field of learning disabilities and dyslexia.

[Link to Course Syllabus ED 340](#)

ED 350: Language and the Brain

Course Description:

This course addresses brain function as it relates to language and reading development and variations in visual memory, auditory memory, attention, language function, and auditory processing among students with and without reading disabilities. The course will also address the neurobiological origins of dyslexia and its effects on language and literacy development, including the role of attention, executive functioning, memory, and processing speed in reading and writing development.

Course Outcomes:

1. Describe theories of language acquisition and progression of development for all students, including students with reading disabilities, including dyslexia.
2. Explain the various parts of the brain associated with reading development and the effects of reading disabilities, including dyslexia, on brain function.
3. Explain the principles, concepts, processes, and development of brain function in language and literacy development and the effects on students with and without reading disabilities, including dyslexia.
4. Identify sources of differences in reading and language development.

[Link to Course Syllabus ED 350](#)

ED 460 Literacy in the Content Areas**Course Description:**

In **Literacy in the Content Areas**, teacher candidates develop an understanding of **language and literacy as it applies to teaching content in secondary schools** with a focus on **English learners and students who struggle with reading and writing**. The course emphasizes incorporating reading and writing in the content areas and **evidence-based instructional strategies** to support **all students' literacy development**. Teacher candidates develop **an understanding of struggling readers and writers, including students with dyslexia, learn how reading and writing difficulties vary in presentation and degree, and federal and state laws pertaining to students with learning disabilities**. **The course focuses on how reading, writing, and oral language skills are developed** and used in **discipline-specific curricula**, including **adaptations** to support **English learners and struggling readers and writers**. **Young adult literature is integrated throughout the course.**

Course Outcomes:

1. Understand the **importance of reading fluency, reading comprehension, and motivation to read and the impact of vocabulary and background knowledge in oral and written language comprehension within the content areas for all students, including English learners and students with reading difficulties, including dyslexia.**
2. Integrate **structured writing into content instruction** to provide **authentic writing opportunities** that encompass a range of tasks, purposes, and audiences using **ethical and credible research practices and effectively evaluate student writing to provide individualized constructive feedback and support for all learners**, with a focus on **English learners and students with reading difficulties, including dyslexia**
3. **Use evidence-based, explicit instruction** to support middle and high school students in **reading and writing in all content areas** with a focus on **appropriate supports and accommodations for English learners and students who struggle to read and write, including those with dyslexia.**
4. **Understands the characteristic of struggling readers and writers, including the distinguishing characteristics of dyslexia and dysgraphia, how reading difficulties vary in presentation and degree, federal and state laws pertaining to learning disabilities, advocacy for struggling readers and writers, appropriate accommodations, and adapting instruction to make learning accessible.**

[Link to Course Syllabus ED 460](#)

ED 352: Advanced Phonics**Course Description:**

This course addresses the **multifaceted linguistic principles, structures, patterns, and historical influences on the English language**. The **relationship between phonemic awareness and the phonological system of language related to the reading process is examined along with an in-depth study of language processing, including phonology, phonetics, orthography, morphology, syntax, semantics, and pragmatics.**

Course Outcomes:

1. Identify, pronounce, classify, and compare the consonant and vowel phonemes of English.
2. Analyze common linguistic rules, relationships, patterns, and constraints on letter sequences in English orthography.
3. Explain historical influences on English morphemes and spelling patterns.
4. Utilize current research in language and literacy development to support learners with reading challenges including dyslexia.

[Link to Course Syllabus ED 352](#)

ED 354: Assessment for Literacy Intervention**Course Description:**

This course addresses the principles and practices of effective assessment for students with dyslexia and other reading disabilities, including the purposes of various assessments, the psychometric properties of high-quality assessment instruments, and issues related to test administration. Students will identify effective literacy assessment tools, develop informal assessment procedures, and interpret assessment data as the foundation for literacy intervention design.

Course Outcomes:

1. Evaluate the psychometric properties and test administration protocols of effective literacy assessments.
2. Analyze and evaluate literacy assessment data to identify deficiencies as indicators of reading disabilities, including dyslexia.
3. Interpret assessment data to determine the effectiveness of interventions.
4. Interpret literacy assessment data as a basis for tiered intervention decisions, instructional design, and program improvements.
5. Communicate assessment information and evaluation to a variety of stakeholders.

[Link to Course Syllabus ED 354](#)

ED 454: Literacy Intervention Methods**Course Description:**

In this course students will take a deep dive into evidence-based literacy intervention for struggling readers including those with dyslexia. Students will learn how to explicitly teach systematic word identification, decoding, comprehension, and vocabulary strategies along with methods of instructional routines specific to the multiple levels of literacy acquisition as part of a comprehensive literacy intervention program.

Course Outcomes:

1. Know the methods of explicit and systematic instruction of all levels of literacy acquisition including phonemes, letter-sound relationships, syllable patterns, morphemes, vocabulary, sentence, paragraph, and text structures, reading fluency and comprehension.
2. Know multimodal methods of literacy instruction.
3. Plan systematic, explicit, multisensory/multimodal, and cumulative literacy instruction based on assessment data analysis.
4. Design instruction to needs of learners including students with reading challenges such as dyslexia.
5. Know components of planning a comprehensive literacy intervention program for multiple students in a school-wide setting, including analyzing data and planning with classroom teachers.

[Link to Course Syllabus ED 454](#)

ED 455 Practicum in Assessment and Intervention

Course Description:

The practicum integrates the theoretical study of assessment and intervention practices with application in various school and classroom settings. Teacher candidates apply the principles of effective assessment and intervention to implement evidence-based practices for students with reading disabilities, including dyslexia in a school setting.

Course Outcomes:

1. Demonstrate effective reading disability/dyslexia (literacy) assessment practices.
2. Apply the principles of progress monitoring assessment to track progress and make ongoing intervention decisions for struggling readers, including students with dyslexia.
3. Interpret literacy assessments in relation to an individual child's needs (profile).
4. Design a literacy-based intervention plan based on assessment data and evidence-based intervention practices.
5. Implement evidence-based literacy intervention practices for individuals and small groups.

[Link to course Syllabus ED 455](#)

**PLANNING, POLICY AND GOVERNMENT AFFAIRS
FEBRUARY 27-28, 2024**

SUBJECT

Workforce Development Council Update – Launch Grant Program

APPLICABLE STATUTE, RULE, OR POLICY

Section 72-1201, Idaho Code

Section 72-1204 through 72-1206, Idaho Code

BACKGROUND/ DISCUSSION

Idaho Code § 72-1205 establishes the Idaho Launch Grant Program to be administered by the Workforce Development Council. The grant provides a reimbursement of the lesser of \$8,000 or 80% of the cost of tuition and fees at an eligible institution. This legislation went into effect on July 1, 2023, and initial grant awards were made in December of 2023.

Idaho Code § 72-1204(1)(f)(ii) defines a Launch Grant Program eligible student, in part, as an Idaho resident “who will graduate from an accredited high school or its equivalent in Idaho as determined by the board beginning with the spring 2024 graduating class”.

Wendi Secrist, Executive Director of the Workforce Development Council presented an update on the progress of the Launch Grant Program to the Planning, Policy and Government Affairs Committee in November of 2023, and was asked at that time to provide an update to the full Board in February.

BOARD ACTION

This item is for informational purposes only.

Idaho Launch Implementation Framework

Eligible Institutions (72-1204 1.e.)

1. A training provider as recognized by the council under the Workforce Innovation and Opportunity Act or the Workforce Development Training Fund.
2. A board of trustees of a community college was established pursuant to the provision of Chapter 21, Title 33, Idaho Code.

Institutions/providers and programs can be found at <https://lmi.idaho.gov/data-tools/occupations-in-demand/>

Eligible Students:

Accredited High School or its Equivalent in Idaho as Determined by the Board (72-1204 1.f.ii.)

State Board Minutes Approved on October 18, 2023

Home schooled students must provide a transcript of subjects taught and grades received signed by the parent or guardian of the student; or a student who has obtained a general equivalency diploma by not later than the age of 21.

Career Pathway Plan Minimum Requirements (72-1204 1.f.iv.)

To receive Idaho LAUNCH funding students will be required to complete three (3) activities in Next Steps Idaho:

- (1) Plan Smart Assessment including the Reflection
- (2) Interest Profiler Assessment including the Reflection
- (3) Work Values Assessment

-Or-

Submit for approval to Idaho Workforce Development Council the district / school Senior Project that aligns to Career Exploration. Senior Project is an expected graduation requirement; thus, with a Career Exploration component for Senior Project this would meet the Idaho LAUNCH requirement.

-Or-

Submit the district / school's Career Exploration Plan. Once students graduate there will be a crosswalk completion between applications for Idaho LAUNCH and high school graduation or equivalent as defined by the Idaho Office of State Board of Education. The district / school will be responsible for completing the crosswalk from the Idaho LAUNCH applications that the Idaho Workforce Development Council provides.

Grant (72-1204 1.d and 1.g.)

In no case shall the council reimburse more than eighty percent (80%) of a program's total tuition and fees, or more than eight-thousand dollars (\$8,000), whichever is less. Grant funds may not be refunded to a student.

The Council establishes the maximum grant amount to be \$8,000 per eligible student (cannot exceed \$8,000).

In-Demand Career List (72-1204 1.i)

In-demand careers, as determined by the Council, have a minimum of 50 annual openings statewide.

*A list of in-demand careers can be found here <https://lmi.idaho.gov/data-tools/occupations-in-demand/>
Note – the in-demand careers, that require training/education, are aligned to programs using the NCES CIP SOC Crosswalk.*

Prioritization of Grant Awards (72.1205 2.c.i)

Grant awards shall be prioritized first based on the pursuit of in-demand careers. If additional funds remain, prioritization shall then be based on financial need.

For the Class of 2024, prioritization shall be done based on pursuit of in-demand careers. The following process shall be used, in order, until the funding cap is reached:

1. Applicants pursuing programs at community colleges that are not aligned to in-demand careers will be excluded.

Extension/Exceptions and Extenuating Circumstances (72.1205 3)

Acceptable Extensions/Extenuating Circumstances & Required Documentation:

- Religious Service
 - Call letter or similar from verified religious organization
- Military Service
 - Orders/enlistment papers
- Structured Volunteer Service with Peace Corps or AmeriCorps
 - Copy of contract
- Health or Medical Issues
 - Letter from medical provider (sufficient to meet FMLA requirements) stating that they can't receive reasonable accommodations from the training provider
- Program Not Available Fall Semester Following Graduation
 - A letter from the approved training provider with the date they will be admitted to the program

Process:

To request an extension / extenuating circumstance the participant will be required to submit documentation at one of two intervals:

- Upon initial application to receive Idaho LAUNCH grant, knowing that one of the exceptions/extension circumstances will need to be applied the year following high school graduation.
- After entering an education / training program and a break (greater than 6 months) is needed.

Extension / Extenuating Circumstance Guidance for Review:

- Extension will be approved for the length of the first commitment of service/medical provider note (sufficient to meet FMLA requirements) as provided in the documentation.
- Must show proof of completion at end to be included in the next available application cycle.
- Cannot initially defer for more than 2 years from high school graduation.

Early Reversion/Recapture of Grant Funds (72-1205 6)

A participant may have their grant funds reverted, or be required to pay back their grant in the following circumstances:

Unsatisfactory Academic Progress:

- Unsatisfactory Academic Progress means that a student does not meet the definition of the institution or training provider's satisfactory progress. Part-time students who meet all other criteria for satisfactory academic progress shall be exempt from this section.
- If an institution or training provider reports unsatisfactory academic progress, the participant shall pay back the LAUNCH grant funds used for the time period with unsatisfactory progress. These funds must be paid back within six (6) months of notification from the Council and additional funds will not be disbursed until they are paid back.

Expulsion:

- Expulsion is defined by each individual institution and / or industry standard.
- Participants shall be required to pay back the LAUNCH grant funds used for the time period in which the expulsion occurred. These funds must be paid back within six (6) months of notification from the Council and additional funds will not be disbursed until they are paid back.
 1. If the participant is going through an appeals process with the education / training provider, any additional action by LAUNCH will be on hold until the final determination is made.

Voluntary Drop/No-Show:

- Participants who exit their program prior to completion shall be required to pay back the LAUNCH grant funds used for the time period in which the drop/no-show occurred. These funds must be paid back within six (6) months of notification from the Council and additional funds will not be disbursed until they are paid back.

Job Out:

- Participants who drop their current education / training program due to transitioning to gainful employment in an Idaho LAUNCH in-demand career related to their training program or approved by the WDC Policy Committee, will not be required to pay back funds. However, the participant will be required to provide documentation in the form of two (2) months of pay stubs. The participant forfeits the remainder of their Idaho LAUNCH funds.

Transfer to an ineligible program after successful completion of a course or semester:

- Ineligible program means a program that does not meet the eligibility criteria for Idaho LAUNCH. This could include transfers to out-of-state providers.
- Participants will have up to six months to re-enroll in an eligible program; if participant doesn't re-enroll in an eligible program they forfeit the remainder of their LAUNCH funds.

Appeals

If a participant does not agree with a decision made on their Extension request or is asked to repay funds under the Voluntary Drop Out/No-Show policy, they can appeal by submitting a detailed explanation to idaholaunch@wdc.idaho.gov.

- The appeal must be received by the Idaho Workforce Development Council within 45 days of the date of letter sent by the WDC explaining the denial or request for repayment.
- An appeal on an Extension request must include updated documentation meeting the requirements for extensions.
- An appeal on repayment for Voluntary Drop/No-Show must include evidence of gainful employment in an Idaho LAUNCH in-demand career related to their training program or approved by the WDC Policy Committee, including two (2) months of pay stubs.

Process

- Staff reviews initial appeal to ensure it aligns with the requirements to the allowable extensions.
- Staff will research the issue and determine if the requirements for extension are met.
- Decision made is final.

IDAHO DIVISION OF CAREER TECHNICAL EDUCATION

SUBJECT

Idaho Division of Career Technical Education (Division) – Annual Report

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section I.M.
Annual Planning and Reporting
Chapter 22, Title 33, Idaho Code

BACKGROUND/DISCUSSION

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

Chapter 22, Title 33, Idaho Code, establishes the State Board for Career Technical Education, authorizes the Board to appoint an administrator to the State Board for Career Technical Education, establishes the Division of Career Technical Education and defines career technical education and the career technical education delivery system in Idaho. The Division of Career Technical Education serves as the administrative agency, under said Administrator, for the State Board for Career Technical Education and is responsible for the administration of Idaho's career technical education system and carrying out the State Board for Career Technical Education's policies and state and federal laws relative to career technical education. The Division provides leadership, administrative and technical assistance, and oversight for career technical education programs in Idaho's public secondary (grade 7 through 12) schools and technical colleges. For FY 2024, the Division is responsible for approximately \$60.8M in funding for postsecondary programs, \$39.7M for secondary and general programs (including CTE educator preparation), and an additional \$7.8M toward related programs such as adult education, workforce training centers, Centers for New Direction, apprenticeship programs and fire service training.

The Division of Career Technical Education presented this report at the Planning, Policy and Government Affairs committee meeting on February 5, 2024. The written report is included in these materials for the Board's review.

IMPACT

This annual report serves to provide a state of the Division update and inform the Idaho State Board for Career Technical Education of the Divisions annual priorities in alignment with the Board's strategic plan and how they are, and will be, used to guide the Division' work moving forward.

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
FEBRUARY 27-28, 2024

ATTACHMENTS

Attachment 1 – Idaho Division of Career Technical Education Board Presentation

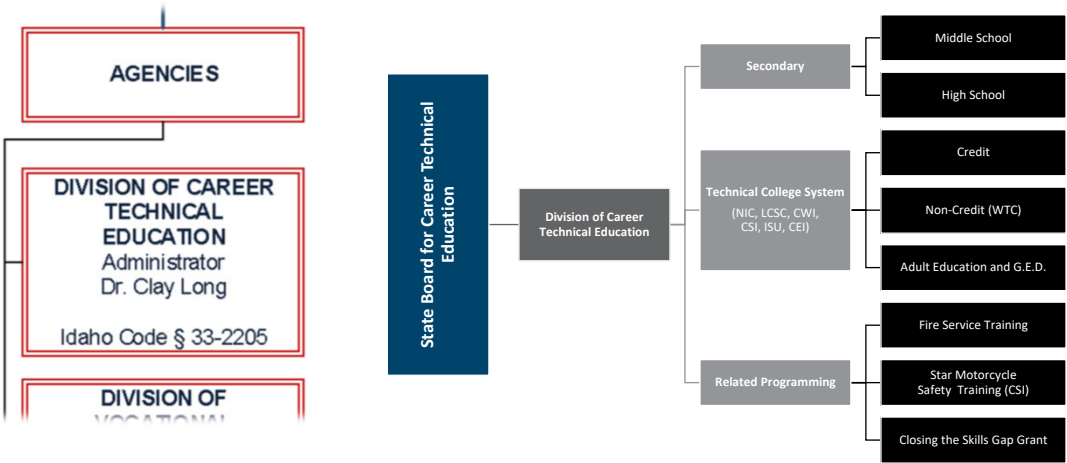
Attachment 2 – Idaho Division of Career Technical Education 2023 Annual Report

BOARD ACTION

This item is for informational purposes only.

2024 IDCTE Update

Clay Long, Ph.D.

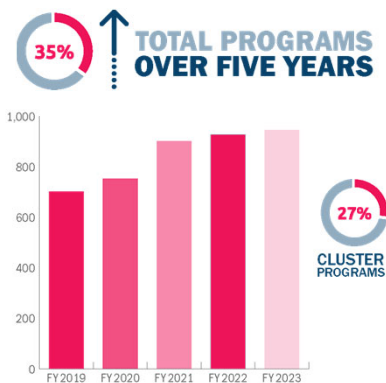


Our mission:

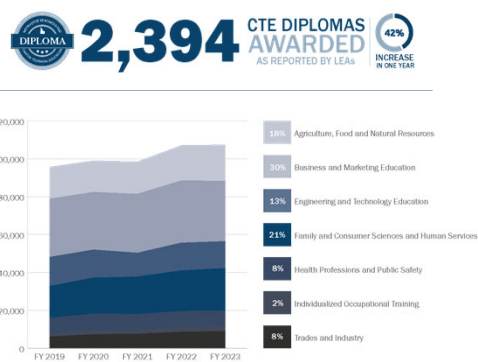
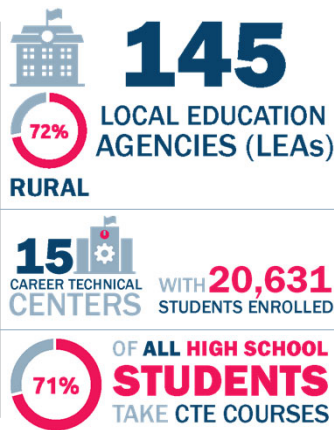
To prepare Idaho’s youth and adults for high-skill, in-demand careers.



Secondary Success



Source: IDCTE 2022/2023 Annual Report



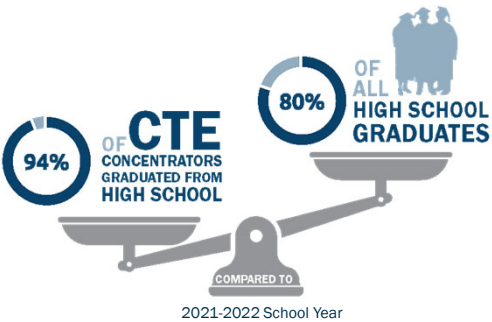
Secondary program applications

Program Area	2021*	2022	2023	2024
Agriculture and Natural Resources	53	14	13	25
Business and Marketing	58	10	9	30
Engineering Technology Education	22	18	13	24
Family Consumer Sciences and Human Services	39	10	17	32
Health Professions and Public Safety	15	3	12	18
Trades and Industry	16	2	6	11
Individualized Occupational Training	0	2	3	11
	203	59	73	151

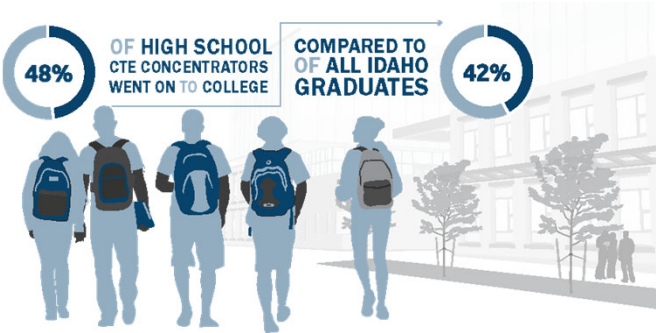
New Program Application window close February 15th annually
*Perkins V implementation



Secondary Success (cont.)

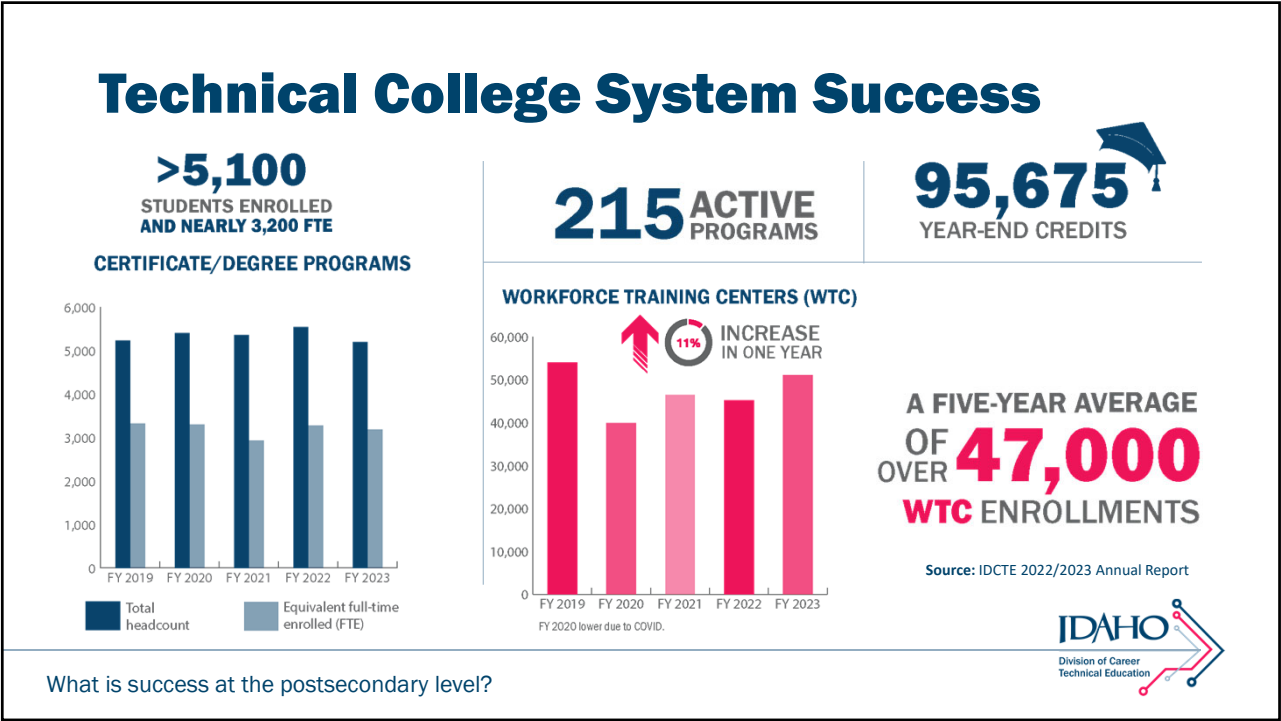
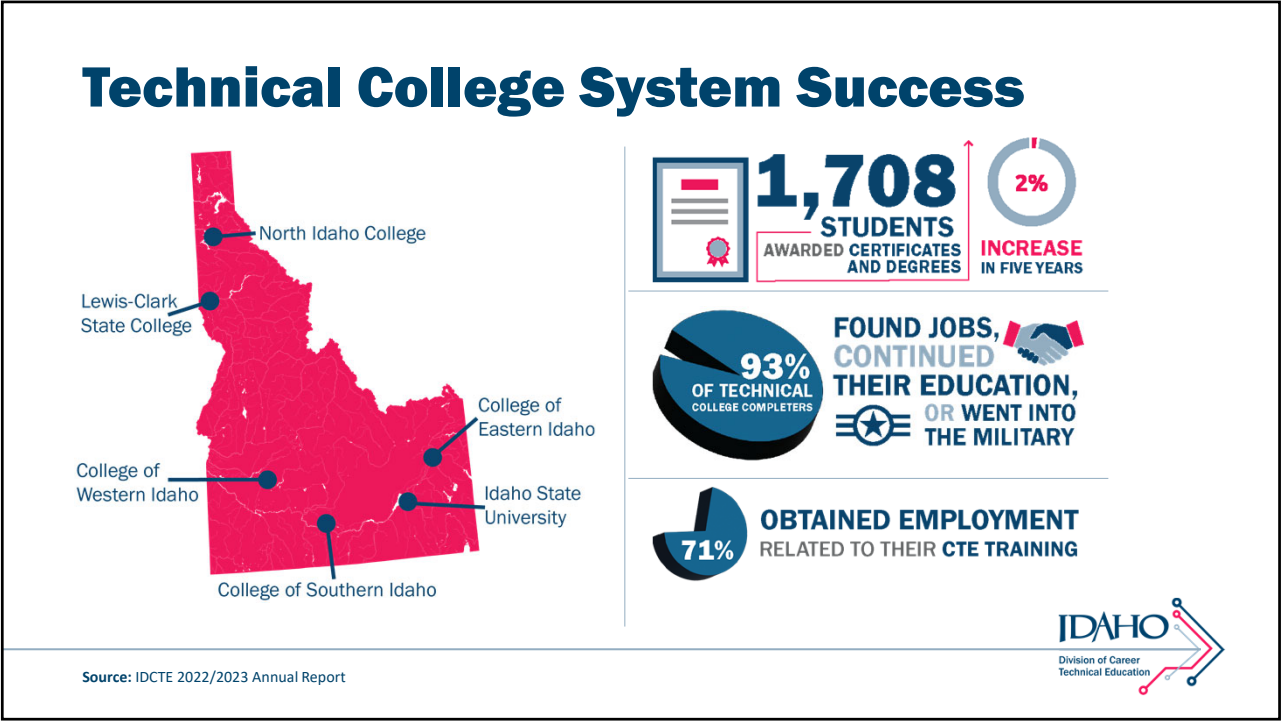


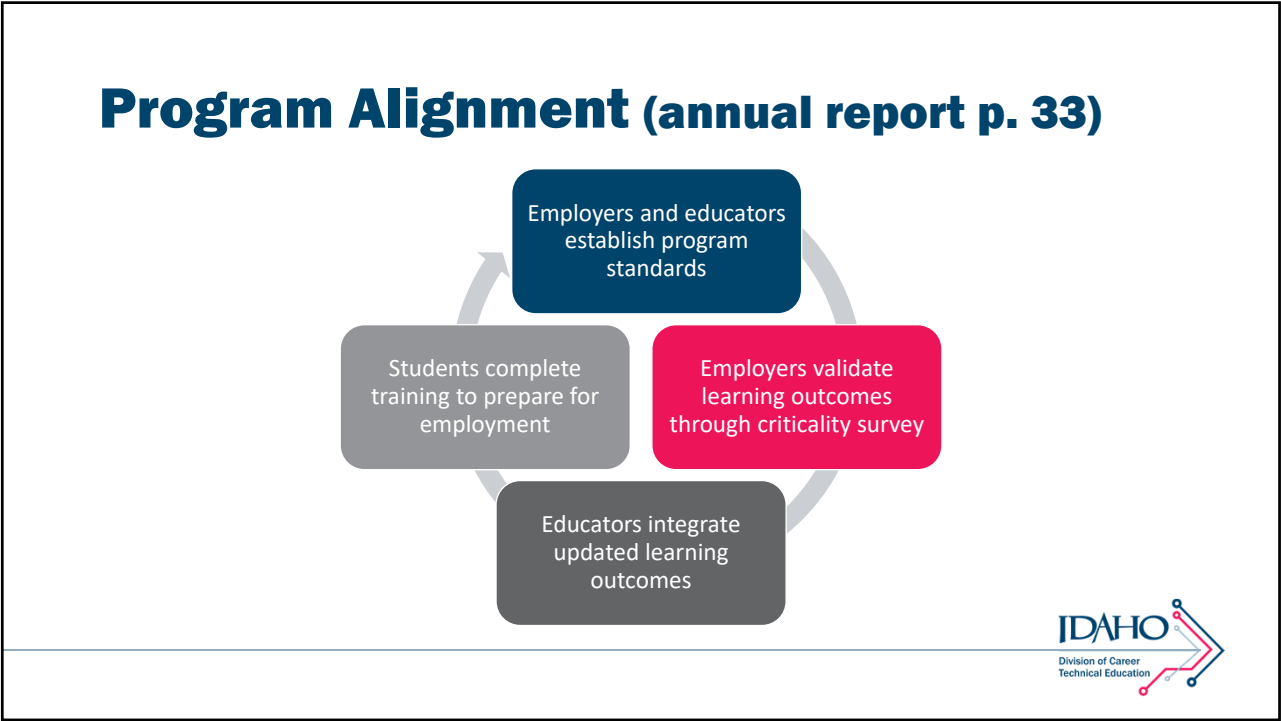
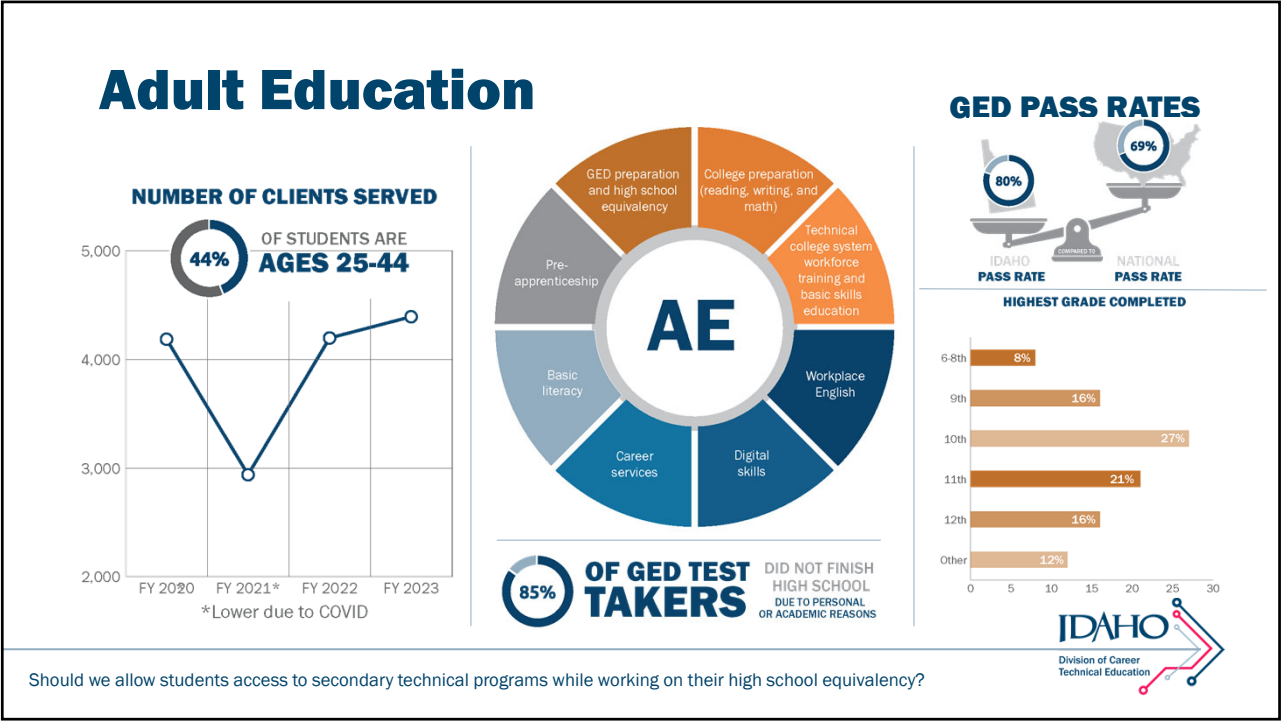
Source: IDCTE 2022/2023 Annual Report

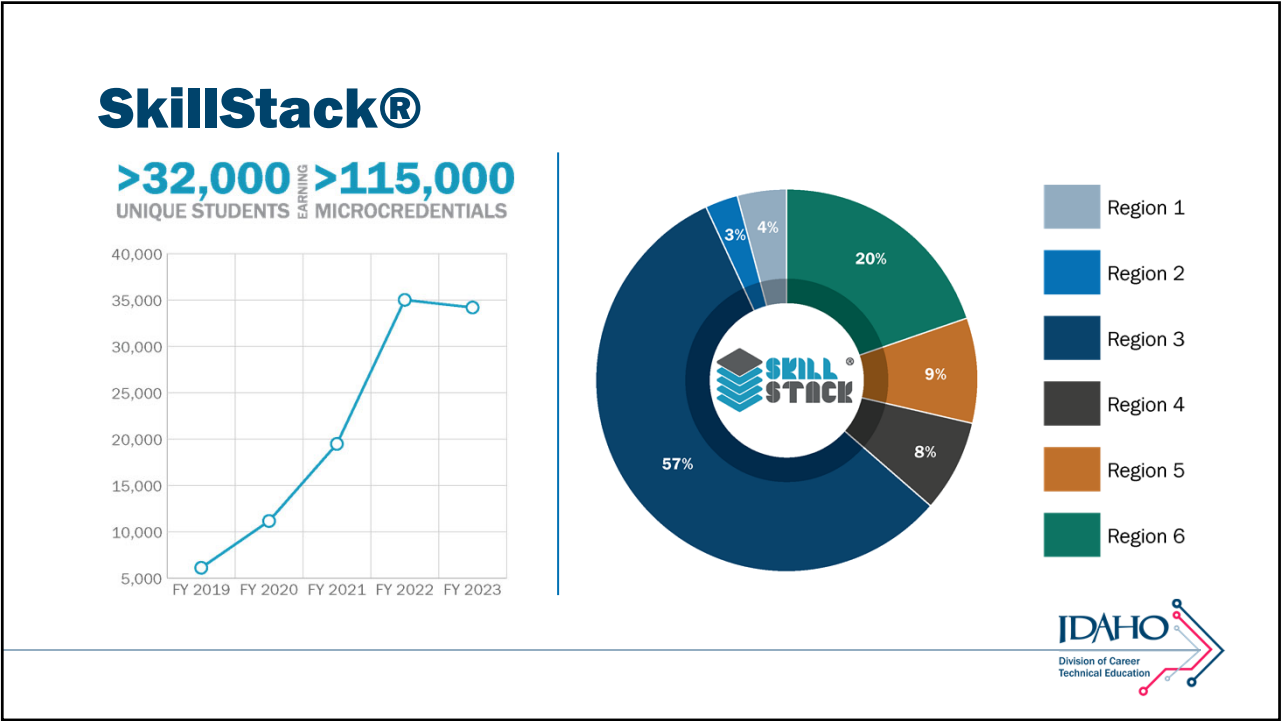
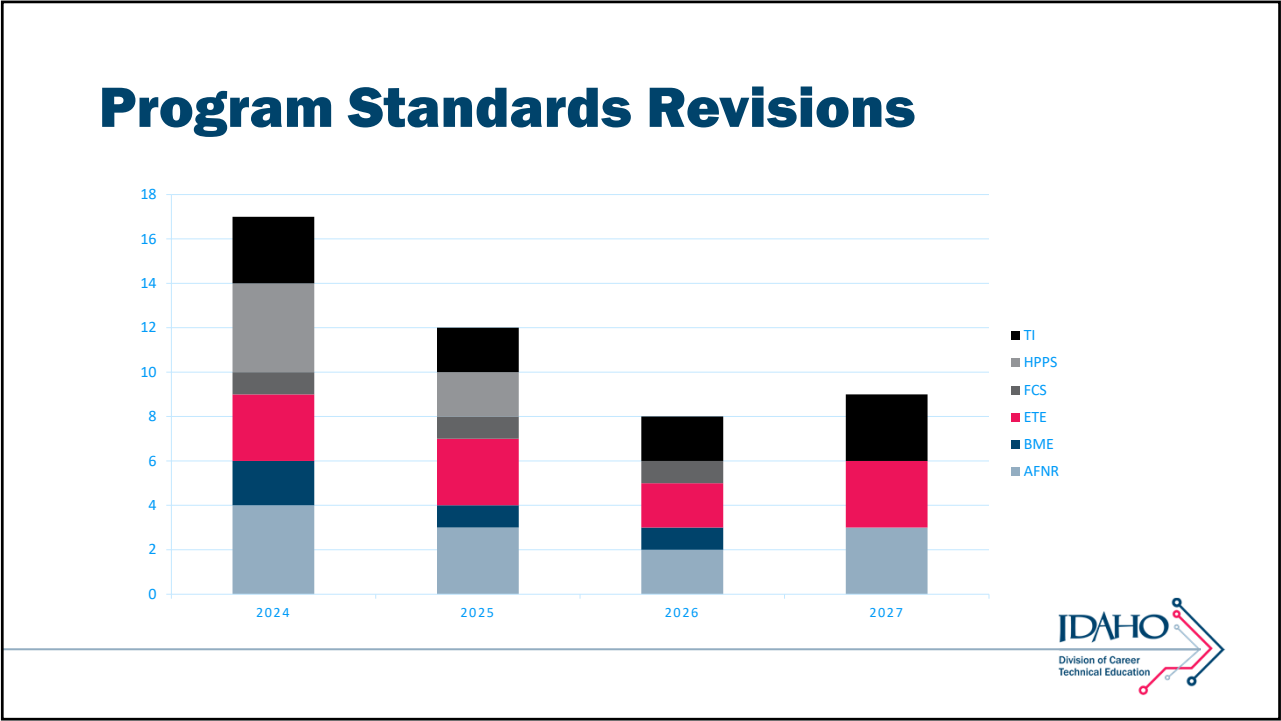


What is the most important secondary data point?









Digital Credentials Ecosystem

What should a comprehensive learner record look like?

Educator Services

- Educator Certification
- Professional Development
 - (InSpIRE Ready! Oct. meeting)

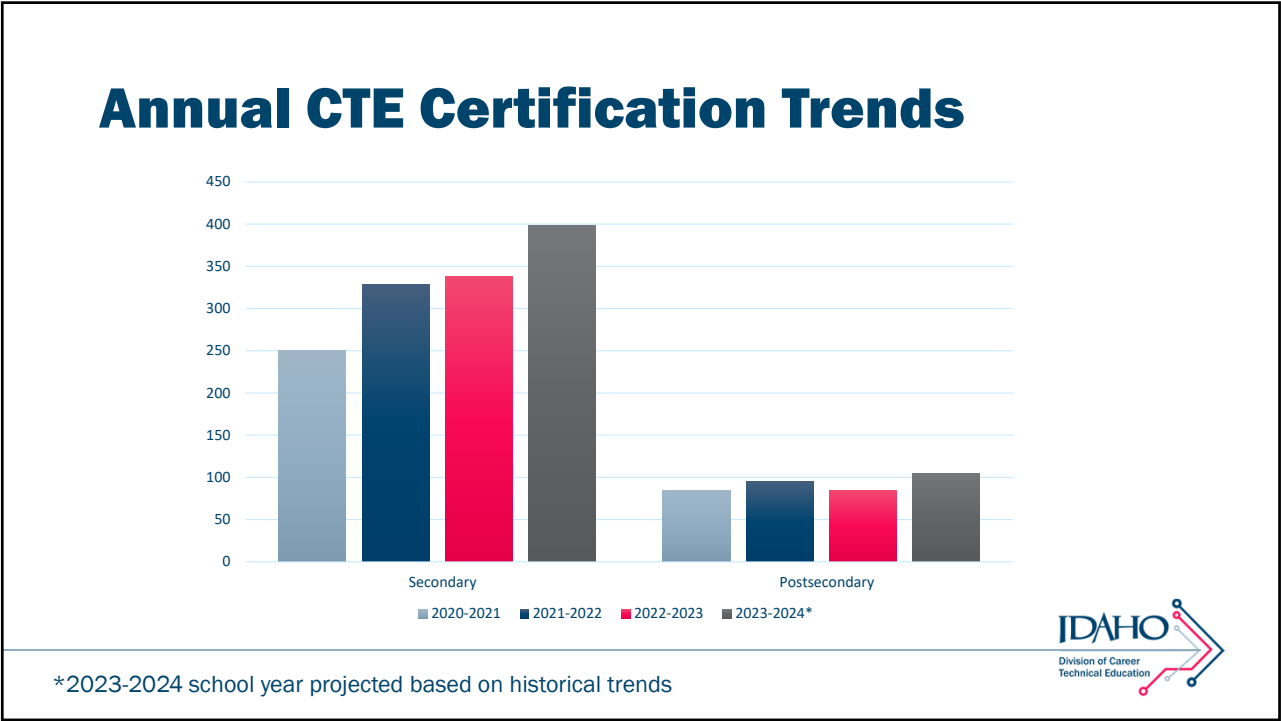
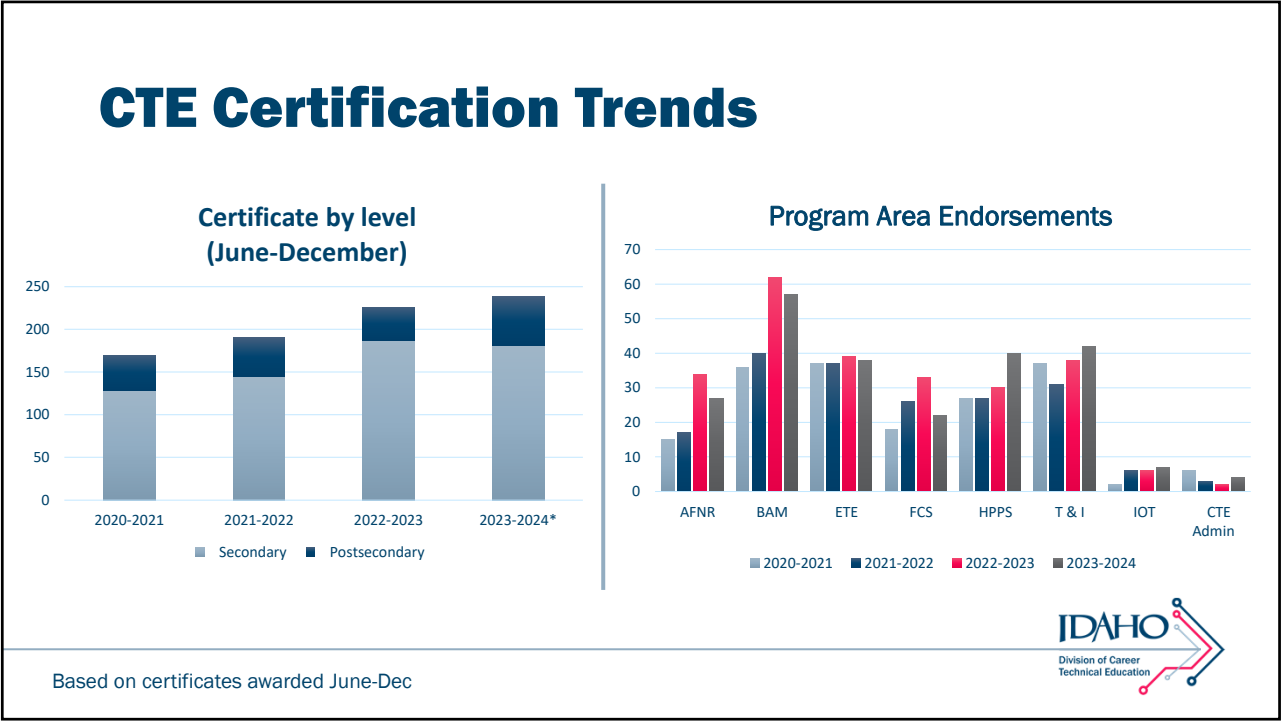
Secondary Teacher Trend

Year	Count
2018-2019	943
2019-2020	1000
2020-2021	1030
2021-2022	1025
2022-2023	1085
2023-2024*	1120

CTE Teachers

■ 2018-2019 ■ 2019-2020 ■ 2020-2021 ■ 2021-2022 ■ 2022-2023 ■ 2023-2024*

Current 2023-2024: 943 | Projected growth 3.5% (5yr average growth)



2024-2028 Operational Framework

1. Enhance and guarantee operational effectiveness and collaboration
2. Foster and lead quality programs
3. Provide dynamic educator services

 IDAHO Division of Career Technical Education We prepare Idaho's youth and adults for high-skill, in-demand careers.			
Idaho Division of Career Technical Education Operational Framework FY 2024 – FY 2028			
GOAL	TARGET COMPLETION	GOAL MANAGER	STRATEGY
I. Enhance and guarantee operational effectiveness and collaboration			
A. Design and develop a comprehensive program data management system	Release RFP – FY 2023 Development – FY 2023 Implementation – FY 2024	Special Projects Coordinator	1. Identify key components. 2. Produce and prepare for release of formal request for proposal. 3. Identify vendor and build system and create training needs for ongoing support, maintenance, and enhancements.
			5. Enhance data management and reporting for improvement • Articulate and validate definitions for reporting • Enhance data reporting connectivity • Develop data visualizations • Leverage VEE tool to create reports related to CTE data • Provide professional development for staff on data-driven performance improvement
			6. Offer quarterly survey for staff to identify needs 7. Develop leadership input specific areas of improvement
B. Identify, improve, and produce documents for agency processes	FY 2024	Assistant Director of Personnel and Retired Programs on behalf of Leadership Team	1. Develop role matrix, project management scope, and functional steps. 2. Develop annual and ongoing process update meetings 3. Develop Director's Notebook for processes 4. Include CTE Staff on Governance communications 5. Enhance supervisors report back on DIME and DLJ meetings. 6. Confirm access list 7. Produce ownership transfers 8. Release equipment custody transfer and use documentation
			1. Develop handbook and/or audio including naming conventions, tabs, branding, responsibilities 2. Framework on annual timeline including audits and leveraging operational survey results for improvements 3. Launch of calendar features
C. Build intentional collaboration between departments and units	FY 2024	Chief of staff on behalf of Management Team	
D. Complete migration, transfer, processes for Fire Service Training assets	FY 2024	Fire Service Training Actix Director	
E. Enhance framework for educator resource catalog	FY 2024	Director of Communications	

Originally Published: October 31, 2023 | Updated: N/A



GOAL	TARGET COMPLETION	GOAL MANAGER	STRATEGY
F. Develop framework for policy makers and stakeholder engagement and learning	FY 2025	Administrator	1. Enhance understanding and knowledge of career technical education 2. Legislative tours and roadshow 3. Host regional listening sessions 4. Host a legislative roundtable to impact meeting for staff 5. Enhance communication for FST Council and stakeholders 6. Enhance partnerships and communication to districts (local and urban)
G. Ensure internal effectiveness and collaborations with external organizations and agencies	FY 2024 – Begin FY 2025 – Implemented	Administrator on behalf of Leadership Team	1. Produce internal document identifying staff assignments and responsibilities on committees, boards, or organizations 2. Enhance two-way communication 3. Identify stakeholders to build relationships and partnerships 4. Explore and lead comprehensive learner record concept 5. Operationalize the new definition of microcredential and use for the state 6. Identify advisors
H. Grow use and recognition of microcredentials	FY 2025	Chief Performance and Accountability Officer	1. Identify advisors 2. Identify opportunities to showcase as eligible badge providers 3. Ensure SkillStack® training occurs during First CIMP 4. Take appropriate steps necessary to recruit Technical Competency Credentials
Enhance relationships with Idaho's education system	FY 2024	Administrator	1. Identify regional technical support and assistance 2. Proactively identify opportunities for local districts including building teacher mentoring 3. Enhance CTE knowledge and understanding 4. Explore working relationships with local boards of trustees 5. Enhance working relationships with relevant state agencies 6. Engage in new superintendent training 7. Incorporate field work into social media 8. Create social media plan
J. Develop comprehensive communication/marketing plan	FY 2025	Director of Communications	1. Develop timeline for annual report submission 2. Initiate annual operational plan review for improvement 3. Develop and implement annual report 4. Identify and define stakeholders 5. Produce documents to visualize overlap in services and programming
K. Complete 2030 staffing plan	FY 2025	Chief of Staff	1. Initiate review, prioritize, and finalize 2030 staffing needs 2. Produce review of 2030 staffing goals 3. Complete a workload analysis
II. Foster and lead quality programs			
A. Complete program prioritization and standards review	FY 2023 – Begin FY 2026 – Completed	Assistant Director of Program Quality	1. Establish program prioritization metrics to measure programs are aligned to regional and state labor need 2. Finalize quality program for programs 3. Develop a CTE Quality Standard

Originally Published: October 31, 2023 | Updated: N/A

J. Ensure success launch of middle school programming	FY 2025	Middle School Program Quality Manager	1. Program specific? Funding?
K. Coordination and ensuring sustainability for state program funding	FY 2026	Chief Administrative Officer	1. Postsecondary 2. Secondary program added-cost, career technical center added-cost, etc.) aligned to program organization work.

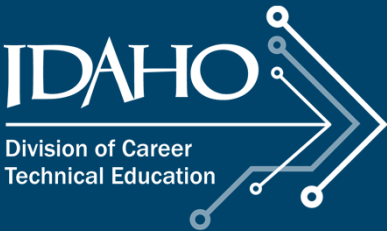
Originally Published: October 31, 2023 | Updated: N/A

GOAL	TARGET COMPLETION	GOAL MANAGER	STRATEGY
STRATEGY			
Finalize standards for student leadership		advisor	1. Develop framework and key components needed
Create badges as applicable		professional	2. Identify vendor or existing platform
Create resources for districts to align applied learning to academic standards		professional	3. Ensure functionality with ISEE, etc.
Identify appropriate stakeholders		advisor	1. Recognizing professional development activities
Identify possible solutions		advisor	2. Educator certification and endorsements
Create roadmap to success		advisor	3. Report functionality for renewal of certification
Gather input from best practices		Officer	1. Finalize user-friendly resource
Align element with other state initiatives on workforce engagement		Officer	2. Implement new ISEE course code numbering and "sequential" documents
Include necessary items for Perkins input groups		Officer	4. Identify enhancements to ISEE relevant to educator certification
Publish, communicate, and train field on updated framework		Officer	1. Identify and engage appropriate stakeholders to develop survey
Explore coalition TAC members and contact information		Officer	2. Identify potential partners for distribution of survey
Leverage program data including Perkins measures		Officer	
Implement feedback survey		Officer	
Identify technical assistance grants requirements		Officer	
Develop training resources for educators		Officer	
Develop educator badges		Officer	
Timeline for CLNA		Officer	
Identifying appropriate staff for engagement		Officer	
Prepare updated 4-year plan for approval by Board		Officer	
Update testing system and software and explore online testing platform		Officer	
Enhanced initial and ongoing operational training for field instructors/evaluators		Officer	
Produce course catalog		Officer	
Explore options and identify next steps for updating records management system		Officer	
Identify		Officer	
Identify agencies as contributors to the process and implement the final works		Officer	
Program specific? Funding?		Officer	
Postsecondary		Officer	
Secondary (program added cost, career technical center added cost, etc.)		Officer	



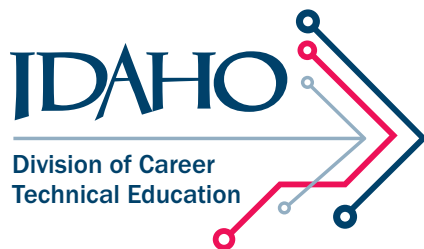
What coming?

- April
 - First-look at IDCTE’s Strategic Plan
 - Program Alignment
 - Program Standards Process
 - Endorsement modifications/additions
 - Perkins V State Plan (revised 4-year plan)
- June
 - Final approval of the Strategic Plan



Questions?

Clay Long, Ph.D.
clay.long@cte.idaho.gov | 208-429-5530 | cte.idaho.gov



2023 ANNUAL REPORT

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

Letter from the administrator



While CTE in Idaho continues to grow by just about every metric, I'm most excited about the steady growth of opportunities for learners. Thanks to unprecedented support from Governor Brad Little and the Idaho Legislature, we've enjoyed a renewed investment in our programs, which directly benefits Idaho's students and employers. With millions in grants awarded from the Leading Idaho and Building Idaho's Future programs, districts and institutions have been able to expand and modernize Idaho's CTE programs.

And at all levels, we're listening to you to make Idaho's future even brighter. Thanks to your insight and feedback, we've made improvements ranging from enhancements to our website to identifying our priorities as part of our five-year framework. This insight helps me and the team remain aligned with Idaho's workforce needs and deliver on our mission: to prepare Idaho's youth and adults for high-skill, in-demand careers.

As you look through the following pages, I hope you'll be as impressed with the successes of our educators, students, and programs as I was. We appreciate your support and partnership and look forward to continuing to work together to grow and improve career technical education in Idaho.

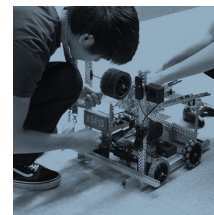
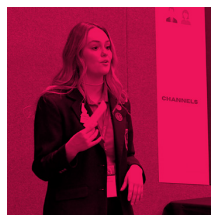
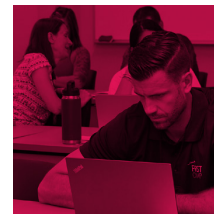
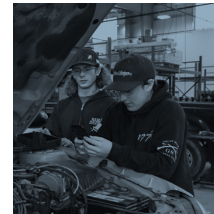
A handwritten signature in white ink that reads "Clay Long". The signature is written in a cursive, flowing style.

Clay Long, Ph.D., State Administrator

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Highlights

The IDCTE team accomplished a lot during fiscal year 2023, but we think these six accomplishments had the most impact on preparing Idaho's youth and adults for high-skill, in-demand careers:



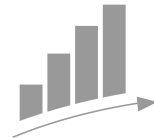
Finalized RFP for new data and reporting system

We finalized a request for proposal (RFP) to solicit vendors for our new data system. The RFP was a 100-page document outlining several requirements for four modules: CTE programs, Perkins, funding, and contacts.



Supported almost 300 new CTE educators

Our three in-house employees and five contractors supported almost 300 CTE educators. See p. 13 for more details.



Experienced exponential program growth

We had 150 new or reinstated program request applications, a 172% increase over fiscal year 2022.



Invested in program expansion and modernization

Idaho's CTE secondary and technical college system programs received \$8 million in grants for program expansion and modernization. See p. 5 for more details.

2



Reassessed and aligned program standards

This multi-year project will facilitate a seamless transition from high school to technical college programs, and increase the likelihood of students completing CTE programs or obtaining industry credentials. See p. 33 for more details.



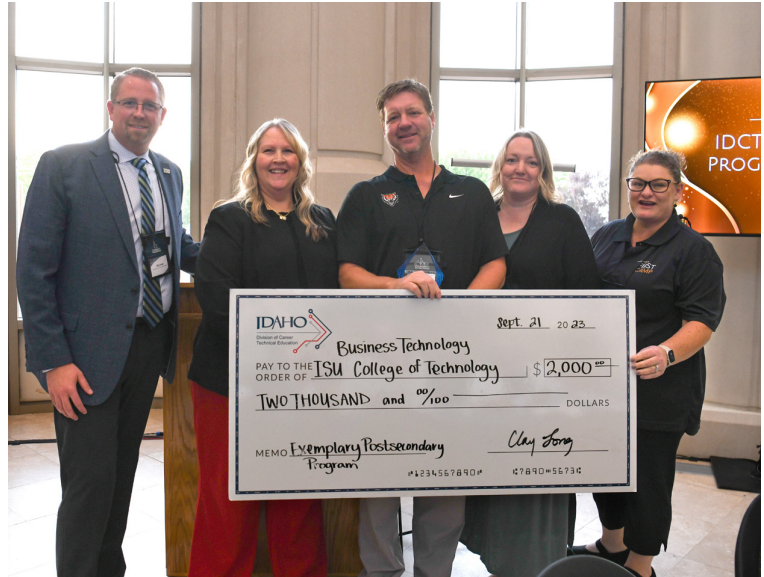
Increased the number of CTE diplomas issued

We experienced a 42% increase in the number of Workforce Readiness and Career Technical Education Diplomas issued during the 2022-2023 school year.

Program awards



HEALTH PROFESSIONS PROGRAM
Mountain Home High School



BUSINESS TECHNOLOGY PROGRAM
ISU College of Technology



Thanks to a robust technical advisory committee, strong community partnerships, valuable hands-on experiences, and employment connections for students, IDCTE was pleased to recognize Mountain Home High School's (MHHS) Health Professions program as the

Secondary Exemplary Program of the Year.

With dual credit options, clinical experiences, and diverse industry certifications, the program propels students seamlessly into the workforce or advanced education, with many securing positions with local employers prior to graduation. Notably, every student in the program attains all programmatic SkillStack® badges, while the Nursing Assistant and Pharmacy Technician programs boast a 100% pass rate in the Technical Skills Assessments, Workplace Readiness Assessments, and industry certification exams.

Beyond academic achievements, MHHS's HOSA chapter has consistently championed mental health and suicide prevention, earning state and national accolades for impactful community service. Program members, including state officers, receive recognition at the HOSA State Leadership Conference for their outstanding competitive event accomplishments, further highlighting the program's excellence.



The Business Technology program at Idaho State University's College of Technology clinched the Postsecondary Exemplary Program of the Year Award by dynamically tailoring its four degree options to the ever-evolving employment landscape,

ensuring alignment with local, regional, and state needs.

Accommodating diverse students, the program offers flexible pathways, including one-semester basic technical certificates, two-semester intermediate technical certificates, two-year associate degrees, and a route to a four-year bachelor of science degree. The program's emphasis on immersive, hands-on learning and significant on-site work hours is complemented by assistance in securing opportunities.

A standout feature is the program's diverse technical advisory committee, which boasts influential partners such as the Idaho National Laboratory and the City of Pocatello. The Business Professionals of America organization plays a crucial role in guiding students through the transition from postsecondary training to employment while cultivating a collegiate environment and nurturing leadership skills. With strong faculty-student connections, the program serves as a versatile and exemplary solution for both students and industry stakeholders.



Grant transforms Bonners Ferry High School woodworking program

In 2014, Francis Carlson's career took an unexpected turn. Though she had a certificate in fine woodworking from Selkirk College in Nelson, British Columbia, she struggled to find a job in the post-recession economy. It was then that Carlson, a 2011 Bonners Ferry High School (BFHS) graduate, discovered an opportunity to share her passion for woodworking in education.

Faced with the potential cut of the Cabinetmaking and Bench Carpentry program at her alma mater due to the absence of a teacher, Carlson stepped in as a substitute teacher. Her initial reluctance turned into a genuine passion, and with enough experience on the job, she obtained a Limited Occupational Specialist Certificate and made the leap into teaching full-time.

Over the past nine years, Carlson has earned a bachelor's degree in technical education and will finish a master's degree in curriculum development from the University of Idaho. She has also become a fervent advocate for technical education and the imparting of practical employability skills.

"I'm passionate about CTE. I feel like this is where we should be directing our time, energy, and resources," said Carlson.

Under Carlson's guidance, the BFHS Cabinetmaking and Bench Carpentry program has blossomed. Students start the program learning basics in shop safety, small tools and machines, as well as measuring and layout concepts. Students focus intensively on standards, planning, materials, drafting, and reading plans in their second year. The curriculum emphasizes lean manufacturing principles and includes techniques such as gluing and computer numerical control engraving for personalization. In their third year, students delve into the intricacies of cabinet joints, doors, and drawers, culminating in constructing cabinets for various locations at BFHS, such as

“

"If we want our students to have the best education, we have to give them access to the best equipment. Now I'm confident my students have that."

—Francis Carlson

”

classrooms, the principal's office, and the shop toolroom. In the final year of cabinets, students dive deeper into cabinetry and fine woodworking, learning advanced skills like veneering, glass etching, table construction and joints, with special emphasis on cabinet and furniture production.

Carlson actively collaborates with local employers to understand their needs, establish internships, and cultivate positive relationships with businesses. She also strives to give her students experience with industry standard equipment so they can meet employers' expectations on the job.

However, acquiring the necessary resources can be challenging in a small school within a small district. Though Carlson has made consistent upgrades and improvements since she began teaching, there's one piece of equipment she hasn't been able to replace: a dust collector originally installed in 1992. This vital component removes sawdust and woodchips, ensuring clean air and a safe work environment for students. The existing collector showed signs of wear and tear, but the financial burden of a \$200,000 replacement was daunting for a small school.

Undeterred, Carlson used her grant-writing skills and applied for a Leading Idaho grant. In September 2023, she secured a \$250,000 grant, not only covering the replacement of the dust collector but also upgrading the planer, drum sander, and jointer. The equipment is currently being manufactured, with the installation expected in January or February 2024.

Despite the temporary inconveniences during the installation, Carlson is optimistic about the new, more efficient equipment and how it will contribute to a dynamic and engaging educational experience.

"If we want our students to have the best education, we have to give them access to the best equipment," said Carlson. "Now I'm confident my students have that."



PPGA

CTE PROGRAMS RECEIVE \$8 MILLION IN PROGRAM EXPANSION AND MODERNIZATION GRANTS

IDCTE awarded \$8 million in grants for Idaho's secondary and postsecondary CTE programs. The grants were possible thanks to Governor Brad Little's Leading Idaho initiative, which gives back Idaho's record budget surplus in the form of tax cuts and critical investments that matter most to Idahoans.

Grants were open to all approved secondary and postsecondary CTE programs and could be used to reimburse awardees for the actual cost of approved equipment up to the maximum award amount. At the secondary level, pathway programs (a linear progression of courses culminating in a capstone course) and cluster programs (a group of courses grouped around broad industry or economic areas) were eligible to apply.

More than 140 secondary and 26 postsecondary programs applied for the grants, and more than \$14 million was requested. All applications were evaluated and prioritized based on data provided by the Idaho Department of Labor.

"We identified recipients using a very targeted approach," said Chet Andes, IDCTE's assistant director of program quality. "We looked at regional and statewide data to ensure we supported programs that help regional employers fill their most high-skill, in-demand careers, and awarded a roughly equal amount of grants to rural and urban local education agencies."

Applications that supported training for the top 250 occupations with at least 100 job openings or projected 25 percent growth were prioritized. While more than 96 percent of postsecondary applicants received funding, less than 38 percent of secondary applicants received grants, which calls attention to the need for ongoing support for CTE programs.

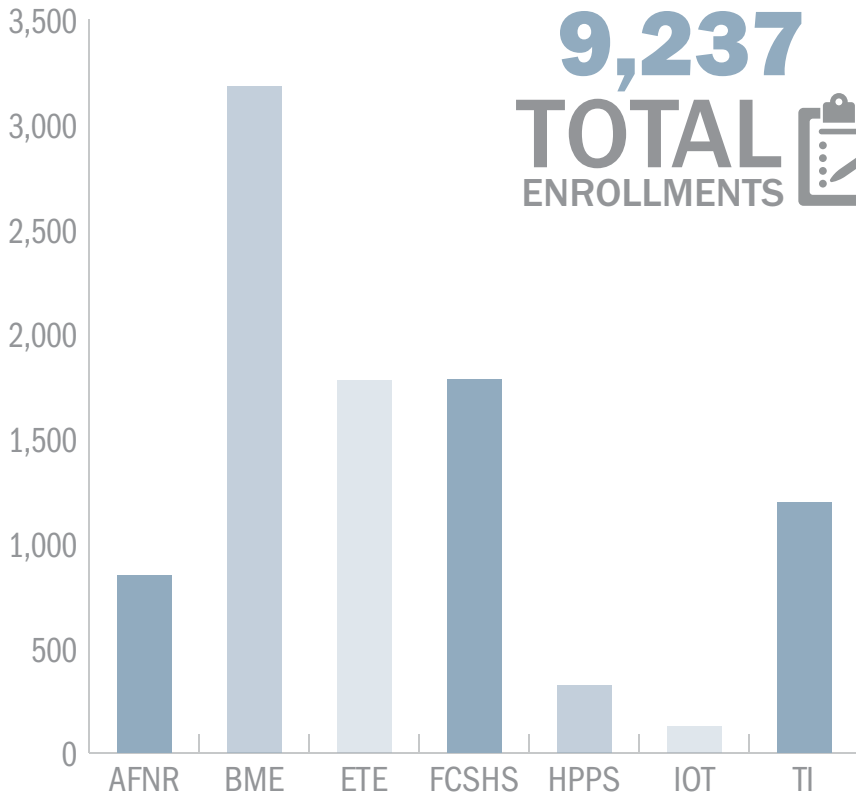
"We're extremely grateful to Governor Little for his ongoing support of CTE," said Dr. Clay Long, IDCTE's state administrator. "We look forward to the continued support of the governor and legislature to ensure we continue to meet the needs of Idaho's students and employers."



SECONDARY

503
CTE
CONCENTRATORS

91
TOTAL
PROGRAMS



9,237
TOTAL
ENROLLMENTS

1,331
SKILL
STACK
BADGES ISSUED

16
LOCAL EDUCATION
AGENCIES (LEAs)
88% WERE RURAL

1
CAREER TECHNICAL
CENTER

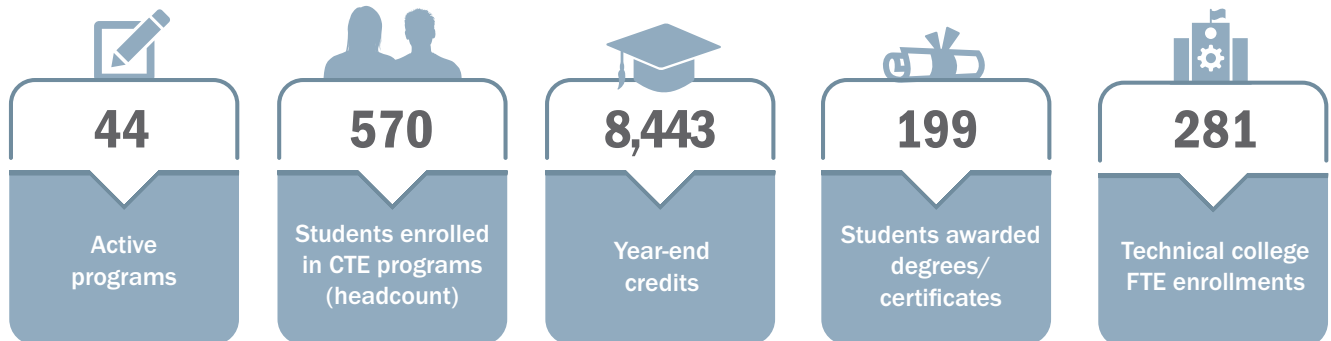
TOTAL ENROLLMENTS IN CTE PROGRAMS

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



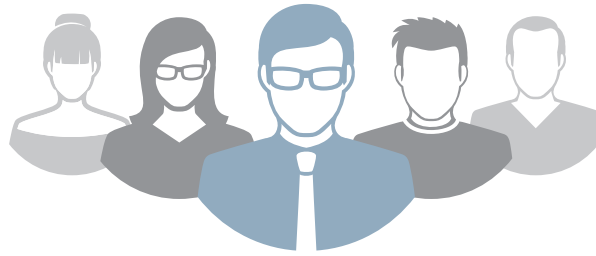
37
CTE DIPLOMAS
AWARDED
AS REPORTED BY LEAs

TECHNICAL COLLEGE—NORTH IDAHO COLLEGE

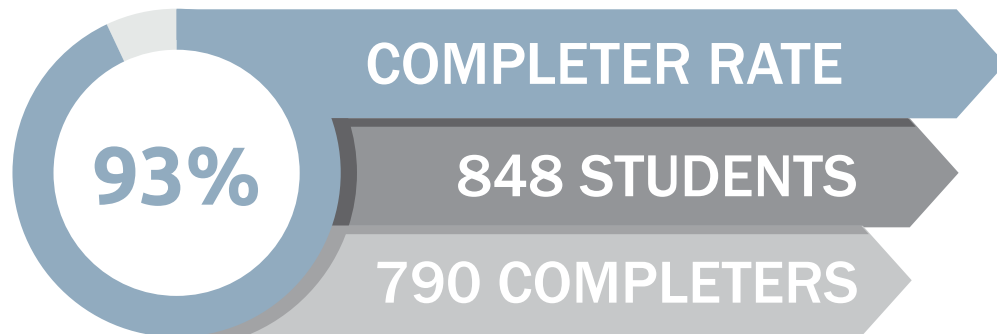


WORKFORCE TRAINING CENTER (WTC)

6,684
HEADCOUNT



APPRENTICESHIPS



EMPLOYER SPOTLIGHT

Northwest Line Joint Apprenticeship and Training Committee

Type of industry: Line construction

Training need: Northwest Line Joint Apprenticeship and Training Committee (NW Line JATC) provides quality training for the outside line construction industry. The increased demand for lineworkers, coupled with fewer new lineworkers entering the field as older lineworkers retire, has led to challenges in finding qualified workers. After the only line training program in the area closed down during the pandemic with no plans to reopen, NW Line JATC needed someone to run its vocational outside line training academy (VOLTA) program. This entry-level training prepares students for powerline work, powerline tree clearance, and power ground positions.

How the WTC delivered: In addition to supplying some equipment and personnel support, the college rents the space for VOLTA, providing classrooms and an area to erect an array of poles and other training equipment on the Rathdrum Prairie next to the Parker Technical Center.



The industry is growing. Older people are retiring and there's more need now than ever. In the past, there hasn't been much of a push for kids to go on this track. But now there's movement in this direction and I'm glad to be a part of it.

—Terry Lowen, director, NW Line JATC



North Idaho College



Digital media production program shapes future leaders in broadcasting

Davey Steele was always an athlete, so it was a natural fit when he got a work-study job running the video board, replay system, and shot clock for Vandal games at the University of Idaho's Kibbie Dome.

After he graduated with a degree in advertising in 2012 and had trouble finding a job in his field, he started teaching economics, business, and merchandising at Lewiston High School (LHS). Before long, Steele found himself in a familiar spot: running the scoreboard, video board, and shot clocks at LHS's basketball games. One night, Steele struggled to run all the equipment, plus play music during time outs on his own.

"It was absolutely crazy, and I needed help," Steele recalls. "At some point, I thought, 'I could teach my students to do this.'"

Steele approached his principal about teaching the kids video production so they could help run games, and with his support, Steele started a sports broadcasting class as part of the school's digital media production pathway. Soon after, Steele requisitioned some lighting and a Tricaster production

system for doing live video and graphics, and students started going live on YouTube with their school announcements every morning. This initial investment in equipment allowed the sports broadcasting students to stream the 2022 Golden Throne basketball game, an annual charity event held at Lewis-Clark State College. Their high-quality production received an incredible number of views on YouTube. Steele and his students were so excited they started live-streaming all of LHS's basketball games.

“

With the mobile studio, we'll be able to live stream our games on YouTube, and I believe we're in a position to get enough views that we can sell ads.

—Davey Steele

”

“Games would end around nine or 9:30 p.m., and we’d have to wheel everything back to the studio to record the daily announcement the next morning. I didn’t like the wear and tear on the equipment,” said Steele.

Then, one of Steele’s students told him about a school in Mississippi with a mobile TV studio in a semi-truck. Steele had heard about Governor Little’s Leading Idaho initiative, so he wrote a grant for \$104,000 to create LHS’s own mobile TV studio, complete with a trailer, replay system, monitors, Tricaster, and 300-foot cables.

“With the mobile studio, we’ll be able to live stream our games on YouTube, and I believe we’re in a position to get enough views that we can sell ads,” said Steele.

But Steele’s students’ ambition extends far beyond the studio. As LHS’s Business Professionals of America, yearbook, and Associated Student Body advisor, Steele also encourages his students to flex their entrepreneurial muscles. One of his students took pictures at school dances and sold flash drives of the unedited images for \$20; she raised \$1,000 in a single night. Another student developed a marketing plan for the athletic department and used the school’s large-format Epson printer to print banners on sticky vinyl and windscreens to hang in the gym and outdoor facilities. They were sold to local businesses, and she raised \$80,000 in a year.

Steele’s innovation and entrepreneurial drive were among the many factors that led to his program receiving an honorable mention in IDCTE’s 2023 Exemplary Program Awards.

“I hope schools across Idaho can see what we’ve done here and be inspired to do the same,” said Steele.



PPGA

EXEMPLARY PROGRAM AWARDS CELEBRATE THE BEST OF THE BEST IN IDAHO CTE

IDCTE’s Exemplary Program Awards recognize outstanding secondary and technical college programs in Idaho. These accolades spotlight initiatives dedicated to equipping the state’s youth and adults with the skills needed for high-skill, in-demand careers. Selected by IDCTE’s program quality team and agency partners, these recipients meet stringent criteria outlined by the IDCTE Quality Program Measures and ACTE High-Quality CTE Program of Study Framework self-evaluation tool.

These exemplary programs align seamlessly with institutional and IDCTE missions, offer students meaningful opportunities, forge diverse partnerships, incorporate innovative elements, and showcase replicable best practices. Their staff’s commitment to ongoing professional development fosters student growth and program engagement through a systematic, data-driven approach.

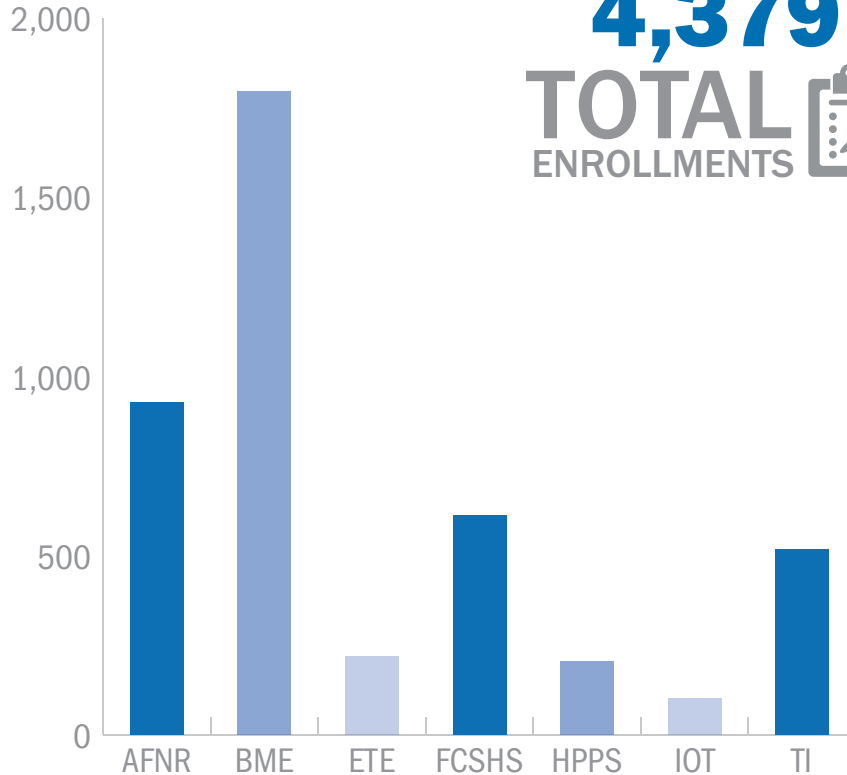
Beyond mere recognition, these programs are pivotal in shaping Idaho’s workforce. They transcend conventional educational models by creating immersive learning environments that promote comprehensive growth and a robust educational experience, setting a standard for institutions across the state.

Driven by collaborations spanning various industries, these programs emphasize innovation by pushing educational boundaries with cutting-edge equipment, visionary courses, and pioneering teaching methods. They serve as blueprints for success and champion inclusivity by ensuring equal opportunities for all students.

These programs’ dedication to excellence is reflected in their continuous improvement strategies, employing systematic data-driven processes. The IDCTE Exemplary Program Awards celebrate their outstanding achievements and serve as beacons of inspiration, illuminating the path for Idaho’s future in career technical education. For information on the 2023 Exemplary Program Award honorees, see p. 3.

REGION 2

SECONDARY



TOTAL ENROLLMENTS IN CTE PROGRAMS

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

197
CTE
CONCENTRATORS

57
TOTAL
PROGRAMS

4,379
TOTAL
ENROLLMENTS

947
SKILL
STACK
BADGES ISSUED

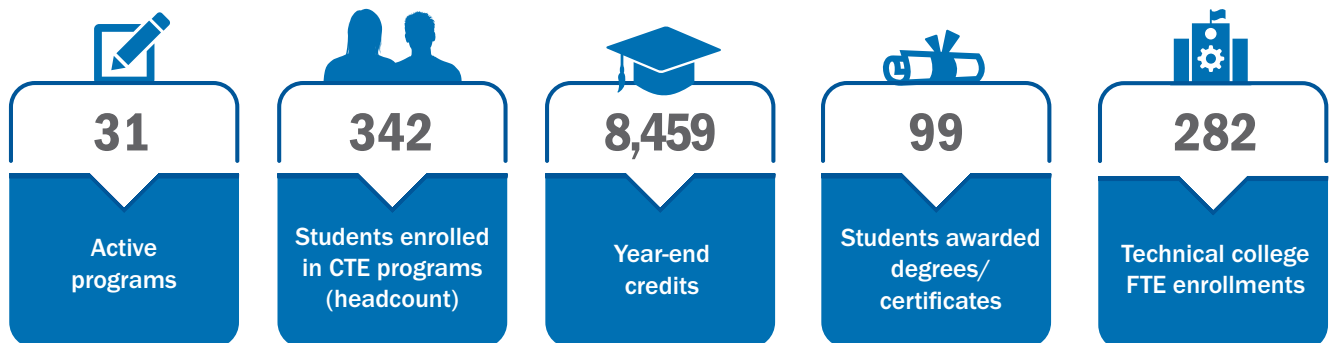
17
LOCAL EDUCATION
AGENCIES (LEAs)
88%
WERE RURAL

1
CAREER TECHNICAL
CENTER



343
CTE DIPLOMAS
AWARDED
AS REPORTED BY LEAs

TECHNICAL COLLEGE—LEWIS-CLARK STATE COLLEGE

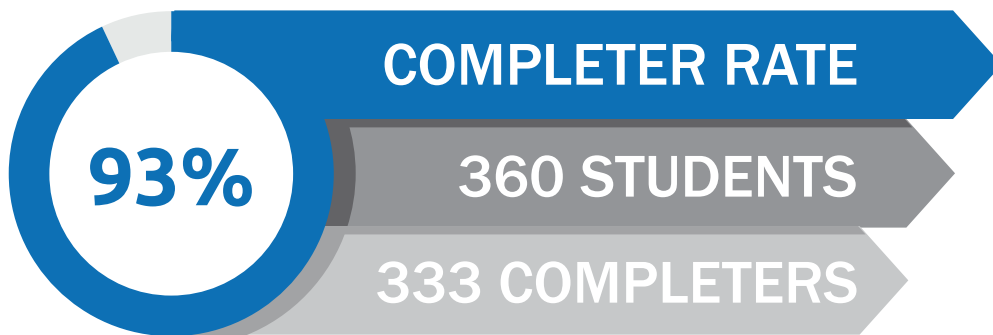


WORKFORCE TRAINING CENTER (WTC)

1,854
HEADCOUNT



APPRENTICESHIPS



EMPLOYER SPOTLIGHT

Gritman Medical Center

Moscow, Idaho

Type of industry: Healthcare

Employees: 700

Training need: Certified nursing assistants (CNAs) provide essential support to patients and nurses alike. Their contributions in assisting with daily activities, monitoring vital signs, and offering emotional support significantly impact patient well-being and recovery. With fewer CNAs available, nurses become overburdened, leading to increased workloads, potential burnout, and less time for individual patient attention. This shortage can also delay response times, limit patient mobility, and hinder the delivery of timely care, ultimately impacting the overall quality and efficiency of healthcare services within hospitals.

How the WTC delivered: LCSC's WTC has partnered with Gritman Medical Center to pair Gritman's nursing expertise and available classroom space with LCSC's curriculum and administrative knowledge. This ensures that students have access to quality education and training, fostering a skilled and competent workforce ready to meet the healthcare challenges of today and tomorrow.



This helps to meet the growing demand for healthcare professionals, support local healthcare facilities, and contribute to the economic development of the community.

—Arika Jensen, director of education, Gritman Medical Center





Diesel technology teacher bridges gap between industry and education

Paul Rood always liked cars, so it came as no surprise that after high school graduation in the late 1980s, he enrolled in Universal Technical Institute's two-year auto diesel degree program and discovered his niche in heavy duty diesel repair.

"I never thought about being a diesel mechanic. Back then, it really wasn't on my radar for a career," said Rood. "But I took a diesel class for the heck of it and ended up really liking it."

After 30 years working for top-tier employers like Peterbilt and Knife River, Rood had never considered teaching. But somehow, towards the end of the COVID-19 pandemic, the CTE administrator at Kuna's Swan Falls High School got a hold of his resume. The person who had been teaching diesel technology resigned unexpectedly, leaving a vacancy for a teacher with industry experience.

"All of my family and friends thought I'd be perfect for teaching, but I'd never really considered it until then," said

Rood. "When I went in for the interview, I was so impressed with the facility, I thought, 'what the heck?' and gave it a shot."

Though Rood immediately took to the classroom and found students liked and respected him because of his experience, he found pursuing his Degree Based Career Technical Certification to fulfill the certification requirements was the most challenging part of his transition from industry veteran to educator. Fortunately, Rood's mentors from the Division,

“

I'm very tenacious, and what I envisioned when I took the job three years ago is pretty much where we're at right now."

—Paul Rood

”

Bill Brown and Sandy Murin, helped him navigate the expectations of college-level work while simultaneously acclimating to being a new teacher.

“That first year was pretty challenging, but I always felt like Bill and Sandy were in my corner,” said Rood. “Bill especially helped me learn to play the game, and he’s talked me off the ledge more than once.”

In addition to his mentors, Rood also received strong support from the community and his technical advisory committee.

“Western States Cat, Knife River, Sun Rock, and Western Trailer have all been so helpful since I’ve started this program. They donate parts and loan me equipment and give the kids opportunities like job shadowing, mentorship positions, and academies that lead to paid positions when they graduate,” said Rood. “I want my kids to aim high and feel comfortable rubbing elbows with people in prestigious shops. These partnerships really give them that.”

With only two classes left to complete his coursework at Idaho State University, Rood sees the light at the end of the tunnel and has worked to build relationships with local employers and gain their support.

“I’m very tenacious, and what I envisioned when I took the job three years ago is pretty much where we’re at right now.”



PPGA

MENTORS HELP INDUSTRY PROFESSIONALS BECOME CERTIFIED TEACHERS

IDCTE offers multiple pathways to becoming certified as a CTE educator, along with two distinct options for obtaining the necessary training. Prospective educators can either pursue university coursework tailored to CTE classroom teaching at their own expense or opt for IDCTE’s InSpIRE Ready! program. This program, a blend of coursework and mentorship, caters specifically to industry professionals seeking to transition from industry into teaching. Notably, InSpIRE Ready! is provided to Idaho CTE educators at no expense.

To facilitate the transition of new teachers from industry to the classroom, IDCTE assigns mentors who offer ongoing coaching and access to resources until they obtain their standard teaching certificate. These mentors encompass elements of a counselor and a motivator, underscoring the profound influence teachers wield over students and communities.

The Division dedicates three full-time employees to support incoming CTE educators. However, given that IDCTE supported more than 300 new LOS teachers at secondary and technical college system levels, IDCTE supplements this support with a network of five strategically positioned contractors. These contractors, predominantly comprised of retired CTE educators and administrators, provide targeted assistance to help increase retention. This support is especially crucial in smaller communities where there aren’t enough people with industry experience to step into a classroom and teach CTE programs.

Ultimately, IDCTE aims to support technical colleges, local educational agencies, administrators, and educators to improve teacher retention.



INSPIRE READY!

INDUSTRY SPECIALISTS IMBEDDING REAL-WORLD EXPERIENCE

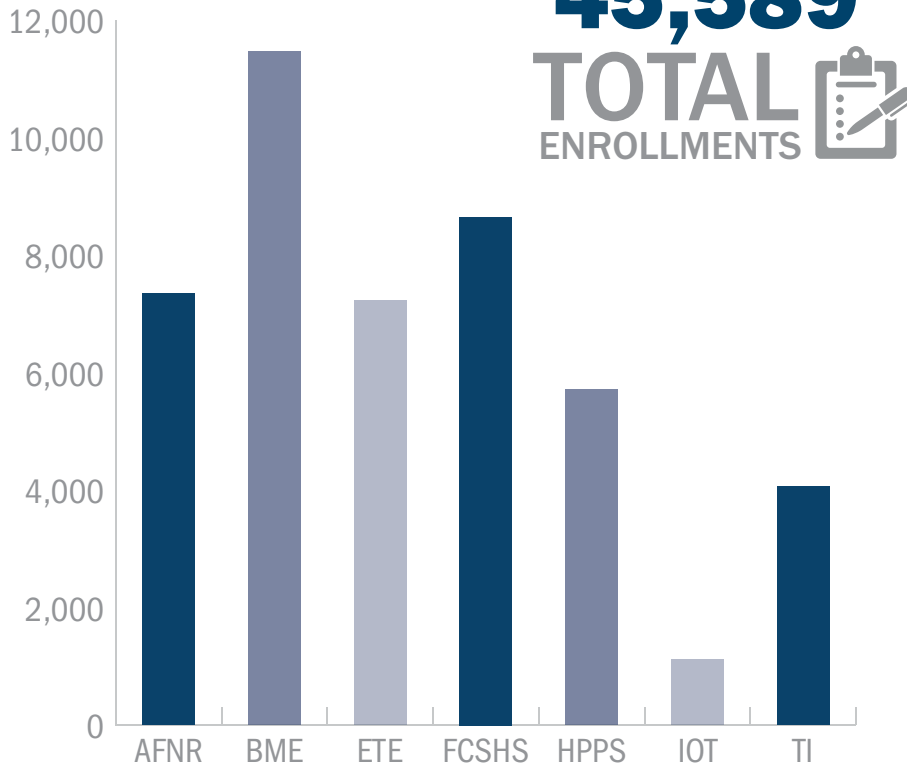
REGION 3

SECONDARY



3,391
CTE
CONCENTRATORS

404
TOTAL
PROGRAMS



TOTAL ENROLLMENTS IN CTE PROGRAMS

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

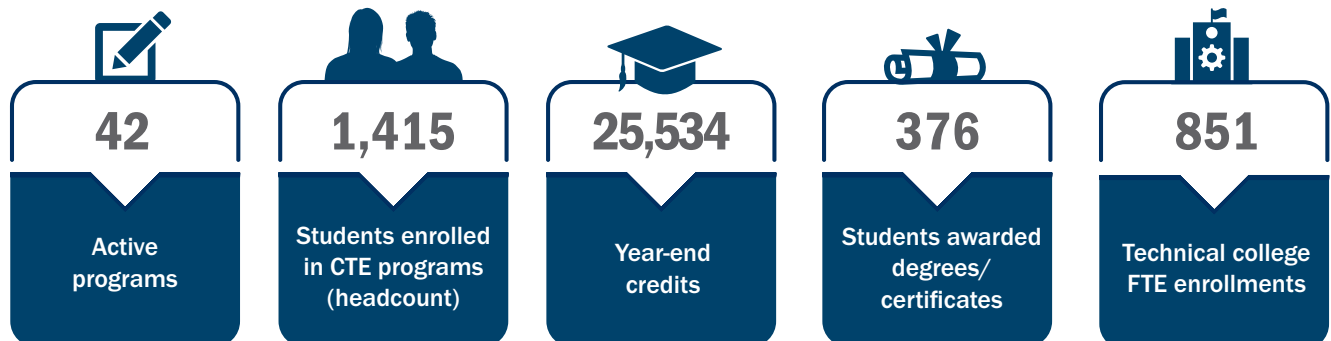
18,851
skill
stack
BADGES ISSUED

53
LOCAL EDUCATION
AGENCIES (LEAs)
45% WERE RURAL

8
CAREER TECHNICAL
CENTERS

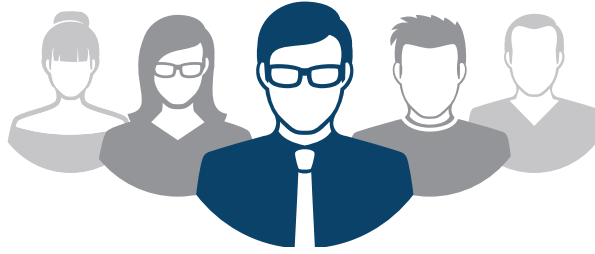
1,578
CTE DIPLOMAS
AWARDED
AS REPORTED BY LEAs

TECHNICAL COLLEGE—COLLEGE OF WESTERN IDAHO



WORKFORCE TRAINING CENTER (WTC)

6,046
HEADCOUNT



APPRENTICESHIPS



EMPLOYER SPOTLIGHT

Commercial Tire

Boise, Idaho

Type of industry: Automotive service

Training need: Commercial Tire is an independently owned chain of tire stores founded in Boise, Idaho. To be successful, new employees need to cultivate a strong foundation in automotive theories and fundamentals to service and maintain vehicles. They needed training to be able to identify, demonstrate, and use automotive theories and fundamentals to service and maintain vehicles.

How the WTC delivered: CWI's Department of Transportation Technology Chair, John Thompson, developed an 80-hour training course for Commercial Tire employees based on the three-credit Auto Maintenance (AUTO 115) course, which covered automotive service, maintenance, light repair, and more. Commercial Tire employees had to apply to their stores' leadership team and provide three letters of reference to be considered for the six-week course. Commercial Tire paid for their textbooks, tools, and toolbox. Throughout the training, Commercial Tire employees were able to earn wages while learning.



By partnering with CWI, we can begin to develop a relationship with a promising group of individuals who are working to grow in the industry, continue their education, and find means to support their needs and dreams.

—Brandy Sielaff, vice president of HR and safety, Commercial Tire

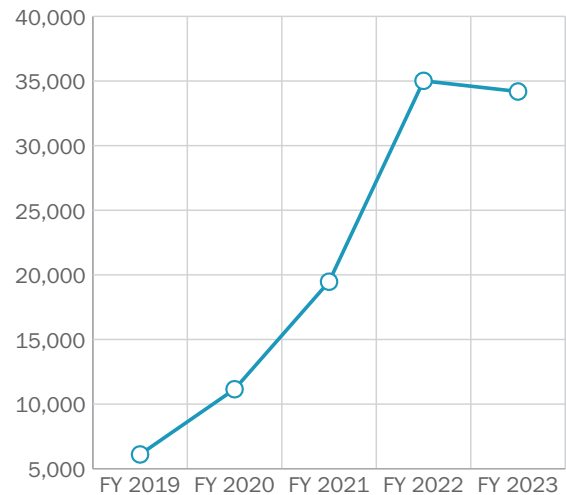


CWI COLLEGE OF
WESTERN
IDAHO



In December 2022, the Idaho State Board of Education amended Policy III.E, which defines certificates and degrees, including microcredentials for CTE and academic programs. The updated definition emphasizes that microcredentials reflect academic and CTE skills that learners demonstrate through a variety of methods, and defines digital badges as a visual representation of a microcredential. Defining a stacked microcredential allows postsecondary institutions the flexibility to award credit for students' prior learning, creating more on-ramps into postsecondary programs focusing on the learners' demonstrated skills rather than program completion.

>32,000 EARNING **>115,000**
UNIQUE STUDENTS MICROCREDENTIALS



IDCTE RECEIVES GLOBAL RECOGNITION FROM 1EDTECH CONSORTIUM

IDCTE earned a Power Learner Potential Organization Award from 1EdTech Consortium™ at the 2023 Learning Impact Conference on June 7 in Anaheim, California, for their work in digital credentials and microcredentials. The newly created award is given to organizations leading the way in creating innovative ecosystems that power learner potential.

SkillStack® is Idaho's microcredential platform. Competencies are developed through a collaborative process that engages employers, educators, and other critical stakeholders to ensure that microcredentials represent the technical and durable skills learners need to succeed. Learners acquire these skills and have multiple opportunities to demonstrate them, such as assessments and hands-on activities that are validated and tracked using SkillStack®. Learners then earn digital badges, which are a visual representation of microcredentials embedded with data verifying an earner's achievements. These credentials are recognized by the Idaho State Board of Education. Verified industry partners can log in, identify microcredentials specific to their hiring needs, and send customized emails to potential candidates that possess the desired skills.

Since its inception in 2015, Idaho educators have issued over 100,000 badges via the SkillStack® platform.

"Getting to the future of education requires cross-boundary leadership spanning IT and curriculum and instruction from stakeholders across K-12, higher education, suppliers, governments, and philanthropic funders," said Rob Abel, 1EdTech's CEO. "Our Power Learner Potential Awards recognize those organizations that go above and beyond to take those collaborations to the next level to address the key educational leadership imperatives of our time."

"It's exciting to see how far we've come to make the vision of our digital credential platform a reality," said Dr. Clay Long, IDCTE's state administrator. "Having our team's work acknowledged by experts around the globe gives additional validation for the work we're doing and the opportunities it will continue to provide Idaho learners."

Left to right: Chief Program Officer Adrian San Miguel, Chief Performance and Accountability Officer Heather Luchte, Special Projects Coordinator Taylor Stump, State Administrator Dr. Clay Long



CTSO highlights

12,403 AFFILIATED MEMBERS

Left to right: Jesse Saunders, Callie Sue Costello, Taylor Stapp, Adalea Williams, Kearney Adams, Sarah Osborne, Bella Overall, Liberty McGuire, Madi Leavitt, Andrew Hazen, Jentri Van Ackern, Elijah Zimmerman, Alexis Black, Susannah (Susie) Christensen, Noor Abdulkareem, Luke Crosby, Andrew Gordon, Sara Street, Kurtis Park, Or Bruchim, Job Wohali, Cara Shuldborg, Dallin Romrell, Mia Price, Anastasia Taylor, Kelton Dillard, Cree Milliron, Evalynn Dance, Delanie Ellsworth, Carson Suchan, Josiah Knapp, Hallye Duckett, Kamille Mirkin, Clayton Moore, James Sullivan, Bailey Jensen, Ryan Howson, Kenzie Banks. Not pictured: Drew Peppley, Sarah Curtis, Kathy Nie, Thomas Nam, Grace Vo, Solana Inzunza

- 400 total chapters
- 4,686 State Conference attendees
- 1,481 National/International Conference attendees
- 3 national officers elected

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

Business Professionals of America

- **1,910** secondary and **69** postsecondary members.
- **34** members earned Statesman Torch Awards.
- **1,352** members attended the State Leadership Conference (SLC).
- **326** secondary and **32** postsecondary members attended the National Leadership Conference (NLC).
- **2** national officers were elected.

DECA

- **482** secondary and **12** postsecondary members.
- **362** members attended the State Career Development Conference.
- **187** secondary and **6** postsecondary members attended the International Career Development Conference.

Family, Career, and Community Leaders of America

- **1,134** members.
- **68** secondary and **2** postsecondary chapters.
- **421** members attended SLC.
- **124** members attended NLC.
- **5** Outstanding Chapter Awards were earned.
- **21** members completed the Power of One program.
- **1** student was selected for the **Japanese exchange**.

FFA

- **6,220** secondary and postsecondary members.
- **100** chapters.
- **1,639** State Convention attendees.
- State participants received **273** special awards or recognition.

HOSA—Future Health Professionals

- **976** members.
- **43** secondary and **1** postsecondary chapters.
- **777** members attended SLC and **219** members attended the International Leadership Conference.
- Earned the **Gold Standards of Excellence International** award.

SkillsUSA

- **1,381** members.
- **673** State Leadership and Skills Conference attendees and **103** National Leadership and Skills Conference qualifiers.
- Earned the national **Gold State Standards of Excellence** award.
- Dennis Technical Education Center (DTEC) earned the **Gold Chapter of Excellence** award.
- Meridian Technical Charter High School earned the **Silver Chapter of Excellence** award.
- K. Kirkendall from DTEC earned the **Advisor of the Year** award.
- **1** national officer was elected.

Technology Student Association

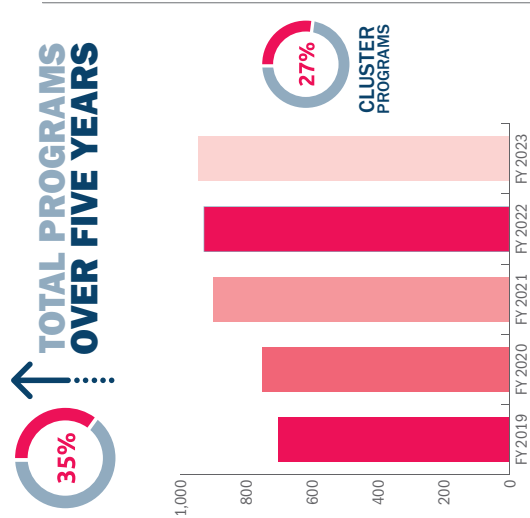
- **216** members.
- **172** SLC attendees.
- Meridian High School, Mountain View High School, and Rocky Mountain High School were **designated as Premiere Chapters**.
- One student from Mountain View High School and two students from New Plymouth High School were inducted into the **TSA Honor Society**.
- Renaissance High School was designated as a **Top Performing Chapter**.
- Joseph Wax from Renaissance High School was named **Advisor of the Year**.



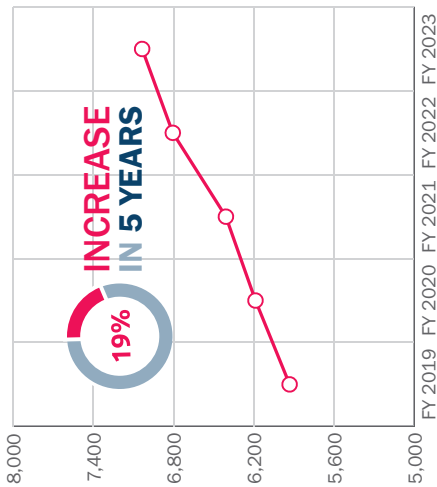
secondary

2022 | 2023

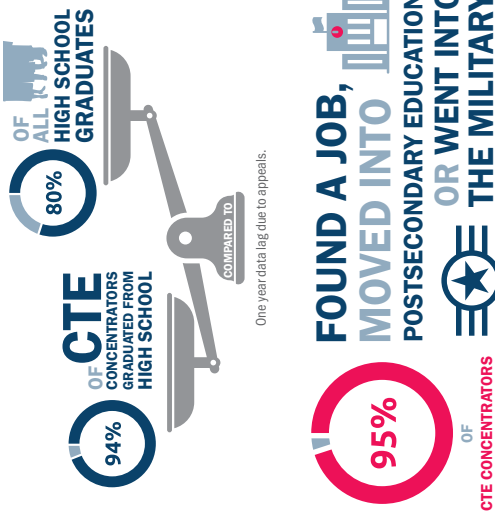
Year in Review



IN A CAPSTONE CLASS

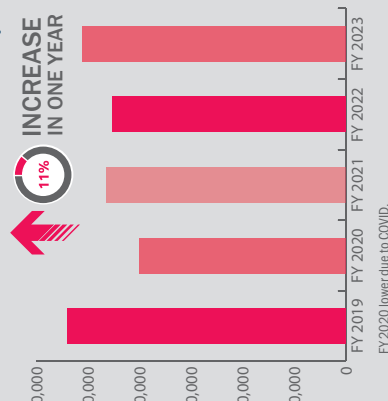


PPGA



technical college system

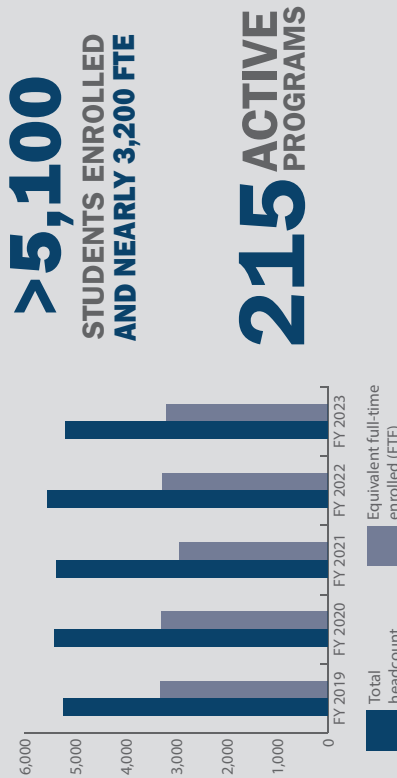
WORKFORCE TRAINING CENTERS (WTC)



A FIVE-YEAR AVERAGE OF 47,000 OVER WTC ENROLLMENTS



CERTIFICATE/DEGREE PROGRAMS

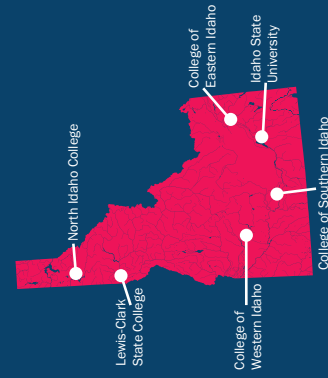


95,675 YEAR-END CREDITS



4 TECHNICAL COLLEGES
at COMMUNITY COLLEGES

2 TECHNICAL COLLEGES
at FOUR-YEAR COLLEGES



650 W. State St., Suite 324
Boise, Idaho 83702
208-429-5500
cte.idaho.gov



Educator Services empowers and supports educators at all stages of their careers



Idaho is experiencing a surge in demand for educators—especially in CTE. IDCTE aims to provide timely and robust support to Idaho’s CTE educators at every stage of their careers.

Whether individuals are contemplating a career shift or transitioning from high school or college to the classroom, our Educator Certification team is dedicated to helping them navigate the certification process. New teachers can pursue a Degree Based Career Technical Education Certification through an approved Idaho university or college to fulfill certification requirements. Alternatively, they can complete the requirements of the Limited Occupational Specialist Certificate via our InSpIRE Ready! program.

While candidates pursuing a degree-based certificate must do so at their own expense, there is no cost to participate in our InSpIRE Ready! program for qualified new teachers. This comprehensive program delivers ongoing and timely training and support for transitioning from industry roles to teaching positions. InSpIRE Ready! helps to equip new teachers with essential tools and methods, insights and pedagogy, and a mentor dedicated to help them thrive in their teaching roles.

Our Professional Development team offers First Camp for teachers in their first or second year. This intensive four-day training is designed to help new teachers translate their knowledge and skills from a CTE-related career to the classroom. Topics covered include classroom management, planning for instruction, and occupational analysis (OA). Upon

completion of First Camp, new teachers are paired with mentors who provide regular check-ins, answer questions, troubleshoot problems, and offer encouragement and coaching.

CTE educators and administrators of all experience levels are encouraged to participate in our annual Connect Summer Conference. This premier professional development opportunity aims to foster connections among CTE peers, programs, and industry professionals. Along with program area and Division updates, the Connect Summer Conference encourages attendees to explore regional programs and resources while forging meaningful connections within Idaho’s CTE ecosystem.

For individuals interested in CTE leadership at local, regional, state, and national levels, we offer the Leadership Institute (LI). Launched in 2000, LI was created to enable educators and administrators to develop leadership skills, understand CTE-related state and national policies, and network with other emerging leaders. LI’s seminars, conferences, and professional development opportunities empower participants to influence CTE in their schools, institutions, regions, and beyond. Applications are accepted each year for new cohort members to participate in the three-year program.


268 FIRSTCAMP
PARTICIPANTS | 2022-2023

(Includes First Camp and First Camp OA)

FST streamlines processes to improve firefighter readiness

In fiscal year 2023, Fire Service Training (FST) focused on managing training assets, testing updates, and streamlining administrative processes to improve firefighter readiness.

Since FST returned to IDCTE in 2021, one major focus has been identifying, cataloging, and maintaining training assets. These specialized tools and equipment are used in firefighter instruction and preparation to simulate real-world situations like extrication, fire suppression operation, forcible entry, and hazardous material handling. They can include driver simulators, live fire training facilities, towers for multi-story exercises, extrication trailers for vehicle rescue training, and tools for practicing forcible entry. Due to their expense, these training assets are shared across the state and are available for fire departments to use at no charge.

FST established three regional hubs for duplicated assets like extrication, technical rescue, and forcible entry trailers to streamline resource sharing. Other key assets, such as the Dräger fire trailer and driver simulator, will be rotated through these hubs every two months. By January 2024, an asset tracker system will be implemented to simplify the borrowing process.

Once firefighters have completed their training, FST also oversees testing and certification. Based on feedback from the field, FST revised its Standard Operating Guidelines to allow entry-level firefighters to take the first three levels of tests simultaneously. This greatly reduces processing delays and scheduling conflicts.

Additionally, FST is poised to pilot online assessments for the Fire Officer I certification. Shifting from paper testing to online evaluation ensures immediate results and flexibility in scheduling without travel or time constraints.

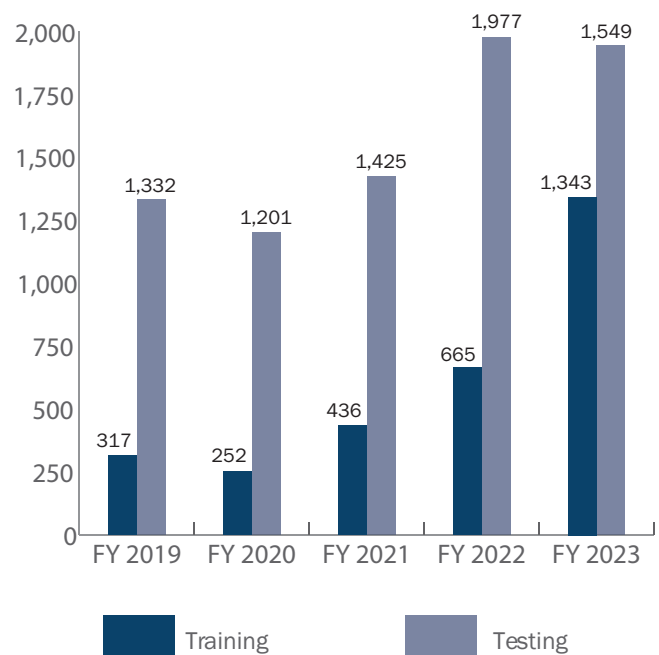
Another improvement implemented in FY 2023 was the implementation of scoring automation software, which allows for test item analysis. This pinpoints areas for instructional improvement and test question refinement, enhancing training program effectiveness.

Finally, FST cleared a backlog of transcript data entry and certifications, leading to more current and accurate records for all trainees. These achievements underscore FST's steadfast dedication to supporting and advancing the firefighting community.



PPGA

TESTING AND TRAINING COUNTS



Supportive staff and the CND help NIC students pursue nontraditional careers



When North Idaho College's Center for New Directions (CND) needed a Santa Claus for its family Christmas party, Machining and CNC Technology instructor Kurt Kimberling—and his wife—were happy to oblige.

"How could we say no?" said Kimberling.

Kimberling's willingness to step in and do whatever is needed is emblematic of his devotion to his job at NIC. A seasoned

machinist with 45 years of experience, Kimberling found immense satisfaction and financial success in his career, and he's eager to share that passion with his students.

"Not only has this career fed my bank account but it has fed my soul," said Kimberling. "I have done many things in my life, but being an instructor at NIC is by far the most rewarding."

As an educator, Kimberling offers students the opportunity to enter the industry early. Some start work within their first semester and potentially secure up to three days of work weekly by the second semester while they earn partial lab credit. Due to the need for trained machinists, Kimberling boasts a remarkable 100% job placement rate for those pursuing machining and manufacturing careers. One of these students is Morgan. As a second-year student in the program, she's working for a local aerospace company while she's in school.

"The possibilities are endless within this trade," she said. "If you put in the time and effort to learn, the outcome is amazing. I love being able to have an idea and then make that idea happen."

Despite the earning potential and opportunities in machining, Morgan is the only female student in her program. She thinks more women should consider the trades.

"As a society, I think we should be more open towards women in this industry," she said.

NIC's Dean of Instruction and Workforce Education, Vicki Isakson, agrees.

"Women bring varied perspectives and skills to the workforce," said Isakson. "It challenges stereotypes, promotes equality, and helps address the skilled labor shortage by tapping into a larger talent pool."

A nontraditional career refers to occupations in which one gender comprises less than 25% of the current workforce. Students entering nontraditional careers face challenges ranging from social stigma, feelings of isolation, and scarcity of role models. Overcoming these challenges requires inclusive environments, diverse representation, mentorship programs, and efforts to challenge stereotypes within nontraditional career pathways. That's why the CND holds a monthly lunch at Parker Technical Center for students like Morgan to gather with staff to gain support and encouragement to complete their programs.

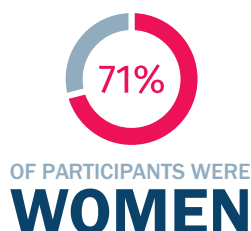
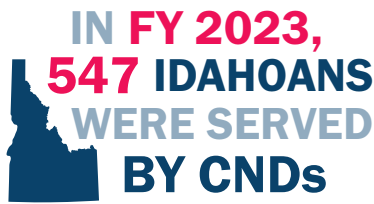
"The services provided by the CND at Parker Technical Center have been the saving grace for many of our nontraditional students," said Isakson. "Whether it's assistance with gender-specific clothing or simply a listening ear, the CND helps ensure these students are successful."

“

It challenges stereotypes, promotes equality, and helps address the skilled labor shortage by tapping into a larger talent pool.

—Vicki Isakson

”



WHAT ARE THE CENTERS FOR NEW DIRECTIONS?

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

CNDs are supported by dedicated funds generated by a \$20 fee for each divorce filing, totaling \$150,000 in fiscal year 2023. Each CND collaborates with the Department of Commerce, Department of Labor, Department of Health and Welfare, local job service offices, workforce investment boards, correctional facilities, and technical colleges to avoid duplication of efforts and ensure each participant has access to:

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



Integrated education training prepares student for rewarding career in trucking

Since Sandra Cortes was a child, she wanted to drive big trailers. However, her mother believed it was a job suited only for men. So, Cortes put her dream aside and settled for driving 10-wheel trucks, water trucks, and tractors with trailers on a dairy farm in Jerome, Idaho. Everything changed when she learned about the College of Southern Idaho's (CSI) commercial driver's license program (CDLP).

In Idaho, aspiring commercial truck drivers need a commercial learner's permit (CLP) to enroll in truck driving school. Getting this permit involves filling out an application and taking a written test, but Cortes faced a language barrier that prevented her from meeting these requirements. However, CSI's CDLP is part of its integrated educational training (IET) programs. This specialized Adult Education model tailors learning experiences to a particular profession. In addition to learning job-specific skills, students enrolled in an IET program also benefit from an additional instructor in the classroom providing English language instruction and support. Students learn relevant

vocabulary as well as basic reading, study, and test-taking skills needed to pass the state certification exams. It was a perfect fit for Cortes' needs and interests.

"At CSI, our IET programs focus on careers in high demand for our region," said Jennifer Hall, director of College and Career Readiness and Adult Education at CSI.

“

The CDLP program helped me understand there is more to driving than just getting on a trailer and moving forward. I use what I learned from this program every day; it's changed the way I drive.

—Sandra Cortes

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Other programs that follow the IET model include welding and certified nursing assistant.

According to the Idaho Department of Labor's August 2023 labor market report for South Central Idaho, heavy and tractor-trailer truck drivers were among the occupations with the most job postings.

When students enroll in the program, they're assessed on their skills so support can be tailored to their current needs and abilities. The eight-week program includes learning job-specific skills like safety protocols, traffic laws, basic vehicle inspection, and general education skills such as vocabulary tailored to commercial truck driving.

"The CDLP program helped me understand there is more to driving than just getting on a trailer and moving forward," said Cortes. "I use what I learned from this program every day; it's changed the way I drive."

After completing the program, students earn their CLP and can enroll in one of CSI's partner driving schools for their commercial driver's license. After Cortes finished the intensive four-week driving course with an endorsement in doubles and triples, CSI extended job placement aid, leading her to her current role as a long-haul truck driver at Riverence, an Idaho-based sustainable aquaculture company.

Cortes is thrilled with her new career and deeply appreciates the support she received.

"I started with little experience, but they gave me a chance to learn," Cortes said. "Riverence feels like my second school; landing this job has been an incredible experience."



PPGA

EXPLORING THE SPECTRUM OF ADULT EDUCATION PROGRAMS

When most people hear "Adult Education" (AE), they think of pursuing a General Educational Development (GED) certificate. But today's AE programs encompass a wide range of learners with distinct needs and goals, including:

College and career preparation:

College and career preparation programs provide specialized training and education tailored to specific industries or professions. Whether mastering new technologies or developing leadership skills, these programs empower adults to advance their careers, embark on new professional journeys, and thrive in the rapidly evolving job market.

Basic literacy:

Adult basic literacy programs aim to empower individuals by providing fundamental skills in reading, writing, and math, fostering confidence and employability. These programs also facilitate improved communication, enabling better integration into society and offering pathways for further education or vocational training.

English language acquisition:

Adult Education programs focusing on English language acquisition help non-native speakers enhance their communication skills. From everyday conversation to professional correspondence, these initiatives facilitate integration into English-speaking communities and open doors to other educational and employment opportunities.

Integrated educational training: Integrated educational training programs combine basic skills development with occupational training, ensuring that learners acquire essential academic skills and gain practical knowledge relevant to their chosen fields. This integrated approach maximizes learning efficiency, equipping adults with a well-rounded skill set for success.

No matter where or when someone chooses to begin their journey, AE programs are designed to adapt to their diverse needs and aspirations, fostering a lifelong pursuit of knowledge and growth.

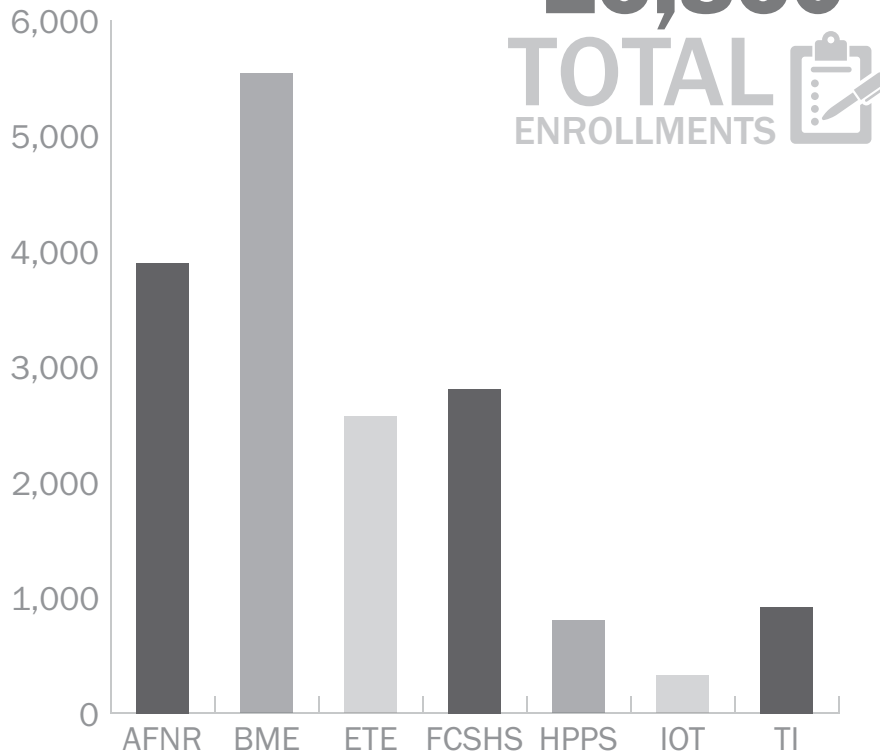
REGION 4

SECONDARY



938
CTE
CONCENTRATORS

152
TOTAL
PROGRAMS



16,860
TOTAL
ENROLLMENTS

2,557
SKILL
STACK
BADGES ISSUED

23
LOCAL EDUCATION
AGENCIES (LEAs)
96% WERE RURAL

2
CAREER TECHNICAL
CENTERS

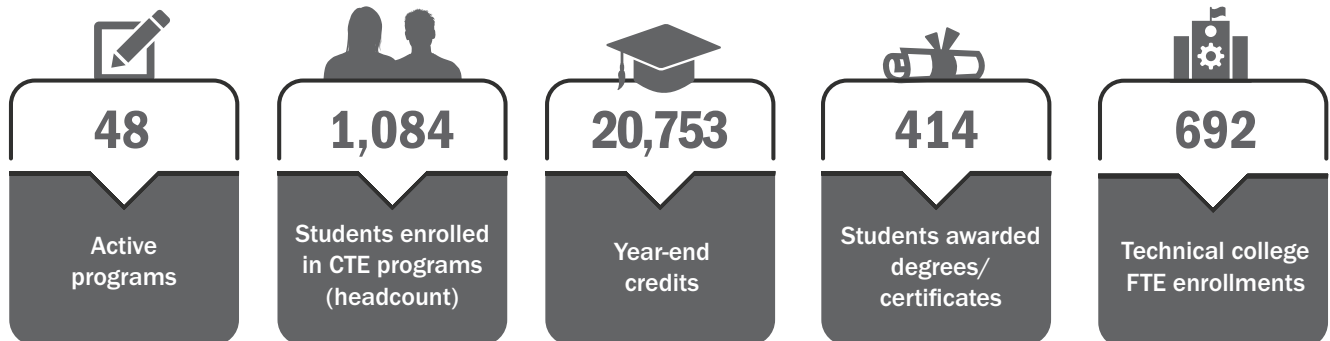
TOTAL ENROLLMENTS IN CTE PROGRAMS

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



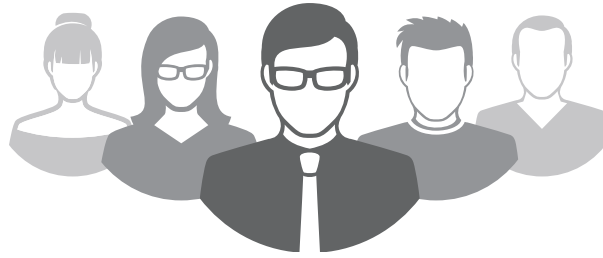
148
CTE DIPLOMAS
AWARDED
AS REPORTED BY LEAs

TECHNICAL COLLEGE—COLLEGE OF SOUTHERN IDAHO

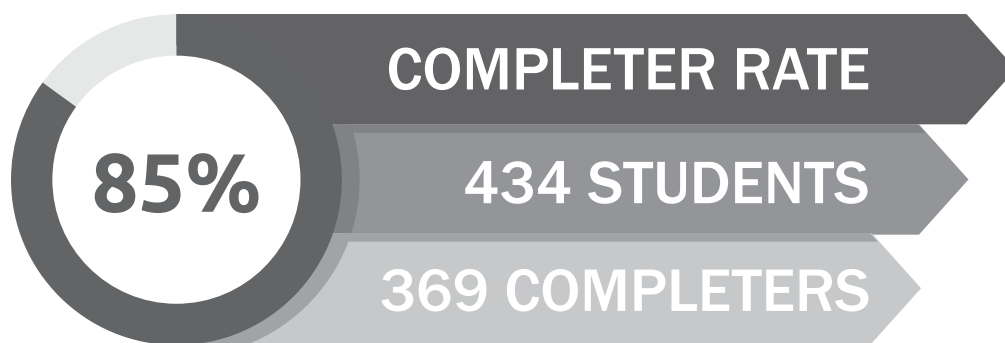


WORKFORCE TRAINING CENTER (WTC)

7,190
HEADCOUNT



APPRENTICESHIPS



EMPLOYER SPOTLIGHT

Idaho Milk Products

Jerome, Idaho

Type of industry: Milk protein manufacturing

Employees: 225

Training need: Idaho Milk Products (IMP) has been working with CSI's Workforce Development and Training program on developing its talent pipeline through a Student-to-Registered-Apprentice Program (STRAP) in cooperation with Jerome High School. Between labor shortages and the COVID-19 pandemic, the company experienced difficulty finding the skilled entry-level workers needed for its sophisticated manufacturing plant.

How the WTC delivered: STRAP provided a pathway for the company to access and educate high school students on opportunities in the milk products and food manufacturing industry. Students as young as 16 learned about safety and manufacturing in school, then worked at IMP during the summer. This initiative exposed them to the dairy industry and sparked their interest in pursuing careers within the company. STRAP equips students with valuable skills and experience while providing IMP with a pool of well-trained entry-level workers. IMP currently has five apprentices working at its Jerome plant, and the company recently promoted one to a maintenance technician apprentice.



The ability to do the apprentice program has given us higher confidence that we can recruit and retain employees in the event we decide to expand.

— Steve Christiansen, vice president of human resources and organizational development, Idaho Milk Products





Automotive technology program bridges skills with industry demands

Growing up on a farm in Marsh Valley, Brock Gunter's curiosity drove him to tinker endlessly.

"I took auto all four years of high school," said Gunter. "My favorite classes were where I got to see how things worked and tear them apart."

That passion led Gunter to the College of Southern Idaho, where he earned a certificate in diesel technology. For 13 years, he worked in the service department of a Pocatello car dealership. Though he loved his work, a personal connection with Dave Treasure, chair of Idaho State University College of Technology's transportation department, changed the course of his career.

"They needed an automotive technology instructor, and it felt like a perfect fit," said Gunter. "Eighteen years later, it still is."

Gunter's curriculum, accredited by Automotive Service Excellence, primes students in engine repair, transmissions, steering, brakes, electrical systems, HVAC, and engine

performance. He attributes the program's success and high job placement rates to plenty of hands-on learning opportunities.

"The last eight weeks of the program, our students focus on what we call live work," said Gunter. "Some of them work on the cars we have in the shop, and others work in a shop in the community."

Gunter leans on connections with his technical advisory committee (TAC) to help students find internships and job

“

Seeing former students return and witnessing their career growth in the industry after five or 10 years is truly satisfying.

—Brock Gunter

”

opportunities. Comprised of representatives from local dealerships and independent shop owners, their insights help Gunter align his teaching methods with industry demands, leading to program enhancements and equipment upgrades. Recent feedback from the committee led Gunter to request new diagnostic equipment and electrical trainers using funds from Governor Little's Leading Idaho initiative. But it's not just the hands-on learning opportunities, state-of-the-art equipment, and active and engaged TAC that draw students to Gunter's program.

"ISU is kind of unique in that, in addition to technical certificates, students can earn an associate's degree in two years by completing general education requirements," explained Gunter. "There's also a path to a four-year Bachelor of Science degree, which draws a lot of students from out-of-state."

Gunter's program also attracts interest from area high schools by offering dual credit.

"I have about 10 students from all three high schools come up here for the last two hours of the day," said Gunter. "They get the whole first semester done while still in high school, saving them time and money if they choose to continue the program after graduation."

Regardless of where they come from or where they end up, Gunter takes immense pride in witnessing his students succeed.

"Seeing former students return and witnessing their career growth in the industry after five or 10 years is truly satisfying," said Gunter.



PPGA

EXPLAINING THE DIFFERENCE BETWEEN TECHNICAL COLLEGES AND COMMUNITY COLLEGES

Idaho Code 33-2202 establishes the Division of Career Technical Education, entrusting it with the responsibility for all career technical education. Career technical education is defined as all secondary, postsecondary, and adult courses, programs, training, and services for occupations or careers requiring credentials or training less than a bachelor's degree.

The technical college system in Idaho operates under the statutory authority of the Division. The Division works to ensure each region houses a single technical college tailored to address regional labor needs and eliminate unnecessary duplication.

Idaho's technical colleges are housed within four community colleges and two four-year institutions. Technical colleges primarily focus on specific technical skills geared toward employment needs. Functions of the technical colleges include traditional applied associate degrees, technical certificates, noncredit programs like Workforce Training Centers, Adult Education, and support services such as the Center for New Directions. Community colleges offer a broader spectrum of programs encompassing academic courses and community education and often serve as a gateway to further education.

The Division oversees various administrative aspects of the technical colleges, encompassing the distribution and accountability of funding, program and administrative approvals, planning, policy formulation, alignment between secondary and postsecondary programs, and reporting system outcomes to policymakers to ensure these outcomes benefit the state.

The Division collaborates closely with the technical college leadership council to coordinate and optimize the entire system for the benefit of students, employers, and the state's workforce.

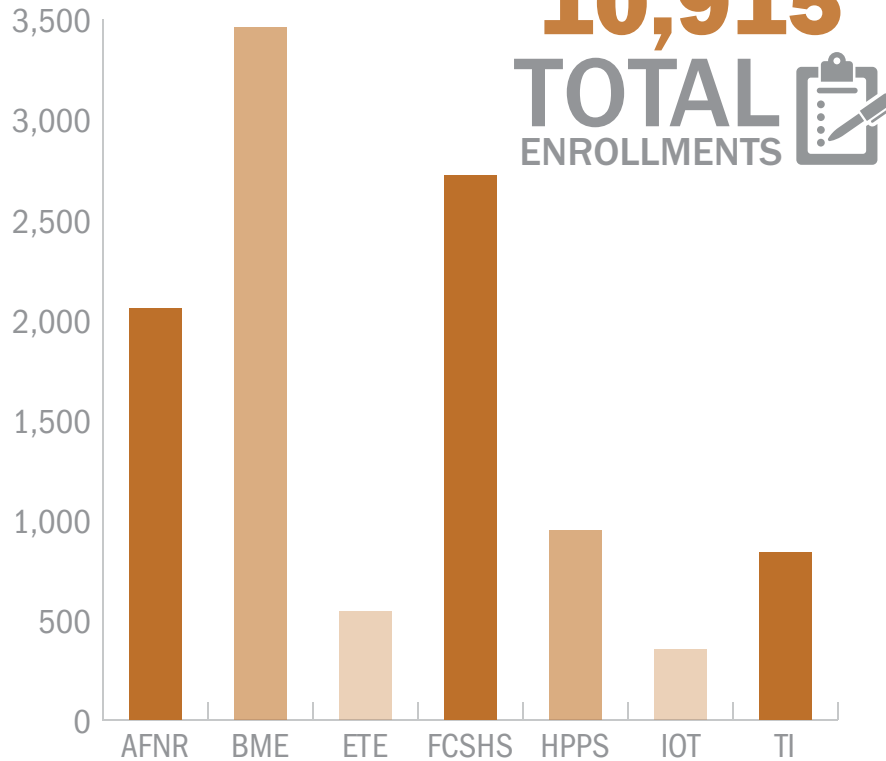
REGION 5

SECONDARY



742
CTE
CONCENTRATORS

94
TOTAL
PROGRAMS



10,915
TOTAL
ENROLLMENTS

3,003
SKILL
STACK
BADGES ISSUED

14
LOCAL EDUCATION
AGENCIES (LEAs)
86% WERE RURAL

1
CAREER TECHNICAL
CENTER

TOTAL ENROLLMENTS IN CTE PROGRAMS

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



195
CTE DIPLOMAS
AWARDED
AS REPORTED BY LEAs

TECHNICAL COLLEGE—IDAHO STATE UNIVERSITY

28
Active
programs

1,108
Students enrolled
in CTE programs
(headcount)

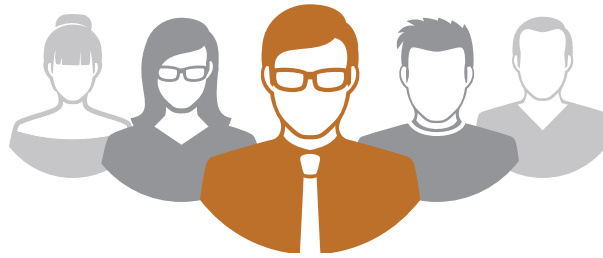
20,081
Year-end
credits

372
Students awarded
degrees/
certificates

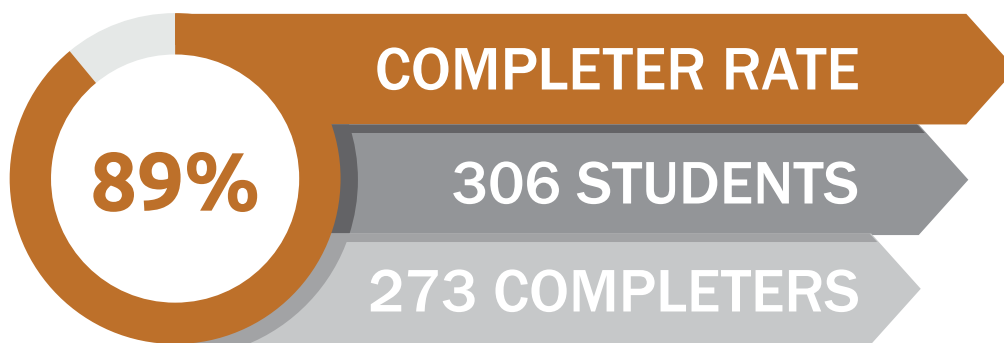
669
Technical college
FTE enrollments

WORKFORCE TRAINING CENTER (WTC)

9,236
HEADCOUNT



APPRENTICESHIPS



EMPLOYER SPOTLIGHT

Petersen, Inc.

Pocatello, Idaho

Type of industry: Metal fabrication

Employees: 60

Training need: Geometric dimensioning and tolerancing (GD&T) is a system for defining and communicating design intent and engineering tolerances that help engineers and manufacturers optimally control variations in manufacturing processes. Petersen Inc., a renowned specialist in custom metal fabrication, serves diverse industries, including nuclear, petrochemical, aerospace, and mining. They required GD&T training for select welders engaged in a project using these symbols.

How WTC delivered: The Computerized Machining Technology program at the ISU College of Technology provides training on GD&T. ISU's WTC regularly works with local companies to determine their training needs and then coordinates that training to be done with university resources. This fee-based service provides local companies and businesses access to the high-tech and effective learning programs without having to enroll their employees as students in the university. This training allowed Petersen, Inc. to access the training they needed without having to bring an expert from out of the region or state.



Performing the training at our facility made it easy for our employees to attend and have hands-on, applicable training around ongoing work in the shop.

—Jeff Schutte, Idaho production manager,
Petersen, Inc.



**Idaho State
University**



New cybersecurity program meets growing workforce need

Just four years after its inception, the cybersecurity program at Idaho Falls District No. 91's Career Technical Education Center is already impacting the growing need for cybersecurity professionals. According to the Idaho Department of Labor, cybersecurity job openings in Idaho have increased 160% since 2015.

"Because the Idaho National Laboratory (INL) is in our backyard, it seems like they never have enough people to fill all the jobs they have in cybersecurity," said Cathy Owen, who teaches the district's cybersecurity classes.

Fortunately, the constant need for employees has translated into a steady stream of support for Owen's program.

"The INL's Cybercore has been phenomenal from the start," said Owen. "They've provided everything from paid internships to equipment to mentors."

In fact, some of Owen's students discovered her program through the INL's Cybercore Summer Camp, which introduces junior and senior high school students and

CTE teachers to cybersecurity and related topics. Students participate in hands-on learning activities, hear from industry mentors, and tour industrial facilities. The weeklong beginner course was held in Idaho Falls, Twin Falls, Boise, and Lewiston last summer, with an advanced course being held exclusively in Idaho Falls.

Through this program, Owen was introduced to Dr. Michael Haney, an assistant professor of computer science at the

“

It allows students to practice security techniques in a controlled, simulated space, offering hands-on experience without jeopardizing actual systems.

—Cathy Owen

”

University of Idaho and a cybersecurity researcher at the INL. Haney, who serves on Owen's technical advisory committee, has been instrumental in procuring resources Owen needs, like access to cyber.org's cyber range, a virtual network environment used for teaching cybersecurity without impacting real networks.

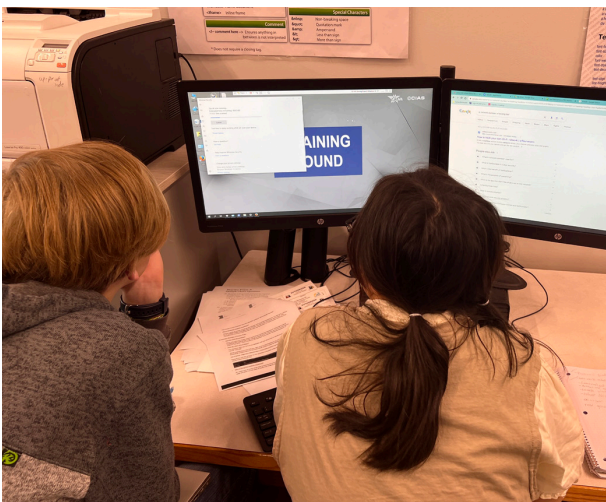
"It allows students to practice security techniques in a controlled, simulated space, offering hands-on experience without jeopardizing actual systems," said Owen. "These ranges facilitate basic security practices to advanced threat detection in a safe, virtual environment."

The summer camp has also facilitated partnerships with the College of Eastern Idaho, which offers dual credit opportunities for Owen's students and paves the way for Security+ certification, an industry-recognized validation of foundational cybersecurity expertise.

Beyond academics, students benefit from participation in four content-related clubs, including the Cyber Patriot Program, Cyber Start America, Business Professionals of America, and Idaho's first high school chapter of Women in Cybersecurity. These clubs foster practical application of the skills students learn in class and further their knowledge of cybersecurity.

The support and resources her students have access to have led to many promising opportunities in this growing field.

"I love hearing from my former students and having them share their experiences," said Owen. "One of them got a full-time position at INL's Help Desk; they're actually getting their tuition at ISU paid for."



IDCTE MAKES PROGRESS ON PROGRAM STANDARDS AND ALIGNMENT WORK

In the fiscal year 2023, IDCTE initiated a multi-year project to reassess program standards to ensure alignment between secondary and technical college programs, facilitate a seamless transition from high school to technical college programs, and increase the likelihood of students completing CTE programs or obtaining industry credentials. Ultimately, the primary objective is to equip students with skills that Idaho's employers consider vital for success in the workforce.

The process begins with gathering input from employers and CTE educators to establish program standards. These standards identify anticipated learning outcomes, skills, and knowledge for each CTE program and serve as the framework for curriculum design and assessments. They define the expected knowledge and capabilities students should attain upon program completion.

This input informs the creation of criticality surveys. During this phase, employers assess the relative importance of specific knowledge and skills required within their respective fields. Industry experts rank learning outcomes or skills as "Nice to Know," "Need to Know," or "Critical to Know," indicating their significance in the workplace.

By highlighting crucial skills for student learning, criticality surveys ensure that the standards closely align with industry needs and expectations, and assessments measure the essential skills identified by industry professionals. This feedback is used to create test items for the Technical Skills Assessment and to devise industry aligned badges or microcredentials, enabling students to demonstrate their accomplishments.

Moreover, this initiative spurs conversation about programs that could be consolidated or restructured, such as combining graphic design, digital communication, and digital technology, or welding and agricultural welding, to enhance efficiency and minimize resource duplication. It also identifies emerging or requested programs like cybersecurity, aviation, forestry, and veterinary science, potentially leading to the establishment of new programs.

Although it's a significant and lengthy process, this endeavor aims to streamline CTE programs, align them with industry demands, and provide students with clearer pathways from high school to rewarding careers.

REGION 6

SECONDARY



1,264
CTE
CONCENTRATORS

147
TOTAL
PROGRAMS

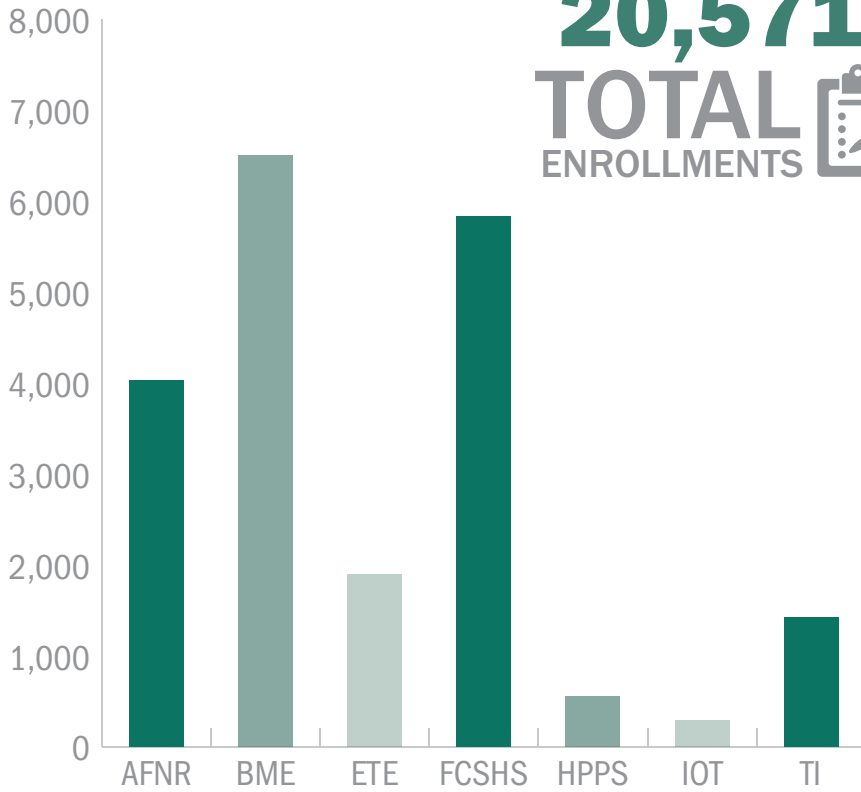
20,571
TOTAL
ENROLLMENTS

6,601
SKILL
STACK
BADGES ISSUED

22
LOCAL EDUCATION
AGENCIES (LEAs)
77%
WERE RURAL

2
CAREER TECHNICAL
CENTERS

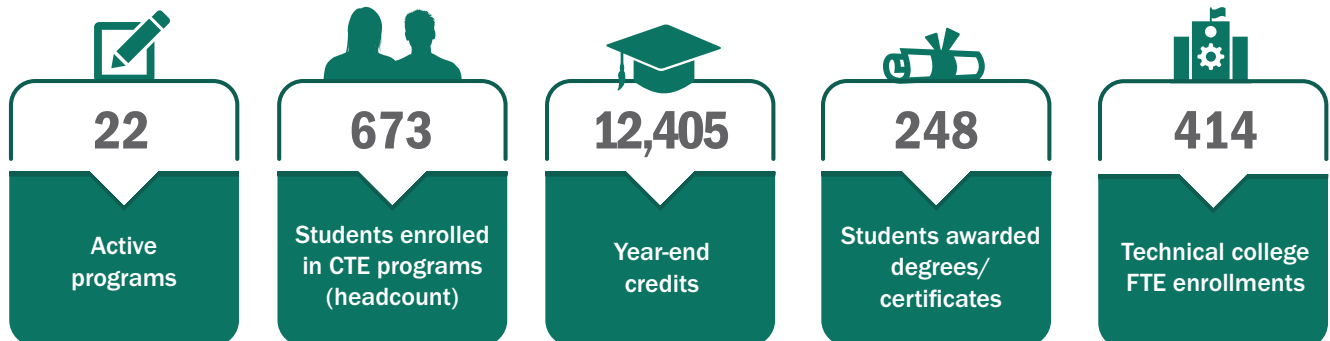
93
CTE DIPLOMAS
AWARDED
AS REPORTED BY LEAs



TOTAL ENROLLMENTS IN CTE PROGRAMS

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

TECHNICAL COLLEGE—COLLEGE OF EASTERN IDAHO



WORKFORCE TRAINING CENTER (WTC)

19,982
HEADCOUNT



APPRENTICESHIPS



EMPLOYER SPOTLIGHT

HK Contractors

Idaho Falls, Idaho

Type of industry: Construction

Employees: 200

Description of training need: HK proposed developing an apprenticeship program for new recruits and existing staff members. This initiative aimed to enhance employee retention while allowing individuals to enhance their skills across various domains, encompassing construction-specific technical fields and essential workplace competencies.

How the WTC delivered: Program managers from the WTC collaborated with the training managers from HK to develop a program encompassing 144 hours of technical instruction, including 2,000 hours of on-the-job training. Approximately 40 classroom hours covered communication skills and other vital workplace competencies.



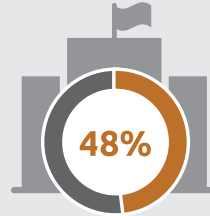
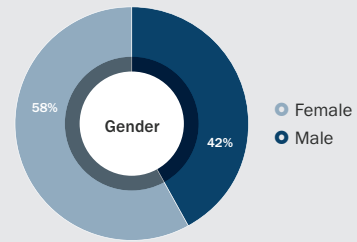
The training that was developed by the Workforce Training team focuses on those core areas that addressed the needs of HK. The coordination and problem-solving process was instrumental in putting together a quality specialized program to meet the needs of HK and the construction industry.

—Trevor Elordi, vice president, CEI Workforce Training and Continuing Education



Adult Education

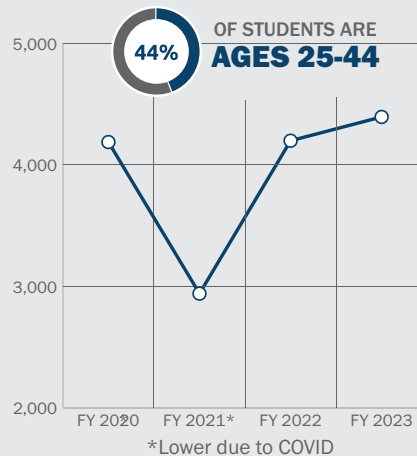
Adult Education (AE) collaborates with employers, workforce training, and CTE to prepare students for in-demand career pathways. AE provides the following services to the six technical colleges and the Idaho Department of Correction:



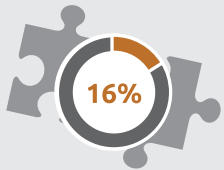
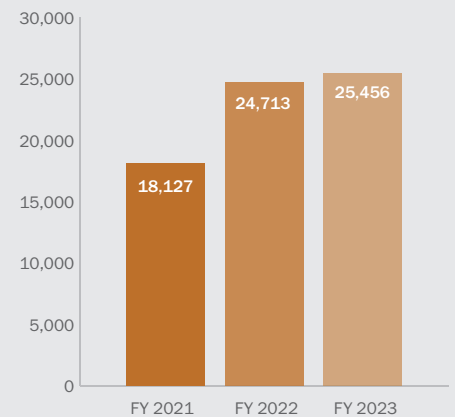
OF IELCE* STUDENTS ATTAINED A POSTSECONDARY CREDENTIAL

*Integrated English Language and Civics Education

NUMBER OF CLIENTS SERVED



INSTRUCTIONAL HOURS PROVIDED



OF STUDENTS ARE CO-ENROLLED IN WIOA*

*WORKFORCE INNOVATION AND OPPORTUNITY ACT

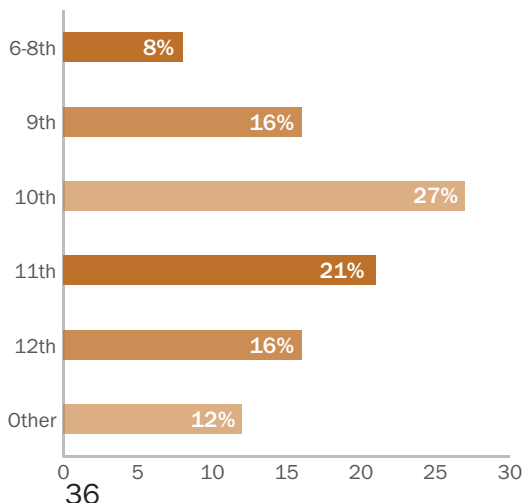
GED



DID NOT FINISH HIGH SCHOOL DUE TO PERSONAL OR ACADEMIC REASONS

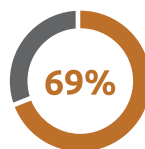
836
OF 1,046 GED COMPLETERS PASSED THEIR GED TEST

HIGHEST GRADE COMPLETED

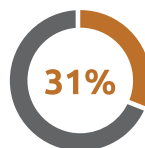


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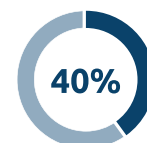
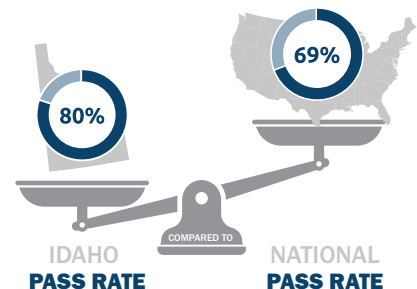
AGE GROUPS OF GED PASSERS



16-21



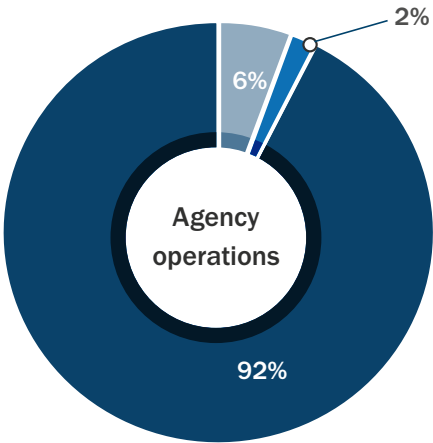
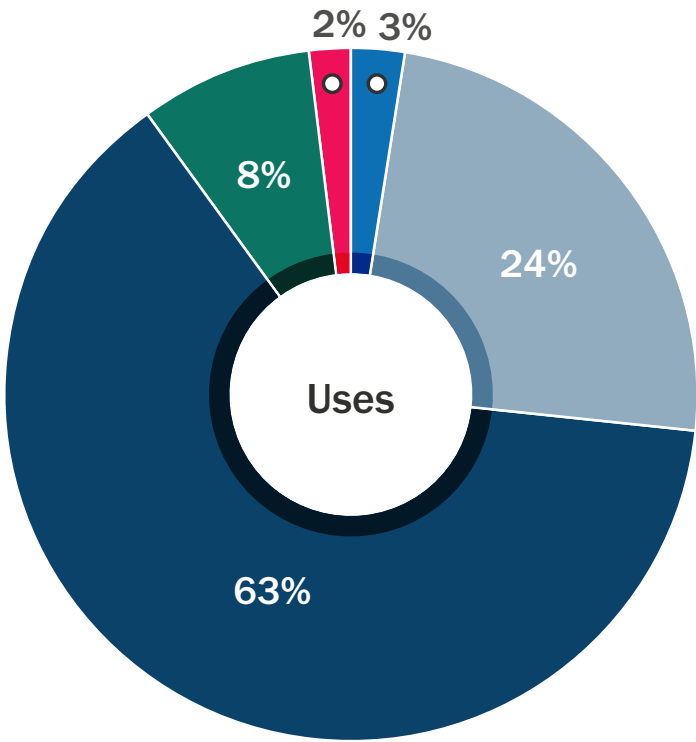
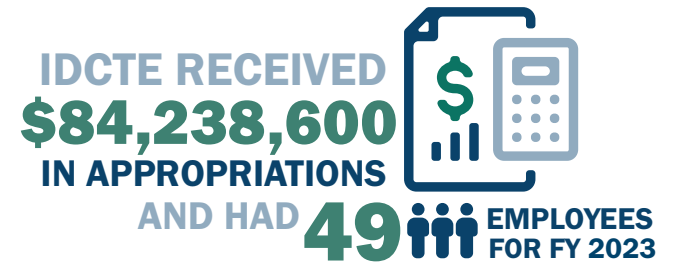
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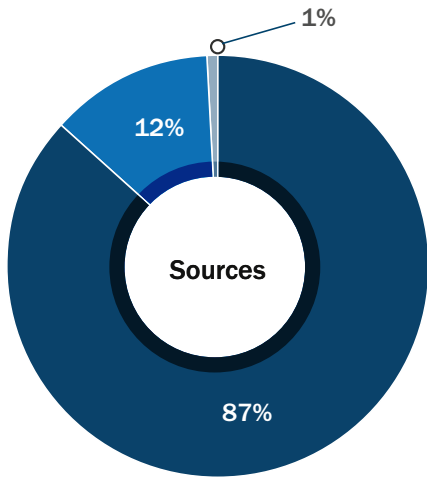
OF GED TEST TAKERS USE AE TO PREPARE

Financial overview

Administrative services Personnel costs Operating expenses Federal funds	\$2,321,800 \$1,939,600 \$382,200 \$20,000
Secondary and general programs Personnel costs Operating expenses Program distribution Added-cost operating support Secondary Perkins grant programs Agriculture and Natural Resources Workforce Readiness Incentives Program Quality Incentives Federal funds (duplicated)	\$20,178,400 1,746,100 542,000 17,886,700 3,986,000
Technical College System Federal funds	\$53,445,600 2,685,500
Related programs Personnel costs Operating expenses Program distribution Adult Education Workforce Training Centers Apprenticeship programs Fire Service Training Centers for New Directions	\$6,786,300 815,400 231,100 5,739,800 252,800 3,798,700
Educator services Personnel costs Connect Summer Conferences Operating expenses Program distribution	\$1,506,500 294,900 275,000 234,100 702,500



- Program distribution
- Operating expenses
- Personnel costs



- State funds
- Federal funds
- Dedicated funds



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PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
FEBRUARY 27-28, 2024

SUBJECT

2023 Math Work Group Report

APPLICABLE STATUTE, RULE, OR POLICY

Idaho Code § 33-1627

BACKGROUND/DISCUSSION

In April 2022, the State Board's Accountability Oversight Committee (AOC) recommended that the Board establish a Math Work Group to review Idaho's K-12 math achievement data and provide recommendations to expand the math initiative and adjust systems and structures needed to improve statewide math performance. Between December 2022 and February 2023, individuals were identified and invited to participate in the Math Work Group. The Math Work Group held their first meeting in March 2023.

The Math Work Group was chaired by Board President Dr. Linda Clark and included twenty (20) other individuals from across Idaho, including representatives from the State Board of Education (Board), State Department of Education (Department), Division of Career Technical Education, STEM Action Center, higher education math experts, and K-12 educators from district and school administrators to math teachers. The work group met six (6) times as a full group and subgroups met three (3) to five (5) additional times to delve more deeply into their specific areas of focus. The subgroups included: Educator Effectiveness, Special Initiatives, What's Not Working, What's Working, and Statute. During full group meetings, the Math Work Group reviewed math achievement data and specific data pulled based at their request, discussed success and challenges, and developed actionable recommendations to present to the Board.

The 2023 Math Work Group Report (Attachment 1) includes an Executive Summary with priority recommendations from the Work Group. The full report includes math data and findings, and additional detailed recommendations divided between policy recommendations for the Board and implementation recommendations for the Department. The recommendations are further separated between short-term and long-term actions, and definitions of these timelines are provided in the introductory material. The 2023 Math Work Group Report includes two appendices: Appendix A, the Summary of LEA Survey Results; and Appendix B, Proposed Middle School Math and CTE 7th/8th Grade Programs Integration Project.

The following are highlighted recommendations from the Math Work Group's Report, with indication of the highest priority recommendations (as included in the report's Executive Summary):

Educator Effectiveness

Priority Recommendation

- The Board, Department, and Regional Math Centers should work together to develop professional learning pathways for educators to increase their mathematical knowledge for teaching. Consider use of micro-credentialing within the pathways and adjust renewal requirements and/or processes to support implementation and incentive educator preparation.

Other Highlighted Recommendation

- Create a Math Educator Preparation Work Group to 1) identify changes needed to ensure educators develop sufficient mathematical knowledge for teaching during preparation, and 2) review the approach currently used to fund the Idaho State Department of Education, and, if applicable, make recommendations for improvement.

Standards, Curriculum, Instruction, and Assessment

Priority Recommendation

- Engage a work group to develop a K-12 Comprehensive Math Plan and set a five-year update cycle.

Other Highlighted Recommendations

- Department should adjust the process for review of math curricular materials to provide more specific guidance regarding which materials are most aligned to the Idaho Math Instructional Framework and which should be avoided.

STEM and CTE Integration

Priority Recommendation

- Build a cross-agency collaboration between the Board, Department, CTE, STEM Action Center, Workforce Development Council, and the Regional Math Centers to create and implement a campaign to address math culture in the state.

Other Highlighted Recommendations

- Department should capitalize on existing, successful professional development structures within the STEM Action Center and CTE to provide expanded, integrated math training content.

Idaho Statute

Priority Recommendation

- Update Idaho statute to align to key recommendations in this report. Promote the development of budgets that will support state and LEA efforts to improve math achievement.

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
FEBRUARY 27-28, 2024**

IMPACT

The recommendations outlined in the 2023 Math Work Group Report are intended to guide the Board, Department, CTE, and partnering agencies to adjust policies and practices to collaboratively support improved student achievement in math. The recommendations in the report will be reviewed individually by the appropriate agency to determine timelines and appropriate actions. Any recommendations that relate to statute or rule will be reviewed by Board staff, and legislative ideas will be brought to the Board for consideration, as appropriate.

If the Board adopts the recommendations in Attachment 2, Board and Department staff will begin the planning processes to begin work related to these recommendations.

ATTACHMENTS

Attachment 1 – 2023 Math Work Group Report, January 2024, with appendices
Attachment 2 – Math Work Group Recommendations for Board Adoption

BOARD STAFF COMMENTS AND RECOMMENDATIONS

The Middle Grades Math Work Group met diligently and provided a thorough report of their findings and specific recommendations for action plans and deliverables for Board consideration.

Some of the recommendations presented in the report require the allocation of significant staff time across multiple agencies. These include the establishment of a math educator preparation work group as well as the continued work of this math workgroup. The proposed goals and deliverables of these workgroups that require Board approval to proceed are presented for Board consideration in Attachment 2.

Board staff recommend approval.

As an additional note, recommendations for statutory changes proposed by the Middle Grades Math Workgroup to help facilitate this success of this work are in progress and will be brought back to the Board for consideration when the Board takes up 2025 legislative ideas in June of 2024.

BOARD ACTION

I move to adopt the Math Work Group recommendations outlined in Attachment 2.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

2023 Math Work Group



Findings and Recommendations Report January 2024

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DISCLAIMER

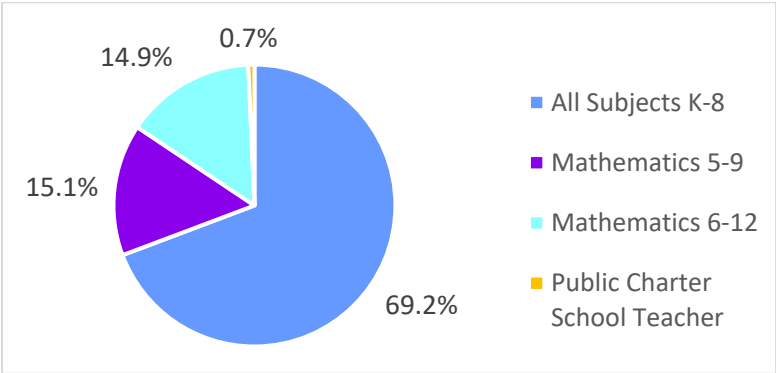
This report is a working document produced by the 2023 Math Work Group, a temporary work group convened to provide the Idaho State Board of Education with recommendations to improve math achievement. The recommendations presented here are the opinions of the 2023 Math Work Group and not necessarily that of the Board unless explicitly accepted by them.

SECTION 1: EXECUTIVE SUMMARY

The purpose of this section is to provide a compact overview of the highest priority findings and recommendations found in the Middle Grades Math Work Group Report.

Educator Effectiveness

Figure 1: Certifications of MS / Jr High Math Teachers (n=1,447)



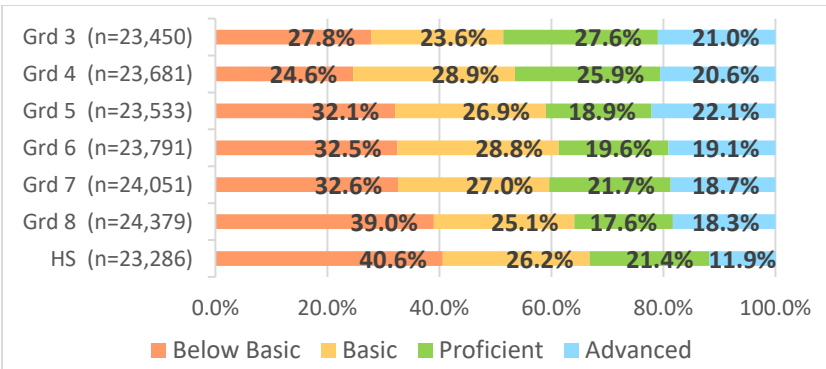
- Findings
- The majority (69%) of middle school and junior high math teachers have an All Subjects K-8 certificate.
 - Our data process does not currently enable tracking of non-endorsement math learning by educators.

Priority Recommendation

Work together with the Department and Regional Math Centers to develop professional learning pathways for educators to increase their mathematical knowledge for teaching. Consider use of microcredentialing within the pathways and adjust renewal requirements and/or processes to support implementation and incentivize educator participation.

Standards, Curriculum, Instruction, and Assessment

Figure 2: 2022-23 ISAT Math, by Grade and Performance Category



- Findings
- Given that less than 50% of students in all tested scored proficient or advanced, it is clear that supports are needed to improve K-12 instruction and achievement.

Priority Recommendation

Engage a work group to develop a K-12 Comprehensive Math Plan and set a 5-year update cycle.

STEM and CTE Integration

Figure 3: Percentage of Students Engaged, 2018-2021

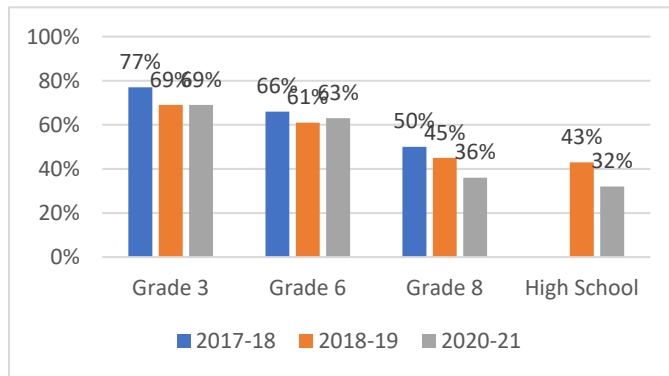
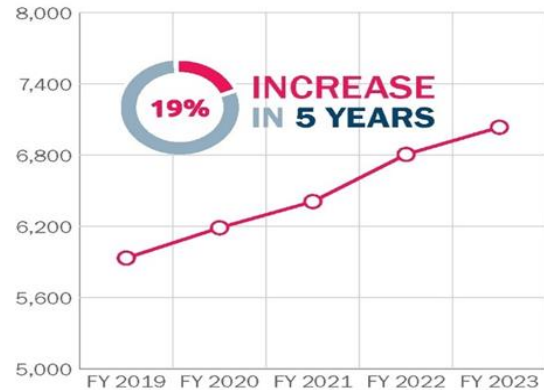


Figure 4: CTE Concentrators, 2018-2023



Findings

- Idaho educators face challenges in addressing student engagement and math self-perception and motivation. National data indicates these factors impact students' math achievement.¹
- Engagement survey data from the FY 22 AOC Report (Figure 3) shows a decrease in student engagement in the middle and high school grades. However, CTE concentrations increased during this time and qualitative reports indicate engagement is strong in STEM programs.

Priority Recommendation

Build a cross-agency collaboration between the Board, SDE, CTE, STEM Action Center, Workforce Development Council, and the Regional Math Centers to create and implement a campaign to address math culture in the state.

Idaho Statute

Priority Recommendation

Update Idaho statute to align to key recommendations in this report. Promote the development of budgets that will support state and LEA efforts to improve math achievement.

Additional Information

The 2023 Math Work Group's Statute Subgroup will provide the Board office with proposed statutory language and a complementary Fiscal Impact related to the following:

- Establishment of the Comprehensive Math Plan and associated requirements for K-12 and higher education to align practices to it;
- Expectations for regional math centers and provision of professional learning to improve educators' mathematical knowledge for teaching; and
- Funds and support for LEAs to improve math achievement.

¹ Rimm et al, 2014; Xiao and Sun, 2021; Zhang et al, 2021

SECTION 2: RECOMMENDATIONS

Introduction

Organization of the Report

This report is organized into recommendations within the following categories:

- Educator Effectiveness
 - Preparation, Certification, and Renewal
 - Mentoring, Professional Development, and New Certifications or Endorsements
- Standards, Curriculum, Instruction, and Assessment
- Career Technical Education (CTE) and STEM Integration

Each category's section begins with summarized background information "Findings." This section is followed by the recommendations, which are divided between Policy Recommendations for the State Board of Education and Implementation Recommendations for the State Board of Education. The recommendations are further designated as Short-term Actions or Long-term Actions.

Recommendations Definitions

Based on Board staff's experience with the time and energy it takes to implement recommendations, the following definitions are used when referring to Short-term Actions and Long-term Actions in the Recommendations tables in Section 2.

- ✓ Short-term Actions: Work on this recommendation should begin as soon as possible, with the goal that the recommendation be completed within approximately two (2) years after the Board's approval.
- ✓ Long-term Actions: While planning can begin sooner, these are recommendations that generally are expected to take more than two (2) years to come to fruition. Sometimes, these recommendations first require the completion of a Short-term Action.

EDUCATOR EFFECTIVENESS

Middle Grades Educator Data

Figure 5: Certifications of MS / Jr High Math Teachers (n=1,447)

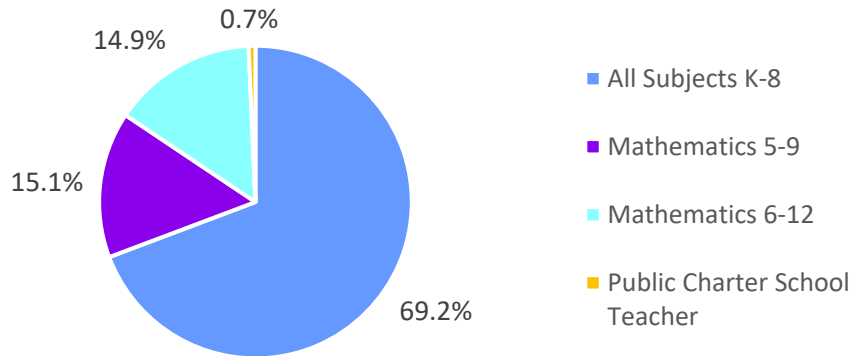


Figure 6: Traditional vs. Non-Traditional Certifications of Middle Grades Math Teachers (n=1,447)

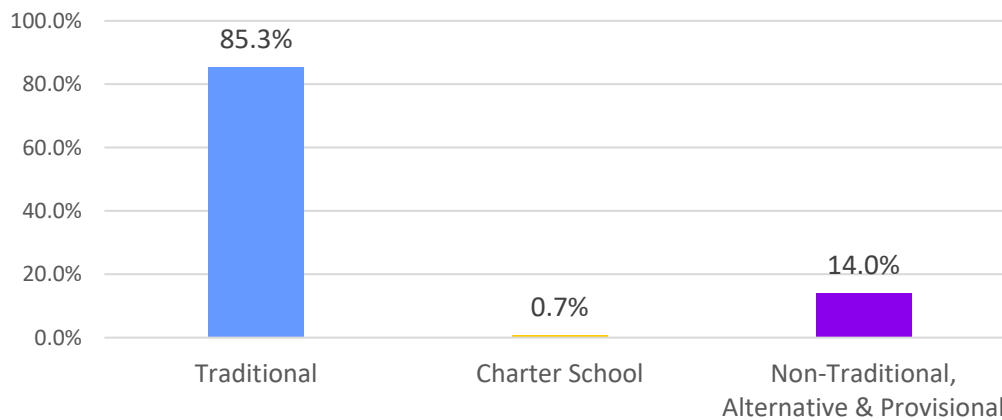
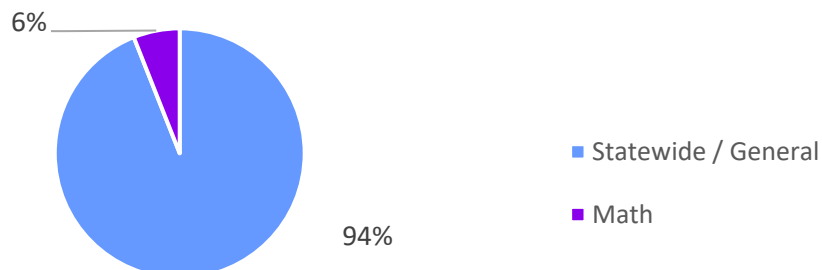


Figure 7: Endorsements of MS / Jr. High Administrators (n=314)



Findings

- As shown above, the majority (69%) of educators assigned to middle school and junior high mathematics courses have a K-8 generalist certification.
 - In Idaho, the K-8 generalist certificate is often achieved with only one math methods course (typically called Math for Elementary Teachers).
- 14% of middle grades math teachers have a non-traditional certification.
 - This is higher than the national average (10%) and of concern since research indicates that schools with high percentages of low socioeconomic students tend to have higher percentages of non-traditionally certified teachers.^{2,3}
- Similarly, only a small percentage of middle school and junior high administrators have a math specific endorsement.

Educator Preparation and Certification

Findings

- Idaho's educator pipeline for mathematics is limited.
 - As outlined in the December 2023 Educator Pipeline report Idaho has reported a shortage of mathematics teachers, including basic and advanced math for grades 6 through 12. Further, while Idaho "had teacher shortage areas before the pandemic, but the shortage areas were exacerbated by the pandemic."⁴
 - Concerns related to the educator pipeline have prevented the Work Group from recommending more stringent certification requirements at this time.
 - The current model for funding departments of education is based on program enrollments. This may leave small, but crucial, teacher preparation programs vulnerable to closure before their impact can be realized.
- Mathematical Knowledge for Teaching (MKT) is essential for teachers to provide effective instruction, but Idaho's current certification system does not ensure that teachers receive adequate training in MKT during preparation.⁵

² National Center for Education Statistics, n.d.

³ Sutchter, Darling-Hammond & Carver-Thomas, 2016; Carver-Thomas & Darling-Hammond, 2017

⁴ Idaho State Board of Education, 2023

⁵ Mathematical Knowledge for Teaching (MKT) is the specialized knowledge that teachers need to effectively teach mathematics (Hill & Ball, 2009). Effective teaching of mathematics requires more than just knowing the subject matter of mathematics; it also involves a deep understanding of how students learn and how to convey mathematical concepts in a way that makes sense to them (Hill et. al., 2008), and this knowledge impacts student math achievement (Hill et. al., 2005). Taking traditional college math courses does not sufficiently prepare teacher candidates to teach K-12 mathematics topics well.

Recommendations – Educator Preparation and Certification

Policy Recommendations – State Board of Education

Short-term Actions

1. Create a Math Educator Preparation Work Group.
 - a. The work group should be primarily comprised of experts in math educator preparation and in-the-field educators.
 - b. The work group's first area of focus should be to review preparation and identify how to ensure educators develop sufficient mathematical knowledge for teaching (MKT).
 - Review the preparation requirements of traditional preparation programs and alternate route programs.
 - Consider alternative methods to onboarding teachers (i.e. look at CTE onboarding approach and/or allow some PD to be completed during certification and possibly count for certification).
 - Review the requirements for teachers certified out of state.
 - c. The work group's second area of focus should be to review the approach currently used for funding Idaho's public departments of education and, if applicable, make recommendations for improvement.
 - Review other approaches to funding and identify whether a method that aligns with the purpose of educator preparation programs.

Long-term Actions

1. Based on recommendations of the Math Preparation Work Group, develop and implement plans to increase the amount of MKT training educators receive during preparation.
2. Based on recommendation of the Educator Preparation Funding Work Group, work with the institutions of higher education to develop and implement plans adjust how colleges / departments of education are funded.

Implementation Recommendations – State Department of Education

Short-term Actions

1. Participate in the Math Preparation Work Group

Long-term Actions

1. Based on recommendations of the Math Preparation Work Group, develop and implement plans to increase the amount of MKT training educators receive during preparation.

Ongoing Professional Learning:

Mentoring, Professional Development, Renewal, and New Certifications / Endorsements

Findings

- The Math Educator data shows a systematic gap in the level of MKT training K-8 educators receive pre-service; considerable mentoring and professional development is needed.
- Some K-8 generalists have worked to increase their math instructional practices, but have not pursued a math endorsement.
 - Current data tracking does not allow us to identify non-math endorsed K-8 generalists with substantial MKT.
 - Potential reasons educators may not complete the endorsement could include cost and availability of coursework.
 - Board policy III.E. includes a definition of microcredentials and could act as a foundation for tracking educators' microcredentials related to math.⁶

Recommendations – Ongoing Professional Learning

Policy Recommendations – State Board of Education

Short-term Actions

1. Jointly develop budgets with the SDE and request legislature support for funds to expand math professional learning.
2. Prioritize math in the new mentoring / professional development platform.
3. Outline professional learning expectations in the Comprehensive Math Plan.
4. Work with the SDE and RMCs to support the development of MKT professional development pathways for educators.
 - a. The pathways could include microcredentials and may or may not result in math endorsements.
 - b. Require or incentivize MKT sequence courses for renewal certification for educators with the following certificates who are teaching math: K-8 generalists, K-12 special education, secondary math.

Long-term Actions

1. Consider incentivizing and/or requiring Idaho's Teacher Leader- Mathematics endorsement or microcredentialing for math instructional coaches and mentors of math teachers.

⁶ State Board of Education, 2022

Implementation Recommendations – State Department of Education

Short-term Actions

1. Identify and implement actions to improve mentoring for math teachers (K-8).
 - a. Reinforce the Idaho mentoring standards to ensure mentor pairings are content-specific.
 - b. Explore ways to facilitate mentoring and coaching across LEAs.
 - c. Identify the training expectations of mentors to ensure effectiveness. Provide trainings via multiple mediums (in-person, online, and at varied times).
2. Identify teachers with strong MKT to build a wider network of mentors and coaches.
 - a. Ensure the initial cadre of mentors in the state's new mentoring platform includes educators with strong MKT.
3. Build upon previous efforts to engage districts and schools in quality, ongoing, focused professional development to improve math instruction.
 - a. Professional development efforts must be embedded and content connected.
 - Promote use of the ISAT interims and data to support instruction.
 - Train educators to engage in the depth and rigor of the standards.
 - Train LEAs on developing an effective PLC system.
 - b. Ensure professional development is appropriately differentiated across roles (teachers, vs. administrators, etc.).
4. Work with the Board and RMCs to develop professional development pathways to help educators gain MKT.
 - a. Limit implementation of the pathways to the RMCs and consider a pilot program or incentivized cohort model.
 - b. Identify appropriate ways to integrate CTE educators into the pathways.
 - c. Support any identified renewal requirements and work with RMCs and providers to ensure course availability.

Long-term Actions

1. Work with the Board to use funds in alignment with statute and the mentoring and professional development recommendations in the Comprehensive Math Plan.

STANDARDS, CURRICULUM, INSTRUCTION, AND ASSESSMENT

ISAT Math Data

Figure 8: Longitudinal Comparison of Mean Scale Score vs. Proficiency, 2021-22 Grade 7 Cohort (n = 18,550)

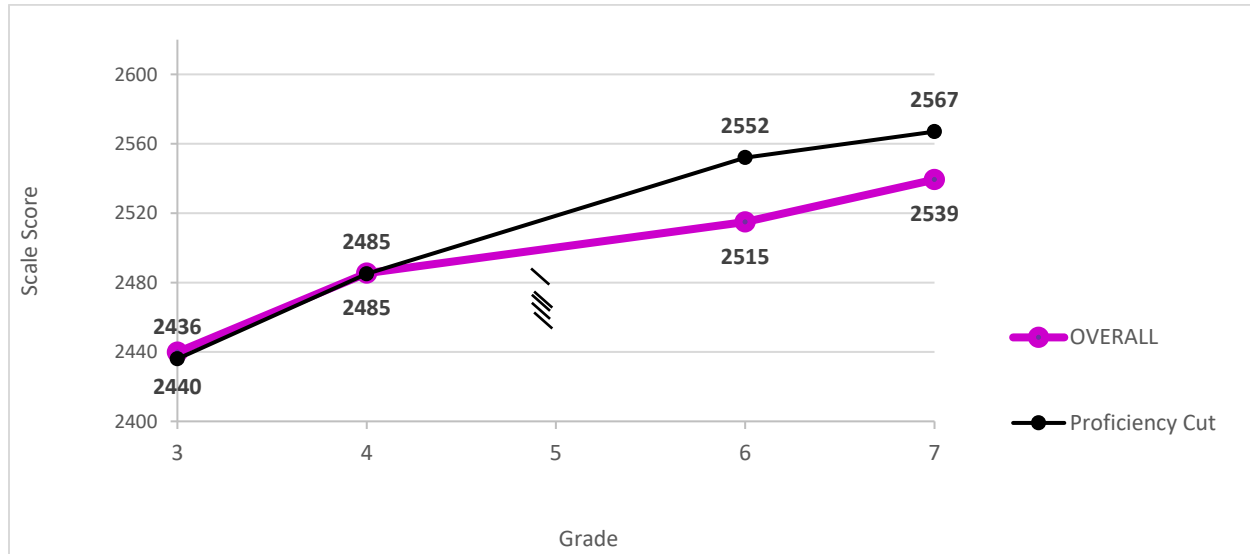


Figure 9: 2022-23 ISAT Math, by Grade and Performance Category

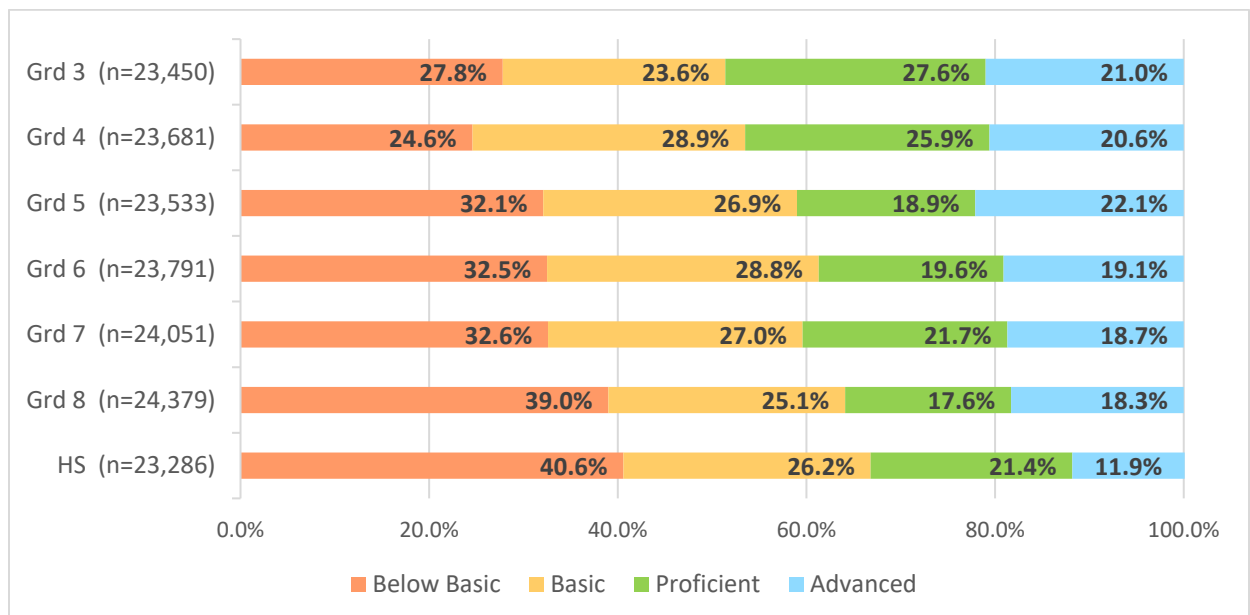


Figure 10: 2022-23 ISAT Math, by Ethnicity, all grades (3-8 and 11)

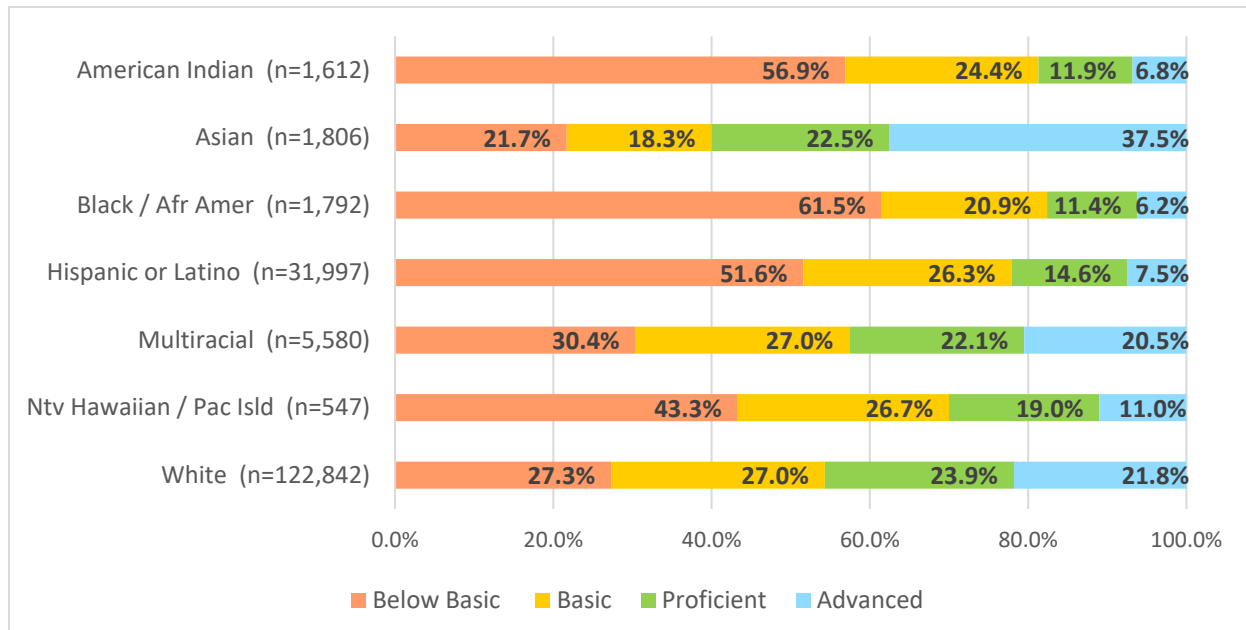
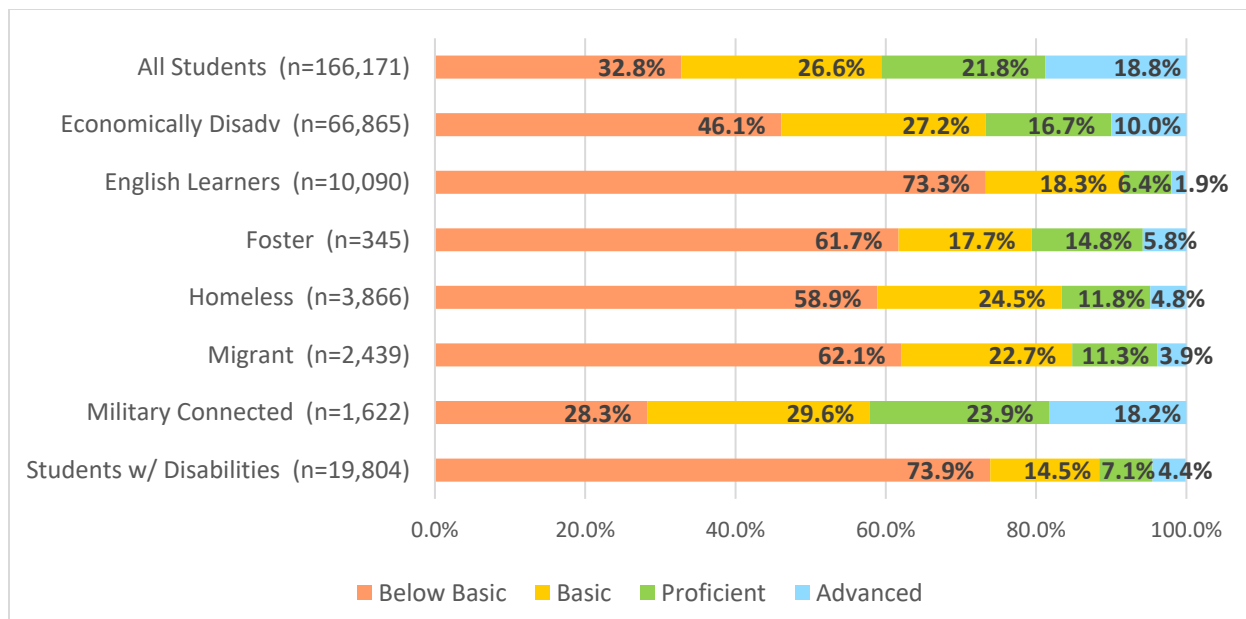


Figure 11: 2022-23 ISAT Math, by Student Group, all grades (3-8 and 11)



Findings

- Across multiple cohorts of data (shown in Figure 4 and provided in the FY 23 AOC Report), Idaho students' mean math scale score is at or very near the proficiency cut in grades 3 and 4, but drops below the cut by grade 5 and continues to follow away from the proficiency cut score as students progress through the K-12 system.

- While scores show the biggest declines beginning in the middle grades, only 48.6% of 3rd grade students were proficient in 2023 (Figure 5). Thus, lower scores in the middle and upper grades likely stem from issues starting earlier in elementary (i.e. K-3).
- There are substantial differences in student performance based on ethnicity, with performance gaps between white students and students of color ranging from 3.1 to 28.1 percentage points.
 - The state's second largest ethnicity group, Hispanic or Latin, had 22.1% of students score proficient or advanced in 2022-23, a rate 23.6 percentage points below their White peers.
 - 18.7% of identified American Indian students scored proficient or advanced in 2022-23, a rate 27 percentage points lower than their White peers.
- ISAT Math performance gaps also exist between the all student population and students in specific subgroups, with differences ranging from 13.9 to 32.3 percentage points.
 - English Learners had the lowest rate of math proficiency amongst student groups, at 8.3%. Students' ability to participate in a language-based mathematics test likely impacts their scores.
 - Students who are economically disadvantaged, the state's largest subgroup, had a ISAT math proficiency rate of 26.7%, 13.9 percentage points lower than the all students subgroup.
 - 11.5% of students with disabilities (those receiving special education services) scored proficient or advanced in 2022-23, a rate 29.1 percentage points lower than the all students group.

Recommendations – Standards, Curriculum, Instruction, and Assessment

Policy Recommendations – State Board of Education

Short-term Actions

1. Collaboratively develop budgets with the SDE and request legislative support for funds for LEAs to improve math core instruction and interventions.
2. Engage a work group to develop an Idaho Comprehensive Math Plan and set a 5 year cycle for updating it.
 - a. The work group should include robust representation from individuals with expertise in math education research.
 - b. The work group should include representation and/or feedback from stakeholder groups committed to serving specific student populations (EL, SPED, racial / ethnicity groups, etc.).
 - c. This plan should address both core math instruction and interventions.
 - d. This plan should include recommendations related to the amount of and use of math instructional time.
3. Maintain commitment to high quality assessment that measures deeper mathematical knowledge and skills by continuing to administer the ISAT by Smarter Balanced.
 - a. Consider incentivizing use of the interim assessments and/or other resources provided through the consortium.

Long-term Actions

1. Continue to work to maintain and expand state funding focused on improving math core instruction and interventions.

Implementation Recommendations – State Department of Education

Short-term Actions

1. Work with the Board to develop budgets and engage with the legislature to request funds to support LEAs in improving math core instruction and interventions.

Long-term Actions

1. Work with the Board to ensure LEAs are using funds in alignment with statute and the Idaho Comprehensive Math Plan.

2. Adjust process for review of math curricular materials to provide more specific guidance regarding which materials are most aligned to Idaho Math Instructional Framework.
 - a. Clearly identify if there are curricula / instructional materials that districts should avoid due to substantial misalignment with Idaho's Content Standards or Instructional Framework.
 3. Ensure all students are receiving on grade level core instruction.
 - a. Conduct a study (internally or via a contractor) to examine the prevalence of ability grouping during core (Tier 1) math instruction in elementary schools.
 - b. Work with LEAs to ensure all students (including subgroups such as SPED, EL, Title I) receive grade-level core math instruction.
 4. Ensure math performance data is widely shared and provide targeted data literacy professional development.
 - a. Provide training to support educators in understanding different types of assessments and how to consistently and effectively use data.
 - b. Districts and schools need to understand how to use ISAT claim and target level analyses to guide professional development and curricular and instructional changes.
 5. Conduct outreach to increase use of the full suite of tools and resources available through the ISAT by Smarter Balanced (interims, Tools for Teachers, etc.) and provide training on effective use.
 6. Gather and provide resources to LEAs regarding best practices around implementing subject departmentalization within elementary schools⁷.
 7. Identify highly effective districts and schools with math performance above expectations. Recognize / reward them and share their strategies.
2. Based on the results of the study on ability tracking, develop and implement plans to reduce its prevalence in core math instruction, particularly in the elementary grades.
 3. Continue to fund statewide intervention / extension materials (Ex. Imagine Learning) and provide professional development to expand LEAs' capacity of LEAs to use these materials.
 4. Continue to work with Smarter Balanced staff and partner states to provide expanded support for multilingual learners (English Learners) within the ISAT.

⁷ Chan & Jarman, 2004; Gerretson et. al., 2008; Hood, 2010

CAREER TECHNICAL EDUCATION AND STEM INTEGRATION

Career Technical Education (CTE) Data

Figure 12: CTE Concentrators, 2018-2023

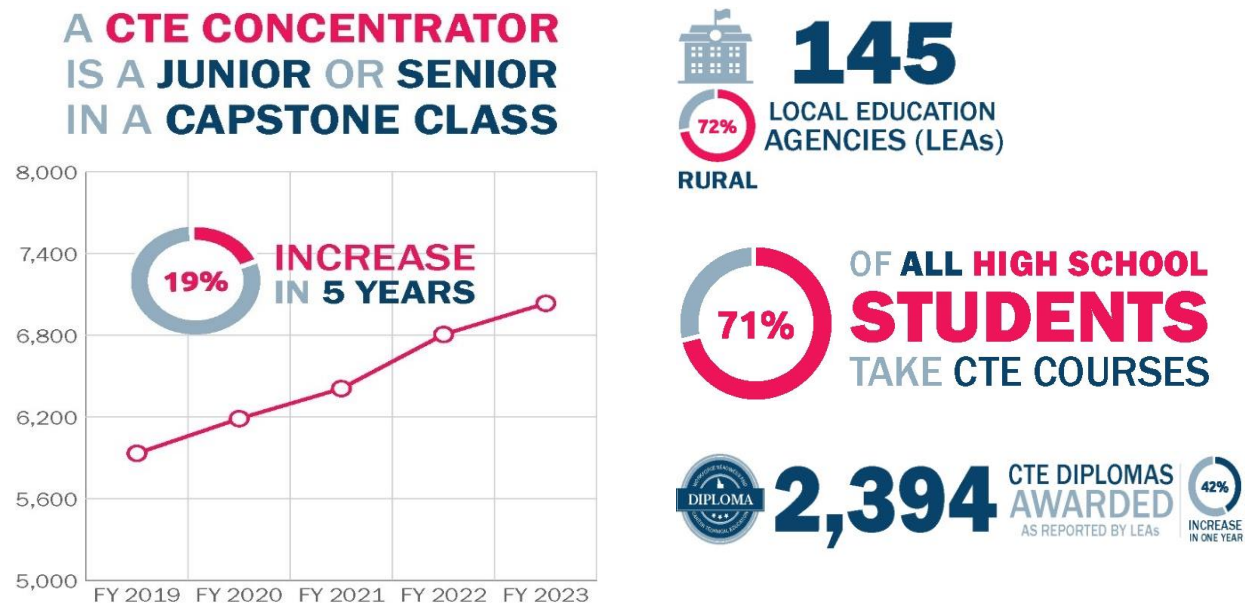
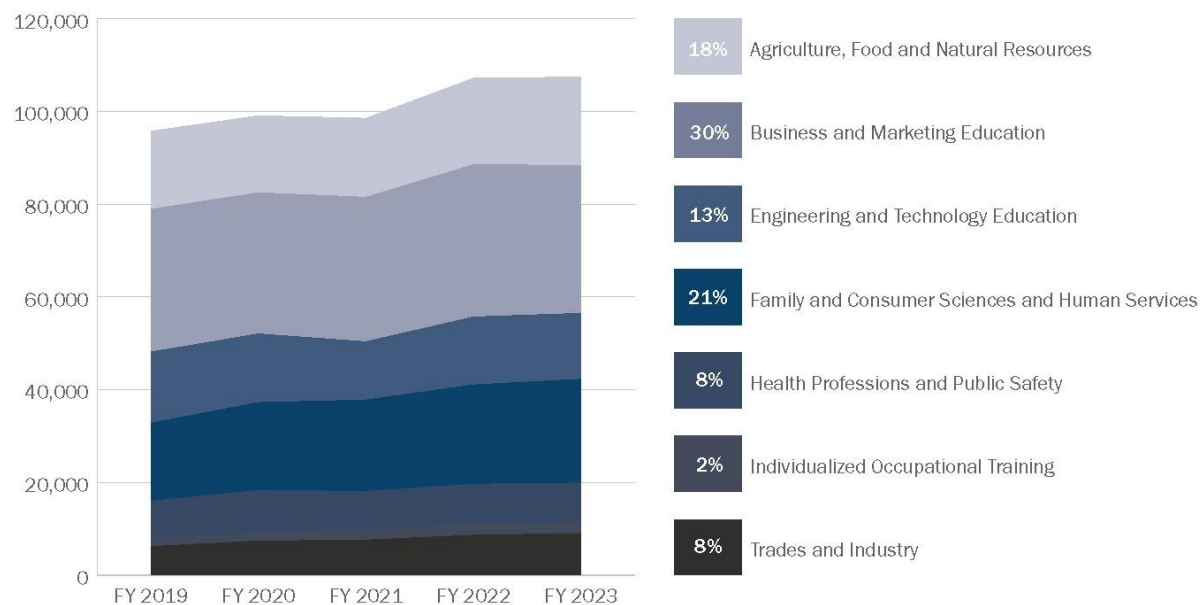
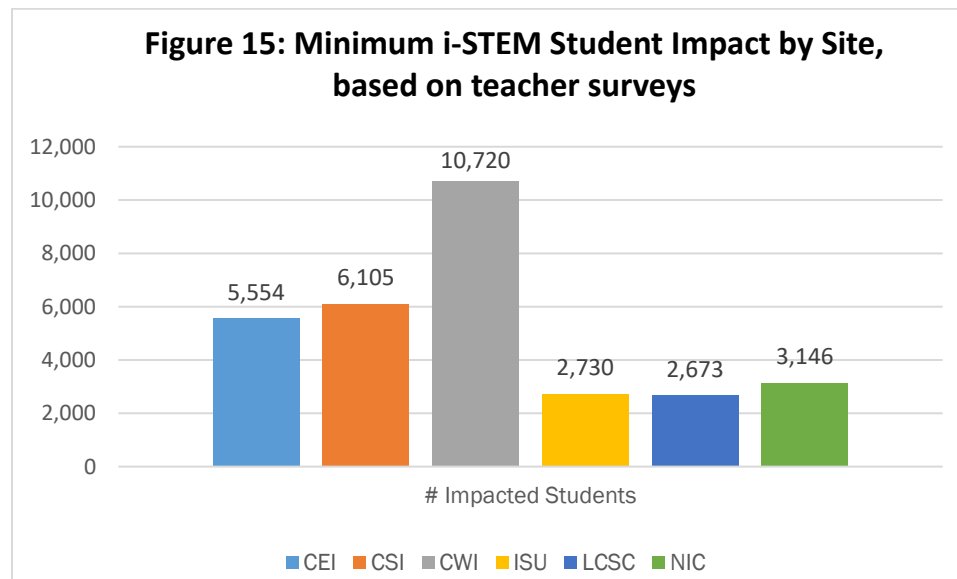
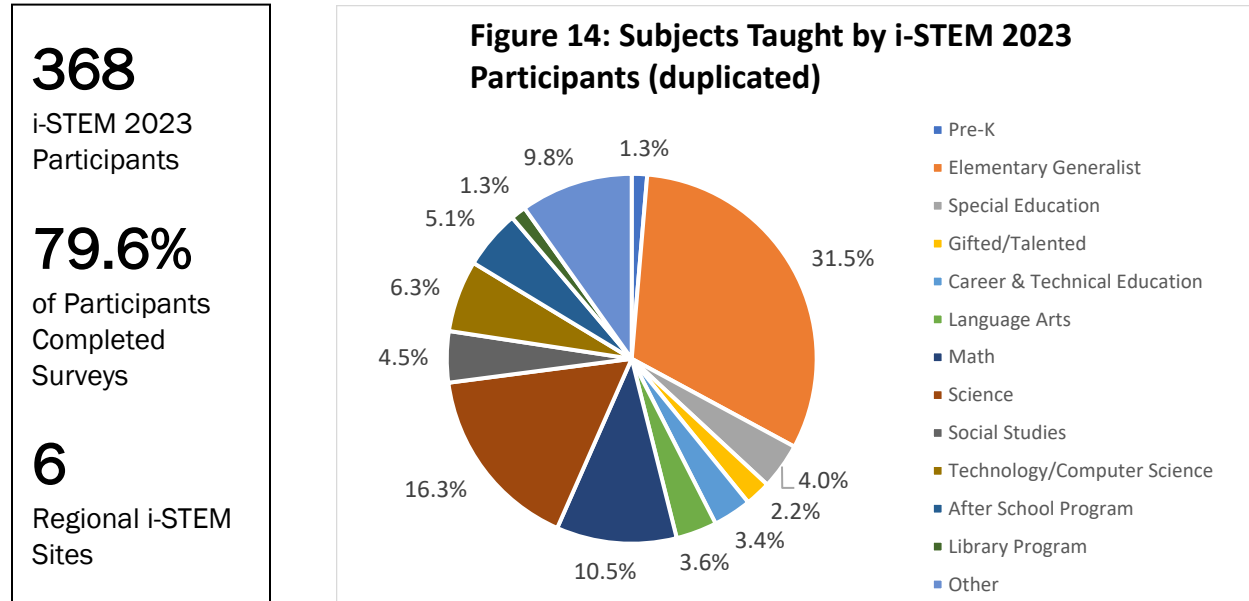


Figure 13: 2019 through 2023 CTE students by Focus Area



STEM Action Center – i-STEM Trainings Data



Findings

- An increasing number of Idaho students are participating in CTE, so ensuring CTE math is solid, relevant, and engaging is critical.
- The Idaho STEM Action Center's i-STEM Summer Institutes, the annual STEM conference, and the Division of Career Technical Education's (CTE) Summer Conferences are well-established vendors for professional development that have regional branding.

Recommendations – Career Technical Education and STEM Integration

Policy Recommendations – State Board of Education

Short-term Actions

1. Work with CTE to ensure that guidance and templates provided to LEAs for students' career pathway plans (in alignment with I.C. 33-1614) include a section regarding the math students will need to achieve their future plans.
2. Work with the STEM Action Center to ensure that the STEM Strategic Plan and Comprehensive Math Plan are appropriately aligned.
3. Review Next Steps Idaho to identify places where future math coursework should be more detailed.

Long-term Actions

1. Work with CTE to develop budgets and engage with the legislature to request full funding for middle school CTE programs.
2. Based on the review of Next Steps Idaho, implement changes to address any identified gaps by making future math coursework information more detailed.

Implementation Recommendations – State Department of Education

Short-term Actions

1. In coordination with CTE, develop a plan to integrate math instruction with the development of 7th - 8th Grade CTE programs (see Appendix B).
2. Collaborate with CTE to ensure that math instruction provided through CTE is on-grade level and appropriately aligned to the state's math content standards.
 - a. Work with CTE to facilitate cross-training between traditional and CTE educators to improve understanding of connections between the standards.
4. Capitalize on existing, successful professional development structures within the STEM Action Center and CTE to provide expanded, integrated math training content.

Long-term Actions

1. Work with the Board to support the development of budgets that sustain funding for CTE and STEM integration efforts.
2. Implement the initiative to integrate math instruction with middle school CTE programs.
3. In coordination with the Board, CTE, STEM Action Center, Workforce Development Council, and RMCs, create and implement a campaign to address math culture in the state.
 - a. The campaign should include: every person is a math person; why math is important; how people use math in a variety of contexts and careers.

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APPENDIX A

Summary of LEA Survey Results**Methodology**

The What's Working Subgroup issued a survey to approximately 30 public school districts and public charter schools (or local education agencies – LEAs) who had outperformed the State of Idaho averages on the middle school math ISAT exam two out of the past three years, or who had shown above average growth during that time. Issues with the state's free and reduced lunch data (used to identify low socioeconomic students) during the pandemic years prevented the subgroup from controlling for this demographic factor.

Demographics of Surveyed LEAs:

- 18 LEAs responded to the survey
- LEA size varied between 1A and 5A
- All LEAs had below 50% low socioeconomic students

The purpose of this survey was to identify commonalities that could be characterized as indicators of success. Most districts reported that the composition of their teacher populations were experienced to veteran and that their math departments have experienced average to above average stability in personnel over the past five years. Most districts reported offering professional development opportunities specifically to math instruction or math curriculum over the past five years, and many districts identified a collaborative professional environment as part of the professional development focus. Many districts responded that their above average performance in mathematics could in part be attributed to alignment of standards and curriculum horizontally and vertically, and an MTSS type structure to monitor individual student achievement and needs. Most districts acknowledged that while they were encouraged by performing above state averages, they felt they had room for improvement and continued growth regarding student achievement in mathematics. The survey results are summarized in Figure 1.

After reviewing the survey results, LEAs were invited to participate in a virtual "round-table" to further discuss and explain factors that have been contributing to their district's success. Nine districts participated in this discussion. Feedback gathered during this session is demonstrated in Figure 2.

APPENDIX A

Highlighted Results

The following are all of the factors from the survey that had an average score of 3.5 or higher.

Figure 1: Factors that Influence LEAs' Math Performance, average survey scores

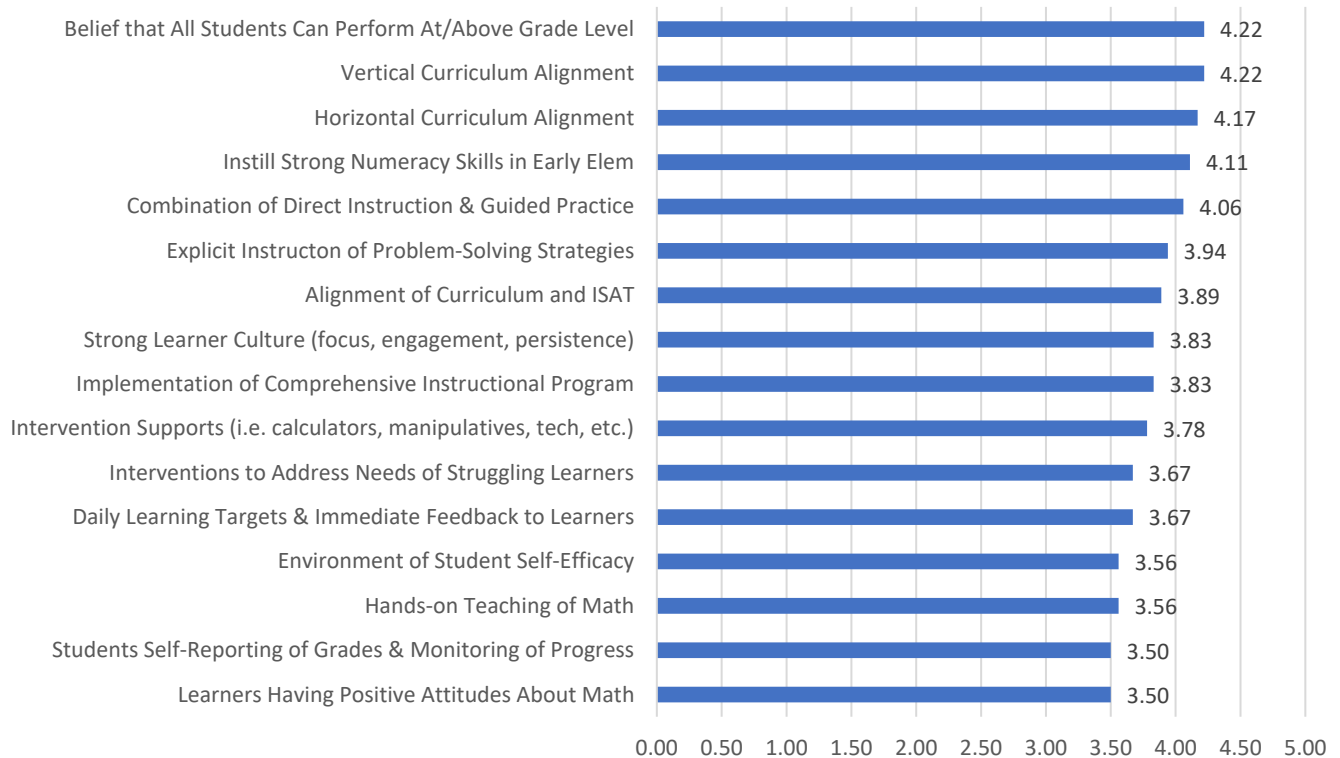


Figure 2: Common LEA Practices Impacting Success, based on round-table discussion



APPENDIX B

Proposed Middle School Math & CTE 7th – 8th Grade Programs Integration Project

Project Goal: Foster middle school career exploration through engaging middle school mathematics instruction.

Inputs	Activities	Outputs	Outcomes	Impacts
Political support: - Legislative - OSBE - CTE - SDE Funding: \$2 million / yr for 3 years = \$6 million - Project Manager and Administrative Assistant Support. - Development of Middle School CTE programs that will integrate mathematics instruction. - Professional Development costs, teacher time, credits and travel costs. Math content specialists who create resources and provide professional development for MS Math and CTE teachers.	- Create a vision graphic to articulate a statewide vision for cross-disciplinary middle school mathematics instruction. - Create standards crosswalks that show how middle school math standards and CTE standards align. - Provide focused professional development for MS CTE and Mathematics teachers that engages them in cross-disciplinary planning, delivery of instruction and supporting students who struggle. - Create a collection of resources to support MS Math and CTE teachers. - Enhance Next Steps platform to create middle school resources and more specific guidance on math courses needed for careers.	- Improved teacher confidence in teaching mathematics. - Increased understanding of middle school math standards and alignment. - Engaging, cross-disciplinary, math lessons. - Student math portfolios. - Student Career plans that include their “math path” for high school and awareness of how math will be a part of their chosen career.	<u>Short-term Outcomes</u> - Increased student interest in mathematics - Career Exploration - Improved mathematics instruction <u>Long-term Outcomes</u> - Improving math instruction - Supporting teachers in rural high schools - Improved student learning opportunities in mathematics. - Improved student engagement in mathematics - Improved student math identity - Increase in CTE enrollment at the middle school level	- Gains in student achievement - Improvement in student math identity - Enhanced CTE courses at the middle school level

Actions for Board Adoption

The Board directs Board and Department staff to engage appropriate individuals or work groups to begin work on the following tasks:

1. Develop a K-12 Comprehensive Math Plan.
2. Engage in a study of educator preparation requirements and provide the Board with recommendations to improve the mathematical knowledge for teaching that educators receive during preparation.
3. Develop professional learning pathways to support current educators in increasing their mathematical knowledge for teaching.
4. Support the Department's efforts to improve the math curricular review process.
5. Develop a cross-agency campaign to improve math culture in Idaho.
6. Promote and support existing successful professional development structures that exist in Idaho.

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
FEBRUARY 27-28, 2024

SUBJECT

Accountability Oversight Committee Recommended Approach to Amending the Consolidated State Plan Long-Term Goals

REFERENCE

August 2017	Board approved Idaho's ESSA-aligned Consolidated State Plan, including a new state and federal accountability system that utilizes multiple measures to identify schools for recognition and support, including a high school measure on college and career readiness.
February 2019	Board approved amendments to the ESSA-aligned Consolidated State Plan, based on recommendations from the Assessment and Accountability team at the SDE and the AOC.
April 2021	Board adopted recommendations from the AOC related to the K-8 school quality measure used for school identification, thus initiating the negotiated rulemaking process for IDAPA 08.02.03 – Section 112, Accountability.
April 2023	Board approved amendments to the ESSA-aligned Consolidated State Plan to adjust the school quality measure to include chronic absenteeism and to extend the state's long-term goals for an additional year (through school year 2023-24) to allow the state time to identify a new approach to setting these goals.

APPLICABLE STATUTE, RULE, OR POLICY

Idaho Code § 33-110
Idaho Administrative Code, IDAPA 08.02.03.111, 112, and 114
Idaho State Board of Education Governing Policies and Procedures, Section I.Q.
Accountability Oversight Committee

BACKGROUND/DISCUSSION

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

- a. Provide recommendations to the Board on the effectiveness of the statewide student achievement system and make recommendations on improvements and/or changes as needed.
- b. Develop and review an annual report of student achievement. This report shall be compiled collaboratively by Board and State Department of Education (Department) staff and submitted to the committee for review. The committee will forward the report to the Board with recommendations annually.

During the process of creating Idaho's Consolidated State Plan aligned to the Every Student Succeeds Act (ESSA), the Board requested that the AOC be involved in providing feedback on the initial version and be consulted any time amendments are made. Per ESSA, the Consolidated State Plan must include established long-term goals and measurements of interim progress for the following: student achievement (proficiency) on the statewide assessments in English Language Arts (ELA) and Mathematics, Graduation rates, and English Learners' growth towards English proficiency.

In April 2023, the Board approved amendments to the Consolidated State Plan that included an extension of the state's long-term goals and measurements of interim progress for one additional year, with the acknowledgement that the state would need to set new long-term goals and interim progress targets for the 2024-2025 school year and forward.

In May 2023, the AOC began the work to develop a new approach to creating the state's long-term goals and measurements of interim progress. The AOC has involved Department staff throughout the process, particularly as draft goals have been developed.

Based on substantial discussions in the recent years, the AOC recommends that the state establish goals that will push the state to improve performance while also ensuring that the interim targets are meaningful and achievable for all groups. However, the state's long-term goals must also be developed in alignment with federal law, which requires them to be ambitious and include a component that will aid in reducing performance gaps between subgroups. Goals are required for all students and for subgroups, and the calculation used to create the goals must be the same for all groups.

The AOC has developed several potential formulas for calculating the long-term goals, and worked with a consultant to model what state and school performance would have been in 2022 if one of the draft approaches was used. After further discussion, the AOC has revised the model to include a more substantial gap closure component.

The proposed approach for setting the long-term goals for ISAT proficiency in English Language Arts and Math and for graduation rates sets the expectation that all groups will improve their performance by seven (7) percentage points over seven (7) years and will close the gap between their group and the all-students' group by ten (10) percent over the same period. If a gap does not exist between the group and the all-students' group, only the seven (7) percentage point increase is expected. After the long-term goals are calculated, the measurements of interim progress are identified by dividing the long-term goal by seven (7) to create annual targets.

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
FEBRUARY 27-28, 2024

On January 12, 2024 the AOC voted to submit the proposed approach for creating new long-term goals to the Board for feedback. The AOC also suggested that the proposal be shared with Idaho's assessment technical advisory board (TAC), to ensure that the formula behind it is sound. Idaho's TAC includes experts in psychometrics and standardized assessments, including a nationally recognized growth model expert. On January 22, the AOC Chair, Board staff, and Department staff met with the TAC and provided detailed information regarding the proposed approach. The TAC confirmed that the formula is mathematically and theoretically sound. They also suggested pulling additional data on schools who are demonstrating success with specific subgroups to ensure that the proposed subgroup goals are appropriate.

If the Board is supportive, Board and Department staff will engage in a robust public feedback process. Staff will then provide the AOC with a summary of the community feedback and the approach and long-term goals will be revised if necessary. The proposed goals and interim targets will then be presented to the Board for approval as a part of a substantial Consolidated State Plan amendment.

IMPACT

Board support of the proposed model will result in the initiation of a stakeholder feedback process before the AOC and Department bring the final, proposed long-term goals and measurements of interim progress to the Board for adoption.

The long-term goals and measurements of interim progress are a required part of Idaho's Consolidated State Plan. The final proposed goals will be presented to the Board as an amendment to the Consolidated State Plan. This amendment does not require any changes to Idaho statute or Administrative Code.

ATTACHMENTS

Attachment 1 – Draft Changes to the Consolidated State Plan Long-Term Goals for Achievement and Graduation

BOARD STAFF COMMENTS AND RECOMMENDATIONS

Board staff are supportive of the proposed approach to creating new long-term goals and of the proposed plan for gathering stakeholder feedback.

BOARD ACTION

This item is for informational purposes.



DRAFT CHANGES TO THE CONSOLIDATED STATE PLAN LONG-TERM GOALS FOR ACHIEVEMENT & GRADUATION

ESSA Requirements for Long-Term Goals

Per ESSA, the state must have long-term goals and measurements of interim progress for:

- ELA Proficiency, all students and subgroups
- Math Proficiency, all students and subgroups
- Graduation rate (can do 4 year and 5 year)
- English Learners Growth Towards Proficiency (on the ELPA)

The long-term goals MUST:

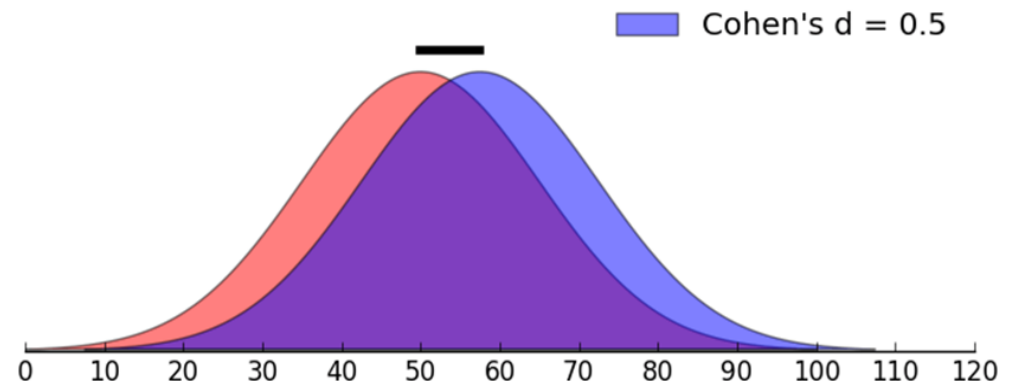
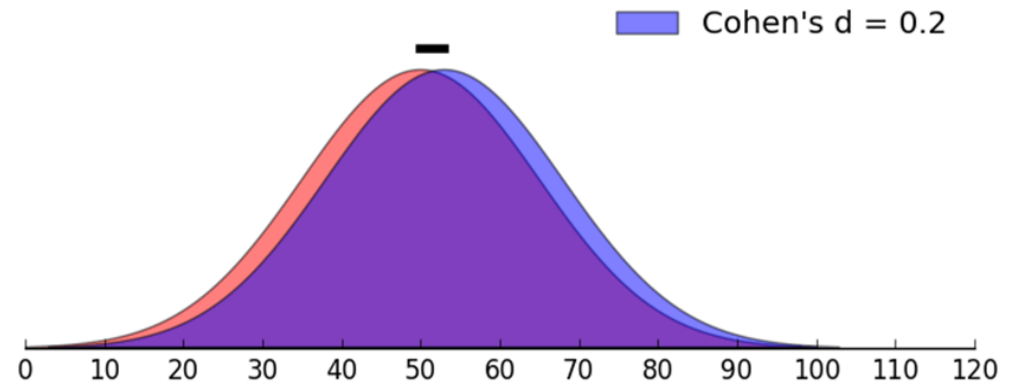
1. Be “ambitious”
2. Take into account the “improvement necessary... to make significant progress in closing statewide proficiency and graduation rate gaps.
3. Use the same calculation for All Students and all subgroups.

Planned Process for Revising Idaho's Long-Term Goals & Interim Targets

1. AOC Drafts Proposed Approach to Set New Goals
2. Technical Advisory Committee (TAC) Feedback
3. Board Feedback 
4. Integrate Goals for English Learners' Progress Towards Proficiency
5. Stakeholder Feedback
5. Revisions
6. Present Consolidated State Plan Amendment with new Long-term Goals and Interim Targets

Effect Sizes (ES)

- If we set goals based on the idea of improving performance by a certain effect size, we are essentially proposing that we attempt to move the entire performance bell curve to the right.
- The idea is to support improved performance for all individual students, and in doing so, to improve the statewide proficiency rates.
- To determine the effect size(s) we might use, we have focused on reviewing historical statewide trends.



AOC Process

- AOC reviewed several iterations of long-term goals based on the effect size concept.
- Throughout the process, the AOC communicated with SDE staff
- The following equal improvement Approach 1 was treated as our first potentially viable option and was presented to the Technical Advisory Committee (TAC).

Draft Consolidated State Plan Goals – ISAT Math, 7 percentage points (1 per year)

	2023 Baseline	2024 Interim Target	2025 Interim Target	2026 Interim Target	2027 Interim Target	2028 Interim Target	2029 Interim Target	2030 Long-term Goal
All Students	40.6%	41.6%	42.6%	43.6%	44.6%	45.6%	46.6%	47.6%

Modeling Summary - ISAT Goals Approach 1

- Used 2021 data as the baseline and 2022 as the target
- Determined if the state groups met the target
 - All Students: Yes ELA, Yes Math
 - English learners (EL): Yes ELA, Yes Math
 - Students with disabilities (SWD): Yes ELA, Yes Math
- Determined the # and % of schools who met the target
 - All Students: 52% ELA, 62% Math
 - English learners: 57% ELA, 58% Math
 - Students with disabilities (SWD): 47% ELA, 47% Math
- Checked for gap reduction for two student groups
 - EL vs. non-EL: 60% ELA, 52% Math
 - SWD vs. non-SWD: 47% ELA, 44% Math

Refining Our Approach

- AOC questioned whether the “Equal Improvement” Approach would lead to adequate reductions in performance gaps.
- Staff developed the Gap Closure Approach.
 - The Gap Closure Approach uses the Base of 7 percentage points over 7 years + 10% closure of the gap between the All Students baseline and the Group baseline.
 - AOC expressed being more comfortable in this new model, since it puts a focus on supporting students in subgroups who are struggling.

Approach 2: Gap Closure, ISAT Math

Draft Consolidated State Plan Goals – ISAT Math, 7 pct pts + 10% Gap Closure

	2023 Baseline	2024 Interim Target	2025 Interim Target	2026 Interim Target	2027 Interim Target	2028 Interim Target	2029 Interim Target	2030 Long-term Goal
All Students	40.6%	41.6	42.6	43.6	44.6	45.6	46.6	47.6
Econ Disadv	26.7%	27.9	29.1	30.3	31.5	32.7	33.9	35.1
English Learners	8.3%	9.8	11.2	12.7	14.1	15.6	17.1	18.5
Stdts w/ Disab	11.5%	12.9	14.3	15.7	17.2	18.6	20.0	21.4
Hispanic / Latin	22.1%	23.4	24.6	25.9	27.2	28.4	29.7	31.0
Amer Indian	18.7%	20.0	21.3	22.6	24.0	25.3	26.6	27.9

Approach 2: Gap Closure, 4 year Cohort Graduation Rate

Draft Consolidated State Plan Goals – 4 Year Grad, 7 pct pts + 10% Gap Closure

	2023 Baseline (2022 grad cohort)	2024 Interim Target	2025 Interim Target	2026 Interim Target	2027 Interim Target	2028 Interim Target	2029 Interim Target	2030 Long-term Goal (2029 grad cohort)
All Students	79.9%	80.9	81.9	82.9	83.9	84.9	85.9	86.9
Econ Disadv	69.6%	70.7	71.9	73.0	74.2	75.3	76.5	77.6
English Learners	65.4%	66.6	67.8	69.0	70.2	71.4	72.6	73.9
Stdts w/ Disab	56.6%	57.9	59.3	60.6	61.9	63.3	64.6	65.9
Hispanic / Latin	73.0%	74.1	75.2	76.3	77.4	78.5	79.6	80.7
Amer Indian	73.4%	74.5	75.6	76.7	77.8	78.9	80.0	81.1

Approach 2: Gap Closure, 5 year Cohort Graduation Rate

Draft Consolidated State Plan Goals – 5 year Grad, 7 pct pts + 10% Gap Closure

	2023 Baseline (2021 grad cohort)	2024 Interim Target	2025 Interim Target	2026 Interim Target	2027 Interim Target	2028 Interim Target	2029 Interim Target	2030 Long-term Goal (2028 grad cohort)
All Students	82.3%	83.3	84.3	85.3	86.3	87.3	88.3	89.3
Econ Disadv	73.4%	74.5	75.7	76.8	77.9	79.0	80.2	81.3
English Learners	66.2%	67.4	68.7	69.9	71.1	72.4	73.6	74.8
Stdts w/ Disab	59.8%	61.1	62.4	63.8	65.1	66.4	67.7	69.1
Hispanic / Latin	75.6%	76.7	77.8	78.9	80.0	81.1	82.2	83.3
Amer Indian	72.7%	73.8	75.0	76.1	77.2	78.4	79.5	80.7

TAC Feedback and Next Steps

TAC Feedback

- Both approaches are mathematically and theoretically sound
- Suggest you pull data for some exemplar LEAs

Next Steps

1. Pull exemplar LEA data, particularly for subgroups
2. Build out the draft goals for ELA and add all required subgroups
3. Work with SDE EL Assessment and EL Program staff and advisory groups to develop a proposed approach for the English Learners Progress Towards Proficiency goal.
4. Robust public feedback – suggest a collaborative process that includes Board staff and SDE staff

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
FEBRUARY 27-28, 2024

SUBJECT

Accountability Oversight Committee Recommended Changes to the Trajectory Growth Model

REFERENCE

August 2017	The Board approved Idaho's ESSA Plan, including a new state and federal accountability system that utilizes multiple measures to identify schools for recognition and support, including a high school measure on college and career readiness.
December 2018	The Board received the AOC's fiscal year 2019 report, including student achievement data and an analysis on the first year of implementation of the state's new K-12 school accountability system.
February 2019	The Board approved amendments to the ESSA Plan, based on recommendations from the AOC and Department staff.
April 2021	The Board adopted recommendations from the AOC related to the K-8 school quality measure used for school identification, thus initiating the negotiated rulemaking process for IDAPA 08.02.03 – Section 112, Accountability.

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies and Procedures, Section I.Q.
Accountability Oversight Committee
Idaho Code § 33-110
Idaho Administrative Code, IDAPA 08.02.03.111, 112, and 114

BACKGROUND/DISCUSSION

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

- a. Provide recommendations to the Board on the effectiveness of the statewide student achievement system and make recommendations on improvements and/or changes as needed.
- b. Develop and review an annual report of student achievement. This report shall be compiled collaboratively by Board and State Department of Education (Department) staff and submitted to the committee for review. The committee will forward the report to the Board with recommendations annually.

Based on previous AOC recommendations to adjust the trajectory growth model, in early 2023, the Board office requested that the AOC take the lead in providing the Board with a more detailed proposal. The AOC began this work in spring 2023 and has collaborated with Department staff throughout. Department staff and the

AOC have also worked with an external contractor who has provided data modeling support for the project.

The trajectory growth model is used as a part of Idaho's K-12 school accountability system. Once students' individual growth targets are identified, the percentage of students who met their targets is calculated for each school. This is then used as the growth indicator in the state's formula to identify schools for comprehensive support and improvement. However, because so many students have not had meaningful targets under the current model, these growth targets are not often used at the school or individual student level. The AOC is hoping to change this by first updating the way that growth targets are identified and then providing support and feedback to Department staff as they revise the ISAT individual student reports.

Over the past ten months, the AOC has reviewed and discussed many potential methods to improve the state's trajectory growth model by:

- Creating more achievable targets for non-proficient students; and
- Creating more meaningful targets for students who are proficient or advanced.

The proposed model breaks the ISAT performance categories into sub-categories and sets each student's trajectory growth target based on the expectation that the student will move up one sub-category until they reach the advanced level.

On January 12, 2024 the AOC voted to submit the proposed model to the Board for feedback. The AOC also suggested that the proposed model be shared with Idaho's assessment technical advisory board (TAC), to ensure that the method is sound. Idaho's TAC includes experts in psychometrics and standardized assessments, including a nationally recognized growth model expert. On January 22, the AOC Chair, Board staff, and Department staff met with the TAC and provided them with detailed information regarding the proposed model. The TAC confirmed that the model is mathematically and theoretically sound. However, they did note that staying within the same sub-category from spring to spring does represent a full academic year of growth, so we may want to consider adjusting the expectation for students who are proficient.

If the Board is supportive, Board and Department staff will engage in a robust public feedback process. Dependent on Board and AOC feedback, staff will either present only the proposed model or will also include a model that expects proficient students to maintain performance within their sub-category. Staff will then provide the AOC with a summary of the community feedback and the model will be revised if necessary. The proposed model will then be presented to the Board for approval as a part of a substantial Consolidated State Plan amendment.

IMPACT

Board support of the proposed model will result in the initiation of a stakeholder feedback process before the AOC and Department bring a final model to the Board for adoption.

The trajectory growth model is a part of the school identification process outlined in Idaho's Consolidated State Plan and in IDAPA 08.02.03.112. The current approach to adjusting the model would require amendments to the Consolidated State Plan, but would not require changes to Administrative Code.

ATTACHMENTS

Attachment 1 – Draft Trajectory Growth Model Changes Presentation

BOARD STAFF COMMENTS AND RECOMMENDATIONS

Board staff are supportive of the proposed adjustments to the trajectory growth model and of the proposed plan for gathering stakeholder feedback.

BOARD ACTION

This item is for informational purposes.



DRAFT CHANGES TO THE TRAJECTORY GROWTH MODEL

Trajectory Growth Targets Indicator

Creates Individual Student Goals

Calculation

Individual Student Trajectory Growth Target =

Proficient Scale Score 3 years after Baseline – Student's Baseline
(previous year) Scale Score / 3

Used in School Identification Calculation

- State calculates the per school % of students who hit their target
- The per school % is 1 part of the School Identification Calculation
- The growth targets are calculated annually

Reasons AOC Recommends Changes

In their FY 19 AOC Recommendations Report, the AOC identified the following issue:

- Students who are proficient can have a growth target that requires little to no growth to maintain proficiency (depending on the individual student's scale score)
- Students who are advanced can have a growth target that is a negative slope, since the expectation is that they just need to stay above the proficiency cut score to hit their target

In FY 22 and FY 23, the AOC also noted:

- Students who score lower on the test (i.e. Below Basic) often have a growth target that is too ambitious to be achievable

Planned Process for Revising Idaho's Trajectory Growth Indicator

1. AOC Drafts Proposed Method for Calculating New Trajectory Growth Targets
2. Technical Advisory Committee (TAC) Feedback
3. Board Feedback 
4. Stakeholder Feedback
5. Revisions
6. Present Consolidated State Plan Amendment with new Trajectory Growth Targets Calculation

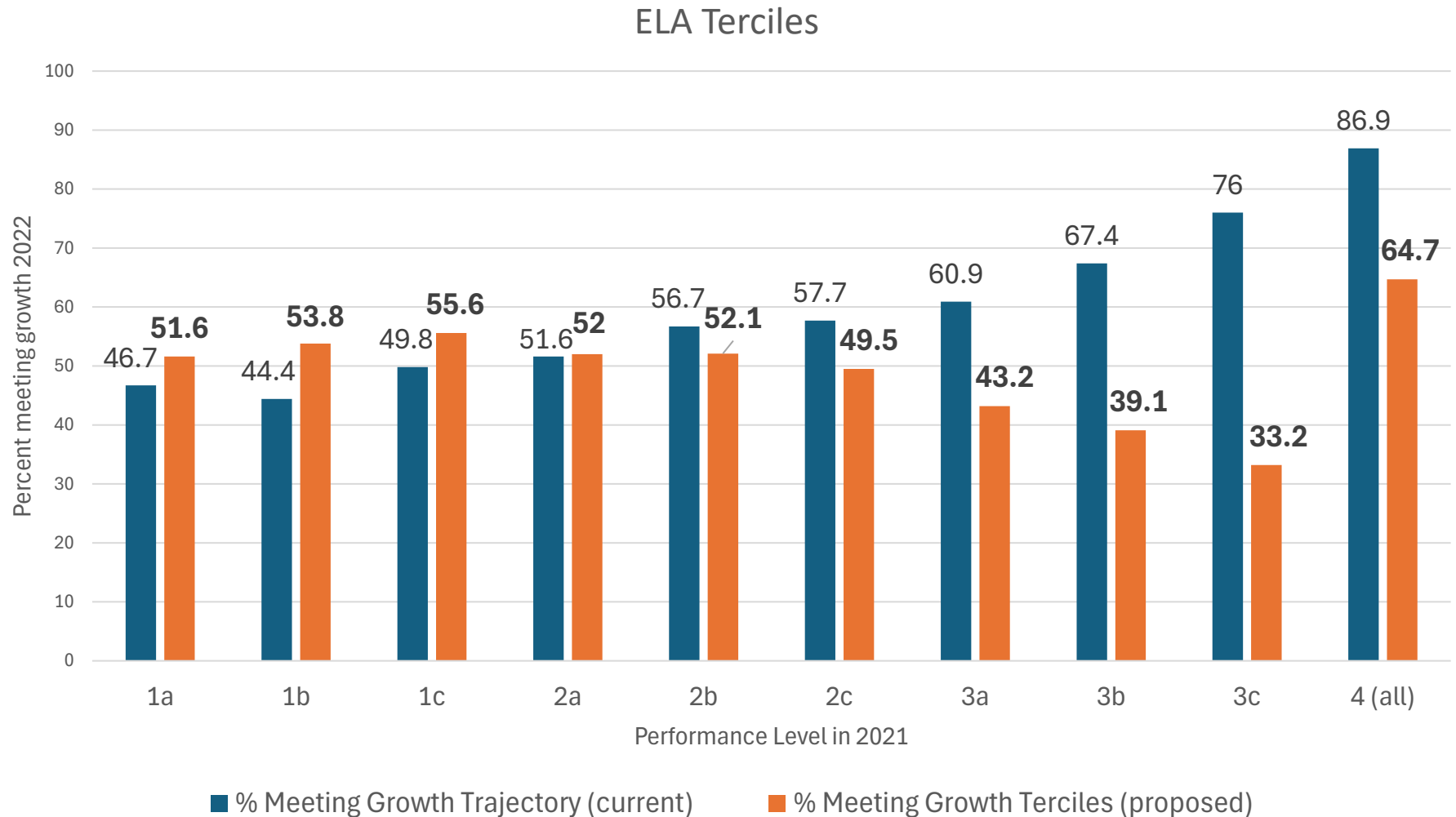
Proposed Model - Terciles

	Level 1			Level 2			Level 3			Level 4		
Prior Year	1a	1b	1c	2a	2b	2c	3a	3b	3c	4a	4b	4c
Current year	1b	1c	2a	2b	2c	3a	3b	3c	4a	Maintain		

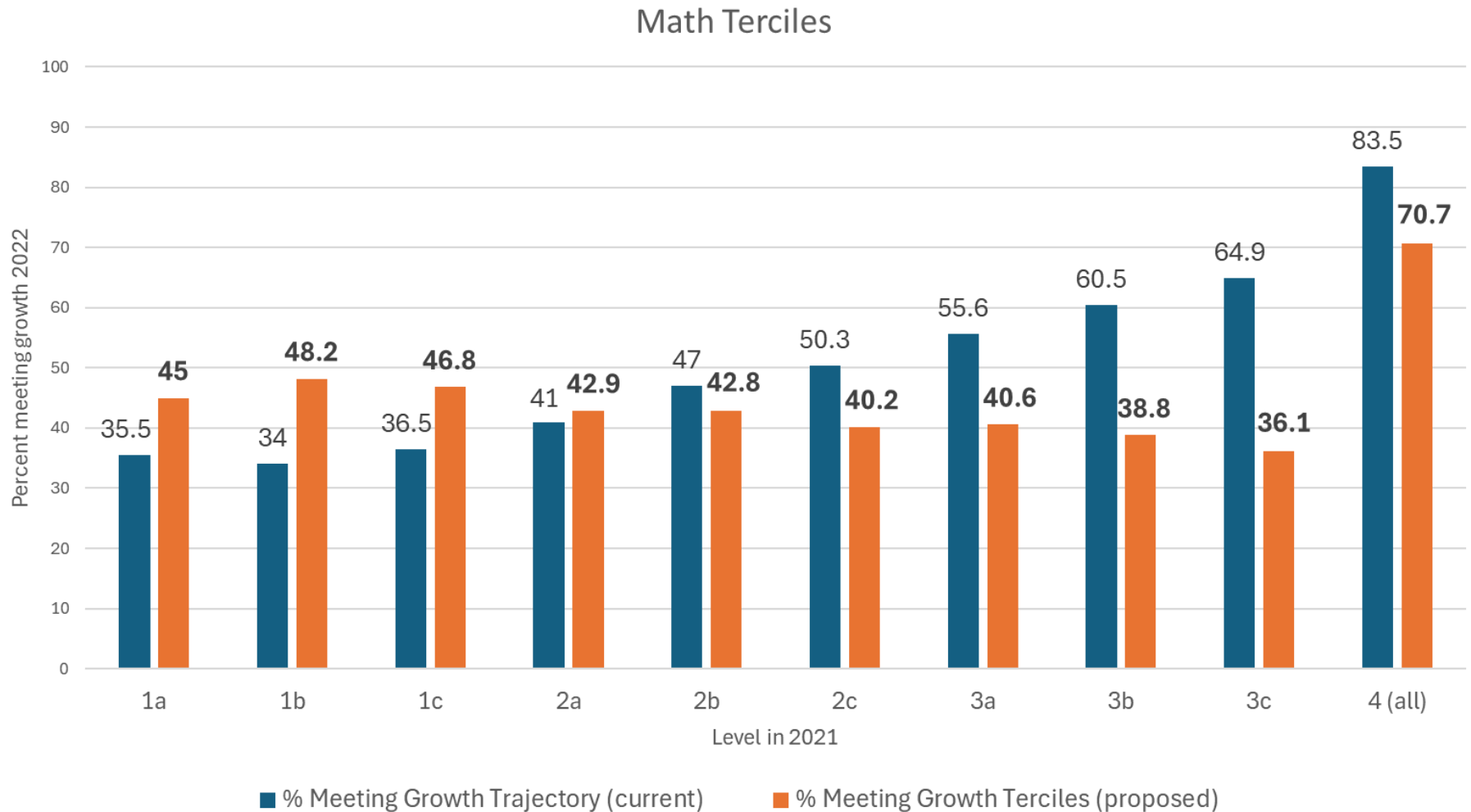
This model uses sub-categories of performance to establish students' individual growth targets.

- Each ISAT performance category is broken into 3 sub-categories (exception is Level 4, Advanced)
- Student targets = enter the next sub-category (or higher)
- Advanced students targets = stay in Advanced category

Data Modeling: ISAT ELA % Making Growth, using tercile cuts



Data Modeling: ISAT Math % Making Growth, using tercile cuts



TAC Feedback and Next Steps

TAC Feedback

- This approach is mathematically and theoretically sound
- May want to look at some individual school performance (i.e. high performing schools, schools identified for improvement, high schools vs. elementary schools)
- Staying the in the same sub-category is still 1 year growth, so may want to consider adjusting the model for proficient students

Next Steps

1. Pull student data
2. Do data modeling with the proficient maintain sub-category
3. Robust public feedback – suggest a collaborative process that includes Board staff and SDE staff

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
FEBRUARY 27-28, 2024

SUBJECT

2023-2028 K-20 Education Strategic Plan

REFERENCE

October 2018	The Board reviewed the K-20 Educational System performance measures and directed staff to remove several performance measures and bring forward annual degree production targets for consideration in the updated K-20 Education Strategic Plan for the December 2018 Board meeting.
December 2018	The Board reviewed the draft K-20 Education Strategic Plan and discussed setting institution level credential production goals by level of credential.
February 2019	The Board approved updated K-20 Education Strategic Plan and reviewed data on Idaho's workforce education gap and potential credential production targets. Directed staff to do additional work with the Department of Labor, Department of Commerce, Workforce Development Council, and Governor's Office on identifying workforce need and production targets.
October 2019	The Board reviewed K-20 Education System performance during the Work Session and Literacy Growth Targets during the Planning, Policy and Governmental Affairs portions of the agenda
February 2020	The Board approved amendments to the FY21 K-20 Education Strategic Plan.
May 2020	The Board discussed amendments to the Board's K-20 Strategic plan as part of a facilitated Board retreat.
August 2020	The Board approved a new mission and vision statement for the K-20 Education Strategic plan.
October 2020	The Board reviewed K-20 Education System performance measures.
December 2020	The Board discussed possible amendments to the FY 22 K-20 Education Strategic Plan.
February 2021	The Board approved amendments to the FY22 K-20 Education Strategic Plan.
May 2021	The Board discussed identifying three focus areas for K-12 Education, K-4 Literacy, 5-8 Math, and HS credit recovery.
June 2021	The Board approved the institutions and agencies' strategic plans and delegated approval of the health and special program plans to the Executive Director.
October 2021	The Board reviewed K-20 Education System performance measures, including an update on IRI performance based on student cohorts.

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
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December 2021	The Board discussed possible amendments to the FY 23 K-20 Education Strategic Plan, including the addition of three focus areas for postsecondary education.
February 2022	The Board approved amendments to the K-20 Education Strategic Plan
October 2022	Board reviewed K-20 Education System performance measures, including an update on IRI performance and growth based on student cohorts.
December 2022	The Board reviewed the current K-20 Education Strategic Plan and provided direction on potential amendments.
February 2023	The Board approved amendments to the K-20 Education Strategic Plan
October 2023	The Board reviewed the current K-20 Education System performance measures.
December 2023	The Board reviewed proposed amendments to K-20 Education Strategic Plan

APPLICABLE STATUTE, RULE, OR POLICY

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

BACKGROUND/ DISCUSSION

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

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

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
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Idaho Code § 67-2903 sets out minimum planning elements that are required to be in every agency and institution strategic plan as well as the annual review and updating requirement that is the basis for the Board's strategic planning cycle.

In October the Board reviews performance measure outcomes from the K-20 Education Strategic Plan as well as the performance of the agencies and institutions under its governance. The data review and work session discussion help to guide revision efforts on the strategic plan for the next cycle. Board staff then work with stakeholders and the PPGA committee to refine proposed revisions. In December, the Board reviews any proposed revisions to the the K-20 strategic plan and provides feedback on the proposal. In February the board finalizes any revisions to the K-20 strategic plan going forward.

IMPACT

If the Board approves the proposed strategic plan today, it will be submitted to the Division of Financial Management (DFM) and posted on the Board's website. The Board approved K-20 strategic plan also helps inform the strategic plan development process for agencies and institutions under the Board's governance. Historically, the Board has reviewed drafts of agency and institution strategic plans in April and approved final plans in June. All strategic plans are due to DFM in mid-June.

ATTACHMENTS

Attachment 1 – FY 2025-2029 K-20 Strategic Plan Summary

Attachment 2 - FY 2025–2029 K-20 Education Strategic Plan – Proposed (Clean Copy)

Attachment 3 – FY2025-2029 K-20 Education Strategic Plan – Showing Redline

BOARD STAFF COMMENTS AND RECOMMENDATIONS

The Board reviewed performance data across K-20 and the performance reports for each institution and agency under Board governance in October of 2023.

Board feedback at that time was incorporated into proposed revisions. Proposed revisions were first considered by the PPGA Committee in November of 2023. After revisions based on Committee feedback, the proposed revisions were brought to the full Board for a work session in December of 2023. During the work session the Board members provided feedback and generally expressed support for finalizing the revision ideas for adoption consideration in February.

Since then, Board staff has worked with representatives from the Idaho Department of Education, the Accountability Oversight Committee, and institutional researchers from the colleges and universities to gather feedback for finalizing the proposed revisions. Board staff has also worked with the OSBE research, college and career, academic affairs, and IT teams to discuss the viability and efficacy of the proposed measures.

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
FEBRUARY 27-28, 2024**

The result is a proposal for the Board to adopt 3 goals with 9 objectives and 17 performance measures. This plan is summarized in Attachment 1. Attachment 2 presents the strategic plan as it will be submitted to the Division of Financial Management if approved today. Attachment 3 shows the redline mark-up of the proposed revisions to the existing plan.

As the highest level strategic plan, these measures aim to serve as a spotlight on key areas of the Board's work and the efficacy of Board initiatives. Next steps for Board staff will include:

- aligning existing supplemental reports to the categories identified in the strategic plan, establishing a comprehensive timeline for those reports, and evaluating the depth and breadth of exiting reporting;
- supporting agencies and institutions in developing their strategic plans;
- working with PPGA and institutions to review performance measures and systemwide measures to consider whether revisions for improvement or efficiency may be brought forward for Board consideration at a future date.

Staff recommends approval of the K-20 education strategic plan.

BOARD ACTION

I move to approve the FY 2025-2029 K-20 Education Strategic plan as provided in Attachment 2.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

GOAL 1: EDUCATIONAL READINESS		
<u>Objective A – Literacy</u> *Measure 1 – Proficiency: Statewide aggregated % of K-3 students achieving proficiency on the spring administration of the statewide literacy assessment (IRI). Target: 75% Actual: 66% Measure 2 – Growth: Statewide aggregated % of K-3 students whose performance on the statewide literacy assessment increased by at least one sub-category between the fall and spring administrations of the assessment. New measure, target TBD in 2024	<u>Objective B – Mathematics</u> *Measure 1 - Proficiency: Statewide aggregated % of 6-8 students who achieve proficiency on the spring administration of the statewide mathematics assessment (ISAT). Target: 43% Actual: 39% Measure 2 - Growth: Statewide aggregated % of students in grades 6-8 whose performance on the statewide mathematics assessment increased by at least one sub-category between spring-to-spring administrations of the assessment. New measure, target TBD in 2024	<u>Objective C – Graduation</u> *Measure 1- 5 YR ACGR: 5 Year Adjusted Cohort Graduation Rate (ACGR). Target: 87% Actual: 83% (4-Yr ACGR 81%) Measure 2 – College Entrance Exam: % of Idaho high school graduates who took the ACT or SAT and achieved the composite benchmark on the assessment taken. Target: 45% Actual: ACT 30%; SAT 40%
GOAL 2: EDUCATIONAL ACCESS		
<u>Objective A – Advanced Opps.</u> *Measure 1 – Advanced Opps: % of graduates from Idaho public high schools who were funded for one or more advanced opportunity. Target: 90% Actual: 75%	<u>Objective B – Engagement</u> *Measure 1 – FAFSA: % of Idaho public high school seniors who complete the Free Application for Federal Student Aid (FAFSA). Target: 60% Actual: 42% Measure 2 – Apply Idaho: % of Idaho public high school seniors who submit at least one application through Apply Idaho. New measure, target TBD in 2024	<u>Objective C – College Going</u> *Measure 1 – Fall Immediate College Going: % of graduates from Idaho public high schools who enroll in and Idaho public postsecondary institution in the fall immediately following graduation. Target: 60% Actual: 42% Measure 2 – 3 YR Go-On Rate: % of graduates from Idaho public high school who enroll in an Idaho public postsecondary institution within 36 months of high school graduation. Target: 80% Actual: 52%
GOAL 3: EDUCATIONAL ATTAINMENT		
<u>Objective A – Retention</u> *Measure 1 – First-Year Retention: % of new full-time degree-seeking students who return for a second year in an Idaho public postsecondary institution (or who graduated). Target: 80% Actual: 52% Measure 2 – Adequate Progress: % of undergrad, degree-seeking students completing 2 full-time semesters per academic year at the institution reporting (30 credits at 4yr; 24 at 2yr). Target: 55% Actual: 50%	<u>Objective B–Timely Completion</u> *Measure 1 – 100% of Time: % of full-time first-time freshman graduating within 100% of the allotted time. (e.g. 4-year degree in 4 years; 2-year degree in 2 years) Target: 30% Actual: 2YR 23% 4YR 34% Measure 2 – 150% of Time: % graduating within 150% time. Target: 50% Actual: 2YR 32% 4YR 53%	<u>Objective C – Attainment</u> *Measure 1 - STEM: % of total credentials conferred that are STEM field. Target: 25% Actual: 24% Measure 2 – Count: Unduplicated headcount of graduates, by highest level credential attained by academic year. (including workforce credentials, certificates, and associate, baccalaureate, and graduate degrees.) Target: 18,000% Actual: 17,473%

FY2025-FY2029

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 3
- Mathematics Proficiency and Growth – Grades 6 through 9
- High School Credit Recovery, Completion, and Transition (Workforce or Postsecondary)

Postsecondary Education

- Recruitment and Access
- Retention
- Transfer and Completion

GOAL 1: 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.

Objective A: Literacy - Provide effective literacy instruction across grades K-3.

L

Performance Measures:

- I. **Proficiency:** Statewide aggregated % of K-3 students achieving proficiency on the spring administration of the statewide literacy assessment (currently the Idaho Reading Indicator, IRI).
Benchmark: 75%¹
- II. **Growth:** Statewide aggregated percentage of K-3 students whose performance on the statewide literacy assessment increased by at least one sub-category between the fall and spring administrations of the assessment.
Benchmark: New Measure²

Objective B: Mathematics - Provide effective mathematics instruction across grades 6-8.

M

Performance Measures:

- I. **Proficiency:** Statewide aggregated percentage of 6-8 students who achieved proficiency on the spring administration of the statewide mathematics assessment (currently the Idaho Standards Achievement Test, ISAT).
Benchmark: 43%³
- II. **Growth:** Statewide aggregated percentage of students in grades 6-8 whose performance on the statewide mathematics assessment increased by at least one sub-category between spring-to-spring administrations of the assessment.

Benchmark: New Measure

Objective C: Graduation: Increase Idaho's high school graduation rate.

HS

Performance Measures:

- I. **5-Year Adjusted Cohort Graduation Rate (ACGR)**⁴
Benchmark: 87% or more
- II. **College Entrance Exams:** Percentage of Idaho high school graduates⁵ who took the ACT or SAT and who met the college placement/entrance exam college readiness composite score benchmarks.
Benchmark: 45%⁶

GOAL 2: EDUCATIONAL ACCESS - Increase access to Idaho's robust educational system for all Idahoans, regardless of socioeconomic status, age, or geographic location.

Objective A: Advanced Opportunities – Increase high-school student participation in advanced opportunities.

HS	R/A
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Performance Measures:

- I. **Percent of high school graduates who were funded for or more advanced opportunities.**
Benchmark: 90% or more

Objective B: Student Engagement - Increase high-school student engagement in exploring postsecondary opportunities.

HS	R/A
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Performance Measures:

- I. **Percent of Idaho public high school seniors who complete the Free Application for Federal Student Aid (FAFSA).**
Benchmark: 60% or more
- II. **Percent of Idaho public high school seniors who submit at least one application through Apply Idaho.**
Benchmark: New Measure

Objective C: College-Going - Increase the rate at which high school graduates pursue postsecondary opportunities.

HS	R/A
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Performance Measures:

- I. **Percent of high school graduates who enroll in an Idaho public postsecondary institution in the fall immediately following graduation.**
Benchmark: 60%⁷ or more
- II. **Percent of high school graduates who enroll in an Idaho public postsecondary institution Within 36 months of high school graduation.**
Benchmark: 80%⁸ or more

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.

Objective A: First-Year Student Retention: Increase the retention rate of first-year students into the second year.

R

Performance Measures:

- I. Percentage of new full-time degree-seeking students who return (or who graduate) for second year in an Idaho postsecondary public institution.
Benchmark: 75%⁹ or more
- II. Percent of undergraduate, degree-seeking students completing two full-time semesters¹⁰ per academic year at the institution reporting.
Benchmark: 55%¹¹ or more

Objective B: Timely Degree Completion – Increase on-time degree completion.

T/C

Performance Measures:

- I. Percent of full-time first-time freshman graduating within 100% of the allotted time (e.g. 4-year degree in 4 years; 2-year degree in 2 years).
Benchmark: 30%
- II. Percent of full-time first-time freshman graduating within 150% of the allotted time (e.g. 4-year degree in 6 years; 2-year degree in 3 years).
Benchmark: 50%

Objective C: Educational Attainment – Increase completion of certificates and degrees through Idaho’s educational system.

T/C

Performance Measures:

- I. Percent of total credentials conferred in STEM fields¹².
Benchmark: 25%
- II. Unduplicated headcount of graduates, by highest level attained.
Benchmark: 18,000¹³

KEY EXTERNAL FACTORS

The Board's responsibility of governance and oversight of public education in Idaho is focused on providing a high-quality educational system with opportunities and access for all Idaho residents regardless of where they intersect with the educational system. The structure of public education in Idaho provides an opportunity of focusing work towards common goals, however, the work of communicating out these common focus areas and helping each segment of the public education system to understand and make progress in those areas can be difficult when the system or parts of the system are not adequately resourced or there is not a common vision of success or accountability.

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 based on the FY2023 statewide, spring administration, all students, composite outcome of 66%.

² New measures are expected to collect baseline data in the first year, and to establish a target and report outcomes in the second year.

³ Benchmark is based on Accountability Oversight Committee recommendations and reflects the FY23 6-8 aggregated baseline proficiency rate of 38.8%.

⁴ 5-Year ACGR considers students who graduate within 4 years of entering 9th grade, plus the summer after 12th grade. Benchmark is based on Accountability Oversight Committee recommendations.

⁵ The term "graduate" for this measure includes the summer after the conclusion of a student's senior year and considers whether the student achieved the composite benchmark across all attempts of the exam.

⁶ Both ACT and SAT composite score benchmarks of 45%

⁷ Outcomes over the past five years have fallen by approximately 10% and are most recently reported at 42%. The benchmark remains at 60%.

⁸ Outcomes over the past five years have fallen by approximately 10% and are most recently reported at 52%. The benchmark remains at 80%.

⁹ The 2021-2022 systemwide outcome was 70%.

¹⁰ A full-time semester at a four-year institution is 30 credit hours. A full-time semester at a two-year institution is 24 credit hours.

¹¹ The 2021-2022 systemwide outcome was 50%.

¹² For the purpose of this measure, STEM fields will use the CCA/IPEDS Definition.

¹³ A supplemental report will separate graduates by credential issued for further analysis. The benchmark for the aggregated total is based on a fiscal year 2023 aggregated total of 17,483 graduates.

FY2025-FY2029

Idaho K-20 Public Education – Strategic Plan

An Idaho Education: High Potential – High Achievement

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- Innovation
- Preparedness
- Resilience

MID-TERM PRIORITY FOCUS AREAS

Elementary and Secondary Education

- Literacy Proficiency and Growth – Kindergarten through grade 3
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- High School Credit Recovery, Completion, and Transition (Workforce or Postsecondary)

Postsecondary Education

- Recruitment and Access
- Retention
- Transfer and Completion

GOAL 1: 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.

Objective A: Literacy - Provide effective literacy instruction across grades K-3.

L



Performance Measures:

- I. **Proficiency:** Statewide aggregated % of K-3 students achieving proficiency on the spring administration of the statewide literacy assessment (currently the Idaho Reading Indicator, IRI).
Benchmark: 75%¹
- II. **Growth:** Statewide aggregated percentage of K-3 students whose performance on the statewide literacy assessment increased by at least one sub-category between the fall and spring administrations of the assessment.
Benchmark: New Measure²

Objective B: Mathematics - Provide effective mathematics instruction across grades 6-8.

M

Performance Measures:

- I. **Proficiency:** Statewide aggregated percentage of 6-8 students who achieved proficiency on the spring administration of the statewide mathematics assessment (currently the Idaho Standards Achievement Test, ISAT).
Benchmark: 43%³
- II. **Growth:** Statewide aggregated percentage of students in grades 6-8 whose performance on the statewide mathematics assessment increased by at least one sub-category between spring-to-spring administrations of the assessment.

Benchmark: New Measure

Objective C: Graduation: Increase Idaho's high school graduation rate.

HS

Performance Measures:

- I. **5-Year Adjusted Cohort Graduation Rate (ACGR)**⁴
Benchmark: 87% or more
- II. **College Entrance Exams:** Percentage of Idaho high school graduates⁵ who took the ACT or SAT and who met the college placement/entrance exam college readiness composite score benchmarks.
Benchmark: 45%⁷

GOAL 2: EDUCATIONAL ACCESS - Increase access to Idaho's robust educational system for all Idahoans, regardless of socioeconomic status, age, or geographic location.

Objective A: Advanced Opportunities – Increase high-school student participation in advanced opportunities.

HS	R/A
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Performance Measures:

- I. **Percent of high school graduates who were funded for or more advanced opportunities.**
Benchmark: 90% or more

Objective B: Student Engagement - Increase high-school student engagement in exploring postsecondary opportunities.

HS	R/A
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Performance Measures:

- I. **Percent of Idaho public high school seniors who complete the Free Application for Federal Student Aid (FAFSA).**
Benchmark: 60% or more
- II. **Percent of Idaho public high school seniors who submit at least one application through Apply Idaho.**
Benchmark: New Measure

Objective C: College-Going - Increase the rate at which high school graduates pursue postsecondary opportunities.

HS	R/A
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Performance Measures:

- I. **Percent of high school graduates who enroll in an Idaho public postsecondary institution in the fall immediately following graduation.**
Benchmark: 60%¹¹ or more
- II. **Percent of high school graduates who enroll in an Idaho public postsecondary institution Within 36 months of high school graduation.**
Benchmark: 80%¹² or more

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.

Objective A: First-Year Student Retention: Increase the retention rate of first-year students into the second year.

R

Performance Measures:

- I. Percentage of new full-time degree-seeking students who return (or who graduate) for second year in an Idaho postsecondary public institution.
Benchmark: 75% or more¹³
- II. Percent of undergraduate, degree-seeking students completing two full-time semesters¹⁴ per academic year at the institution reporting.
Benchmark: 50% or more

Objective B: Timely Degree Completion – Increase on-time degree completion.

T/C

Performance Measures:

- I. Percent of full-time first-time freshman graduating within 100% of the allotted time (e.g. 4-year degree in 4 years; 2-year degree in 2 years).
Benchmark: 30%
- II. Percent of full-time first-time freshman graduating within 150% of the allotted time (e.g. 4-year degree in 6 years; 2-year degree in 3 years)
Benchmark: 55%¹⁵

Objective C: Higher Level of Educational Attainment – Increase completion of certificates and degrees through Idaho’s educational system.

T/C

Performance Measures:

- I. Percent of total credentials conferred in STEM fields¹⁶.
Benchmark: 25%
- II. Unduplicated headcount of graduates, by highest level attained.
Benchmark: 18,000¹⁸

KEY EXTERNAL FACTORS

The Board's responsibility of governance and oversight of public education in Idaho is focused on providing a high-quality educational system with opportunities and access for all Idaho residents regardless of where they intersect with the educational system. The structure of public education in Idaho provides an opportunity of focusing work towards common goals, however, the work of communicating out these common focus areas and helping each segment of the public education system to understand and make progress in those areas can be difficult when the system or parts of the system are not adequately resourced or there is not a common vision of success or accountability.

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 based on the FY2023 statewide, spring administration, all students, composite outcome of 66%.

² New measures are expected to collect baseline data in the first year, and to establish a target and report outcomes in the second year.

³ Benchmark is based on Accountability Oversight Committee recommendations and reflects the FY23 6-8 aggregated baseline proficiency rate of 38.8%.

⁴ 5-Year ACGR considers students who graduate within 4 years of entering 9th grade, plus the summer after 12th grade. Benchmark is based on Accountability Oversight Committee recommendations.

⁵ The term "graduate" for this measure includes the summer after the conclusion of a student's senior year and considers whether the student achieved the composite benchmark across all attempts of the exam.

⁷ Both ACT and SAT composite score benchmarks of 45%

¹¹ Outcomes over the past five years have fallen by approximately 10% and are most recently reported at 42%. The benchmark remains at 60%.

¹² Outcomes over the past five years have fallen by approximately 10% and are most recently reported at 52%. The benchmark remains at 80%.

¹³ The 2021-2022 systemwide outcome was 70%.

¹⁴ A full-time semester at a four-year institution is 30 credit hours. A full-time semester at a two-year institution is 24 credit hours.

¹⁵ The 2021-2022 systemwide outcome was 50%.

¹⁶ For the purpose of this measure, STEM fields will use the CCA/IPEDS Definition.

¹⁸ A supplemental report will separate graduates by credential issued for further analysis. The benchmark for the aggregated total is based on a fiscal year 2023 aggregated total of 17,473 graduates.

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
FEBRUARY 27-28, 2024**

SUBJECT

2024 Legislative Update

REFERENCE

June 2023	The Board approved legislative ideas for the 2024 legislative session.
August 2023	The Board approved legislative proposals and proposed administrative rules for the 2024 legislative session.
November 2023	The Board approved pending administrative rules for the 2024 legislative session.
February 2024	The Board received an update on the Board's legislative agenda and education related bills introduced during the 2024 legislative session.

APPLICABLE STATUTE, RULE, OR POLICY

Idaho Code § 33-107(5)(b)

BACKGROUND/DISCUSSION

This agenda item will provide the Board with an update on the education related legislation being considered by the 2024 Idaho Legislature.

Board Submitted Legislation:

At the August 2023 Regular Board meeting the Board approved three (3) legislative proposals. As part of the Executive Agency Legislative process, the Division of Financial Management (DFM) approved all three (3) of the Board's legislative proposals to be introduced to the 2024 Legislature. As of the time these materials were finalized for the PPGA Committee Meeting, the Board approved legislation were in the following stages:

- SB 1246 – State Board of Ed, Retirement - printed
- HB 411 - Educational Data – Returned to House Ed.
- Transfer Credit Report – Withdrawn

Administrative Code (rules)

In November 2023, the Board approved six pending administrative rules. Pending administrative rules have the force and effect of law and go into effect when the Legislature adjourns sine die of the legislative session in which they are approved by the Legislature. The Legislature may accept a rule in whole or in part, only those rules or sections of non-fee rules that are approved by both chambers go into effect.

As of the time these materials were finalized for the PPGA Committee Meeting, all pending rules have been presented to both the House Education Committee and the Senate Education Committee. House Education has voted on rules as noted below.

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House Education – Pending Rules

- Docket No. 08-0112-2301 – Rules Governing the Postsecondary Credit Scholarship
- Docket No. 08-0203-2301 – Rules Governing Thoroughness
- Docket No. 55-0103-2301 – Rules Governing Career Technical Schools
- Docket No. 55-0104-2301 – Rules Governing Idaho Quality Program Standards Incentive Grants and Agricultural Education Program Start-up Grants
- Docket No. 08-0401-2301 – Rules Governing the Idaho Digital Learning Academy
- Docket No. 08-0113-2302 – Rules Governing the Opportunity Scholarship

The House Education Committee approved all pending rules with the exclusion of proposed revisions to revisions to 08.04.01.112.03.

The Senate Education Committee approved all pending rules as presented.

Education/Agency Related Legislation

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

Idaho Code § 33-107(5) charges the Board with enforcing the education laws of the state, in accordance with this duty, it is necessary from time to time for the Board to issue procedural orders or agency guidance where clarification is necessary, and no rulemaking authority has been granted to the Board. Pursuant to Idaho Code § 67-5250, “unless otherwise prohibited by any provision of law, each agency shall index by subject all agency guidance documents....” “Agency guidance” means all written documents, other than rules, orders, and pre-decisional material, that are intended to guide agency actions affecting the rights or interests of persons outside the agency.

Board staff will provide additional updates for the Board at the conclusion of the legislative session.

IMPACT

This update provides the Board with the status of education and agency-related legislation that has been introduced, or the Board has been requested to weigh in on. Any items the Board chooses to support or oppose will provide Board staff

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with the authorization to share the Board's position with legislators, including authorization to testify for or against bills based on the Board's action(s).

ATTACHMENTS

Attachment 1 – Introduced Education/Agency Related Legislation

BOARD STAFF COMMENTS AND RECOMMENDATIONS

Attachment 1 provides a list of education-related legislation and legislation impacting state agencies and institutions, including those under the Board's governance as of the due date for meeting materials for this meeting.

Board staff will review the potential impacts of proposed legislation for informational purposes, but do not have any recommendations.

BOARD ACTION

No Action

OR

I move to [*support or oppose*] bill number [*insert bill number here*] and instruct Board staff to provide testimony to that effect.

	Bill #	Short Title	Status 2/19/27	Sponsor	Committee Originated	Description
High Interest	415	Concealed Weapons School property	House Floor 53-13-1 Pending hearing Senate Staet Affairs	Rep Hill. Sen Lakey	House State Affairs	Provides for concealed carry on school campuses with principal knowledge.
	416	State Govt, Org Funds	Printed, State Affairs	Rep Scott	House State Affairs	Would prohibit the use of public funds to pay membership fees or due to any organization unless required to do so by law.
	447	Parental Choice Credit Grant	Printed, Rev and Tax	Horman, Monks, Grow, Ricks	Rev and Tax	Establishes a tax credit up to \$5,000 with additional for children with special needs. Up to \$50,000,000 in year one, to be administered by the Idaho Tax Commission
	500	Opportunity Scholarship	3rd Read House	Clow, Mathias	Education	Would allow community colleges to be recipients of the opportunity scholarship funds. Would also increase the credit completion rates for eligibility to renew from the existing federal minimum, to on track to complete in 100% of time levels.
	521	Taxation, School Facilities Funds	Printed, Rev and Tax	40 cosponsors	House Rev and Tax	First, it dedicates \$125 million in ongoing sales tax revenue to the new School Modernization Facilities Fund for bonding, while providing the legislature with expanded options to cover annual service on the bonds in the event of economic downturns. Second, this legislation increases the funding to the School District Facility Fund in two ways. It increases the sales tax revenue directed to the fund from 2.25% to 3.25% which is projected to be \$25 million in FY 2025, and redirects existing lottery dividends to the fund, which is projected to be approximately \$50 million in FY 2025. This fund will help school districts with paying down school bonds, levies, and plant facility levies, with any remaining funds being used at the district level for additional school facility projects. Third, this legislation reduces income taxes from 5.8% to 5.695%, allowing Idahoans to have more money to better support local bonds and levies related to school facilities.
	557	Outcome – based funding, education	Reprinting	Petzke	Education	Amends existing law to revise provisions regarding funding of public schools and to provide for outcomes-based funding.
	HCR026	University of Idaho, Corporation	Printed, State Affairs	Crane, Gannon	State Affairs	States findings of the Legislature regarding the University of Idaho's proposed affiliation with the University of Phoenix and authorizes the Speaker of the House and the President Pro Tempore to act as agents of the Legislature in a potential legal action.
	1242	Diversity, Inclusion Higher Ed	Printed, State Affairs	Brent	Senate State Affairs	Would prohibit the use of DEI statements in admissions or hiring processes.
	1261	State employee telework	Senate Floor 19-16-0	Guthrie, Raybould, Moyle	State Affairs	Establishes a 15% max for remote work across each state agency's workforce on any given day, with exceptions for field work. Does not allow for remote work if an employee's duties has contact with the public.
	1274	Diversity Statements, prohibition	3rd Read Senate	Brent, Petzke	State Affairs	This bill will make clear Idaho's state policy that hiring, and admissions decisions must be made on merit. This bill will also guarantee that hiring and admissions decisions made by state agencies, including public colleges and universities, are not "conditioned on a requirement that applicants submit or ascribe to a diversity statement."
	1357	Higher ed, diversity, funds	Printed, State Affairs	Lenney, Herndon, Price	Education	Adds to existing law to establish the Higher Education Fairness Act to prohibit diversity, equity, and inclusion positions, diversity training, and political loyalty tests in higher education.
	1358	Empowering parents grant	Printed, Education	Hartog, Horman	Education	Amends existing law to provide that certain qualified expenses for the Empowering Parents Grant program will be reimbursed, to establish provisions for reimbursements, and to provide that unused funds may be forfeited by a participant
	1289	Libraries, harmful materials	3rd Read Senate	Crane, Schroeder	State Affairs	Combines two earlier library bills 384 and 1221. Requires libraries and schools to take steps in restricting children's access to obscene or harmful materials. Establish a materials review committee. Establish policy. And provides for injunctive relief.

K-12 Impact	529	Charter School Funding	3rd Read House	Horman, Hartog	Education	Public Charter School Revolving Fund – IHFA loans
	566	Reading Assessment, Exemption	3rd Read House	Galaviz	House Ed	Provides an exemption from the IRI for English language learning students, who have not been enrolled for two (2) full school years in the United States and who score less than a level two (2) on the state's English language proficiency test.
	420	School Board Vacancies	Printed, State Affairs	Rep Sauter	House Education	Would allow for a majority of the board trustees in office to be considered a quorum.
	422	Public Charter Schools	House Floor 66-3-1; Senate Floor 32-1-2	Rep Boyle	House Education	Repeal and rewrite of Title 33 Chapter 52, Idaho Code.
	450	School district activity funds	House Floor 66-0-4; Senate Education Pending	Galaviz	House Education	This bill adds the option of a debit or credit card to be associated with an Activity Fund account set up by the school district or school district's designee.
	454	Advanced Opportunities	House Floor 65-0-5; Senate Education Pending	McCann	House Education	Would allow for a higher proportion of a student's advanced opportunities funds to be spent on single courses. Intent is to accommodate for courses that cost more than the current ceiling.
	539	School harassment and bullying	3rd Read House	Mathias	Education	EDUCATION-Amends existing law to require school principals to notify parents and guardians of a student's involvement in harassment, intimidation, bullying, violence, or self-harm and to provide empowering materials and requires school districts to report incidents and confirm the distribution of the materials to the State Department of Education
	579	Behavioral telehealth, schools	Printed, Education	Healey	Health and Welfare	BEHAVIORAL HEALTH – Adds to existing law to allow for telehealth behavioral health services on public school premises.
	580	Military leave, public schools	Printed, Education	Bundy, Lent	Education	Adds to existing law to establish military leave for public school and public charter school employees.
	581	Teachers, corporal punishment	Printed, Education	Erickson, McCann	Education	Amends existing law to revise the powers of teachers in the classroom to provide when a teacher may physically escort a student out of class and when restraint or seclusion of a student must cease.
	HCR 025	Holocaust Education	Printed, Education	Wheeler, Mickelsen	Education	Encourages IDE to adopt age-appropriate Holocaust education in social Studies classes and develop resources and guidance for educators
	1239a	School District Trustee Quorum	3rd Read Senate, as amended	Herndon	Senate Education	RELATING TO SCHOOL BOARDS OF TRUSTEES; AMENDING SECTION 33-510, IDAHO CODE, 3 TO REVISE A PROVISION REGARDING THE MAJORITY REQUIREMENT FOR A QUORUM 4 AND TO MAKE TECHNICAL CORRECTIONS; AND DECLARING AN EMERGENCY AND PROS VING AN EFFECTIVE DATE.
	1249	Teacher Spending Accounts	Printed, Education	Herndon	Senate Education	All certificated teachers would receive funds for eligible classroom (not administrative) expenses. Amount subject to appropriation/# of certificated teachers.
	1306	Parent as Teacher micro-school	Printed, Education	Adams	Education	Adds to existing law to establish parent-as-teacher microschools sponsored by public school districts.
	1356	School strategic plans	Printed, Education	Lent	Education	Amends and adds to existing law to provide for a strategic plan for school districts and public charter schools and to provide for a certain training for school district board of trustee members and public charter school board of directors members.
	1359	Education, advanced opportunities	Printed, Education	Toews, Hartog, Horman	Education	Amends existing law to increase the Advanced Opportunities funding for both public school students and nonpublic school students, to remove a spending cap for certain courses eligible for the public school Advanced Opportunity funding, and to revise provisions regarding the administration of the program for nonpublic school students
	1360	Teacher debit cards	Printed, Education	Semmelroth	Education	Adds to existing law to provide public school teachers with \$500 per year to spend on classroom and education expenses on behalf of their students
	1361	School district boards	Printed, Education	Carlson, Nelsen	Education	Amends existing law to require school district boards of trustees and public charter schools to adopt certain rules of procedure for the conduct of their meetings, which shall include provisions allowing members of the public to comment and offer up items for the agenda.
Office Operations	scr116	Civics education	Printed	Carlson	Education	States findings of the Legislature, declares the importance of civics education, and supports teaching responsible citizenship in Idaho public schools.
	458	Appropriations Board of Ed	House Floor 56-11-3; 3rd Read Senate Floor	Bundy, Herndon	JFAC	FY2025 Maintenance Appropriation. Includes Agricultural Research and Extension Services, College and Universities, Community Colleges, OSBE, Health Ed Programs, CTE, IPTV, Special Programs, SDE, Voc Rehab, and the Charter School Commission.
	460	Appropriations Public School	House Floor 53-14-3; 3rd Read Senate Floor	Blanksma	JFAC	FY2025 maintenance appropriation for the Public School Support Program
	463	State Agencies, Donations	Printed, State Affairs	Monks	JFAC	Would prohibit state agencies from sponsoring any non-governmental event without written consent from the governor. Requires executive level approval before receipt of donation.
	517	Freedom of Religion, speech, action	Printed, Jud and Rules	Towes, Skaug	Judiciary, rules and administration	This bill provides a private civil action for damages under the Freedom of Speech (article I section 9) and Guaranty of Religious Liberty (article I section 4) clauses of the Idaho Constitution.
	1225	Interagency Contracts with State institutions of Higher Ed	Senate floor 34-0-1; Commerce and HR Pending	Rep Bailey	Senate State Affairs	State agencies must determine the interest of all institution of higher education when pursuing a contract with one.
	1246	State Board of Ed, Optional Retirement Program	Commerce and HR	Cook	Senate Commerce & Human Resources	Amends existing law to revise provisions regarding an optional retirement program.