

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS  
JUNE 12-13, 2024**

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**POLICY, PLANNING, AND GOVERNMENTAL AFFAIRS**  
**JUNE 12-13, 2024**

**IDAHO STATE UNIVERSITY**

**SUBJECT**

Idaho State University (ISU) Annual Progress Report

**APPLICABLE STATUTE, RULE, OR POLICY**

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

**BACKGROUND/DISCUSSION**

This agenda item fulfills the Board's requirement for Idaho State University to provide a progress report on the institution's strategic plan, details of implementation, status of goals and objectives and information on other points of interest in accordance with a schedule and format established by the Board's Executive Director.

**IMPACT**

ISU's strategic plans and initiatives drives the University's integrated planning, programming, budgeting, and assessment cycle and is the basis for the institution's annual budget requests and performance measure reports.

**ATTACHMENTS**

Attachment 1 – Idaho State University Annual Progress Report

**BOARD ACTION**

This item is for informational purposes only.



Idaho State  
University

# PROGRESS REPORT

2024

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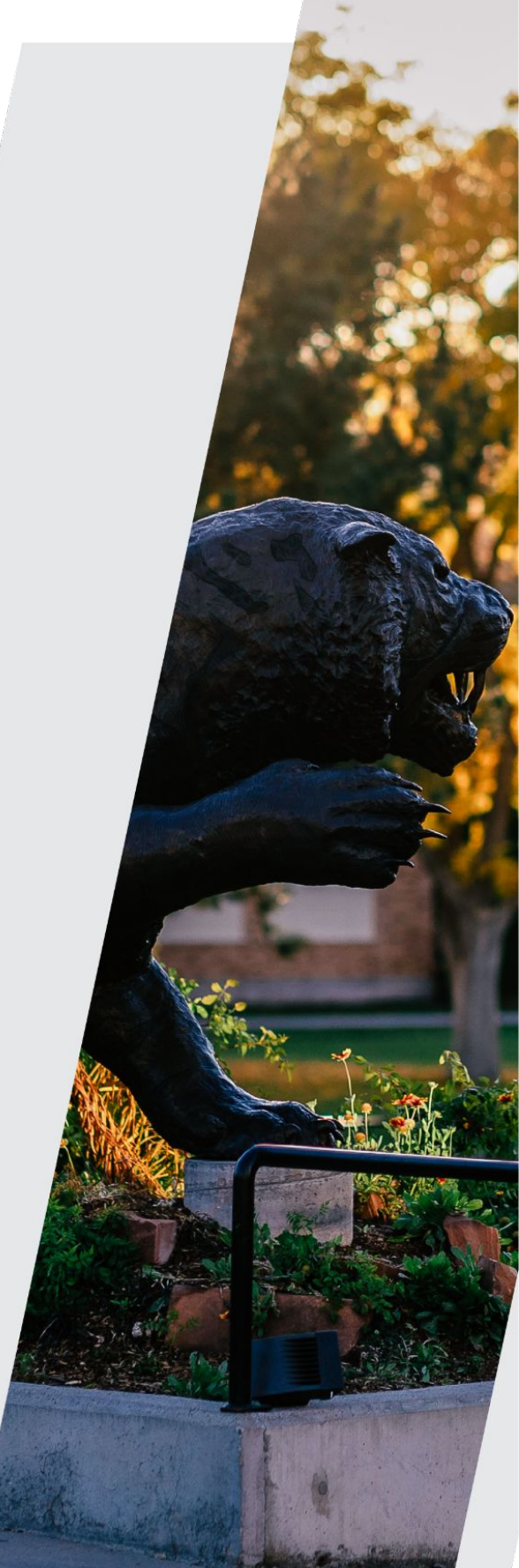
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# Executive Summary

For the academic year of 2023-2024, Idaho State University focused institutional efforts and priorities around the five goals defined in the University’s strategic plan and the Budget Optimization Initiative.

Idaho State University continues to move forward to become healthier as an institution and remain focused on our mission. Overall, ISU made substantial progress in meeting our core mission of engaging students through learning and research opportunities. Our successes include increasing enrollment for a fifth consecutive semester, continuing to increase retention rates, making progress in addressing the University’s budget deficit, and launching the Bold Path Forward initiative, a Presidential listening campaign that will lead to the development of new strategic initiatives in the coming academic year. As an institution, we are poised to continue our momentum making a positive impact on our students and communities.

ISU continues to focus initiatives on our 5-year strategic plan that carries through 2027. With the Bold Path Forward initiative, new strategic priorities will continue to be added as we chart the course to an impactful future.

1. **Increase Student Access, Opportunity, Retention, and Success:** We build a diverse and thriving student population by providing all students with the tools, opportunities, and environment to support their goals, learning, and achievement.
2. **Strengthen Programmatic Excellence:** Programmatic excellence is at the core of student achievement. The University continually evolves to meet workforce demands and recruit, retain, and support highly qualified faculty and staff. We allocate resources to strengthen programs and opportunities focused on student achievement and success.
3. **Cultivate External Partnerships:** We contribute to the betterment of all communities through strong collaborations and partnerships. The University will continue to foster existing beneficial partnerships and build new associations that advance Idaho State’s mission.
4. **Expand Research, Clinical, and Creative Activities:** We change lives for the better by expanding our research, clinical, and creative activities. We focus on increasing human knowledge, serving the needs of society, and supporting artistic ventures.
5. **Energize the Bengal Community:** We engage and build strong relationships with all members of the Bengal Community to achieve academic success and innovation, advance learning and research, and enhance lives. The Bengal Community includes students, faculty, staff, alumni, community members, friends, and partners who engage with the University and support its success.

President Wagner has identified the following foundational pillars for the institution as we move into the next academic year. These pillars will help bridge the gap and guide decision-making as new priorities and initiatives are identified in conjunction with the current strategic plan:

1. Access
2. Collaboration
3. Impact
4. Bold Action

This report will provide the State Board of Education with high-level accomplishments made in the 2023-2024 academic year and outline specific priorities Idaho State University will focus on in the 2024-2025 academic year.

# A Year in Review

The following provides a high-level overview of some of ISU’s accomplishments during the academic year 2023-2024.

Institutional Accomplishments 2023-2024	
Title	Description
<b>Recruitment Efforts</b>	ISU continues to support institutional efforts to host Bengal Visit Day (our largest annual student recruitment event) for prospective students. Bengal Visit Day provides an opportunity to showcase the programs and opportunities available at Idaho State. Efforts on student recruitment are paying off as ISU has seen three straight years of enrollment growth.
<b>Retention Initiatives</b>	Retention continues to increase at Idaho State University. Through diligent work and a focus on intentional, student-centric strategic initiatives, ISU broke student retention records by achieving a retention rate of 74%. This represents an 11% increase since 2019.
<b>Program Prioritization</b>	<p>Idaho State University relies upon its program prioritization process to ensure a consistent and engaged evaluation of its academic programs for alignment with state workforce needs and student interest. In doing so, our process supports our institutional mission and ensures appropriate and efficient use of resources. The program prioritization process for ISU’s most recent five-year report, internally known as the Program Health and Sustainability Model was submitted to and approved by the Idaho State Board of Education in 2021, and is leading to a number of innovative developments that will enhance student experience, increase retention, and support student success.</p> <p>Since ISU’s submission in 2021, there have been 19 program discontinuances and 3 more are anticipated in the upcoming year. Over the course of the last four years, approximately 80 programs were expected to develop and articulate action plans for programmatic improvement. We have also launched 20 new degree programs, and, as part of our strategic engagement in attending to workforce needs, we have initiated 41 new academic certificates. These certificates are designed to create a suite of workforce-informed stackable credentials to prepare students for Idaho workforce opportunities.</p> <p>This coming academic year (24/25), we will be reviewing our current matrices, processes and rubrics and revising these in preparation for the launch of the next multi-year cycle of the State Board of Education’s required program prioritization process.</p>
<b>University Advancement</b>	Fundraising results have continued to improve. In August, ISU celebrated the close of the multi-year scholarship campaign surpassing the \$20M goal by achieving \$24M. This year’s Bengal Giving Day showed strong results with over \$1.1M in gift support. A similar pattern of generosity can also be seen in overall philanthropy to the ISU Foundation. With another two months to go in the fiscal year, results for FY24 have surpassed the \$17M goal having reached \$27M in new commitments to date.
<b>Capital Projects</b>	<b>Eames Phase III</b> - ISU successfully completed the third phase of construction in the William and Karin A. Eames building with generous philanthropic support from the Eames family and EDA grant funds. This renovation consisted of the design and construction of 12,040 square feet of space for the Diesel/On-Site Power Generation Program with the College of Technology.

**ICCU Alumni Center** - With philanthropic support, ISU was able to complete the construction of the newest facility on campus, the ICCU Bengal Alumni Center in April of 2023. The building now houses all University Advancement and Foundation functions while also providing event space for the campus community.

**ICCU Dome** - In partnership with Idaho Central Credit Union, ISU completed the second half of a significant renovation of the ICCU Dome (formerly Holt Arena). Funding for this project allowed ISU to update all seating throughout the facility, including the construction of a new President's Deck and the addition of premium loge box seating. The project also provided for a new playing surface, the addition of modern structural bracing to comply with current engineering standards, and also added translucent panels and the installation of a new ceiling liner as an enhancement to the look and feel for the fan experience. The renovation of the ICCU Dome was completed for a successful kickoff to the 2023 football season.

**Library Renovation and Starbucks Cafe** - In partnership with our Food Service Provider, utilizing donor support and university reserves, ISU completed planned renovations for the Eli M. Oboler Library. The first phase of the project included the completion of a 2,406-square-foot Starbucks Cafe which was completed during the fall of 2022. The second phase of the project involved the renovation of 15,387 square feet of space for student gathering, study, and lounge space. Completion of the second phase of the project was achieved in April 2024.

**College of Pharmacy Remodel** - With significant philanthropic support from the L.S. Skaggs Foundation, ISU is currently renovating Leonard Hall which houses the ISU College of Pharmacy on the Pocatello campus. The project will renovate 20,390 square feet of Leonard Hall with state-of-the-art teaching and research labs for the College. Substantial completion of the project is scheduled for August of 2025.

**Meridian Campus Expansion** - ISU continues efforts to significantly expand the Meridian Health Sciences campus on 22.024 acres of university-owned property located at 785 S. Locust Grove Road in Meridian, ID. ISU completed a 30-year master plan and conceptual vision for the buildout of this campus which was approved by the Idaho State Board of Education in the fall of 2023. In support of this project, ISU received PBFAC capital funds in the amount of \$5.3M in FY24 to initiate site and infrastructure design, including costs related to engineering inspections, soil testing, water and sewer infrastructure, utilities, earthwork, landscaping, paving and roadways, and site access. Currently, ISU is working with the City of Meridian on an application to have the property annexed into the City of Meridian and zoned properly for property development. ISU anticipates completion of the annexation process by Fall of 2024 at which time construction applications can begin for site infrastructure.

**Deferred Maintenance Update** - ISU is in the advanced stages of the design and construction of several high-profile deferred maintenance projects. Deferred maintenance projects of note that are anticipated to be completed during FY 2025 are the renovation and reconstruction of the Student Union Parking Lot, the redesign and construction of the Reed Gym Swimming Pool, significant renovation and modernization of the ISU Heat Plant which provides centralized steam heat to approximately 80% of the Pocatello campus, and the demolition of the West Campus Housing building which had previously been closed due to significant hazards in the facility. In total, ISU received \$90M in deferred maintenance funding during FY23 and FY24. Deferred maintenance funds will be vital to the repair and modernization of facilities projects on the Pocatello, Meridian, and Idaho Falls campuses. We expect to continue deferred maintenance projects with this funding through at least FY26 in close partnership with DPW.

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## **Athletics**

The Department of Athletics has been committed to building a culture of excellence. Athletics is focused on four major target areas, and reviews metrics against benchmarks in each annually:

1. Academic Excellence and Student Athlete Development
2. Program Integrity
3. Competitive Success
4. Outreach and Engagement



With these targets guiding efforts, last year brought numerous successes.

- After a decade-long championship drought, Idaho State Athletics has won four championships in four years. Most recently, new Head Coach Andrew Rich was named Big Sky Conference Coach of the Year and the team garnered 12 postseason awards as ISU Softball were crowned Big Sky Conference Champions.
- Idaho State Women's Tennis won the Big Sky Conference Season Championship, marking the first in program history.
- Idaho State Athletics negotiated the first ever venue naming rights deal to name the ICCU Dome, worth more than \$6 million over 10 years.
- ISU Men's Basketball advanced to the semi-final of Big Sky Conference Championships for the first time in 37 years.
- The Bengals were the only school in the league to achieve a 3.0 or greater average GPA across every team, for a department average of 3.4, boasting 49 student-athletes with a perfect 4.0, and 54% of student-athletes above a 3.5.
- Bengal student-athletes graduated at a rate of 89%, and 8 teams reported a perfect APR score of 1000.

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### **College of Arts and Letters**

The College of Arts and Letters is responding to current workforce needs by developing new programs and offerings. Specifically, the college has overseen the creation of several certificates designed to be practical and marketable additions to a student's major and/or minor. These certificates keep credit requirements achievable while still offering meaningful educational experiences and career-enhancing training. Some examples include:

- Undergraduate certificate designed to enhance skills for writing in technical and business contexts such as professional document design, producing technical reports, and the effective use of various business communications media.
- Interdisciplinary undergraduate and graduate certificates for students who wish to pursue careers or other involvement in environmental resource management, public policy, and environmental advocacy.
- Undergraduate certificate focused on developing conflict management competencies for application in various contexts. Courses in this program offer a combination of skill development and exploration of the broader dynamics of conflict in organizational, political, social, and cultural systems.
- Cross-disciplinary graduate certificate offering concentrated training in cultural resource management, introducing students to various approaches and frameworks, related law and policy, and methodological approaches and techniques. This program is directly tied to job market demand in the government service industry and will give students a competitive advantage in employment seeking.
- A graduate certificate in applied linguistics. This program would be professionally valuable for those going into speech pathology, English as a second language teachers, special education and classroom teachers, social workers, school psychologists, or those in other language-related professions.

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### **College of Business**

The College of Business had a great year and saw many notable accomplishments including a 9.3% enrollment increase from the same time last year, and ISU Business students winning the 2024 International Collegiate Business Strategy Competition (ICBSC) in Anaheim, California. The past academic year was also the first time for many exciting College of Business events hosted at ISU including the first-ever statewide Sales Competition with students from ISU, Boise State, University of Idaho, and BYU-I; the first Big Sky Women's Entrepreneurship Challenge during the 2024 Women's Business Symposium; the inaugural Idaho Economic Outlook Symposium in January with great attendance from across the region; and the 2nd annual ISU Financial Literacy Week.

**College of Education**

In partnership with more than 10 school districts, the College of Education is launching a third cohort of students in the Paraprofessional to Certified Teacher (PaCT) program which provides an affordable, convenient pathway for paraprofessionals to earn a college degree and teacher certification. Beginning this fall more than 70 students enrolled. This program has generated goodwill and enhanced relationships with school districts across regions 4, 5, and 6. This program transforms paraprofessionals' lives while helping to address the ongoing teacher shortage in Idaho.

**Kasiska Division of Health Sciences**

The Kassiska Division of Health Sciences (KDHS) has celebrated many milestones over the last year including 30 years of the Family Medicine Residency program, graduating the first class of Idaho State/University of Utah Idaho Track Psychiatry Residency students, the establishment of an interdisciplinary psychiatric and counseling clinic, and the creation of multiple articulation and pathways agreements with sister institutions for students to enter ISU health programs.

**College of Health**

The College of Health has seen program growth over the last year with new programming in dental hygiene, program expansions with dietetics in the Meridian campus, accelerated nursing in Coeur d'Alene in partnership with Kootenai Health, and BSN and accelerated nursing through the support of Magic Valley-St. Luke's. Grants that impact the health of Idahoans were awarded to ISU College of Health. The college received \$751,003 to re-establish and expand simulation education in support of health science programs. The Physician Assistant program was awarded a \$1.4 million dollar HRSA grant to train rural health professionals, and a \$2.1M grant was awarded in support of scholarships to support training for individuals who work with individuals with significant disabilities.

**College of Pharmacy**

The College of Pharmacy is working to open two new Bengal Pharmacy locations in Chubbuck and McCammon. All licensing and contracts are set to be completed in June of 2024.

In addition, the college initiated a 4-year gradual budget optimization plan, aiming to steadily decrease the operating deficit and achieve a balanced budget based on actual revenue derived from an enrollment target of 50 Doctor of Pharmacy students. The plan preserves all existing programs and strategic priorities. Faculty development and travel opportunities will continue to receive support, even as administrative positions and expenses are reduced. The ultimate goal is to progressively achieve a balanced annual budget while ensuring the preservation of all programs, lowering operating costs, and initiating the process of replenishing reserves by the fiscal year 2027.

**College of Science and Engineering**

The College of Science and Engineering continues to be nationwide leaders. In collaboration with the INL Digital Engineering Department and ISU Nuclear Engineering Department, the world's first operating nuclear reactor digital twin for safeguards verification was developed. This allows for near-real-time data transfers to an INL developed reactor physics and AI model intended to identify improper reactor operations. This work has been nominated for an R&D 100 award and received an endorsement from Idaho Governor Brad Little. The AGN-201 reactor and digital twin are now being leveraged for additional research including an LDRD proposal involving applied autonomous control.

**College of Technology**

The College of Technology is focused on meeting workforce needs. The Mechanical Engineering Technology program welcomed its first cohort. This program was launched to meet industry needs and is listed as an Idaho hot job. The Nuclear Operator program, which directly feeds graduates to the Idaho National Lab, increased its capacity to teach more students.

**Graduate School**

The Graduate School is working to expand its reach and increase student support. Investments in stipend and tuition support, summer funding, and graduate student research travel were a key focus over the last year. ISU also saw an increase in graduate-level certificate programs from 13 - 25.

**Library**

The ISU Library continues to be a resource for all students, faculty, and staff. Over the last year, the Library team has answered 2,859 reference questions; reached 6,161 students delivering custom Library workshops to classes on demand; borrowed 4, 297 items on behalf of ISU students; and lent 3,689 items to students at other universities.

**Research**

Trending upward year after year, ISU was awarded nearly \$49 million in external sponsorships last year. Expenditures (all external sponsorships) have grown steadily over the past five years from just under \$20M in FY2019 to \$29.7M in FY2023, a 33% increase. Expenditures specific to research and development reported to the National Science Foundation have grown from \$14.5M to \$17.5M since 2020. These positive trends exemplify Idaho State's classification as a Carnegie Doctoral, High Research Activity University. ISU researchers are seeking and winning larger grant awards, with the steadiest growth in the federal government-supported research and development sector. Last year, ISU students received just over \$2.25 million in externally sponsored wages and stipends to participate in research and creative scholarship activities.

**Campus Master Plan**

ISU kicked off a comprehensive master plan project in the fall of 2023 in partnership with the SmithGroup, one of the leading campus planning and design firms in the United States. The project will guide the physical development of all campus locations and will provide short and long-term objectives with a 30-year outline. The plan will serve as an extension of the Strategic Plan to fulfill the mission of Idaho State University. The Master Plan Project was divided into three phases: Understand, Explore, and Realize. Phase I of the project, completed in March 2024, was focused on data collection, campus listening sessions, and gaining an understanding of the mission and strategic plan of Idaho State University. Phase II of the project is currently underway and involves data analysis and the exploration of various ideas and concepts while testing conceptual options with the campus community. The final phase of the project will be completed in the fall of 2024 and will focus on the strongest ideas as a draft 30-year master plan is presented with recommendations for review, consideration, and refinement with the campus community. The project is scheduled for completion in December 2024.

## Budget Optimization Initiative

Idaho State University's Budget Optimization Initiative is a multi-year process led by the Budget Advisory Group, an inclusive body representative of the campus community, to strategically balance Central University Fund revenues and expenditures by FY2026/2027.

This initiative is led with the same agile and iterative, collaborative, principle-driven, and data-informed approach used to create ISU's comprehensive budget model. The Budget Advisory Group is engaging extensively with all units and stakeholder groups to garner the collective best thinking of the campus community.

Areas of Focus:

- Continued growth in enrollment and net tuition revenue
- Growing and leveraging other revenue sources in alignment with ISU's strategic plan and academic and research plan
- Scaling successes and best practices University-wide
- Examining our scholarship and discounting practices
- Evaluating organizational and financial structures
- Focusing on efficiencies and effectiveness
- Expanding our data set and looking at benchmark data from peer institutions
- Budget reallocations and reductions based on established parameters and criteria
- Short-term measures to reduce drawdown of central reserves

ISU has made real and substantive progress toward our goal of establishing a sustainable, balanced budget and a model of strategic, agile, and data-informed resource allocation. This is an adaptive challenge that requires strong foundations:

- We have developed trust, transparency, and inclusivity in budget development and administration through extensive outreach, dialogue, and conversation across the university
- We have shifted the culture from siloed thinking to one of maximizing university resources
- We have developed robust longitudinal data sets to support unit- and departmental analyses and decision-making
- We have developed structures to support innovation, growth, and stewardship
- We have developed systems that foster empowerment, mutual accountability, responsiveness, and adaptation at the local level

Financial Results

FY2024	One-time savings through the implementation of a Hiring Pause Additional revenues through program growth and revised revenue split structures Personnel and operating expenditure savings through reorganization, shared service models, and efficiencies
FY2025	Centralization of salary savings and vacant positions Development of hiring criteria and supporting data sets Additional revenues through program growth and revised revenue split structures Personnel and operating expenditure savings through reorganization, shared service models, and efficiencies

Financial Impact to Date (recurring):

Centralized Salary Savings	\$ 3,700,000
Efficiencies and Restructuring	<u>3,316,500</u>
Total	\$ 7,016,500

**Optimization Projects**

<b>Project</b>	<b>Description</b>
<b>Scholarship Practices</b>	Ensure ISU scholarship practices align with and support the Strategic Enrollment Management Plan; identify opportunities for reducing central scholarship expenses in alignment with industry best practices
<b>Early College</b>	Identify opportunities for increased enrollment, collaboration with Enrollment Management, matriculation, and net central revenue
<b>Transfers and Subsidies</b>	Reduce central transfers and subsidies in alignment with budget principles and deficit reduction goals
<b>Benchmarking</b>	Benchmark academic, service, and administrative staffing and expenditures with peers; identify opportunities for efficiencies and realignment; incorporate benchmarking data as appropriate in budget allocation criteria
<b>Online Program Fees</b>	Review online program strategies and results; identify opportunities for expansion and increased net central revenue
<b>Purchasing</b>	Identify opportunities for savings through shared contracts and leveraging Jaeggaer and related systems
<b>Administrative and Service Unit Allocation Model</b>	Use internal and benchmarking data sets to develop an allocation model for administrative and service units that aligns with budget principles, activity levels, and deficit reduction goals
<b>Transportation and Motor Pool</b>	Develop options for improved efficiency, service, value-added activity, and budget savings
<b>Technology</b>	Develop a shared service model for information technology at ISU; identify opportunities for increased service, efficiency, efficacy, and budget savings
<b>Continuing Education</b>	Identify opportunities for increased coordination, efficiency, enrollment, impact, and net revenue generation
<b>Administrative Support Services</b>	Identify opportunities for increasing service and reducing FTE through shared service models, training, and process and system improvement. Identify opportunities for increased standardization in functions and workload, professional development, and career progression.
<b>Marketing and Communications</b>	Identify opportunities for increased service, efficiency, efficacy, and budget savings in alignment with university strategic goals and priorities.
<b>University Events</b>	Identify opportunities for increased service, efficiency, efficacy, community impact, and budget savings.
<b>Student Activity Fees</b>	Review all student activity fees and units supported by student activity fees to ensure resources are being used effectively, efficiently, and in alignment with budget principles.
<b>Custodial and Grounds Services</b>	Identify opportunities for increased service, efficiency, efficacy, community impact, and budget savings.
<b>University Administration</b>	Analyze ISU's administrative structure, staffing, and compensation levels. Identify opportunities for increased service, efficiency, efficacy, and budget savings.
<b>Non-Academic Revenue Growth</b>	Establish a revenue enhancement revolving fund to support and incentivize entrepreneurial initiatives that align with ISU's mission and generate new revenues.
<b>Academic Program Growth</b>	Develop standardized, data-informed structures and processes for reviewing and supporting new and expanded academic programs.

# The Year Ahead

The following provides a high-level overview of some of ISU’s initiatives that will be the focus of the academic year 2024-2025.

## Goals and Priorities 2024-2025

Project Charter	Description
<b>Bold Path Forward</b>	The Bold Path Forward initiative provides forums for faculty, staff, and students to share the opportunities and challenges facing ISU. Over the course of the spring 2024 and fall 2024 semesters, President Wagner will be conducting listening sessions to learn from the campus community. The intent of these listening sessions is to gather information that the President will use to launch new strategic initiatives that align with the strategic plan as the university moves into the future.
<b>Campus Master Plan</b>	ISU will continue engaging the campus community in Phase III of the Campus Master Plan to bring forward a final draft for board approval in 2025. This 30-year master plan will help guide strategic priorities and innovative campus planning. ISU has not had a campus master plan for many years and finalizing a visionary plan for ISU will be a positive step forward.
<b>Capital Fundraising Campaign</b>	ISU will move forward with the initial planning stages for launching a Capital Fundraising Campaign. University Advancement will work to conduct a fundraising capacity assessment to set institutional goals for a large-scale campaign to launch in the coming years.
<b>Budget Optimization</b>	The Budget Optimization Initiative continues to be a key focus for the University. Institutional efforts to find strategic efficiencies in our budget practices will continue through 2024-2025. Over the next year, ISU will evaluate institutional financial aid strategies as a new optimization project to look for ways to best support students while leveraging resources.
<b>External Relationships</b>	For the past five years, University leadership has focused on internal relationships. This focus was due to efforts to shift the culture of the campus community to one where people felt heard and valued. ISU has seen tremendous progress in the culture and efforts will continue to ensure improvements are not lost. For the upcoming year and beyond, ISU leadership will work to strengthen external relationships that will benefit the institution as we start efforts on a capital campaign. There are many opportunities for external collaboration and partnerships that will bring support to ISU.
<b>Enrollment Management</b>	ISU will continue to focus on institutional efforts on recruitment and retention to ensure we see sustained growth.
<b>Health Sciences</b>	Idaho State University will continue to focus on our statewide mission of health sciences education. We are dedicated to excellence in the health sciences and will continue to seek out statewide collaborations to meet the needs of Idaho. As we navigate the complexities of modern healthcare workforce needs, ISU will lead with pioneering programs, impactful research, and an unwavering commitment to community service.
<b>Innovation of Campus Technologies and Services</b>	This initiative will review and assess all information technology support on campus to evaluate the efficiency and effectiveness of service delivery, user access, organizational structure, and budgets with the goal of optimal alignment of all services.
<b>Strategic Enrollment Plan</b>	ISU will develop a strategic enrollment management plan that provides a comprehensive strategy designed to achieve and maintain optimum recruitment, retention, and graduation rates. The plan will outline ISU’s strategy and anticipated outcomes to identify, recruit, enroll, retain, and graduate students in alignment with ISU’s mission. It will communicate a clear picture of Idaho State’s identity and brand; create a value proposition; clearly articulate outcomes; distinguish ISU from our competition; and focus on the demographics of entering classes. The development of the strategic enrollment management plan will require institution-wide effort, coordination, and support.

## Eastern Idaho - Idaho Falls and Twin Falls

ISU is actively engaged in evaluating the program offerings and strategic partnership opportunities on our Idaho Falls and Twin Falls campuses. We are working to establish effective collaborations as we seek to understand and meet the needs of the students of region 4 and 6. President Wagner is actively engaged in conversations with the College of Eastern Idaho and the College of Southern Idaho on expanding program offerings. ISU is actively engaged in partnerships with our sister institutions and we are committed to working together to expand collaborations.

We are dedicated to our mission of serving students in our service regions and are excited for additional growth opportunities as we move forward. We acknowledge that there is additional work to do, and we are committed to continuing to do that work – as an institution and in collaboration with our sister institutions in the region. A summary of current work/available programming is included below.

### Idaho Falls

Current Program Offerings/Collaborations:

- 10 associate degree programs – 3 in-person programs, 2 in-person or through hybrid delivery methods, and 5 online programs.
- 45 bachelor's degree programs – 9 in-person programs, 7 hybrid delivery, 12 both online and hybrid delivery, 17 online, and 1 is offered in any of the three modalities (in-person, hybrid, and online).
- 48 Graduate Degree programs – 12 in-person programs, 8 both hybrid and online modalities, and 28 online programs.
- Over the course of the last 10 years, ISU has received in transfer an average of 35 students per year from the College of Eastern Idaho. That number has increased significantly in recent years with 49 transferring in AY21, 61 in AY22, and 59 in AY23.

We are constantly striving to identify the right balance of programming and operational affordability to ensure we provide students with access to the programs they want in the ways they wish to experience them. Through a commissioned analysis conducted in 2022 by Hanover Research, conversations with industry and regional partners, and in collaboration with the College of Eastern Idaho, we have now done (or begun the implementation of) the following:

- Aligned our Pocatello Campus and University Place Campus course times to reduce barriers for students who prefer to take advantage of offerings on multiple campuses.
- Increased the number of in-person General Education offerings on the University Place campus to facilitate the completion of the required General Education curriculum.
- Audited the University Place course schedule and corrected competing scheduling times for high-demand/high-need courses.
- Began adding a student-centric/workforce-needs informed suite of programming on the Idaho Falls campus with targeted offerings in the following areas: RN to BSN, Accelerated Nursing BSN, Project Management (UG/GR Certificate), BS in Software Engineering, Professional Writing (UG Certificate), Policy Development (UG Certificate), Supply Chain Management (GR/UG Certificate), BS in Health Science, and Bachelor in Social Work.
- Re-established the “bi-campus” incentive program that compensates faculty traveling between campuses for the costs associated with doing so in order to teach courses in person at University Place.

- Recently, we created new nursing matriculation pathways from CEI to ISU, and we are currently engaged with CEI in ongoing conversations about additional pathways from their programs to ours.
- Provided, at no cost, two large capacity, tiered classrooms to CEI on the University Place campus for the 2024-2025 school year. In addition, two faculty offices for traveling faculty and advisors have also been made available to CEI at no cost.

### **Twin Falls**

#### Current Program Offerings:

- 110 degree programs online or mostly online Certificates or Degrees available for all students, and 12 in-person courses.
- Over the course of the last 3 years, ISU has received in transfer an average of 81 students per year from the College of Southern Idaho.

ISU is committed to helping address the teacher shortage and believes that additional in-person offerings in the Region are warranted. ISU is committed to conducting a workforce needs analysis of the region to determine what those programs are and begin the process of identifying resources to invest in the growth of programming in the Twin Falls area. The following shows what has recently been implemented to begin meeting these needs:

- Hired a full-time faculty member in Twin Falls as the Teaching and Education Lead for the campus.
- Participating in bi-monthly ISU/CSI Advising Correlation meetings.
- Holding recruitment/information sessions with each of the CSI in-person education classes to enlarge the teacher education pipeline.
- Creating and disseminating informational recruitment video for CSI education students as an additional recruiting tool.
- Conducting a "needs assessment"-type survey of current CSI sophomores to identify barriers to continuation towards bachelor's degree completion.
- Planning expansion of the PaCT launch in Twin Falls this next year, including marketing, communications, and recruitment campaign. (PaCT program is the ISU Scholarship program that recruits and scholarships paraprofessionals interested in completing their bachelor's degree to become full-time, credentialed teachers).
- Secured agreements with two district superintendents in the Magic Valley to develop a partnership and recruit for the remaining openings in the PaCT 2024 cohort.
- Currently running a national search for an additional faculty member in education to increase in-person, upper-division education offerings on the campus.

## **Idaho College of Osteopathic Medicine (ICOM)**

Idaho State University is committed to fostering ongoing and expanding partnerships with ICOM to expand health degree programs to meet the growing workforce needs in Idaho.

In May of 2024, ISU and ICOM signed a new Memorandum of Understanding. ISU and ICOM will work closely together to enhance and improve existing infrastructure and program offerings that allow for future growth in healthcare fields critical in caring for Idaho's citizens. This improved MOU will help ISU and ICOM enhance research partnerships and expand joint degree programs, such as the Master's of Public Health, Health Informatics, and Healthcare Administration which are each available from ISU concurrently with the Doctor of Osteopathic Medicine from ICOM. Over the next year, ISU will focus on these areas.



# The Numbers

- We received "Gold Status" as a Military Friendly University for 2023-2024 based on student surveys, veteran retention, graduation rates, and job placement.
- We support industry needs - 18 of 20 Idaho Hot Jobs are in fields offered at ISU.
- We continue to meet community health needs - ISU teaches 34 of the Department of Labor's 48 health occupations in the U.S. This sector is expected to grow much faster than the average of all occupations.
- ISU is focusing on creating new certificates to support workforce development - increased by 49 from Fall 2021 up to Fall 2024 as of April 30, 2024.
- We strive for excellence - Once again, 100% of ISU's specialized accredited programs are in good standing with their accrediting organizations.
- INL currently employs 1,166 ISU graduates and hosted 58 ISU interns in 2023.

## Enrollment Numbers

(As reported in the performance measure report)

ISU Key Data	FY2019	FY2020	FY2021	FY2022	FY2023	FY2024
Total Fall Enrollment Undergraduate and Graduate	12,387	12,425	11,786	12,157	12,319	12,640
- Undergraduate	10,416	10,365	9,583	9,831	10,026	10,424
- Graduate	1,971	2,060	2,203	2,326	2,293	2,216
<b>Retention Rate:</b> fall-to-fall, full-time, first-time bachelor degree-seeking student	63% (Fall 2017 cohort)	64% (Fall 2018 cohort)	63% (Fall 2019 cohort)	67% (Fall 2020 cohort)	71% (Fall 2021 cohort)	74% (Fall 2022 cohort)
Total Idaho resident new degree-seeking undergraduate students in fiscal year-end of term	1,681	1,584	1,437	1,522	1,456	*1,802

\*FY2024 uses Census Day data for Spring 2024 because the report is due before the end of term.



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<b>ISU Key Data</b>	<b>FY2018</b>	<b>FY2019</b>	<b>FY2020</b>	<b>FY2021</b>	<b>FY2022</b>	<b>FY2023</b>
<b>Graduation Rate:</b> percent of full-time, first-time students from the cohort who complete their program within 1½ times the normal program length ( <b>bachelor degree-seeking</b> )	32% (Fall 2012 cohort)	34% (Fall 2013 cohort)	33% (Fall 2014 cohort)	36% (Fall 2015 cohort)	34% (Fall 2016 cohort)	35% (Fall 2017 cohort)
<b>Graduation Rate:</b> percent of full-time, first-time students from the cohort who complete their program within 1½ times the normal program length ( <b>all degree-seeking</b> )	33% (Fall 2012 cohort)	36% (Fall 2013 cohort)	34% (Fall 2014 cohort)	39% (Fall 2015 cohort)	37% (Fall 2016 cohort)	38% (Fall 2017 cohort)
<b>Graduation Rate:</b> full-time new first-year students and new <b>transfer students</b> to complete any undergraduate certificate/degree program within 18 semesters (6 years).	42% (Fall 2012 cohort)	45% (Fall 2013 cohort)	43% (Fall 2014 cohort)	46% (Fall 2015 cohort)	47% (Fall 2016 cohort)	47% (Fall 2017 cohort)
<b>Graduation Rate:</b> full-time new first-year students and new <b>transfer students</b> to complete any undergraduate certificate/degree program within 18 semesters (6 years). <b>Idaho Residents Only</b>	40% (Fall 2012 cohort)	45% (Fall 2013 cohort)	45% (Fall 2014 cohort)	46% (Fall 2015 cohort)	46% (Fall 2016 cohort)	45% (Fall 2017 cohort)

<b>ISU Foundation Key Data</b>	<b>FY2018</b>	<b>FY2019</b>	<b>FY2020</b>	<b>FY2021</b>	<b>FY2022</b>	<b>FY2023</b>	<b>FY2024 At 3.31.24</b>
Contributions, Net <sup>1</sup>	\$9,827,927	\$12,444,201	\$10,496,438	\$9,954,563	\$29,651,862	\$21,815,908	\$13,811,748
Endowment Funds	\$57,584,648	\$56,346,446	\$56,133,138	\$75,190,280	\$73,679,139	\$81,896,751	\$97,966,531

<sup>1</sup> Accrual basis - reflects adjustments for pledges and estimates for uncollectible pledges at NPV.

# Conclusion

Substantial progress was made in the 2023-2024 academic year. The University has good momentum and early indicators of positive enrollment data moving into this Fall semester. We are optimistic for the future and as always, Idaho State is dedicated to being a higher education leader in the state.



Idaho State  
University



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**DIVISION OF CAREER TECHNICAL EDUCATION (Division)**

**SUBJECT**

Board Policy VII.C. Career Technical Educator Certification – First Reading

**REFERENCE**

April 22, 2020	Board approved first reading of proposed amendments to Board Policy IV.E. grandfathering in certain occupational endorsements.
April 27, 2020	Board approved second reading proposed amendments to Board Policy IV.E.
August 26, 2021	Board approved first reading of proposed amendments to Board Policy IV.E. updating career technical educator endorsement provisions.
October 21, 2021	Board approved second reading of proposed amendments to Board policy IV.E.
June 14, 2023	Board approved first reading of proposed amendments to Board policy IV.E. moving the policies regarding the Division to Section VII and repealing Board policy IV.E.
August 23, 2023	Board approved second reading of proposed policy amendments to Board policy IV.E. moving the policies regarding the Division to Section VII and repealing Board policy IV.E.

**APPLICABLE STATUTE, RULE, OR POLICY**

State Board of Education Policy VII.C.  
Section 33-2201, 33-2203, and 33-2205, Idaho Code.

**BACKGROUND/DISCUSSION**

Pursuant to Section 33-2203, Idaho Code, the State Board for Career Technical Education is authorized “to prescribe qualifications for teachers, directors and supervisors for such subjects, and to have full authority to provide for the certification for such” educators. The Division of Career Technical Education (“Division”) is responsible for managing the process and issuing career technical secondary and postsecondary educator certificates. The minimum requirements for issuing career technical certificates are established in Section 33-2205, Idaho Code, while the program area endorsement requirements are contained in Board policy VII.C.

As the Division works through the annual process of updating standards or creating standards for emerging career technical education programs it also triggers a review of any impacted certificate endorsement areas. This year two new endorsement areas have been identified as well as minor technical updates.

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The proposed amendments to Board policy VII.C. would create new endorsement for cybersecurity and aircraft maintenance programs as well as update the title of the small engine repair endorsement to Powersports and Outdoor Power Equipment. Additional technical amendments include updating an existing reference to IDAPA 08.02.02 and changing the name of the Heavy Equipment/Diesel Technology endorsement to Heavy Duty Truck and Equipment.

**IMPACT**

The proposed amendments will make technical corrections, update language for the small engine repair endorsements to current standards and add endorsements for aircraft maintenance and cybersecurity programs.

**ATTACHMENTS**

Attachment 1 – Board Policy VII.C. First Reading

**STAFF COMMENTS AND RECOMMENDATIONS**

Board staff recommends approval of the first reading of the proposed amendments to Board Policy VII.C as presented in Attachment 1.

**BOARD ACTION**

I move to approve the first reading of Board Policy VII.C. Career Technical Educator Certification as provided in Attachment 1

Moved by \_\_\_\_\_ Seconded by \_\_\_\_\_ Carried Yes \_\_\_\_\_ No \_\_\_\_\_

Idaho State Board of Education  
GOVERNING POLICIES AND PROCEDURES  
SECTION: VII. DIVISION OF CAREER TECHNICAL EDUCATION  
Subsection: C. Career Technical Educator Certification

August 2023~~4~~

Occupational Specialist Certificate Endorsements, effective July 1, 2020. Pursuant to Section 33-1201, Idaho Code, every person employed in an elementary or secondary school in the capacity of a teacher must have a certificate issued under the authority of the State Board of Education. Certification requirements are established in IDAPA 08.02.02. Each Occupational specialist certificates must have one or more endorsements indicating the occupational area in which the teacher is qualified ~~in~~ to provide instruction ~~in~~. Endorsement eligibility is determined by the ~~Idaho~~ Division of Career Technical Education. Career technical education endorsements consist of the following:

1. Endorsements A-C

- a. Administrative Services (6-12). Industry experience that indicates applied competence in the majority of the following areas: proficiency in word processing, spreadsheet, database, presentation, and technology media applications; accounting functions; legal and ethical issues that impact business; customer relations; business communication; and business office operations.
- b. Agribusiness (6-12). Industry experience that indicates applied competence in the majority of the following areas: plant and animal science; agricultural economic principles; business planning and entrepreneurship; agriculture business financial concepts and recordkeeping systems; risk management in agriculture; laws related to agriculture and landowners; marketing and sales plans; and sales.
- c. Agriculture Food Science and Processing Technologies (6-12). Industry experience that indicates applied competence in the majority of the following areas: properties of food; principles of processing; post-processing operations; safety practices; and equipment and tools used in food processing.
- d. Agriculture Leadership and Communications (6-12). Industry experience that indicates applied competence in the majority of the following areas: applied communications and leadership through agricultural education; supervised agricultural experience; career opportunities in agricultural science, communications, and leadership; agriculture's impact on society; agricultural science principles; agricultural communication principles; and agricultural leadership principles.
- e. Agriculture Mechanics and Power Systems (6-12). Industry experience that indicates applied competence in the majority of the following areas: safety practices; tools and hardware; metal technology; power systems; electricity; mathematical applications; insulation; and careers in agricultural mechanics and powers systems.
- e.f. Aircraft Maintenance (6-12). Industry experience that indicates applied competence in the majority of the following areas: aviation safety regulations, aviation industry trends; aviation career paths, skills, and qualifications; knowledge of aircraft systems including electrical, hydraulic, pneumatic, avionics, and propulsion systems, and other components; aircraft maintenance principles and

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practices; maintenance tools and equipment; experience in inspecting, troubleshooting, and diagnosing issues with aircrafts; composite repair techniques, and preventative and structural maintenance.

f.g. Animal Science (6-12). Industry experience that indicates applied competence in the majority of the following areas: animal agricultural industries; nutritional requirements for livestock; livestock reproductive systems; principles of evaluation for animal selection; animal welfare, handling, and quality assurance; medication and care; disease transmission and care; harvesting and processing of animal products; and animal science risk management.

g.h. Apparel/Textiles (6-12). Industry experience that indicates applied competence in the majority of the following areas: fashion trends; design sketches; color and fabric selection; production of clothing and accessories; and enhancement of function and safety.

h.i. Applied Accounting (6-12). Industry experience that indicates applied competence in the majority of the following areas: accounting functions; accounting ethics; software application packages; financial statements; asset protection and internal controls; inventory records; long-term assets; and payroll procedures.

i.j. Automated Manufacturing (6-12). Industry experience that indicates applied competence in the majority of the following areas: lab organization and safety practices, blueprint reading, measuring, computer-aided design (CAD); computer-aided manufacturing (CAM), computer numeric control (CNC), fundamental power system principles, manufacturing processes, electronic and instrumentation principles, machining, robotics and materials-handling systems, and additive (3D) printing.

j.k. Automotive Collision Repair (6-12). Industry experience that indicates applied competence in the majority of the following areas: auto body collision-repair practices; tools; trade skills in refinishing, welding, and painting.

k.l. Automotive Maintenance and Light Repair (6-12). Industry experience that indicates applied competence in the majority of the following areas: service, maintenance, and repair practices for a wide variety of vehicles; and diagnosing, adjusting, repairing, and replacing individual vehicle components and systems.

l.m. Business Digital Communications (6-12). Industry experience that indicates applied competence in the majority of the following areas: elements and principles of design and visual communications; professional communication skills; editing and proofreading; copyright and intellectual property law; portfolio development; content development strategy; branding and corporate identity; graphic communication production; video editing; web page development; web page design and layout; and web-related planning and organizational standards.

m.n. Business Management (6-12). Industry experience that indicates applied competence in the majority of the following areas: planning and organizing; directing, controlling and evaluating goals and accomplishments; financial decision-making; competitive analysis and marketing strategies; human resource management; customer relations; technology; project management; operations and inventory; and social responsibility.

n.o. Cabinetmaking and Bench Carpentry (6-12). Industry experience that indicates applied competence in the majority of the following areas: cabinetmaking

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and millwork production; cutting, refinishing, installing, and shaping of various materials; knowledge of industry standards and construction applications; hardware; and blueprint reading.

e-p. Certified Welding (6-12). Industry experience that indicates applied competence in the majority of the following areas: fundamental print reading; measurement and layout/fit-up techniques; properties of metals; shielded metal arc welding (SMAW); gas metal arc welding (GMAW and GMAW-S); flux cored arc welding (FCAW-G); gas tungsten arc welding (GTAW); thermal cutting processes; welding codes; inspection and testing principles; and fabrication techniques.

p-q. Child Development and Services (6-12). Industry experience that indicates applied competence in the majority of the following areas: early childhood-education career paths and opportunities for employment; ethical conduct; advocacy for children; child/human development and learning; family and community relations; child observation, documentation, and assessment; positive relationships and supportive interaction; and approaches, strategies, and tools for early childhood education.

q-r. Commercial Photography (6-12). Industry experience that indicates applied competence in the majority of the following areas: ethics in photography, elements and principles of design composition, cameras and lenses, exposure settings, light sources, digital workflow, presentation techniques and portfolios, and production using industry standard software.

r-s. Computer Support (6-12). Industry experience that indicates applied competence in the majority of the following areas: basic network technologies, laptop support, PC support, printer support, operating systems, security, mobile device support, troubleshooting techniques, and trends in the industry.

s-t. Construction Trades Technology (6-12). Industry experience that indicates applied competence in the majority of the following areas: comprehensive knowledge of structural systems and processes, classical and contemporary construction elements, knowledge of industry standards, knowledge of architecture, basic cabinetry and millwork, and blueprint reading.

t-u. Cosmetology (6-12). Industry experience that indicates applied competence in the majority of the following areas: hair design; skincare; nail care; industry guidelines and procedures; entrepreneurship; and communications. Instructor must hold a current and valid Idaho license or certificate as a cosmetologist.

v. Culinary Arts (6-12). Industry experience that indicates applied competence in the majority of the following areas: experience as a chef in a full-service restaurant; business operations experience in the culinary/catering industry; communication and organization skills with customers and vendors; industry-recognized food safety and sanitation certification; knowledge of proper food handling, ingredients, food quality and control practices; culinary tools and equipment; cooking methods; meal preparation; menu planning principles and industry trends and career options.

w. Cybersecurity (6-12). Industry experience that indicates applied competence in the majority of the following areas: fundamentals of cybersecurity, cyber operations, offensive security, defense security, forensics, incident



[response, networking, risk management, cyber systems thinking, and advanced topics in cybersecurity](#)

2. Endorsements D-N

- a. Dental Assisting (6-12). Industry experience that indicates applied competence in the majority of the following areas: dental professions pathways; ethics in dental practice; nutrition as related to oral health; infection control; occupational safety; dental-related anatomy and pathology; dental anesthesia; dental assisting skills; dental materials; and dental radiology. Instructor must hold a current and valid Idaho license or certificate as a dental assistant, dental hygienist, or dentist.
- b. Digital Media Production (6-12). Industry experience that indicates applied competence in the majority of the following areas: graphic design industry structure; elements and principles of design composition; visual communication; industry-standard software production; ethics and graphic design; digital portfolios; mathematical skills as related to design; communication skills; editing and proofreading; video editing; digital media and production; dissemination techniques and methods; broadcasting equipment, camera, and lens operations; light sources; presentation techniques; public speaking; and writing skills.
- c. Drafting and Design (6-12). Industry experience that indicates applied competence in the majority of the following areas: technical drawings, scale drawings, architectural drafting, mechanical drafting, orthographic projection, two- and three-dimensional drawings, manual drafting, and computer aided design.
- d. Ecology and Natural Resource Management (6-12). Industry experience that indicates applied competence in the majority of the following areas: ecological concepts and scientific principles related to natural resource systems; forest types; forest management components and practices; fire ecology and management; importance and application of GPS/GIS in natural resource management; fish and wildlife ecology; and mineral and energy resources management.
- e. Electrical Technology (6-12). Industry experience that indicates applied competence in the majority of the following areas: digital and solid-state circuits, DC principles, AC concepts, soldering techniques, circuits, and electrician-associated electronic components and tools. Instructor must hold a current and valid Idaho license or certificate as an electrician.
- f. Electronics Technology (6-12). Industry experience that indicates applied competence in the majority of the following areas: digital and solid-state circuits; DC principles; AC principles; soldering techniques; circuits; digital electronics; electronic circuits; electronic devices; and electronic digital circuitry simulations and associated electronic components and tools.
- g. Emergency Medical Technician (EMT) (6-12). Industry experience that indicates applied competence in the majority of the following areas: fundamental knowledge of the emergency management services (EMS) system; medical and legal/ethical issues in the provision of emergency care; EMS systems workforce safety and wellness; documentation; EMS system communication; therapeutic communication; anatomy and physiology; medical terminology; pathophysiology; and lifespan development (per the EMR and EMT sections of the Idaho EMS Education Standards located on the Idaho Department of Health and Welfare

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- website). Instructor must have passed the National Registry exam. Instructor must hold a current and valid Idaho EMS license or certificate and be certified as an EMT instructor through Idaho EMS.
- h. Firefighting (6-12). Industry experience that indicates applied competence in the majority of the following areas: knowledge of local, state, and federal laws and regulations; firefighting procedures; firefighting tactics; firefighting equipment and vehicles; EMT basic training; first aid and CPR training; and reporting requirements under Idaho criminal code. Instructor must hold a current and valid Idaho license or certificate as an EMT and firefighter.
  - i. Graphic Design (6-12). Industry experience that indicates applied competence in the majority of the following areas: the graphic design industry; elements and principles of design and visual communication; production using industry standard software; branding and corporate identity; ethical and legal issues related to graphic design; portfolio development and evaluation; mathematics for visual communications; communication; editing and proofreading; graphic design in digital media; and applied art.
  - j. HVAC Technology (6-12). Industry experience that indicates applied competence in technical subjects and skills related to the HVAC trade as approved by the Idaho HVAC Board and the Idaho State Board for Career Technical Education: installing, altering, repairing, and maintaining HVAC systems and equipment including air conditioners, venting or gas supply systems, ductwork, and boilers. Instructor must hold a current and valid Idaho license or certificate as an HVAC Technician.
  - k. Heavy Duty Truck and Equipment/~~Diesel Technology~~ (6-12). Industry experience that indicates applied competence in the majority of the following areas: knowledge of diesel engine service; preliminary inspection; identification and repair of vehicle components; preventative maintenance; and heavy equipment applications.
  - l. Hospitality Management (6-12). Industry experience that indicates applied competence in the majority of the following areas: business structures; economics; human resources; sales and marketing; finance and budgeting; safety and security; legal and ethical considerations; event planning and management; teamwork; communication skills; lodging operations; and food and beverage operations.
  - m. Hospitality Services (6-12). Industry experience that indicates applied competence in the majority of the following areas: careers in the hospitality and tourism industry; customer service; event planning implementation; procedures applied to safety, security, and environmental issues; practices and skills involved in lodging occupations and travel-related services; and facilities management.
  - n. Industrial Mechanics (6-12). Industry experience that indicates applied competence in the majority of the following areas: industrial mechanics knowledge; shop skills; diagnostic and repair techniques; welding; hydraulic; electronic systems; and maintenance and preventative maintenance.
  - o. Journalism (6-12). Industry experience that indicates applied competence in the majority of the following areas: legal and ethical issues related to journalism and photojournalism, principles and techniques of media design, design formats, journalistic writing, social media and digital citizenship, and media leadership.

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- p. Law Enforcement (6-12). Industry experience that indicates applied competence in the majority of the following areas: knowledge of local, state, and federal laws and regulations; defensive strategies; investigative strategies; search principles and strategies; tactical procedures; vehicle operations; knowledge of weapons and use where appropriate; first aid and CPR training; social and psychological sciences; and identification systems.
  - q. Marketing (6-12). Industry experience that indicates applied competence in the majority of the following areas: economic systems; international marketing and trade; ethics; external factors to business; product/service management; pricing; distribution channels; advertising; sales promotion; public relations; retail management; market research and characteristics; digital marketing; and financing and financial analysis.
  - r. Medical Assisting (6-12). Industry experience that indicates applied competence in the majority of the following areas: human anatomy, physiology and pathology, medical terminology, pharmacology, clinical and diagnostic procedures, medication administration, patient relations, medical law and ethics, scheduling, records management, and health insurance. Instructor must hold a current and valid medical assistant certification as evidenced in the national registry.
  - s. Networking Support (6-12). Industry experience that indicates applied competence in the majority of the following areas: PC hardware configuration, fundamental networking technologies, operating systems, basic networking, basic security, and basic network configurations.
  - t. Nursing Assistant (6-12). Industry experience that indicates applied competence in the majority of the following areas: scope of practice; ethics and legal issues; communication and interpersonal relationships; documentation; care practices; infection prevention; human anatomy and physiology; medical terminology; personal care procedures; physiological measurements; nutritional requirements and techniques; procedures and processes related to elimination; quality patient environment; patient mobility; admission, transfer, and discharge procedures; care of residents with complex needs; and safety and emergency. Instructor must hold a current and valid Idaho registered nursing license and be approved as a certified CNA primary instructor through Idaho Department of Health and Welfare.
3. Endorsements ~~O-WZ~~
- a. Ornamental Horticulture (6-12). Industry experience that indicates applied competence in the majority of the following areas: safety practices; plant anatomy; plant physiology; plants identification skills; growing media; plant nutrition; integrated pest management; plant propagation; ornamental horticulture crops; business concepts; plant technologies; ornamental design standards; and career opportunities in ornamental horticulture.
  - b. Pharmacy Technician (6-12). Industry experience that indicates applied competence in the majority of the following areas: patient profile establishment and maintenance; insurance claim preparation; third-party insurance provider correspondence; prescription and over-the-counter medications stocking and inventorying; equipment and supplies maintenance and cleaning; and cash

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- register operation. Instructor must be a pharmacist, registered nurse, or pharmacy technician holding a current and valid Idaho license or certification.
- c. Plant and Soil (6-12). Industry experience that indicates applied competence in the majority of the following areas: plant anatomy and identification; plant processes, growth, and development; soil and water; plant nutrition; integrated pest management; careers and technology; and safety.
  - d. Plumbing Technology (6-12). Industry experience that indicates applied competence in technical subjects and skills related to the plumbing trade as approved by the Idaho Plumbing Board and the Idaho Board for Career Technical Education: repairing, installing, altering, and maintaining plumbing systems and fixtures including interconnecting system pipes and traps, water drainage, water supply systems, and liquid waste/sewer facilities. Instructor must hold a current and valid Idaho license or certificate as a plumber.
  - ~~e. Small Engine Repair/Power Sports Powersports and Outdoor Power Equipment (6-12). Industry experience that indicates applied competence in the majority of the following areas: small gasoline engine construction and performance; industry-related resources; equipment used to diagnose and troubleshoot issues; repair; entrepreneurship; and customer service.~~
  - e.f. Pre-Engineering Technology (6-12). Industry experience that indicates applied competence in the majority of the following areas: lab safety; impacts of engineering; ethics of engineering; design process; documentation; technical drawing; 3D modeling; material science; power systems; basic energy principles; statistics; and kinematic principles.
  - f.g. Precision Machining (6-12). Industry experience applied the majority of the following areas: precision machining practices; tools used to shape parts for machines; industrial mechanics; shop skills; safety in practice; blueprint reading; and diagnostic and repair techniques.
  - g.h. Programming and Software Development (6-12). Industry experience that indicates applied competence in the majority of the following areas: basic programming principles; problem solving; programming logic; validation; repetition; programming classes;,, exceptions, events, and functionality; arrays and structure; design principles; system analysis; and implementation and support.
  - h.i. Rehabilitation Services (6-12). Industry experience that indicates applied competence in the majority of the following areas: ethical, legal, and professional responsibilities; medical terminology; anatomy and physiology; roles and responsibilities of the rehabilitation team; patient care skills; therapeutic interventions; and common pathologies. Instructor must be a health professional holding a current and valid Idaho license or certificate in his/her field of study.
  - ~~i.j. Small Engine Repair/Power Sports (6-12). Industry experience that indicates applied competence in the majority of the following areas: small gasoline engine construction and performance; industry-related resources; equipment used to diagnose and troubleshoot issues; repair; entrepreneurship; and customer service.~~
  - j.k. Web Design and Development (6-12). Industry experience that indicates applied competence in the majority of the following areas: web page development, web page design and layout, integration of web pages, web planning and organizational standards, and web marketing.

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**k-l.** Work-Based Learning Coordinator (6-12). Educators assigned to coordinate approved work-based experiences must hold this endorsement. Applicants must hold an occupational endorsement on the Degree Based Career Technical Certificate or Occupational Specialist Certificate, and complete coursework in coordination of work-based learning programs.

4. Degree Based Career Technical Certificate Endorsements:

- a. Agricultural Science and Technology (6-12). Thirty (30) semester credit hours to include coursework in methods of teaching agricultural science and technology, agriculture education, agriculture mechanics, agriculture business management, soil science, animal science, plant science, and horticulture.
- b. Business Technology Education (6-12). Twenty (20) semester credit hours to include coursework in methods of teaching business technology education, accounting, computer and technical applications in business, economics, business communication/writing, finance, marketing, business management, and office procedures. Additional coursework may include entrepreneurship or business law.
- c.** Computer Science (6-12). Successful attainment of an Institutional Recommendation for the Computer Science (6-12) endorsement on a Standard Instructional Certificate, completion of coursework satisfying ~~Section 04.b above, and related industry experience satisfying Section 4.c above~~ DAPA 08.02.02.015.04.a.
- e-d.** Cybersecurity Technology Education (6-12). Twenty (20) semester credit hours to include coursework or entry-level cybersecurity certifications in methods of teaching cybersecurity, fundamentals of cybersecurity, cyberoperations, offensive security, defense security, forensics, incident response, networking, risk management, cyber-systems thinking, and advanced topics in cybersecurity
- d-e.** Engineering (6-12). Successful attainment of an Institutional Recommendation for the Engineering (6-12) endorsement on a Standard Instructional Certificate, completion of coursework satisfying ~~Section 04.b above, and related industry experience satisfying Section 04.c above~~ DAPA 08.02.02.015.04.a.
- e-f.** Family and Consumer Sciences (6-12). Thirty (30) semester credit hours to include coursework in methods of teaching family and consumer sciences; foundations of family and consumer sciences; consumer economics and family resources; child/human development; early childhood laboratory or practicum teaching experience; family and interpersonal relationships; food safety; the science of food preparation or culinary arts; lifespan nutrition and wellness; living environments and interior design; and apparel and textiles. Additional coursework may include hospitality and tourism, and entrepreneurship.
- f-g.** Marketing Technology Education (6-12). Twenty (20) semester credit hours to include coursework in methods of teaching marketing technology education, marketing, business management, economics, merchandising/retailing, finance, and accounting. Additional coursework may include entrepreneurship.
- g-h.** Technology Education (6-12). Twenty (20) semester credit hours to include coursework in methods of teaching technology education; communication technology; computer applications; construction technology; electronics technology; manufacturing technology; power, energy, and transportation; principles of engineering design; and other relevant emerging technologies.

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**ATTACHMENT 1**

5. The following career technical education endorsements awarded prior to July 1, 2020 shall be grandfathered and shall not be awarded after July 1, 2020:
  - a. Agricultural Business Management (6-12)
  - b. Agricultural Power Machinery (6-12)
  - c. Agricultural Production (6-12)
  - d. Animal Health and Veterinary Science (6-12)
  - e. Aquaculture (6-12)
  - f. Business Management/Finance (6-12)
  - g. Child Development Care and Guidance (6-12)
  - h. Culinary Arts (6-12)
  - i. Dietitian (6-12)
  - j. Farm and Ranch Management (6-12)
  - k. Fashion and Interiors (6-12)
  - l. Food Service (6-12)
  - m. Forestry (6-12)
  - n. Horticulture (6-12)
  - o. Information/Communication Technology (6-12)
  - p. Microcomputer Applications (6-12)
  - q. Natural Resource Management (6-12)
  - r. Networking and Computer Support (6-12)
  - s. Orientation to Health Professions (6-12)
  - t. Programming and Web Design (6-12)
  
6. The review and approval of professional development courses subject to the provisions of Section 33-1614, Idaho Code, will be evaluated and approved by the Division.

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**IDAHO DIVISION OF CAREER TECHNICAL EDUCATION**

**SUBJECT**

Board Policy IV.D and VII.A. and B - Second Reading

**REFERENCE**

June 2016	The Board approved for the first time career technical education standards previously set by IDCTE in Workplace Readiness, Agricultural and Natural Resources, Business and Marketing Education, Engineering and Technology Education, Family and Consumer Sciences, and Skilled and Technical Sciences.
August 2019	The Board approved first reading of proposed amendments to Board policy IV.E. adding incorporated by reference CTE program content standards.
October 2019	The Board approved second reading of proposed amendments to Board policy IV.E.
June 2022	The Board approved first reading of proposed amendments to Board Policy IV.E. adding incorporated by reference program content standards for Cybersecurity, Electric, HVAC, and Plumbing Program.
August 2022	The Board approved second reading of proposed amendments.
June 2023	The Board approved first reading of amendments to Board policy moving Board policies specific to the Division of Career Technical Education from Subsection IV.E. to Section VII.
August 2023	The Board approved second reading of proposed amendments.
April 2023	The Board approved the first reading of proposed amendments to Board policy IV.D. and VII.A. and B, set out the process and reporting requirements for updating career technical education program standards.
April 2024	The Board approved the first reading of proposed amendments to Board policies VII.A, VII.B, and IV.D.

**APPLICABLE STATUTE, RULE, OR POLICY**

Idaho State Board of Education Policies and Procedures, Section VII.D.  
Section 33-107(4)(B), Idaho Code  
Chapter 22, Title 33, Idaho Code

**BACKGROUND/DISCUSSION**

Career technical education programs consist of cluster programs and pathway programs. Pathway programs are made up of sequential courses meeting the

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approved pathway content standards. The standards are grouped into six major categories: Agricultural and Natural Resources; Business and Marketing Education; Engineering and Technology Education; Health Sciences; Family and Consumer Sciences; and Skilled and Technical Sciences. In addition to these six categories, the standards include two additional areas incorporated into the specific program categories: Workplace Readiness and First Steps (career pathways). Each major category is made up of several program sub-areas. For example, Family and Consumer Sciences encompasses Culinary Arts Standards, Early Childhood Education Standards, Entrepreneurship Standards, and Hospitality and Tourism Standards. These standards are updated on a rotating basis working with industry partners as applicable to the program areas. There are currently of 50 separate program pathway standards that are reviewed and updated on a rotating basis.

The current process requires the Board to approve the amendments to the standards concurrent with amendments to the policy itself to update the dates of the incorporated by referenced documents in the policy. The policy amendments require two readings before becoming finalized while the amended standards are approved once. Consistent with the Board discussion at the April 2024 regular Board meeting, the Division is requesting policies to be updated to set out the actual review process and required components while delegating the approval of individual standards to the Division Administrator. This practice is consistent with existing delegated authority throughout Board policy.

The specific amendments include updates to the content standards language used for academic content standards in Board policy IV.D to include the terminology used for career technical education pathway standards and other technical updates. More substantive changes update the list of program areas, and incorporate the current industry driven process the Division uses for updating program standards, public comment requirements and reporting requirements.

Division staff worked with the Department of Education prior to the first reading to include reference to their participation in the standards review process. No comments were received between the first and second reading. There have been no amendments to the language approved by the Board in the first reading.

**IMPACT**

Approval of the amendments will enable the Division to be more responsive to industry, allowing the Division to make updates to the pathway standards as new pathways and amendments to pathways standards are updated.

**ATTACHMENTS**

- Attachment 1 – Proposed Amendments to Board Policy VII. A
- Attachment 2 – Proposed Amendments to Board Policy VII. B
- Attachment 3 – Proposed Amendments to Board Policy IV.D.



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**BOARD STAFF COMMENTS AND RECOMMENDATIONS**

Title 33, Chapter 22, Idaho Code, governs the general duties of the Division of Career Technical Education. This section of Code does not contemplate the establishment of standards for Pathways programs. The means by which this work is accomplished is a matter of administering the program, which the Board can delegate to its State Administrator pursuant to Idaho Code § 33-107. Board staff recommends approval of the proposed amendments.

**BOARD ACTION**

I move to approve the second reading of amendments to Board Policy VII.A and B as provided in Attachment 1 and Attachment 2.

Moved by \_\_\_\_\_ Seconded by \_\_\_\_\_ Carried Yes \_\_\_\_\_ No \_\_\_\_\_

**AND**

I move to approve the second reading of proposed amendments to Board Policy IV.D. as provided in Attachment 3.

Moved by \_\_\_\_\_ Seconded by \_\_\_\_\_ Carried Yes \_\_\_\_\_ No \_\_\_\_\_

**Idaho State Board of Education**  
**GOVERNING POLICIES AND PROCEDURES**  
**SECTION: VII. DIVISION OF CAREER TECHNICAL EDUCATION**  
**Subsection: A. General Policies and Definitions**

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**August 2023**

1. Purpose

The Division of Career Technical Education (Division) provides leadership and coordination for programs in career technical education in various parts of the state. The general purpose of the Division is to carry out the governing policies and procedures of the Board and the applicable provisions of state and federal career technical education regulations assigned to the Division and the implementation of Chapter 22, Title 33, Idaho Code.

2. Delegation of Authority

The Administrator is the chief program and administrative officer of the Division, is appointed by, and serves in this position at the pleasure of the Board. The Administrator of the Division of Career Technical Education serves as the chief executive officer of the statewide career technical education system with the responsibility to supervise and manage career technical education programs in Idaho within the framework of the Board's Governing Policies and Procedures for the organization, management, direction, and supervision of the agency and is held accountable by the Board for the successful functioning of the institution or agency in all of its units, divisions, and services pursuant to Board Policy I.E. Executive Officers. Matters brought before the Board in its capacity as the State Board of Career Technical Education shall follow the same policies and procedures established by the Board for all agencies and institutions under its governance.

3. Internal Policies and Procedures

The chief executive officer may establish additional policies and procedures for the internal management of the Division of Career Technical Education that complement, but do not supplant, the Governing Policies and Procedures of the Board. Such internal policies and procedures are subject to Board review and action.

3. Definitions

- a. Concentrator means a secondary student enrolled in a capstone course.
- b. Local Education Agencies means a public-school district or charter school, including specially chartered districts.
- c. Technical College Leadership Council (TCLC) means the career technical education deans of the six regional public technical colleges in Idaho.

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**ATTACHMENT 1**

- d. Technical Skill Assessment means an assessment given at the culmination of a pathway program during the capstone course and measures a student's understanding of the technical requirements of the occupational pathway.
- e. Workplace Readiness Assessment means an assessment of a career technical education student's understanding of workplace expectations.

4. Functions

The Division provides statewide leadership, administration, supervision, planning, and coordination for career technical education activities in Idaho. The major functions include:

- a. Statewide Administration: maintaining a qualified professional staff to provide statewide leadership and coordination for career technical education and the programs offered in accordance with applicable state and federal regulation, Fire Service Training and STAR Motorcycle Safety Program.
- b. Supervisory and Consultative Services: providing technical assistance to local education agencies to assist in the implementation and maintenance of career technical education programs including support and leadership for student organizations and education equity.
- c. Planning: assisting local education agencies in the development of annual plans and data collection and analyzing services for the establishment of a five-year plan, annual plans, and accountability reports from the local education agencies.
- d. Evaluation: conducting and coordinating career technical education evaluations in accordance with state and federal guidelines to monitor program activities and to determine the status of program quality in relation to established standards and access.
- e. Budget Preparation: preparing annual budgets and maintaining a statewide finance and accountability system.
- f. Program and Professional Improvement: initiating and coordinating research, curriculum development, process improvement, and staff development statewide.
- g. Management Information: collecting, analyzing, evaluating and disseminating data and program information which provides a comprehensive source of accurate, current, and easily accessible information for statewide decision making.
- h. Coordination: providing liaison with related state agencies and organizations, business and industry, and community-based organizations.

5. Organization.

The programs and services of the Division are organized into two (2) broad segments: (a) Regular Occupational Programs and (b) Special Programs and Support Services.

a. Regular Occupational Programs are programs designed to prepare students at the secondary and postsecondary levels with the skills, knowledge, attitudes, and habits necessary for entry-level employment in recognized occupations in Idaho regions, and may extend to the Northwest and nationally. These programs also provide the supplemental training to upgrade the skills of those citizens of Idaho who are currently employed. Regular programs include, but are not limited to, clusters and pathways in the following program areas:

- i. Agriculture, Food and Natural Resources;
- ii. Business and Marketing;
- iii. Engineering and Technology Education;
- iv. Family and Consumer Sciences and Human Services;
- v. Health Professions and Public Safety; ~~and~~
- vi. Trades and Industry-;
- vii. Individualized Occupational Training;
- viii. Workplace Readiness; and
- vii-ix. First Steps: Understanding the World of Work (career pathways)

A program quality manager is employed in each program area to provide leadership and technical assistance to local education agencies. Program areas and pathways may be added in emergent areas as identified through the comprehensive local needs assessment processes. Emergent areas may be added on a conditional basis pending development of appropriate standards. The Administrator shall report to the Board, no less than annually, the standards that have been reviewed, the standards that have been updated, and any emergent or new program areas that are being developed.

b. Special Programs and Support Services are special programs designed to serve students who are considered special populations, students with special needs, and include other program activities not considered occupational in nature. These programs include Single Parent/Displaced Homemaker, Education Equity, and middle school career technical education.

c. Through state and federal regulations, or by contract for administration, the Division may supervise and manage other career technical training programs as appropriate.

Idaho State Board of Education  
GOVERNING POLICIES AND PROCEDURES  
SECTION: VII. DIVISION OF CAREER TECHNICAL EDUCATION  
Subsection: B. Program Delivery

August 2023

1. Program Delivery

Career technical education programs are made available at three (3) levels in Idaho -- secondary, postsecondary, and workforce training.

2. Secondary Programs

a. Secondary Programs are provided through participating local education agencies and career technical schoolscenters. Secondary programs are established by the Division and may be categorized as either a cluster program or a pathway program.

b. Cluster Program: provides introductory and intermediate courses as an introduction to a career technical area and the opportunity to learn workplace readiness expectations. A cluster program must meet the following requirements:

- i. Consist of a variety of foundation and intermediate courses within a single Career Cluster. The program does not culminate in a capstone course.
- ii. Offer a program that is three or more semesters (or the equivalent) in length.
- iii. Demonstrate a strong career/workplace readiness skills alignment.
- iv. Participate in a related Career Technical Student Organization.
- v. Maintain an active Technical Advisory Committee to guide program development and foster industry engagement.
- vi. Require a nationally validated, industry-based Workplace Readiness Assessment created to evaluate skills and attitudes needed for success in the workplace administered by an approved assessment developer as part of the program.

c. Pathway Program: provides specific career area occupational preparation, the opportunity to learn workplace readiness expectations, and the knowledge and skill development required to transition into a similar postsecondary program. A pathway program must meet the following requirements:

- i. Consist of a sequence of courses that culminate in a capstone course and aligns with ~~Board-approved~~ career technical education content-pathway standards approved by the Career Technical Education State Administrator.
- ii. Offer a program that is three or more semesters (or the equivalent) in length.
- iii. Demonstrate a strong career/workplace readiness skills alignment.
- iv. Participate in a related Career Technical Student Organization.
- v. Maintain an active Technical Advisory Committee to guide program development and foster industry engagement.

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- vi. Require the Workplace Readiness Assessment as part of the program.
  - vii. Demonstrate alignment to similar postsecondary program outcomes as well as to relevant industry recognized standards.
  - viii. Offer work-based learning experience opportunities for students (paid or unpaid).
  - ix. Require a pathway-identified Technical Skill Assessment for all students enrolled in the capstone course (concentrators).
  - ~~x. Ensure the program meets the requirements for concentrators to obtain Technical Competency Credit for aligned postsecondary programs.~~
  - ~~xi.x.~~ Require a nationally validated, industry-based technical skill assessment administered by an approved developer.
- d. All junior and senior concentrators are required to take the technical skill assessment associated with their program. In the event a senior concentrator is enrolled in a pathway program that does not yet have an approved technical skill assessment, that student will take only the workplace readiness assessment until the pathway program technical skill assessment has been approved.
- e. All seniors enrolled in more than one career technical education course are required to take the workplace readiness assessment.
- f. Secondary Program Approval

The Division accepts applications each year from local education agencies to establish new secondary career technical programs, change a program type or reactivate an inactive program. To be considered in a given fiscal year the application must be received no later than February 15. Only approved programs are eligible to receive added-cost funds, or additional career technical education funding including, Idaho Program Quality Standards, Program Quality Initiative, Workforce Readiness Incentive Grant, and federal Perkins funding. In order to receive added-cost funds, a program must also be taught by an appropriately certified career technical education teacher. Career technical education teacher certification requirements are established in IDAPA 08.02.02. Applications must be submitted in a format established by the Administrator.

The Division will evaluate applications on standard criteria. Approval of new programs and reactivation of inactive programs will be based on available funding; priority will be given to pathway programs. A local education agency must demonstrate that, as part of its decision for creating, changing, or reactivating a career technical program, the local education agency has considered the recommendations from a local technical advisory committee. If such a committee does not already exist, the local education agency must create a committee for the express purpose of evaluating local and/or regional need for the proposed career technical program and for providing guidance on the application for such program. Applications must indicate if the program is a cluster or a pathway program and will be evaluated according to the specific program type. Denial of applications will

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be based on failure to meet the application requirements, including but not limited to missing deadlines, information, failure to meet minimum program requirements or failure to respond to any request for additional information within the timeframe specified in the application. Local education agencies will be notified of their application status on or before April 30 of the application year. Prior to receiving added-cost funds, the local education agency must submit the applicable statement of assurances, as outlined in the application approval letter.

- i. Comprehensive high school new cluster programs will be evaluated on the following criteria:
  - 1) Meeting minutes that reflect recommendations from the local technical advisory committee
  - 2) Alignment with one of four approved cluster program areas
  - 3) Provides basic workplace readiness skills
  - 4) Connection to a Career Technical Student Organization (CTSO) supported by the Division
  - 5) Representation on the technical advisory committee in alignment with the program area industry
  - 6) Realistic, applied learning, provided through lab and industry-related activities
  - 7) Facilities to accommodate the program with equipment and space
  - 8) Agreement with the Statement of Assurances, as defined in the application
  
- ii. Comprehensive high school new pathway programs will be evaluated on the following criteria:
  - 1) Meeting minutes that reflect recommendations from the local technical advisory committee
  - 2) Alignment with one of the approved pathway programs established by the Division
  - 3) Provide basic workplace readiness skills
  - 4) Consists of sequential, intermediate and capstone courses that meet the minimum requirements
  - 5) Connection to a Career Technical Student Organization (CTSO) supported by the Division
  - 6) Technical advisory committee that includes representatives from the identified occupational pathway
  - 7) Realistic, applied learning, provided through lab and industry-related activities
  - 8) Work-based learning opportunities
  - 9) Regional need for the program, established through labor market data
  - 10) Alignment with ~~Board~~-approved program-pathway standards
  - 11) Alignment to related postsecondary program

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- 12) Facilities to accommodate a pathway program with the appropriate and relevant equipment and space for the pathway
  - 13) Agreement with the Statement of Assurances, as defined in the application
- iii. Career Technical ~~School Center~~ (CT~~SC~~) pathway programs must meet the evaluation criteria for a new pathway program, as well as the criteria outlined in IDAPA 55.01.03.

g. Allowable Use of Added-Cost Funds

Added-cost funds are distributed to school districts to cover instructor and program expenses beyond those normally encountered by Idaho public schools at the secondary level. Allocations are calculated based on career technical education teacher full-time equivalency (FTE) and must be used to support all career technical education programs in the school districts. Added-cost funds may only be used for expenses directly related to an approved career technical education program in five (5) categories:

i. Instructional and Program Promotion Materials and Supplies

- 1) Single copy reference materials, including single-user electronic reference materials
- 2) Consumable student lab and classroom manuals
- 3) Consumable materials and supplies that support the instructional program
- 4) Workplace Readiness Assessment (WRA) and Technical Skill Assessment (TSA) exam costs (excluding retakes) for those exams administered outside the Division-funded testing window
- 5) Web-based licensed products to support program instruction and management
- 6) Materials and supplies used in CTE program promotion

ii. Equipment

- 1) Equipment costing \$500 or more per unit cost and having an expected life greater than two years (software is not considered equipment)
- 2) Computers and peripherals necessary for program instruction above and beyond equipment provided to academic classrooms

iii. Salaries

- 1) Time beyond the normal academic year to be defined as the last school session calendar day of the current year and before the first session calendar day of the subsequent year, which should be a documented agreement between the district and the CTE instructor



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- 2) Time during the normal academic year for CTSO advisors who travel and stay in hotels to attend state and national leadership conferences with their students, beyond the normal school week to include one (1) day for a state leadership conference and two (2) days for a national leadership conference
- 3) For health professions programs only, time beyond the normal school day, i.e., evenings and weekends, for licensed professional teachers delivering required instruction to students at clinical sites

iv. Contracts

- 1) Services contracted by the district for maintaining and repairing CTE equipment and for operating and maintaining CTE labs and shops (e.g., equipment service contracts and hazardous waste disposal)
- 2) Fees and expenses for supplemental specialized instruction (e.g., certified CPR trainer, OSHA certification instructor, short-term specialized instruction from subject matter expert, supplemental staff to supervise students in a clinical environment)

v. Travel and Professional Expenses

- 1) Instructor travel costs and fees for CTE-related professional development (e.g., conferences, seminars, workshops, state-sponsored meetings, summer conference, and back-to-industry experiences related to the CTE program)
- 2) Instructor travel costs and fees related to CTE student activities and CTSO activities (e.g., conference registration fees, mileage, per diem, lodging)
- 3) Instructor membership dues for professional associations and CTSO affiliations related to program area.
- 4) Up to ten percent (10%) of the CTE added-cost funding for student transportation within the state to a state-approved CTSO leadership conference or event

vi. Added-Cost Funds may not be used for:

- 1) Print textbooks, electronic textbooks, and/or other electronic media used as the primary source of content delivery
- 2) Technology related to general instructional delivery (e.g., projectors, cell phones)
- 3) Classroom equipment, supplies, and web-based licensed products that are provided to all district teachers and classrooms
- 4) Fundraising equipment and supplies
- 5) Equipment not related to program instruction

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**ATTACHMENT 2**

- 6) Salaries and benefits for certified employees (i.e., teachers who hold certification) and classified employees (i.e., employees other than certified or professional teachers)
  - 7) Salaries and benefits to replace furlough days
  - 8) Salaries and benefits for district pre-service and/or in-service days
  - 9) Salaries and benefits for substitutes
  - 10) Contracted salaries or benefits to provide the basic instructional program
  - 11) Fees to obtain or renew teaching credentials and/or professional licenses
  - 12) Tuition and transcribed credits, including professional development credits
  - 13) Individual student travel fees and expenses
9. First Steps: Understanding the World of Work courses taught by an instructor holding a career technical educator certification may be included as part of a cluster or approved pathway program regardless of the content area endorsement the instructor holds.
10. Postsecondary Programs
- a. Postsecondary Programs are provided through the state system of six (6) regional technical colleges. Postsecondary programs are defined in Board Policy III.E and are reviewed by the Administrator. In accordance with Board Policy III.G., the Administrator shall meet with the Technical College Leadership Council (TCLC) on a regular basis. The regional technical colleges are:
    - i. College of Western Idaho (Nampa)
    - ii. College of Southern Idaho (Twin Falls)
    - iii. College of Eastern Idaho (Idaho Falls)
    - iv. Idaho State University College of Technology (Pocatello)
    - v. Lewis-Clark State College (Lewiston)
    - vi. North Idaho College (Coeur d'Alene)
  - b. Workforce Training Programs are primarily provided through the six (6) regional technical colleges to provide upgrading and retraining programs for persons in the work force and to support regional industry needs. These offerings range from brief seminar classes to intensive courses which normally are fewer than 500 hours of annual instruction.
101. ~~Program Content~~Pathway Standards
- a. To be considered for approval, career technical education programs must meet ~~the program content standards approved by the Board~~approved pathway standards or be in an approved emergent area:

- i. Agricultural, Food, and Natural Resources, ~~as revised and adopted on August 29, 2019.~~
  - ii. Business and Marketing Education, ~~as revised and adopted on August 29, 2019~~
  - iii. Engineering and Technology Education, ~~as revised and adopted on August 24, 2022~~
  - iv. Health Professions and Public Safety ~~Sciences, as adopted on August 29, 2019.~~
  - v. Family and Consumer Sciences and Human Services, ~~as revised and adopted on June 3, 2022.~~
  - vi. ~~Skilled and Technical Sciences, as revised and adopted on August 24, 2022.~~ Trades and Industry
  - vii. Workplace Readiness, ~~as adopted on August 26, 2021.~~
  - viii. First Steps: Understanding the World of Work (career pathways)
- b. Pathway standards shall be reviewed on a five (5) year rotating basis. Reviews shall be facilitated by the Division's applicable program quality staff. Review committees shall be made up of, at a minimum, industry representatives and secondary and postsecondary educators specific to the occupation pathway being reviewed, including State Department of Education staff as applicable to the program area. Pathway standards updates shall consist of, but are not limited to:
- i. Standards Setting - The formal process for setting standards will be "industry-driven" and will involve Program Quality Managers, as well as a diverse group of businesses and industry members, educators, and others.
  - ii. Criticality Survey - Once the technical standards and student learning outcomes have been developed and vetted through the initial standards writing team, the standards are shared with a larger group of related industry representatives through a critical survey.
  - iii. Standards Publishing - Draft standards are publicly posted and timeline established for implementation.
  - iv. Test Item Development - Using the criticality survey as a blueprint, secondary and postsecondary instructors, assessment vendor, and program quality managers write test items for the secondary Technical Skill Assessment (TSA).
  - v. Pilot - TSAs are aligned with Idaho industry-recognized standards and measure technical knowledge. The TSA is a nationally validated, industry-based assessment, administered by an approved vendor and is the end of program assessment for pathways.
  - vi. Test Item Analysis - Test item analysis uses the test questions and data derived from the pilot assessment to determine the quality of the test items and to assess the test as a whole. Items that are not effective may be revised or eliminated to include both the question and possible answers. Item analysis typically focuses on four major pieces of information: test score reliability, item difficulty, item discrimination, and distractor information.
  - vii. Set Cut Score - Secondary and postsecondary instructors, assessment vendor and program quality managers determine the cut or passing score for the assessment.

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**ATTACHMENT 2**

- viii. Badge or Microcredential Creation – program quality managers will work with the Performance Management Microcredential Coordinator to develop the microcredentials aligned to the new standards and a completed list of industry-validated set of badges.
- ix. Implementation Plan - The set of standards are aligned to the TSA each year. If standards are revalidated and a pilot is created during a school year, the pilot should be offered in the same school year, but the TSA for that same school year should align to the existing standards. The newly adopted standards will take affect the following school year and align with the TSA.

Idaho State Board of Education

GOVERNING POLICIES AND ROCEDURES

SECTION: IV. ORGANIZATION SPECIFIC POLICIES AND PROCEDURES

Subsection: D. Educator Preparation, Certification, and Standards

~~December 2023~~ June 2024

1. Standards Approval

While maintaining a balance between the local governance of school districts and the Idaho constitutional requirement for a uniform and thorough system of public education, the State Board of Education sets minimum standards to provide the framework through which our public schools then provide educational opportunities to Idaho students. Applicable stakeholders and the public shall be provided with an opportunity to provide feedback prior to consideration of the Board of proposed standards. All standards brought to the Board for consideration shall include the standards themselves, a description of how feedback was solicited, and a summary of the feedback that was received. Amendments to existing standards shall also include a redlined version of the standards showing all amendments.

a. Content Standards

The Idaho Content Standards articulate the minimum knowledge a student is expected to know and be able to use within a content (subject) area at specific grade levels. Content standards are reviewed and updated on a rotating basis in relation to the curricular materials adoption schedule, but may be updated more frequently if an area is identified as needing to be updated in advance of that schedule. Content standards review will be scheduled such that the content standard is reviewed in the year prior to the scheduled curricular materials review. At a minimum all content areas, including those without corresponding curricular materials, will be reviewed every six (6) years and notification will be made to the Office of the State Board of Education of the review and if the review will result in amendments to the standard or if it was determined that no amendments are necessary for the review cycle. Career Technical Education (CTE) content standard, program standards, and pathway standards reviews will be facilitated by the Division of Career Technical Education ~~and must meet the same review requirements as academic content standards~~ pursuant to the provisions established in Board Policy VII.B. All other content standards review will be facilitated by the State Department of Education.

The content standards review process will include at a minimum:

- i. A review committee will consist of not less than ten (10) total members from the following stakeholder groups: certified Idaho classroom teachers, Idaho public school administrators, Idaho higher education officials, parents, local school board trustees, and State Department of Education personnel. A review committee must include Idaho educators with subject expertise in the applicable content area. A review committee established for the purpose of reviewing content standards of career technical courses must also include a member from the Division of Career Technical

Education. Additional members may be included at the discretion of the Department. To the extent possible, representatives shall be chosen from a combination of large and small schools or districts and provide for regional representation.

- ii. The review committee will make an initial determination regarding the need to update the standards.
  - iii. Based on the review, the committee shall meet to develop initial recommendations for the creation of new content standards or amendments to the existing content standards. The Department will provide multiple opportunities for public input on the draft recommendations including but not limited to the Department website and processes that allow for individuals in each region of the state to participate.
  - iv. Drafts of the recommended amendments will be made available to the public for comment for a period of not less than 20 days. At the close of the comment period the committee will finalize recommendations for Board consideration.
- b. Standards for Certificated School Personnel
- The Standards for Certificated School Personnel set the minimum standards certificated school personnel must meet in each certification and endorsement area to be eligible for certification or to receive subject area endorsements. Teacher preparation programs must be in alignment with these certifications standards to be considered for approval or re-approval.

The standards are reviewed and updated based on a five (5) year cycle, where 20% of the standards are reviewed each year. Standards may be identified for review in advance of the five (5) year cycle, however, all standards must be reviewed every five (5) years. Subject area certification standards must be in alignment with their corresponding subject area content standards incorporated by reference into IDAPA 08.02.03, where applicable. Reviews of career technical education (CTE) educator standards will be facilitated by the Division of Career Technical Education. The Professional Standards Commission (PSC) is responsible for reviewing and making recommendations to the Board on amendments or additions to non-CTE educator standards. The PSC will report annually to the Office of the State Board of Education the standards reviewed during the previous year and if that review resulted in recommendations for amendments or if no amendments were recommended during the review cycle.

2. Instructional Staff Certificate Endorsements

Individuals holding an instructional certificate or occupational specialist certificate must have one or more endorsements attached to their certificate. Instructional staff are eligible to teach in the grades and content areas of their endorsements. Occupational specialist certificate endorsements are listed in Board Policy IV.E. Division of Career Technical Education. To be eligible for each type of endorsement, either the following credit requirement must be met or the individual must have

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**ATTACHMENT 3**

qualified to add the endorsement through one of the routes for Alternative Authorization for new endorsements established in IDAPA 08.02.02.021. Credits used for determining eligibility in one endorsement area may also be used to meet the requirements for a corresponding endorsement area where the requirements overlap.

- a. All Subjects (K-8). Thirty (30) semester credit hours to include coursework in discipline-specific methods of teaching elementary subject areas, cognitive processes, learner development, learning differences, literacy and language development, K-8 subject content, classroom management and behavioral supports, instructional strategies and interventions, and formative and summative assessments.
- b. American Government /Political Science (5-9 or 6-12). Twenty (20) semester credit hours to include coursework in methods of teaching the social sciences, six (6) semester credit hours in American government, six (6) semester credit hours in U.S. history survey, and three (3) semester credit hours in comparative government. Course work may include three (3) semester credit hours in world history survey. Remaining coursework must be in political science.
- c. Anthropology (5-9 or 6-12). Twenty (20) semester credit hours to include coursework in methods of teaching the social sciences and in the area of anthropology. Coursework may include six (6) semester credit hours in sociology.
- d. Bilingual Education (K-12). Twenty (20) semester credit hours to include coursework in bilingual education methods; upper division coursework in one (1) modern language other than English, including writing and literature; cultural diversity; linguistics; second language acquisition theory and practice; foundations of ESL/bilingual education; legal foundations of ESL/bilingual education; identification and assessment of English learners; and biliteracy. To obtain this endorsement, the candidate must score an advanced low or higher (as defined by the American Council on the Teaching of Foreign Languages or equivalent) on an oral proficiency assessment conducted by an objective second party.
- e. Biological Science (5-9 or 6-12). Twenty (20) semester credit hours to include coursework in methods of teaching science, lab safety, molecular and organismal biology, heredity, ecology, and biological adaptation.
- f. Blended Early Childhood Education/Early Childhood Special Education (Birth - Grade 3). Thirty (30) semester credit hours to include coursework in methods of teaching early childhood and special education, child development and learning, curriculum development and implementation, family and community relationships, assessment and evaluation, central concepts of birth - grade 3 subjects, professionalism, and clinical experience including a combination of general and special education in the following settings: birth to age three (3),

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ages three to five (3-5), and grades K-3 general education.

- g. Blended Elementary Education/Elementary Special Education (Grade 4 - Grade 6). Twenty (20) semester credit hours to include coursework in methods of teaching elementary and special education, central concepts of grade 4 - grade 6 subjects, assessment, and clinical experiences in grades four (4) through six (6). This endorsement may only be used in conjunction with the Blended Early Childhood/Early Childhood Special Education (Birth – Grade 3) endorsement and cannot be used in a middle school setting.
- h. Blind and Low Vision (Pre-K-12) Thirty (30) semester credit hours to include coursework in methods of teaching the blind and visually impaired, assessment and evaluation, designing and monitoring individualized education programs, central concepts of academic subjects, special education law, family and community relationships, and accommodations and modifications for the blind and visually impaired.
- i. Chemistry (5-9 or 6-12). Twenty (20) semester credit hours to include coursework in methods of teaching science, lab safety, and inorganic and organic chemistry.
- j. Communication (5-9 or 6-12). Complete one (1) of the following options:
  - i. Twenty (20) semester credit hours to include coursework in methods of teaching communication arts, interpersonal communication, argumentation/personal persuasion, group communication, nonverbal communication, public speaking, journalism/mass communication, and social media; or
  - ii. Complete an endorsement in English and complete (12) semester credit hours to include coursework in methods of teaching communication arts, interpersonal communication, argumentation/personal persuasion, and public speaking.
- k. Computer Science (5-9 or 6-12). Twenty (20) semester credit hours to include coursework in methods of teaching computer science; data representation and abstraction; design, development, and testing algorithms; software development processes; digital devices, systems, and networks; and the role of computer science and its global impact.
- l. Deaf/Hard of Hearing (Pre-K-12). Thirty (30) semester credit hours to include coursework in methods of teaching the deaf/hard of hearing, bimodal communication, sign language acquisition and learning, literacy development, hearing technology, spoken language development, students with disabilities, assessments, designing and monitoring individualized education programs, and special education law.



- m. Early Childhood Special Education (Pre-K-3). Twenty (20) semester credit hours

to include coursework in methods of teaching early childhood; child development and behavior with emphasis in cognitive-language, physical, social, and emotional areas, birth through age eight (8); curriculum and program development for young children ages three to eight (3-8); transitional services; planning, implementing, and evaluating environments and materials for young children ages three to eight (3-8); identifying and working with atypical young children ages three to eight (3- 8); designing and monitoring individualized education programs; special education law; and parent-teacher relations. This endorsement may only be added to the Exceptional Child Education (K-8 or K-12) endorsement.

- n. Early Literacy (K-3). Twenty (20) semester credit hours to include coursework in methods of teaching reading and writing; the body of knowledge regarding the science of reading; the cognitive process of learning to read and write; phonological and phonemic awareness; oral language development; phonics, vocabulary, fluency, and comprehension; diagnostic literacy assessments and analysis leading to the development and implementation of individual reading improvement plans; data analysis related to early recognition of literacy difficulties including characteristics of dyslexia; data driven instruction and intervention; language acquisition and development; stages of reading and writing development; early elementary reading and writing resources including children's literacy advocacy strategies for meeting the needs of struggling readers and writers; and the Idaho Comprehensive Literacy Plan.
- o. Earth and Space Science (5-9 or 6-12). Twenty (20) semester credit hours to include coursework in methods of teaching science, lab safety, earth science, astronomy, and geology.
- p. Economics (5-9 or 6-12). Twenty (20) semester credit hours to include coursework in methods of teaching the social sciences, three (3) semester credit hours in microeconomics, three (3) semester credit hours in macroeconomics, and six (6) semester credit hours in personal finance/consumer economics. Remaining course work must be in business, economics, or finance.
- q. Engineering (5-9 or 6-12). Twenty (20) semester credit hours to include coursework in methods of teaching engineering and in areas of engineering.
- r. English (5-9 or 6-12). Twenty (20) semester credit hours to include coursework in secondary English language arts methods, grammar, American literature, British literature, multicultural/world literature, young adult literature, literary theory, and advanced composition.
- s. English as a Second Language (ESL) (K-12). Twenty (20) semester credit hours to include coursework in methods of teaching language acquisition, a modern

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language other than English, cultural diversity, linguistics, second language

acquisition theory and practice, foundations of ESL/bilingual education, legal foundations of ESL/bilingual education, and identification and assessment of English learners.

- t. Exceptional Child Education (K-8, 6-12, or K-12). Thirty (30) semester credit hours to include coursework in methods of teaching the exceptional child, learner development and individual learning differences, assessment and evaluation, designing and monitoring individualized education programs, central concepts of academic subjects, individual behavioral supports, instructional strategies and interventions, special education law, family and community relationships, and accommodations and modifications.
- u. Geography (5-9 or 6-12). Twenty (20) semester credit hours to include coursework in methods of teaching the social sciences, cultural geography, and physical geography, and a maximum of six (6) semester credit hours in world history survey. Coursework may include three (3) semester credit hours in economics. Remaining coursework must be in geography.
- v. Geology (5-9 or 6-12). Twenty (20) semester credit hours to include coursework in methods of teaching science, lab safety, and in the area of geology.
- w. Gifted and Talented Education (K-12). Twenty (20) semester credit hours to include coursework in methods of teaching gifted and talented learners, assessment and identification of gifted and talented learners, differentiated instruction, creative and critical thinking, social and emotional needs of gifted and talented learners, program design, curriculum, and instruction.
- x. Health (5-9, 6-12, or K-12). Twenty (20) semester credit hours to include coursework in secondary methods of teaching health; planning, organization, and administration of a school health program; health, wellness, and behavior change; mental/emotional health; nutrition; human sexuality; and health risk behaviors. Remaining semester credits must be in health-related coursework. To obtain a Health (K-12) endorsement, applicants must complete coursework in elementary health methods.
- y. History (5-9 or 6-12). Twenty (20) semester credit hours to include coursework in methods of teaching the social sciences, six (6) semester credit hours in U.S. history survey, and six (6) semester credit hours in world history survey. Coursework may include three (3) semester credit hours in American government. Remaining coursework must be in history.
- z. Humanities (5-9 or 6-12). Complete an endorsement in English, history, music, theatre arts, visual arts, or world language; and complete twenty (20) semester credit hours as follows:

- i. English endorsement - twenty (20) semester credit hours in two (2) or more of the following areas: architecture, comparative world religion, dance, history, humanities survey, music, philosophy, theatre arts, visual arts, and world language.
  - ii. History endorsement - twenty (20) semester credit hours in two (2) or more of the following areas: architecture, comparative world religion, dance, humanities survey, literature, music, philosophy, theatre arts, visual arts, and world language.
  - iii. Music endorsement - twenty (20) semester credit hours in two (2) or more of the following areas: architecture, comparative world religion, dance, history, humanities survey, literature, philosophy, theatre arts, visual arts, and world language.
  - iv. Theatre arts endorsement - twenty (20) semester credit hours in two (2) or more of the following areas: architecture, comparative world religion, dance, history, humanities survey, literature, music, philosophy, visual arts, and world language.
  - v. Visual arts endorsement - twenty (20) semester credit hours in two (2) or more of the following areas: architecture, comparative world religion, dance, history, humanities survey, literature, music, philosophy, theatre arts, and world language.
  - vi. World language endorsement - twenty (20) semester credit hours in two (2) or more of the following areas: architecture, comparative world religion, dance, history, humanities survey, literature, music, philosophy, theatre arts, and visual arts.
- aa. Journalism (5-9 or 6-12). Complete one (1) of the following options:
- i. Twenty (20) semester credit hours in the area of journalism to include coursework in methods of teaching communication arts and six (6) semester credit hours in communication arts.
  - ii. Complete an English endorsement and twelve (12) semester credit hours to include coursework in methods of teaching communication arts and in the area of journalism.
- 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.
- cc. Mathematics (6-12). Twenty (20) semester credit hours to include coursework in secondary methods of teaching mathematics, Euclidean and transformational geometry, linear algebra, discrete mathematics, statistical modeling and

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probabilistic reasoning, and the first two (2) courses in a standard calculus sequence.

- dd. Mathematics - Middle Level (5-9). Twenty (20) semester credit hours to include coursework in secondary methods of teaching mathematics, algebraic thinking, functional reasoning, Euclidean and transformational geometry, and statistical modeling and probabilistic reasoning. Six (6) semester credit hours of computer programming may be substituted for six (6) semester credit hours of mathematics content.
- ee. Music (5-9 or 6-12 or K-12). Twenty (20) semester credit hours to include coursework in secondary methods of teaching music, theory and harmony, aural skills, music history, conducting, applied music, and piano proficiency (class piano or applied piano). To obtain a Music (K-12) endorsement, applicants must complete elementary music methods coursework.
- ff. Natural Science (6-12). Complete one (1) of the following options:
  - i. Complete an endorsement in one of the following: biological science, chemistry, Earth science, geology, or physics; and complete a total of twenty-four (24) semester credit hours as follows:
    - 1) Biological science endorsement. Eight (8) semester credit hours in each of the following: chemistry, physics, and Earth science or geology.
    - 2) Chemistry endorsement. Eight (8) semester credit hours in each of the following: biology, physics, and Earth science or geology.
    - 3) Earth science or geology endorsement. Eight (8) semester credit hours in each of the following: biology, chemistry, and physics.
    - 4) Physics endorsement. Eight (8) semester credit hours in each of the following areas: biology, chemistry, and Earth science or geology.
  - ii. Complete an endorsement in Agriculture Science and Technology, and complete twenty-four (24) semester credit hours to include coursework in methods of teaching science, lab safety, and six (6) semester credit hours in each of the following: biology, chemistry, physics, and Earth science or geology.
- gg. Online Teacher (K-12). Twenty (20) semester credit hours to include coursework in methods of online teaching; assistive technology; learning management systems and content management systems; synchronous, asynchronous, and blended learning environments; and instructional strategies for the online environment. Candidates must complete an eight (8)-week online clinical practice in a K-12 setting or complete one (1) year of verifiable, successful experience as a teacher delivering online instruction in a K-12 setting within the past three (3) years.

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- hh. Physical Education (PE) (5-9 or 6-12 or K-12). Twenty (20) semester credit hours to include coursework in secondary methods of teaching PE; sports, skillful movement, physical activity, and outdoor skills; student evaluation in PE; safety and prevention of injuries; fitness and wellness; PE for special populations; exercise physiology; kinesiology/biomechanics; motor behavior; and current certification in cardiopulmonary resuscitation, automated external defibrillator use, and first aid. To obtain a PE K-12 endorsement, applicants must complete coursework in elementary PE methods.
  
- ii. Physical Science (5-9 or 6-12). Twenty (20) semester credit hours to include coursework in methods of teaching science, lab safety, and in the area of physical science to include a minimum of eight (8) semester credit hours in each of the following: chemistry and physics.
  
- jj. Physics (5-9 or 6-12). Twenty (20) semester credit hours to include coursework in methods of teaching science, lab safety, and in the area of physics.
  
- kk. Psychology (5-9 or 6-12). Twenty (20) semester credit hours to include coursework in methods of teaching the social sciences and in the area of psychology.
  
- ll. Science – Middle Level (5-9). Twenty-four (24) semester credit hours to include coursework in methods of teaching science, lab safety, and eight (8) credits in each of the following: biology, earth science, and physical science.
  
- mm. Social Studies (6-12). Complete one of the following options:
  - i. A course in methods of teaching the social sciences and twelve (12) semester credit hours in each of the following: American government/political science, economics, geography, and history
  - ii. A course in methods of teaching the social sciences, fifteen (15) semester credit hours in each of the following: American government/political science and history, and nine (9) semester credit hours in each of the following: economics and geography.
  - iii. Complete an endorsement in American government/political science, economics, geography, or history and complete a total of thirty-six (36) semester credit hours as follows:
    - 1) American government/political science endorsement - twelve (12) semester credit hours in each of the following: economics, geography, and history.
    - 2) Economics endorsement – twelve (12) semester credit hours in each of the following: American government/political science, geography, and history.
    - 3) Geography endorsement – twelve (12) semester credit hours in each of the following: American government/political science, economics, and history.

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- 4) History endorsement – twelve (12) semester credit hours in each of the following: American government/political science, economics, and geography.
- nn. Social Studies – Middle Level (5-9). Twenty (20) semester credit hours to include coursework in methods of teaching the social sciences and at least five (5) semester credit hours in each of the following: geography, history, and American government/political science or economics.
- oo. Sociology (5-9 or 6-12). Twenty (20) semester credit hours to include coursework in methods of teaching the social sciences and in the area of sociology. Coursework may include six (6) semester credit hours in anthropology.
- pp. Teacher Leader. Teacher leaders hold a standard instructional certificate or a degree-based career technical certificate and provide technical assistance to teachers and other staff with regard to the selection and implementation of appropriate teaching materials, instructional strategies, and procedures to improve educational outcomes for students. Individuals who hold this endorsement facilitate the design and implementation of sustained, intensive, and job- embedded professional learning based on identified student and teacher needs.
- i. Teacher Leader – Instructional Specialist
- 1) Complete three (3) years of full-time certificated teaching experience while under contract in an accredited school setting.
  - 2) Complete a state board approved program of at least twenty (20) post baccalaureate semester credit hours of study aligned to Idaho Teacher Leader Standards at an accredited college or university or a state board approved equivalent. Coursework to include clinical supervision, instructional leadership, and advanced pedagogical knowledge, and demonstrated competencies in the following areas: providing feedback on instructional episodes, engaging in reflective dialogue centered on classroom instructional management and/or experience, focused goal-setting and facilitation of individual and collective personal growth, understanding the observation cycle, and knowledge and expertise in data management platforms.
  - 3) Complete ninety (90) supervised contact hours to include facilitation of both individual and group professional development activities.
- ii. Teacher Leader – Instructional Technology
- 1) Complete three (3) years of full-time certificated teaching experience while under contract in an accredited school setting.
  - 2) Complete a state board approved program of at least twenty (20) post baccalaureate semester credit hours of study aligned to Idaho Teacher Leader Standards at an accredited college or university or a state board approved equivalent. Coursework to include technology integration and

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assessments, online education infrastructure and execution, instructional technology theory and foundations pedagogy, systems and performance evaluation, and applied project experiences.

- 3) Complete ninety (90) supervised contact hours to include facilitation of both individual and group professional development activities.
- iii. Teacher Leader – Literacy
- 1) Hold a literacy endorsement or meet the requirements of a literacy endorsement, and complete three (3) years of full-time certificated teaching experience while under contract in an accredited school setting.
  - 2) Complete a state board approved program of at least twenty (20) post baccalaureate semester credit hours of study aligned to Idaho Teacher Leader Standards at an accredited college or university or a state board approved equivalent. Coursework to include foundational literacy concepts; fluency, vocabulary development, and comprehension; literacy assessment concepts; and writing process; all of which are centered on the following emphases: specialized knowledge of content and instructional methods; data driven decision making to inform instruction; research-based differentiation strategies; and culturally responsive pedagogy for diverse learners.
  - 3) Complete ninety (90) supervised contact hours to include facilitation of both individual and group professional development activities.
- iv. Teacher Leader – Mathematics
- 1) Hold a mathematics (6-12) or (5-9) endorsement and complete three (3) years of full-time certificated teaching experience while under contract in an accredited school setting.
  - 2) Complete a state board approved program of at least twenty (20) post baccalaureate semester credit hours of study aligned to Idaho Teacher Leader Standards at an accredited college or university or a state board approved equivalent. Coursework to include number and operation, geometry, algebraic reasoning, measurement and data analysis, and statistics and probability, all of which are centered on the following emphases: structural components of mathematics; modeling, justification, proof, and generalization; and specialized mathematical knowledge for teaching.
  - 3) Program shall include ninety (90) supervised contact hours to include facilitation of both individual and group professional development activities.
- v. Teacher Leader – Special Education
- 1) Hold an Exceptional Child Education endorsement or Blended Early Childhood Education/Early Childhood Special Education endorsement and complete three (3) years of full-time certificated teaching experience, at least two (2) years of which must be in a special education classroom setting, while under contract in an accredited school setting.

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- 2) Complete a state board approved program of at least twenty (20) post baccalaureate semester credit hours of study aligned to Idaho Teacher Leader Standards at an accredited college or university or a state board approved equivalent. Coursework to include assessment of learning behaviors; individualization of instructional programs based on educational diagnosis; behavioral and/or classroom management techniques; program implementation and supervision; use of current methods, materials, and resources available; management and operation of special education management platforms; identification and utilization of community or agency resources and support services; counseling, guidance, and management of professional staff, and special education law, including case law.
  - 3) Program shall include ninety (90) supervised contact hours to include facilitation of both individual and group professional development activities.
- qq. Teacher Librarian (K-12). Twenty (20) semester credit hours to include coursework in collection development and materials selection, literature for children and/or young adults, organization of information to include cataloging and classification, school library administration and management, library information technologies, information literacy, and reference and information service.
- rr. Theatre Arts (5-9 or 6-12). Twenty (20) semester credit hours to include coursework in secondary methods of teaching theatre arts, acting and directing, and six (6) semester credits in technical theatre/stagecraft.
- ss. Visual Arts (5-9, 6-12, or K-12). Twenty (20) semester credit hours to include coursework in methods of teaching secondary arts, 2-dimensional and 3-dimensional studio areas, six (6) semester credit hours in foundation art and design, and three (3) credits in art history. To obtain a Visual Arts (K-12) endorsement, applicants must complete elementary arts methods coursework.
- tt. World Language (5-9, 6-12 or K-12). Twenty (20) semester credit hours to include coursework in methods of teaching language acquisition, twelve (12) intermediate or higher credits in a specific world language, and coursework in two (2) or more of the following areas: grammar, conversation, composition, culture, or literature. To obtain an endorsement in a specific world language (K-12), applicants must complete an elementary methods course. To obtain an endorsement in a specific world language, applicants must complete the following:
- i. Score an intermediate high (as defined by the American Council on the Teaching of Foreign Languages or equivalent) on an oral proficiency assessment conducted by an objective second party; and
  - ii. A qualifying score on a state board approved specific world language content



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assessment, or if a specific world language content assessment is not available, a qualifying score on a state board approved world language pedagogy assessment.

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**SUBJECT**

Board Policy I.G. – Conflict of Interest – proposed repeal; Board Bylaws – proposed revisions; Board Policy II.Q – Conflict of Interest – proposed revisions; – Second Reading

**REFERENCE**

April 2002	The Board established Board Policy I.G.
December,13 2002	The Board approved amendments to Board Policy I.G.
December 2008	Minor technical corrections were made to Policy I.G. Board approval is not required for technical corrections.
February 2000	The Board established Board Policy II.Q.
July 2001	The Board approved amendments to Board Policy II.Q
December 2008	Minor technical corrections were made to Policy II.Q. Board approval is not required for technical corrections.
February 2014	The Board approved revisions to the Board Bylaws.
February 2015	The Board approved amendments to Board Bylaws.
August 2016	The Board approved amendments to Board Bylaws.
April 2024	The Board approved first reading of proposed amendments to Board Policy II.Q and the Board Bylaws and the proposed repeal of Board Policy I.G.

**APPLICABLE STATUTE, RULE, OR POLICY**

Idaho Code § 33-105 – Rules – Executive Department  
Board Policy I. Board Bylaws (Operational Procedures)  
Board Policy I.G. – General Governing Policies and Procedures - Conflict of Interest  
Board Policy II.Q – Human Resources Policies and Procedures - Conflict of Interest and Ethical Conduct – All Employees

**BACKGROUND/DISCUSSION**

Board Policies I.G. and II.Q. both address conflicts of interest. Proposed changes include relocating the text of I.G. to the Board’s Bylaws to clarify its application to Board members. Policy II.Q. is located within the Board’s human resources policies and procedures and is applicable to the employees of the institutions and agencies under the Board’s governance. Additional changes to both policies are intended to make references consistent between the two policies.

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No comments were received between readings. No changes have been made to the proposed amendments since the Board approved the first reading.

**IMPACT**

The proposed repeal and relocation of conflict of interest policy related to Board Members will ensure that policy related to Board Members is more properly located in the Board Bylaws. The proposed revisions to Board Policy II.Q will help clarify the conflict of interest and ethical conduct expectations of employees.

**ATTACHMENTS**

- Attachment 1 – Board Policy I.G. – Proposed Repeal
- Attachment 2 – Board Bylaws – Proposed Revision
- Attachment 3 – Board Policy II.Q – Proposed Revisions

**BOARD STAFF COMMENTS AND RECOMMENDATIONS**

Board staff recommends approval of the repeal and amendments as presented.

**BOARD ACTION**

I move to approve the proposed repeal and relocation of Board Policy I.G., the proposed revisions to the Board Bylaws, and the proposed revisions to Board Policy II.Q as presented in Attachments 1, 2, and 3.

Moved by \_\_\_\_\_ Seconded by \_\_\_\_\_ Carried Yes \_\_\_\_\_ No \_\_\_\_\_

## Idaho State Board of Education

**GOVERNING POLICIES AND PROCEDURES****SECTION: I. GENERAL GOVERNING POLICIES AND PROCEDURES****SUBSECTION: G. Conflict of Interest**

December

~~2008 June 2024 repealed and relocated to I.BYLAWS (Operational Procedures)~~~~1. Policy~~

~~Members of the Board and administrators and employees of the institutions and agencies serve a public interest role and have a clear obligation to conduct all affairs of the institution, school and agency in a manner consistent with that role. All decisions of the Board, administrators, and employees are to be made solely on the basis of a desire to promote the best interests of the institution, school or agency and the public good.~~

~~2. Procedure~~

~~a. The policy of the Board requires that in the event the Board, administrators, or employees must consider any transaction for an institution, school or agency that also involves (a) a member of the Board, an administrator, or employee or (b) a member of his or her immediate family or close relative ("immediate family" means the employee's spouse, parent, step-parent, guardian, brother, sister, mother-in-law, father-in-law, child, or stepchild; "close relative" means the employee's grandmother, grandfather, aunt, uncle, niece, nephew, brother-in-law, sister-in-law, first cousin, or grandchild.), or (c) an organization with which a member of the Board, an administrator, or employee is affiliated, such Board member, administrator, or employee, at the first knowledge of such transaction, must disclose such real or potential conflict. Board members disclose to the Board and administrators and employees disclose to his or her supervisor.~~

~~b. Such disclosure is further required of Board members, administrators, or employees concerning all relationships and business affiliations that reasonably could give rise to a conflict of interest involving an institution, school or agency. For the purpose of this procedure, affiliation is understood to exist if the Board member, administrator, employee, or a member of the family is:~~

~~(1) An officer, director, trustee, partner, employee, or agent of such organization; or~~

~~(2) Either the actual or beneficial owner of more than five percent (5%) of the voting stock or controlling interest of such organization; or~~

~~(3) Has any other direct or indirect dealings with such organization from which he or she knowingly benefited (e.g., through receipt directly or indirectly of cash or other property in excess of \$500 a year exclusive of dividends or interest).~~

Idaho State Board of Education

**GOVERNING POLICIES AND PROCEDURES**

**SECTION: I. GENERAL GOVERNING POLICIES AND PROCEDURES**

**SUBSECTION: G. Conflict of Interest**

December

~~2008~~ June 2024 repealed and relocated to I.BYLAWS (Operational Procedures)

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~~c. Board members, administrators, and other employees who have a real or potential conflict of interest in any matter before the Board or the institution, school or agency administration will comply with all applicable statutes and rules governing conflicts of interest including, but not limited to, the Bribery and Corrupt Influences Act, Idaho Code §18-1351 et. seq. and the Ethics in Government Act of 1990, Idaho Code §18-1351 et. seq. and the Ethics in Government Act of 1990, Idaho Code §59-701 et. seq.~~

## Idaho State Board of Education

**GOVERNING POLICIES AND PROCEDURES**

## SECTION: I. BYLAWS (Operational Procedures)

~~October 2022~~ June 2024**A. Office of the State Board of Education**

The Board maintains an Office of the State Board for the purpose of carrying out the administrative, financial, and coordinating functions required for the effective operation of the institutions and agencies under the governance of the Board. The staff of the Office of the State Board serve under the direction of the executive director, who is responsible directly to the Board.

**B. Meetings**

1. The Board will maintain a 12-month rolling meeting schedule. To accomplish this, the Board will, at each of its regularly scheduled meetings, update its 12-month rolling schedule of Board meetings, provided, however, that the Board by majority vote, or the Board president after consultation with Board members, may reschedule or cancel any meeting.
2. The Board may hold special meetings by vote of a majority of the Board taken during any regular meeting or by call of the Board president.
3. All meetings of the Board are held at such place or places as may be determined by the Board.
4. Actions that impact ongoing future behavior of agencies and institutions shall be incorporated into Board policy. Actions limited to a specific request from an institution or agency, if not acted on within one year of approval, must be brought back to the Board for reconsideration prior to action by the institution or agency. This requirement does not apply to program approval time limits.

**C. Rules of Order**

1. Meetings of the Board are conducted in accordance with controlling statutes and applicable bylaws, regulations, procedures, or policies. In the absence of such statutes, bylaws, regulations, procedures, or policies, meetings are conducted in accordance with the current edition of *Robert's Rules of Order, Newly Revised*.
2. A quorum of the Board consists of five (5) Board members.
3. With the exception of procedural motions, all motions, resolutions, or other propositions requiring Board action will, whenever practicable, be reduced to writing before submission to a vote.
4. A roll-call vote of the Board is taken on all propositions involving any matters of bonded indebtedness; convening an executive session of the Board; or on any other action at the request of any Board member or upon the advice of legal counsel. The first voter is rotated on each subsequent roll-call vote.

## Idaho State Board of Education

**GOVERNING POLICIES AND PROCEDURES****SECTION: I. BYLAWS (Operational Procedures)**~~October 2022~~ June 2024**D. Officers and Representatives**

1. The officers of the Board include:
  - a. A president, a vice president, and a secretary, who are members of the Board.
  - b. An executive secretary, who is the state superintendent of public instruction.
2. The president, vice president, and secretary are elected at the organizational meeting for one (1) year terms and hold office until their successors are elected. Vacancies in these offices are filled by election for the remainder of the unexpired term.
3. Board representatives to serve on other boards, commissions, committees, and similar bodies are appointed by the Board president.
4. The executive director is appointed by and serves at the pleasure of the Board unless the contract of employment specifies otherwise. The executive director serves as the chief executive officer of the Office of the State Board of Education.

**E. Duties of Board Officers**

1. Board President
  - a. Presides at all Board meetings, with full power to discuss and vote on all matters before the Board.
  - b. Submits such information and recommendations considered proper concerning the business and interests of the Board.
  - c. Signs, in accordance with applicable statutes and Board action, all contracts, minutes, agreements, and other documents approved by the Board, except in those instances wherein the Board, by its procedures, has authorized the Board president to designate or has otherwise designated persons to sign in the name of or on behalf of the Board.
  - d. Gives prior approval for any official out-of-state travel of seven (7) days or more by Board members, institution heads, and the executive director.
  - e. Subject to action of the Board, gives notice and establishes the dates and locations of all regular Board meetings.
  - f. Calls special Board meetings at any time and place designated in such call in accordance with the Open Meeting Law.
  - g. Establishes screening and selection committees for all appointments of agency and institutional heads.
  - h. Appoints Board members to all standing and interim committees of the Board.
  - i. Establishes the Board agenda in consultation with the executive director.
  - j. Serves as chief spokesperson for the Board and, with the executive director, carries out the Board's policies between meetings.

## Idaho State Board of Education

**GOVERNING POLICIES AND PROCEDURES****SECTION: I. BYLAWS (Operational Procedures)**~~October 2022~~ June 2024

2. Vice President
  - a. Presides at meetings in the event of absence of the Board president.
  - b. Performs the Board president's duties in the event of the Board president's inability to do so.
  - c. Becomes the acting Board president in the event of the resignation or permanent inability of the Board president until such time as a new president is elected.
  
3. Secretary
  - a. Presides at meetings in the event of absence of the Board president and vice president.
  - b. Signs, in accordance with applicable statutes and Board action, all minutes, contracts, agreements, and other documents approved by the Board except in those instances wherein the Board, by its procedures, has authorized or has otherwise designated persons to sign in the name of or on behalf of the Board secretary.
  
4. Executive Secretary

The state superintendent of public instruction, when acting as the executive secretary, is responsible for:

  - a. Carrying out policies, procedures, and duties prescribed by the Constitution of the State of Idaho, and Idaho Code or established by the Board for all elementary and secondary school matters.
  - b. Presenting to the Board recommendations concerning elementary and secondary school matters and matters of the State Department of Education.

5. Executive Director

The executive director serves as the chief executive officer of the Board, as chief administrative officer of Office of the State Board of Education, and as chief executive officer of such federal or state programs as are directly vested in the State Board of Education. The position description for the executive director, as approved by the Board, defines the scope of duties for which the executive director is responsible and is accountable to the Board.

**F. Standing Committees of the Board**

The Board may organize itself into standing and other committees as necessary. Committee members are appointed by the Board president after informal consultation with other Board members. Any such standing committee is responsible for performing work pursuant to Board policy or delegation. Such committees may not take any action, except when authority to act has been delegated by the Board. The Board president may serve as an ex-officio member of any standing or other committee. The procedural guidelines for Board committees appear in the Board Governing Policies and Procedures.



## Idaho State Board of Education

**GOVERNING POLICIES AND PROCEDURES****SECTION: I. BYLAWS (Operational Procedures)**~~October 2022~~ June 2024

For purposes of the bylaws, the University of Idaho, Boise State University, Idaho State University, Lewis-Clark State College, College of Eastern Idaho, College of Western Idaho, College of Southern Idaho, and North Idaho College are included in references to the “institutions;” and Idaho Public Television, the Division of Vocational Rehabilitation, the Division of Career Technical Education, and the State Department of Education, are included in references to the “agencies.” An institution or agency may, at its option and with concurrence of the Board president, comment on any committee report or recommendation.

**1. Planning, Policy and Governmental Affairs Committee****a. Purpose**

The Planning, Policy and Governmental Affairs Committee is a standing advisory committee of the Board. It is responsible for developing and presenting guidance to the agencies and institutions under the Board on the implementation of Board action on matters of policy, planning, and governmental affairs. The committee, in conjunction with the chief executive officers and chief administrators of the Board governed agencies and institutions, will develop guidance on the implementation of the Board’s planning initiatives and goals. This committee shall also provide more detailed information to the Board on collaborative and cooperative measures for all education entities and branches of state government necessary to provide for the general supervision, governance and control of the state educational institutions, agencies and public schools, with the goal of producing a seamless educational system.

**b. Composition**

The Planning, Policy and Governmental Affairs Committee is composed of two (2) or more members of the Board, appointed by the president of the Board, who designates one (1) member to serve as the chairperson and spokesperson of the committee, and is staffed by the Board’s Chief Planning and Policy Officer. The Planning, Policy and Governmental Affairs Committee may form working unit or units, as necessary, to advise the committee. The chairperson presents all committee and working unit updates to the Board.

**c. Responsibilities and Procedures**

The Planning, Policy and Governmental Affairs Committee is responsible for providing updates to the Board in the following general areas:

- i. Long range planning and coordination;
- ii. Initial discussions and direction on strategic policy initiatives and goals;

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**GOVERNING POLICIES AND PROCEDURES**

**SECTION: I. BYLAWS (Operational Procedures)**

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- iii. Legislative proposals and administrative rules for Board agencies and institutions;
- iv. Coordination and communication with the Governor, the Legislature, and all other governmental entities with regard to items of legislation, Board policy and planning initiatives;
- v. Review and revision of Board policies, administrative rules and education-related statutes for consistency and compatibility with the Board's strategic direction;
- vi. Reports and recommendations from workgroups and committees pertaining to education policy, planning and governmental affairs, including career technical education;
- vii. Other matters as assigned by the Board.

At the direction of the Board president, any matter before the Board may be removed to the Planning, Policy and Governmental Affairs Committee for initial action or consideration.

The Planning, Policy and Governmental Affairs Committee may establish necessary procedures to carry out its responsibilities. Such procedures must be consistent with the Board's Governing Policies and Procedures. The Board's Chief Planning and Policy Officer, under the direction of the chairperson, prepares the agenda for the Planning, Policy and Governmental Affairs Committee work that is under consideration at each meeting of the Board.

2. Instruction, Research and Student Affairs Committee

a. Purpose

The Instruction, Research and Student Affairs Committee is a standing advisory committee of the Board. It is responsible for implementing Board action and developing guidance to the institutions and agencies on matters of policy and procedure concerning instruction, research and student affairs.

b. Composition

The Instruction, Research and Student Affairs Committee is composed of two (2) or more members of the Board, appointed by the president of the Board, who designates one (1) member to serve as chairperson and spokesperson of the committee, and is staffed by the Board's Chief Academic Officer. The Instruction, Research and Student Affairs Committee may appoint a working unit or units, as necessary, to advise the committee. One such working unit shall be the Council on Academic Affairs and Programs (CAAP), which shall be composed of the Board's Chief Academic Officer and the chief academic officers of the institutions and agencies. The chairperson presents all committee and working group recommendations to the Board.

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**GOVERNING POLICIES AND PROCEDURES**

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c. Responsibilities and Procedures

The Instruction, Research and Student Affairs Committee is responsible for updates to the Board in the following general areas:

- i. Agency and institutional instruction, research and student affairs agenda items;
- ii. Instruction, academic or career technical program approval;
- iii. Instruction, academic or career technical program review, consolidation, modification, and discontinuance, and course offerings;
- iv. Outreach, technology and distant learning impacting programs and their delivery;
- v. Long-range instruction, academic and career technical planning;
- vi. Registration of out-of-state institutions offering programs or courses in Idaho;
- vii. Continuing education, professional development, workforce training, programs for at-risk populations, career guidance;
- viii. Student organizations' activities and issues; and
- ix. Other matters as assigned by the Board.

The Instruction, Research and Student Affairs Committee may establish necessary procedures to carry out its responsibilities. Such procedures must be consistent with the Board's Governing Policies and Procedures. The Board's chief academic officer, under the direction of the chairperson, prepares the agenda for the Instruction, Research and Student Affairs Committee work that is under consideration at each meeting of the Board.

3. Business Affairs and Human Resources Committee

a. Purpose

The Business Affairs and Human Resources Committee is a standing advisory committee of the Board. It is responsible for developing and presenting updates to the Board on matters of policy and procedures concerning business affairs and human resources affairs.

b. Composition

The Business Affairs and Human Resources Committee is composed of two (2) or more members of the Board appointed by the president of the Board, who designates one (1) member to serve as chairperson and spokesperson of the committee, and is staffed by the Board's Chief Fiscal Officer. The Business Affairs and Human Resources Committee may appoint a working unit or units, as necessary, to advise the committee. One such working unit shall be the

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Financial Vice Presidents council, which shall be composed of the Board’s Chief Fiscal Officer and the chief financial officers of the institutions and agencies. The chairperson presents all committee updates to the Board.

c. Responsibilities and Procedures

The Business Affairs and Human Resources Committee is responsible, through its various working unit or units, for providing guidance on the implementation of Board action to the institutions and agencies under the Board in the following general areas:

- i. Agency and institutional financial agenda items;
- ii. Coordination and development of guidelines and information for agency and institutional budget requests and operating budgets;
- iii. Long-range fiscal planning;
- iv. Fiscal analysis of the following:
  - 1) New and expanded financial programs;
  - 2) Establishment, discontinuance or change in designation of administrative units;
  - 3) Consolidation, relocation, or discontinuance of programs;
  - 4) New facilities and any major modifications to facilities which would result in changes in programs or program capacity;
  - 5) Student fees and tuition; and
  - 6) Other matters as assigned by the Board.

The Business Affairs and Human Resources Committee may establish necessary procedures to carry out its responsibilities. Such procedures must be consistent with the Board's Governing Policies and Procedures. The Board's chief fiscal officer, under the direction of the chairperson, prepares the agenda for the Business Affairs and Human Resources Committee work that is under consideration at each meeting of the Board.

4. Audit, Risk and Compliance Committee

a. Purpose

The Audit, Risk and Compliance Committee is a standing committee of the Board. The Audit, Risk and Compliance Committee provides oversight to the organizations under its governance (defined in Idaho State Board of Education, Policies and Procedures, Section I. A.1.) for: financial statement integrity, financial practices, internal control systems, financial management, and standards of conduct.

## Idaho State Board of Education

**GOVERNING POLICIES AND PROCEDURES****SECTION: I. BYLAWS (Operational Procedures)**~~October 2022~~ June 2024

## b. Composition

The Audit, Risk and Compliance Committee members shall be appointed by the Board and shall consist of five or more members. Three members of the Committee shall be current Board members and at least two members shall be independent non-Board members who are familiar with the audit process and permanent residents of the state of Idaho. No employee of an institution or agency under the governance of the Board shall serve on the Audit, Risk and Compliance Committee. Each Committee member shall be free from any relationship that would interfere with the exercise of independent judgment. Committee members shall not be compensated for their service on the committee, and shall not have a financial interest in, or any other conflict of interest with, any entity doing business with the Board, or any institution or agency under the governance of the Board. Audit, Risk and Compliance Committee members who are Board members may be compensated for Board service. The Audit, Risk and Compliance Committee may appoint a working unit or units, which could include the chief financial officers of the institutions and financial officers of the Board office.

All members shall have an understanding of financial affairs and the ability to exercise independent judgment. Committee appointments will be made in such a way that collectively the Committee membership possesses sufficient knowledge of internal audit, external audit, accounting, finance, information technology, compliance, risk management, higher education, and governance concepts. At least one member of the committee shall have current accounting or related financial management expertise in the following areas:

- i. An understanding of generally accepted accounting principles, experience in preparing, auditing, analyzing, or evaluating complex financial statements, and;
- ii. The ability to assess the general application of such principles in the accounting for estimates, accruals, and reserves, and;
- iii. Experience in preparing or auditing financial statements and;
- iv. An understanding of internal controls.

Members may be reappointed. The Audit, Risk and Compliance Committee chair shall be appointed by the Board president and shall be a Board member.

## c. Responsibilities and Procedures

It is not the Committee's duty to plan or conduct audits or to determine that the institution's financial statements are complete, accurate and in accordance with generally accepted accounting principles. Management of the applicable institutions and agencies shall be responsible for the preparation, presentation, and integrity of the financial statements and for the appropriateness of the

## Idaho State Board of Education

**GOVERNING POLICIES AND PROCEDURES****SECTION: I. BYLAWS (Operational Procedures)**~~October 2022~~ June 2024

accounting principles and reporting policies used. The following shall be the principal duties and responsibilities of the Committee:

- i. Recommend the appointment and compensation to the Board of the external auditors. Evaluate and oversee the work of the external auditors. The Committee must review any services prior to being provided by the external auditor. The external auditing firm shall report directly to the committee as well as the Board and the auditor's "engagement letter" shall be addressed to the Committee and the president of each institution. The Committee shall have the authority to engage the Board's legal counsel and other consultants as necessary to carry out its duties.
- ii. Evaluate and oversee the work of the Internal Audit and Advisory Services unit (IAAS), located within the Board office.
- iii. Discuss with the external auditors the audit scope, focusing on areas of concern or interest;
- iv. Review the financial statements, adequacy of internal controls and findings with the external auditors. The external auditor's "management letter" shall include management responses and be addressed to the Audit, Risk and Compliance Committee and president of the institution.
- v. Ensure the external auditor presents the financial statements to the Board and provides detail and summary reports as appropriate.
- vi. Oversee standards of conduct (ethical behavior) and conflict of interest policies of the Board and the institutions and agencies under its governance including establishment of confidential complaint mechanisms.
- vii. Monitor the independence and performance of each organization's external auditor and internal auditing departments;
- viii. Provide general guidance for developing risk assessment models for all institutions.
- ix. Provide an avenue of communication among the external auditor, management, the internal audit staff and the Board.
- x. Maintain audit review responsibilities of institutional affiliates to include but not limited to foundations and booster organizations.
- xi. Oversee institutional compliance programs.

The Audit, Risk and Compliance Committee will meet at least four times per year. The committee may establish necessary procedures to carry out its responsibilities. Such procedures must be consistent with the Board's Governing Policies and Procedures. The Board's Chief Fiscal Officer, under the direction of the chair, prepares the agenda for work that is under consideration at each meeting of the Board.

## Idaho State Board of Education

**GOVERNING POLICIES AND PROCEDURES****SECTION: I. BYLAWS (Operational Procedures)**~~October 2022~~ June 2024

## 5. Executive Committee

## a. Purpose

The Executive Committee is responsible for assisting the full Board in discharging its responsibilities with respect to the management of the business and affairs of the Board and the Board Office, to consider matters concerning the Board that may arise from time to time, and to provide direction to the executive director on any of such matters.

## b. Composition

The Executive Committee is composed of the current Board president, vice president, and secretary, and the immediate past Board president. The Board's executive director also shall serve on the Executive Committee. The current Board president serves as chairperson of the committee. In the event the past Board president is unable to serve on the Executive Committee, then the Board president may appoint another member of the Board to serve in the place of such former officer.

## c. Responsibilities and Procedures

The Executive Committee shall have such duties, responsibilities, and authority as may be delegated from time to time to the Executive Committee by the Board, and in the intervals between meetings of the Board, the Executive Committee shall, in conjunction with the executive director, assist in directing the management of the business and affairs of the Board. However, the Executive Committee may not undertake any action that, pursuant to any applicable law, rule, or policy of the Board, must be performed by another committee of the Board, or which must be acted upon by the whole Board in public session. The Board's executive director, under the direction of the Board president, prepares the agenda for and schedules each meeting of the Executive Committee, which may be conducted telephonically. A written record is not kept of the committee's activities, but it shall be the responsibility of the executive director to promptly communicate to all Board members who are not members of the committee regarding information related to the committee's discussions and activities.

**G. Committee Presentations**

1. The agenda for each regular meeting of the Board shall be organized using the areas of responsibility provided for in regard to each permanent standing committee of the Board, as described in Subsection F above, with the exception of the Audit Committee.

## Idaho State Board of Education

**GOVERNING POLICIES AND PROCEDURES**

## SECTION: I. BYLAWS (Operational Procedures)

October 2022June 2024

2. The Board member who is the chair of the permanent standing committee and spokesperson shall present the agenda items in the area of the committee's responsibility. This presentation may include calling on institutional/agency representatives and/or other individuals. In the event of an absence or conflict with respect to the committee chairperson, the Board president may designate a substitute Board member or Board officer to present the agenda items.

**H. Conflict of Interest****1. Policy**

Members of the Board serve a public interest role and have a clear obligation to conduct all business of the Board in a manner consistent with that role. All decisions of the Board are to be made solely on the basis of a desire to promote the best interests of the public good.

**2. Procedure**

- a. A conflict of interest occurs when a member's private interests compete with his or her professional obligations to the Board to a degree that an independent observer might reasonably question whether the person's professional actions or decisions are materially affected by personal considerations, including but not limited to personal gain, financial or otherwise.
- b. In the event the Board must consider any transaction for an institution, school or agency that also involves (a) a member of the Board or (b) a member of his or her immediate family or close relative ("immediate family" means spouse, parent, child, stepchild or sibling), or a person residing in the member's household or a legal dependent of the member, or (c) an organization with which a member of the Board is affiliated, such Board member, at the first knowledge of such transaction, must publicly disclose such real or potential conflict to the Board.
- c. Disclosure is also required concerning all relationships and business affiliations that reasonably could give rise to a conflict of interest involving a matter before the Board. Affiliation is understood to exist if a Board member or a member of the Board member's immediate family, or a person residing in the member's household or a legal dependent of the member, is:
  - (1) An officer, director, trustee, partner, employee, or agent of such organization; or
  - (2) Either the actual or beneficial owner of more than five percent (5%) of the voting stock or controlling interest of such organization; or



Idaho State Board of Education

**GOVERNING POLICIES AND PROCEDURES**

SECTION: I. BYLAWS (Operational Procedures)

~~October 2022~~ June 2024

(3) Has any other direct or indirect dealings with such organization from which he or she knowingly benefited (e.g., through receipt directly or indirectly of cash or other property in excess of one thousand dollars (\$1000) a year).

d. Board members shall also comply with all applicable statutes and rules governing conflicts of interest including, but not limited to, the Bribery and Corrupt Influences Act, Idaho Code §18-1351 et. seq. and the Ethics in Government Act of 1990, Idaho Code §74-401 et. seq.

## Idaho State Board of Education

**GOVERNING POLICIES AND PROCEDURES****SECTION: II. HUMAN RESOURCES POLICIES AND PROCEDURES****SUBSECTION: Q. Conflict of Interest and Ethical Conduct – All Employees**~~December 2008~~June 2024

## 1. General Principles of Ethical Conduct

All employees of the institutions, and agencies:

- a. Shall not hold financial interests that are in conflict with the conscientious performance of their official duties and responsibilities;
- b. Shall not engage in any financial transaction in order to further any private interest using nonpublic information of the Board, institution, or agency;
- c. Shall put forth honest effort in the performance of their duties;
- d. Shall make no unauthorized commitments or promises of any kind purporting to bind the Board or any Board-governed entity;
- e. Shall not use their public offices for private gain;
- f. Shall act impartially and not give preferential treatment to any private or public organization or individual;
- g. Shall protect and conserve public property and shall not use it for other than authorized activities;
- h. Shall not engage in outside employment or activities, including seeking or negotiating for employment, that conflicts with official duties and responsibilities;
- i. Shall promptly disclose to their chief executive officer waste, fraud, abuse, or corruption in accordance with applicable law and policy;
- j. Shall endeavor to avoid any actions that would create the appearance that they are violating the law or the ethical standards of the Board or the relevant Board-governed entity;
- k. Shall disclose potential conflicts of interest to the Chief Executive Officer, or designee, of the institution or agency, and avoid conflicts of interest, potential conflicts of interest, and circumstances giving rise to the appearance of a conflict of interest.
- l. Shall comply with all applicable statutes and rules governing conflicts of interest including, but not limited to, the Bribery and Corrupt Influences Act, Idaho Code §18-1351 et seq. and the Ethics in Government Act, Idaho Code §74-401 et seq.

## 2. Conflict of Interest

## Idaho State Board of Education

**GOVERNING POLICIES AND PROCEDURES**

## SECTION: II. HUMAN RESOURCES POLICIES AND PROCEDURES

SUBSECTION: Q. Conflict of Interest and Ethical Conduct – All Employees ~~December 2008~~ June 2024

A conflict of interest occurs when a person's private interests compete with his or her professional obligations to the Board-governed entity to a degree that an independent observer might reasonably question whether the person's professional actions or decisions are materially affected by personal considerations, including but not limited to personal gain, financial or otherwise.

## 3. Consideration of Transactions

- a. In the event that a person subject to this policy shall be called upon to consider a transaction involving a Board-governed entity and a person, entity, party, or organization with which the person is affiliated, as defined below, such person, as soon as he or she has knowledge of the transaction, shall: (i) disclose fully to the Chief Executive Officer, or designee, the precise nature of his or her interest or involvement in the transaction and/or such organization, and (ii) refrain from participating in the institution's or agency's consideration of the proposed transaction.
- b. Each person subject to this policy shall disclose to the Chief Executive Officer, or designee, of the entity all relationships and business affiliations that reasonably could give rise to a Conflict of Interest because of the employee's duties and responsibilities. This disclosure obligation is ongoing, and each employee has a duty to supplement or amend his or her disclosure when the employee knows that the disclosure was incorrect in a material respect when made or the disclosure, though correct when made, has become inaccurate in a material respect.
- c. For the purposes of this policy, an employee is "affiliated" with an organization if the person, a member of the person's immediate family (i.e., spouse, parents, ~~children, child, stepchild or sibling, brothers, and sisters~~), or a person residing in the employee's household or a legal dependent of the employee: (i) is an officer, director, trustee, partner, employee, or agent of such organization; (ii) is either the actual or beneficial owner of more than ~~one-five~~ percent (~~15~~%) of the voting stock of or a controlling interest in such organization; (iii) has any other direct or indirect dealings with such organization from which the employee is materially benefited (e.g., through receipt directly or indirectly of cash or other property in excess of one thousand dollars (\$1000) a year). ~~It shall be presumed that an employee is "materially benefited" if he or she receives, either directly or indirectly, money, services, or other property in excess of one thousand dollars (\$1000) in any year in the aggregate.~~
- d. All disclosures required to be made hereunder must be directed, in writing, to the Chief Executive Officer, or designee, of the institution or agency.

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS**  
**JUNE 12-13, 2024**

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**SUBJECT**

Board Policy V.W. - Litigation – Second Reading

**REFERENCE**

June 2014	The Idaho State Board of Education (Board) approved an amendment to clarify the litigation limits and reporting requirements.
June 2015	The Board approved first reading of the proposed policy amendment.
August 2015	The Board approved second reading of the proposed policy amendment.
April 2024	The Board approved a first reading of proposed policy amendments.

**APPLICABLE STATUTE, RULE, OR POLICY**

Board Policy V.W. – Litigation

**BACKGROUND/DISCUSSION**

Board Policy V.W. provides foundational guidelines for the management of lawsuits, legal documents, and other official notices.

No comments were received, and no changes were made between the first and second reading of this proposed amendment.

**IMPACT**

Board Policy V.W. includes reporting requirements. The proposed revisions clarify that the specified reports are to be provided to the executive director. Revisions also provide for consistency in formatting.

**ATTACHMENTS**

Attachment 1 – Board Policy V.W - Litigation – Proposed Amendment, redline.

**BOARD STAFF COMMENTS AND RECOMMENDATIONS**

Board staff recommends approval of the proposed amendment to Board Policy V.W.

**BOARD ACTION**

I move to approve the proposed amendment to Board Policy V.W. as presented in Attachment 1.

Moved by \_\_\_\_\_ Seconded by \_\_\_\_\_ Carried Yes \_\_\_\_\_ No \_\_\_\_\_

## Idaho State Board of Education

**GOVERNING POLICIES AND PROCEDURES**

SECTION: V. FINANCIAL AFFAIRS

SUBSECTION: W. Litigation

~~August 2015~~ June 2024

## 1. General

When a lawsuit, legal document, or other official notice is instituted against an institution and/or the Board, the following positions are authorized to accept service of process of such matter on behalf of the institution and/or Board:

- a. The institution's chief executive officer or general counsel; or
- b. The Board's executive director ~~or deputy attorneys general assigned to the Board.~~

This authority to accept service pertains only to attempted service upon the institution and/or Board, and not to any attempt to serve the Idaho secretary of state or the Idaho attorney general. An institution president or general counsel who accepts service of any matter on behalf of such institution and/or the Board pursuant to this authority must promptly forward a copy of any such matter to the Board office, and in appropriate circumstances, should also forward a copy of such matter to the State of Idaho Department of Administration, Division of Internal Management Systems, Risk Management Program.

## 2. Initiation of Litigation

An institution or agency under the governance of the Board may initiate a legal action with respect to any matter in which the amount in controversy does not exceed one hundred thousand dollars (\$100,000). With the prior approval of the executive director, an institution, agency, or school under the governance of the Board may initiate a legal action with respect to any matter in which the amount in controversy does not exceed two hundred thousand dollars (\$200,000). Any other proposed legal action may not be instituted without the prior approval and authorization of the Board.

- a. Notwithstanding the authority to initiate litigation provided above, any legal action involving the exercise of the right of eminent domain must have the prior approval of the Board.
- b. Pursuant to Section 33-3804, Idaho Code, an institution is permitted to initiate legal action in its own name.

## 3. Settlement

The chief executive officer has authority to settle a legal matter involving the payment or receipt of up to one hundred thousand dollars (\$100,000) of institution or agency funds. The executive director may authorize the settlement of a legal matter involving the payment or receipt of up to two hundred thousand dollars (\$200,000) of institution, agency, or school funds. Any settlement of a legal matter that is in excess of two

## Idaho State Board of Education

**GOVERNING POLICIES AND PROCEDURES**

SECTION: V. FINANCIAL AFFAIRS

SUBSECTION: W. Litigation

August 2015 June 2024

hundred thousand dollars (\$200,000) in institution or agency funds must be approved by the Board prior to any binding settlement commitment.

## 4. Litigation Reporting by Institutions

Legal counsel for the institutions shall provide monthly attorney–client privileged litigation reports to the Board office (to the attention of the ~~Board's legal counsel~~executive director) for distribution to members of the Board. Reports shall ~~Such reports should~~ include a description of all claims and legal actions filed against the institution since the date of the last report. -Updates for each matter shall be in reverse chronological order with the most recent entry for each matter highlighted. (and identify ~~Entries shall identify~~ legal counsel for the parties ~~involved, for conflict analysis purposes); a summary; summarize~~ of the current status of all claims and pending litigation; contain a risk analysis pertaining to all such claims and pending litigation; and detail the settlement of any matters since the date of the last report, including settlements of matters handled by the State of Idaho Department of Administration, Division of Internal Management Systems, Risk Management Program. With respect to the reporting of a legal settlement, such report shall describe the amount of institution funds that were used, and the amount and source of any other funds that were provided in connection with such settlement, including funds from the Office of Insurance Management or from any other parties. Legal counsel for the institutions should also include in the report any significant incident occurring since the last report that is reasonably expected to give rise to a claim, as well as probable claims or legal actions the institution is aware of which have been threatened but not yet instituted.

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS**  
**JUNE 12-13, 2024**

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**SUBJECT**

Board Policy V.H. Audits - Second Reading

**REFERENCE**

June 2005	The Board approved first reading updating policy to bring it into alignment with creation of Audit Committee.
August 2005	The Board approved second reading of policy.
December 2008	Removal of ISDB, Historical Society and Commission from all applicable policies.
December 2015	The Board approved first reading of amended policy dealing with audits of agencies under Board jurisdiction.
April 2016	The Board approved second reading of policy amendments.
October 2022	The Board approved first reading of amended policy V.H. and repeal of policy V.Y.
December 2022	Board approved second reading of amendments to policy V.H and repealed policy V.Y.
April 2024	The Board approved the first reading of proposed amendments to Board policy V.H.

**APPLICABLE STATUTE, RULE, OR POLICY**

Board Policy V.H. – Audits

**BACKGROUND/DISCUSSION**

Board Policy V.H. provides foundational guidelines for the Internal Audit and Systemwide Risk Management roles which were established at the Office of the State Board of Education (OSBE) in 2022. The policy serves to clarify processes and procedures related to the Board’s audit, risk and compliance functions.

No comments were received, and no changes were made between the first and second reading of this proposed amendment.

**IMPACT**

Board Policy V.H. includes reporting requirements. The proposed amendment clarifies that the specified reports are to be provided to the executive director.

**ATTACHMENTS**

Attachment 1 – Board Policy V.H – Proposed Amendment, redline

**BOARD STAFF COMMENTS AND RECOMMENDATIONS**

Board staff recommend approval of the proposed amendment to Board Policy V.H.

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS**  
**JUNE 12-13, 2024**

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**BOARD ACTION**

I move to approve the proposed amendment to Board Policy V.H. as presented in Attachment 1.

Moved by \_\_\_\_\_ Seconded by \_\_\_\_\_ Carried Yes \_\_\_\_\_ No \_\_\_\_\_



## Idaho State Board of Education

**GOVERNING POLICIES AND PROCEDURES**

SECTION: V. Financial Affairs

SUBSECTION: H. Audit, Risk and Compliance Committee

~~December 2022~~ April 2024

## 1. General Purpose and Governance

The Audit, Risk and Compliance Committee (Committee) is established as a standing committee of the Board under Idaho State Board of Education, Policies and Procedures, Section I. Bylaws to provide fiscal, compliance and risk management oversight responsibilities. The Committee provides oversight for: financial statement integrity, financial practices, internal control systems, financial management, risk management, compliance and standards of conduct. This policy and relevant sections of the Board's bylaws serve as the audit charter for the Audit, Risk and Compliance Committee.

The Committee serves as the Board's liaison with its external auditors, regulatory auditors, the internal audit and risk management functions of the Office of the Board of Education, and with compliance officers of the agencies and institutions. The Committee reviews agency and institution fiscal operations. The Committee also reviews institutional procedures for controlling operating risks and oversees compliance activities. The Committee chairperson reports periodically to the Board on the activities of the Committee, including any recommended changes or additions to the Board's policies and procedures through the Business Affairs and Human Resources Committee. The Committee is authorized to act on applicable items that do not require Board approval.

The Committee shall meet at least four times per year and may be aligned with regularly scheduled Board meetings or more frequently as circumstances may require. The Committee may require institution or agency management or others to attend the meetings and provide pertinent information as necessary.

## 2. Calendar

The Committee shall establish a calendar of all regularly scheduled meetings including Committee chairperson (or designee) reports to the Board, the independent auditors, institutions, and others as appropriate. The Committee should take into consideration the requirements and due dates of other State agencies in establishing timelines.

## 3. Selection of External Auditors

Items 3, 4 and 5 apply to the institutions only (Boise State University, Idaho State University, University of Idaho, and Lewis-Clark State College).

- a. The Committee shall allow enough time to prepare and publish a request for proposal, review and evaluate proposals, obtain Board approval of the selected audit firm, and negotiate a contract.

## Idaho State Board of Education

**GOVERNING POLICIES AND PROCEDURES**

SECTION: V. Financial Affairs

SUBSECTION: H. Audit, Risk and Compliance Committee

~~December 2022~~ April 2024

- b. The Committee may establish a process for selecting an external audit firm. The process used should include representatives from the Board, Committee, and institutions.
- c. The Committee shall make the selection of the recommended external audit firm.
- d. The selection of the new external audit firm shall be presented to the Board for approval at the next Board meeting following the Committee's recommendation.
- e. An annual review of external auditor performance and fees shall be conducted.

## 4. Financial Statement Auditors

## a. Lead Partner Rotation

It is the intent of the Board to adhere to the recommendation of the National Association of College and University Business Officers (NACUBO) to require rotation of the lead audit partner of the external audit firm every five years, with a two-year timeout provision. The Committee shall establish when the five-year limit will be reached for the current lead audit partner. At least one year prior to that time, the Committee shall discuss transition plans for the new lead audit partner. The five-year limit will be reviewed annually with the external auditors. These discussions shall be documented in the Committee meeting minutes.

## b. Scope and Reporting

- i. **Prior to External Audit:** Prior to the start of any audit work for the current fiscal year, the Committee will meet with the lead external audit partner to review the audit scope. Questions related to audit scope may include significant changes from prior year, reliance on internal controls and any internal audit function, assistance from institutional staff, and changes in accounting principles or auditing standards. The Committee should also discuss how the audit scope will uncover any material defalcations or fraudulent financial reporting, questionable payments, or violations of laws or regulations. Areas of the audit deserving special attention by the Committee and issues of audit staffing should be reviewed.
- ii. Prior to the publication of the external auditor's report, the Committee will review all material written communications between the external auditors and institution management, including management letters and any schedule of unadjusted differences. The Committee shall conclude on the appropriateness of the proposed resolution of issues, and the action plan for any items requiring follow-up and monitoring. The Committee shall review these risks with

## Idaho State Board of Education

**GOVERNING POLICIES AND PROCEDURES**

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institution management at each meeting or sooner, if necessary, to make sure it is up-to-date.

- iii. Subsequent to Audit: Subsequent to the external audit report, the Committee shall meet with the lead external audit partner and the Chief Financial Officer of each institution, to review the scope of the previous year's audit, and the inter-relationship between any internal audit function and the external auditors with respect to the scope of the external auditor's work. Prior to the start of interim work for the current year audit, the Committee shall review the plans for the audit of the current year.

c. Accounting Policies

Annually and/or in conjunction with the year-end external audit, the Committee shall review with the lead external audit partner all critical accounting policies and practices and all alternative treatments of financial information within generally accepted accounting principles that have been discussed with management of the institutions, the ramifications of each alternative, and the treatment preferred by each institution.

d. Financial Statement Review

At the completion of the external audit, the Committee shall review with institution management and the external auditors each institution's financial statements, Management's Discussion and Analysis (MDA), related footnotes, and the external auditor's report. The Committee shall also review any significant changes required in the external auditor's audit plan and any serious difficulties or disputes with institution management encountered during the audit. The Committee shall document any discussions, resolution of disagreements, or action plans for any item requiring follow-up.

e. Single Audit Review

At the completion of the Single Audit Report (as required under the Single Audit Act of 1984, and the Single Audit Act Amendments of 1996), the Committee shall review with institution management and the external auditors each institution's Single Audit Report. The Committee shall discuss whether the institution is in compliance with laws and regulations as outlined in the current Single Audit Act described in the U.S. Office of Management and Budget (OMB) Circular A-133 Compliance Supplement. The Committee shall report to the Board that the review has taken place and any matters that need to be brought to the Board's attention. The Committee shall document any discussions, resolution of disagreements, or action plans for any item requiring follow-up.

## Idaho State Board of Education

## GOVERNING POLICIES AND PROCEDURES

SECTION: V. Financial Affairs

SUBSECTION: H. Audit, Risk and Compliance Committee

~~December 2022~~April 2024

## 5. Internal Audit (Internal Audit and Advisory Services – IAAS)

- a. IAAS reports functionally to the Committee and administratively to the Board's ~~Executive~~ ~~executive~~ ~~Director~~ ~~director~~. The Committee shall have sole oversight of internal audit related activities. The internal audit function will be administered by a ~~Chief~~ ~~chief~~ ~~Audit~~ ~~audit~~ ~~Executive~~ ~~executive~~ (CAE) within the Office of the State Board of Education. Institutions are prohibited from establishing their own internal audit functions. The Committee shall:
  - i. Ensure that IAAS works under an internal audit charter, reviewed annually by the Committee
  - ii. Ensure the functional independence of IAAS
  - iii. Consult with the executive director on the appointment of a CAE to oversee administration of IAAS
  - iv. Consult with the executive director on termination or discipline of the CAE
  - v. Provide input into the performance review of the CAE
  - vi. Approve and provide feedback on an annual audit plan submitted by the CAE
  - vii. Advise the Board about increases and decreases to internal audit resources needed to carry out internal audit activities
  - viii. Receive and review an annual performance report on internal audit activities from the CAE.
  - ix. Review internal audit's conformance to the *International Standards for the Professional Practice of Internal Auditing* ("Standards") published by the Institute of Internal Auditors ("IIA").
  - x. Review internal audit findings and recommendations, and review the adequacy of corrective action taken by institution management.
- b. IAAS shall have free and unrestricted access to institutional personnel, buildings, systems and records needed to perform internal audit work. The Committee shall review and resolve any difficulties encountered by internal audit staff during the course of internal audit work, including restrictions on scope or access to personnel, buildings, systems or records.
- c. IAAS will maintain a quality assurance and improvement program that covers all aspects of IAAS operations. The program will include an evaluation of IAAS's conformance with the *Standards* and an evaluation of whether internal auditors apply the IIA's Code of Ethics. The program will also assess the efficiency and effectiveness of IAAS and identify opportunities for improvement.

The CAE will communicate to the Committee IAAS's quality assurance and improvement program, including results of internal assessments (both ongoing and periodic) and external assessments conducted at least once every five years by a qualified, independent assessor or assessment from outside Idaho higher education.

## Idaho State Board of Education

**GOVERNING POLICIES AND PROCEDURES**

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~~December 2022~~ April 2024

## 6. Other Audits

## a. Legislative Audits

- ii. All state agencies under the Board's jurisdiction, excluding the State Department of Education, will receive financial statement audits and federal single audits in accordance with federal and state laws and regulations. The Committee must be informed immediately by an agency of any audit activity being conducted by the legislative auditor.
- iii. At the completion of the legislative audit, the Committee shall discuss with the legislative auditor the progress of the legislative audit, including a full report on preliminary and final audit findings and recommendations.

## b. Employee Severance Audits

When key administrative personnel leave an agency or institution, the Committee may bring to the full Board a recommendation as to whether an audit should be conducted and the scope of the audit.

## c. Other External Audits and Reviews

The Committee is authorized to engage the services of outside auditors or evaluators to perform work used to supplement the work of the Committee, to assess compliance with laws and regulations, or to assess business processes.

## 7. Confidential Reporting Lines

- a. The Committee shall ensure the institutions have reporting mechanisms in place to provide for anonymous and confidential reporting of compliance issues. Such mechanisms include, but are not limited to, the use of external reporting hotlines. The Committee shall review the effectiveness of institutional processes used to resolve reports received through reporting mechanisms.
- b. Reports of accounting, internal control or auditing matters
  - i. The Committee shall set up a process to investigate complaints or reports received by the Board or institutions regarding accounting, internal accounting controls, auditing, or other areas of concern.
  - ii. The Committee shall review the procedures for the receipt, retention, timely investigation and proper treatment of complaints, referenced in the preceding

## Idaho State Board of Education

## GOVERNING POLICIES AND PROCEDURES

SECTION: V. Financial Affairs

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~~December 2022~~April 2024

paragraph. The Committee shall review a cumulative list of complaints submitted annually to review for patterns or other observations.

## 8. Risk Management

The Committee shall provide oversight of a system-wide risk assessment/risk management program. To accomplish this, the Committee shall:

- a. Consult with the executive director on the appointment of a system-wide ~~Risk-risk~~ ~~Managermanager~~;
- b. Monitor and periodically review processes established by the system-wide ~~Risk~~ ~~risk~~ ~~Manager-manager~~ and institutions to implement effective risk management activities;
- c. Periodically receive reports/presentations from the system-wide ~~Risk-risk~~ ~~Managermanager~~;
- d. If necessary, receive reports from institution employees who oversee departments that manage key risk areas.

## 9. Compliance

## a. General

The Board is committed to ethical conduct and to fostering a culture of compliance with the laws and regulations which apply to the institutions and agencies under its governance.

## b. Compliance Program

Each institution shall designate a chief compliance officer, approved by the Committee, and shall ensure that the institution establishes a compliance program to be approved by the Committee which must address, at a minimum, the following:

- i. A code of ethics which applies to all employees.
- ii. A published and widely disseminated list or index of all major compliance areas and responsibilities, categorized and prioritized based on risk, probability, and negative impact of potential events. A mechanism for coordinating compliance oversight, monitoring and reporting. This includes a management level group or individual with authority to examine compliance issues and assist the chief compliance officer in investigating, monitoring, and assessing compliance and/or recommending policies or practices designed to enhance compliance. A means of assuring institutional policies are regularly reviewed for compliance with current federal and state laws and regulations and Board policies.

## Idaho State Board of Education

## GOVERNING POLICIES AND PROCEDURES

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~~December 2022~~April 2024

Provision of training to educate employees on the laws, regulations and institution policies that apply to their day-to-day job responsibilities.

## c. Reporting

- i. The chief compliance officer of each institution will prepare and submit a semi-annual compliance report in January and July, on a confidential basis, to ~~Board counsel~~the Board's executive director and the Committee noting all material compliance matters occurring since the date of the last report, and identifying any revisions to the institution's compliance program.

For purposes of this policy, a compliance matter shall be considered material if any of the following apply:

- 1) The perception of risk creates controversy between management and the internal auditor.
- 2) It could have a material impact on the institution's financial statements.
- 3) It is or could be a matter of significant public interest or that carries risk of significant reputational damage.
- 4) It may be reported in an external release of financial information.
- 5) It relates to key controls over financial information that are being designed or redesigned, have failed, or otherwise are being addressed by the organization.
- 6) It involves fraud related to management.
- 7) It leads to correction or enforcement action by a regulatory agency.
- 8) It involves potential financial liability in excess of \$25,000

Notwithstanding the foregoing, a compliance matter with financial liability in excess of two hundred thousand dollars (\$200,000) must be reported to the Committee as soon as reasonably practicable. A de minimis compliance matter need not be reported to the Committee at any time. A violation will be considered de minimis if it involves potential financial liability of less than twenty-five thousand dollars (\$25,000) and is a matter that has not been recurring or is not otherwise indicative of a pattern of noncompliance. For purposes of this subparagraph, "potential financial liability" means the estimated obligation by the institution to another party resulting from noncompliance. Compliance concerns at agencies under the governance of the Board shall be reported to the Committee by the Board's ~~Executive~~executive Director~~director~~ when, in his/her discretion, the matter presents material ethical, legal, or fiduciary responsibilities or obligations.

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS**  
**JUNE 12-13, 2024**

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**SUBJECT**

Board Policy I.M. - Annual Planning and Reporting – Second Reading

**REFERENCE**

March 2008	The Board approved first reading of Board Policy I.M. clarifying the Board’s role in accreditation visits and Board self-evaluation
April 2008	The Board approved second reading of Board Policy I.M.
August 2008	The Board approved first reading of Board Policy I.M. clarifying reporting requirements for strategic plans and performance measures
October 2008	The Board approved second reading of Board Policy I.M.
April 2011	The Board approved first reading of Board Policy I.M.
June 2011	The Board approved second reading of Board Policy I.M.
December 2016	The Board approved first reading of Board Policy I.M. adding definitions of strategic plan components.
February 2017	The Board approved second reading of Board Policy I.M.
April 2024	The Board approved a first reading of proposed amendments to Board policy I.M.

**APPLICABLE STATUTE, RULE, OR POLICY**

Board Policy I.M. Annual Planning and Reporting  
Sections 67-1901 through 67-1905, Idaho Code

**BACKGROUND/DISCUSSION**

Sections 67-1901 through 67-1905, Idaho Code, establish the State’s annual strategic plan and performance reporting requirements. These requirements include the annual review and submission of strategic plans and performance measures. Institutions and agencies under the oversight of the Board submit their strategic plans to the Board for approval. The approved plans are then submitted by the Board office to the Division of Financial Management (DFM). This is part of a year-long cycle of continuous improvement.

Title 67, Chapter 19, Idaho Code also establishes that guidance for the statewide strategic planning process is to be governed by DFM. The DFM maintains a Strategic Planning and Performance Reporting guidance document and provides training to state agencies.

Board Policy I.M. is currently in need of revisions to ensure alignment of this policy with the definitions established in statute and with the requirements outlined in the DFM guidance document.



**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS**  
**JUNE 12-13, 2024**

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No comments were received, and no changes were made between the first and second reading of this proposed amendment.

**IMPACT**

Proposed revisions to Board Policy I.M. largely removes unnecessary repetition of statute and DFM guidance. The revisions propose to retain only the additional requirements for agencies and institutions under the governance of the Board. This includes the timeline for Board approval of strategic plans.

**ATTACHMENTS**

Attachment 1 – Board Policy I.M. Annual Planning and Reporting – Proposed Revisions, redline

**BOARD STAFF COMMENTS AND RECOMMENDATIONS**

Board staff recommend approval of the proposed revisions to Board Policy I.M.

**BOARD ACTION**

I move to approve the proposed amendment to Board Policy I.M. as presented in Attachment 1.

Moved by \_\_\_\_\_ Seconded by \_\_\_\_\_ Carried Yes \_\_\_\_\_ No \_\_\_\_\_

## Idaho State Board of Education

**GOVERNING POLICIES AND PROCEDURES****SECTION: I. GENERAL GOVERNING POLICIES AND PROCEDURES****SUBSECTION: M. Annual Planning and Reporting****June 2024**

This subsection shall apply to Boise State University, Idaho State University, Lewis-Clark State College, University of Idaho, College of Eastern Idaho, College of Southern Idaho, College of Western Idaho, North Idaho College, and the agencies, under the Board's governance and oversight.

1. Board Approval
  - a. The Board will approve annually a K-20 strategic plan and strategic plans for each agency and institution.
  - b. The Board will approve annually a K-20 performance report and performance reports for each agency and institution.
2. Strategic Plan Requirements
  - a. All strategic plans shall be compliant with Idaho Code § 67-1903 and the Strategic Planning and Performance Report Guide maintained by the Division of Financial Management (DFM).
  - b. All strategic plans shall be aligned to the Board approved K-20 strategic plan.
  - c. Mission statements used in strategic planning must be approved by the Board, pursuant to Board Policy III.I or by the community college's board of trustees.
    - i. Mission statements may be approved in conjunction with the strategic planning process or brought to the Board as a separate agenda item.
  - d. Institutional strategic plans shall be compliant with applicable accreditation requirements.
  - e. All strategic plans shall include at least one programmatic goal and one operational goal.
3. Performance Report Requirements
  - a. All performance reports shall be compliant with Idaho Code § 67-1904 and the Strategic Planning and Performance Report Guide maintained by DFM.
  - b. Board staff will make available a performance report template for consistent reporting across all agencies and institutions.
4. Training
  - a. Key personnel from Board staff and each agency and institution shall be required to participate in training offered by the DFM pursuant to Idaho Code § 67-1905.
5. Timeline
  - a. All agencies and institutions shall submit complete drafts of their strategic plans to designated Board staff no later than the meeting materials due date for the Board's regularly scheduled April meeting each year.

Idaho State Board of Education

**GOVERNING POLICIES AND PROCEDURES**

**SECTION: I. GENERAL GOVERNING POLICIES AND PROCEDURES**

**SUBSECTION: M. Annual Planning and Reporting**

**June 2024**

- b. All agencies and institutions shall submit complete final drafts of their strategic plans to designated board staff no later than the meeting materials due date for the Board’s regularly scheduled June meeting each year.
  - c. All agencies and institutions shall submit final drafts of performance reports to the designated board staff no later than the meeting materials due date for the Board’s regularly scheduled October meeting each year.
  - d. Community colleges must seek approval from their boards of trustees prior to submitting final drafts of strategic plans and performance reports to the Board.
  - e. Board approved strategic plans and performance reports shall be submitted by Board staff to DFM, on behalf of the agencies and institutions.
6. Annual Reports
- a. Agencies and institutions shall provide annual progress reports to the Board in accordance with a reporting schedule established by the Board’s executive director.
  - b. Annual reports shall include, but need not be limited to, an update on the agency or institution’s progress toward meeting objectives established in the strategic plan.
7. Performance Measures
- a. The Board may develop a set of uniform system-wide performance measures for agencies or institutions.
    - i. The Board may require agencies and institutions to include such measures in the agency or institution’s strategic plan and performance report.
    - ii. Board staff will determine the business rules applicable to such measures.
    - iii. Board staff will provide a reporting schedule for such measures.
  - b. Agencies and institutions may include additional performance measures in their strategic plan. However, Idaho Code § 67-1904 establishes that no more than ten (10) performance measures may be included in the performance report.
8. Additional Reports
- Agencies and institutions will provide any data or report requested by the Board, in accordance with a schedule and format established by the Executive Director.

The census dates for reporting postsecondary data shall be October 15<sup>th</sup> and March 15<sup>th</sup> of each year.

## Idaho State Board of Education

**GOVERNING POLICIES AND PROCEDURES****SECTION: I. GENERAL GOVERNING POLICIES AND PROCEDURES****SUBSECTION: M. Annual Planning and Reporting**February-June 201724

This subsection shall apply to Boise State University, Idaho State University, Lewis-Clark State College, University of Idaho, College of Eastern Idaho, College of Southern Idaho, College of Western Idaho, North Idaho College, and the agencies, ~~special and health programs~~ under the Board's governance and oversight. ~~As used in this section, the reference to "institutions and agencies" shall include the special and health programs.~~

1. ~~1. K-20 Education Strategic Plan~~ Board Approval1.

- a. ~~The~~ The Board will approve annually, ~~consistent with its vision and mission a~~ K-20 strategic plan ~~and~~ ~~strategic plans for each agency and institution.~~
- b. The Board will approve annually a K-20 performance report and performance reports for each agency and institution.

2. Strategic Plan Requirements

- a. All strategic plans shall be compliant with [Idaho Code § 67-1903](#) and the Strategic Planning and Performance Report Guide maintained by the Division of Financial Management (DFM).
- b. All strategic plans shall be aligned to the Board approved K-20 strategic plan.
- c. Mission statements used in strategic planning must be approved by the Board, pursuant to Board Policy III.I or by the community college's board of trustees.
  - i. Mission statements may be approved in conjunction with the strategic planning process or brought to the Board as a separate agenda item.
- d. Institutional strategic plans shall be compliant with applicable accreditation requirements.
- e. All strategic plans shall include at least one programmatic goal and one operational goal.

3. Performance Report Requirements

- a. All performance reports shall be compliant with [Idaho Code § 67-1904](#) and the Strategic Planning and Performance Report Guide maintained by DFM.
- b. Board staff will make available a performance report template for consistent reporting across all agencies and institutions.

4. Training

- a. Key personnel from Board staff and each agency and institution shall be required to participate in training offered by the DFM pursuant to [Idaho Code § 67-1905](#).

5. Timeline

- a. All agencies and institutions shall submit complete drafts of their strategic plans to designated Board staff no later than the meeting materials due date for the Board's regularly scheduled April meeting each year.

## Idaho State Board of Education

**GOVERNING POLICIES AND PROCEDURES**

## SECTION: I. GENERAL GOVERNING POLICIES AND PROCEDURES

## SUBSECTION: M. Annual Planning and Reporting

February-June 201724

- b. All agencies and institutions shall submit complete final drafts of their strategic plans to designated board staff no later than the meeting materials due date for the Board's regularly scheduled June meeting each year.
  - c. All agencies and institutions shall submit final drafts of performance reports to the designated board staff no later than the meeting materials due date for the Board's regularly scheduled October meeting each year.
  - d. Community colleges must seek approval from their boards of trustees prior to submitting final drafts of strategic plans and performance reports to the Board.
  - e. Board approved strategic plans and performance reports shall be submitted by Board staff to DFM, on behalf of the agencies and institutions.
6. Annual Reports
- a. Agencies and institutions shall provide annual progress reports to the Board in accordance with a reporting schedule established by the Board's executive director.
  - b. Annual reports shall include, but need not be limited to, an update on the agency or institution's progress toward meeting objectives established in the strategic plan.
- ~~Approved plans shall be submitted by the Board for submittal to the appropriate state administrative entity in order to meet the state's annual planning requirements, in compliance with Chapter 19, Title 67, Idaho Code.~~

~~The statewide plan will outline the goals and objectives necessary for the responsible management of the statewide system of K-20 education. The strategic plan will be prepared by Board staff in consultation with the institutions, agencies, and Board committees and reflect fiscal or other constraints and opportunities. Major elements of the plan will take into consideration the environment within which K-12 and postsecondary education in the state operates, including economic constraints; identification of system priorities; and measures to ensure quality, efficient use of state resources, and responsiveness to the citizens of Idaho. The strategic plan shall be in compliance with Chapter 19, Title 67, Idaho Code.~~

2. Defined Terms

~~As used in this section the following terms shall apply:~~

- ~~a. Benchmarks means performance targets for each performance measure for at a minimum the next fiscal year. Benchmarks stretch and challenge the institutions and agencies, while being realistic and achievable within the specified time frame.~~
- ~~b. External factors means external factors that are beyond the control of the agency that affect the achievement of goals. Key external factors to the agency are those factors which are beyond the control of the organization. They include changes in economic, social, technological, ecological or regulatory environments which could impact the agency and its ability to fulfill its mission and goals.~~

## Idaho State Board of Education

**GOVERNING POLICIES AND PROCEDURES****SECTION: I. GENERAL GOVERNING POLICIES AND PROCEDURES****SUBSECTION: M. Annual Planning and Reporting**February-June 2017-24

- ~~c. Goals mean a planning element that describes the broad condition or outcome that the agency, institution or program is trying to achieve. Goals are the general ends toward which institutions and agencies direct their efforts. A goal addresses issues by stating policy intention. Goals can be presenting in both qualitative and quantitative form.~~
- ~~d. Mission statements means a statement identifying the specific institution or agency purpose. A mission statement concisely identifies what the institution or agency does, why, and for whom. A mission statement identifies the unique purposes promoted and served by the institution or agency.~~
- ~~e. Objectives means a planning element that describes how the institutuion or agency plans to achieve each goal. Objectives are clear targets for specific action. They mark quantifiable interim steps toward achieving an institution's or agencies goals. Objectives must be measurable and be time-based statements of intent. Objectives emphasize the results of institution and agency actions at the end of a specific time period.~~
- ~~f. Performance measures mean a quantifiable assessment of the progress the institution or agency is making in achieving a goal and objective. Performance measures are gauges of the actual impact or effect upon a stated condition or problem and are tools to assess the effectiveness of an institution or agencies performance and the public benefit derived.~~
- ~~g. Strategies means identified methods to achieve goals and objectives. Strategies are formulated from goals and objectives and is a means for transforming inputs into outputs, and ultimately outcomes, with the best use of resources. A strategy reflects budgetary and other available resources.~~
- ~~h. Vision statements mean outcome based statements outlining what the institution or agency inspires to be. The vision statement provides the reader with a clear description of how the institution or agency sees the future should their goals and objectives be achieved.~~

~~2. Strategic Plans~~

~~Each institution and agency will develop and maintain five (5) year strategic plans. Five year strategic plans will include the current year and four (4) years looking forward.~~

- ~~i. Institution, and agency strategic plans shall be aligned with the Board's K-20 education strategic plan and, for institutions, with their accreditation requirements. They are to be created in accordance with Board guidelines, and must be consistent with Board approved mission statements. Community colleges shall use the mission statements approved by their respective local Board of trustees. Institution mission statements shall be approved in accordance with Board policy subsection III.I. and may be approved in conjunction with their strategic plan approvals or separately. Only approved mission statements shall be used in the strategic plans.~~

## Idaho State Board of Education

**GOVERNING POLICIES AND PROCEDURES**

## SECTION: I. GENERAL GOVERNING POLICIES AND PROCEDURES

## SUBSECTION: M. Annual Planning and Reporting

February-June 201724

~~ii. Plans shall be updated annually and submitted to the Board for approval in accordance with the schedule established by the Executive Director.~~

~~iii.i. Approved plans shall be submitted by the Board for submittal to the appropriate state administrative entity in order to meet the state's annual planning requirements, in compliance with Chapter 19, Title 67, Idaho Code.~~

**b. Format**

~~Plans submitted to the Board annually must be as concise as possible and in accordance with the format and template established by the Executive Director or the Planning, Policy and Government Affairs Committee. The template shall be such that each goal has one (1) or more objective and each objective has one (1) or more performance measure with a benchmark. Performance measures will be included in such a way as it is clear which objective they are measuring.~~

~~Plans shall contain at a minimum:~~

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

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

~~1) Institutions (including Career Technical Education) shall address, at a minimum, instructional issues (including accreditation and student issues), infrastructure issues (including personnel, finance, and facilities), advancement (including foundation activities), and the external environment served by the institution.~~

~~2) Agencies shall address, at a minimum, constituent issues and service delivery, infrastructure issues (including personnel, finance, and facilities), and advancement (if applicable).~~

~~3) Each objective must include at a minimum one performance measure with a benchmark.~~

~~iii. Performance measures must be quantifiable indicators of progress.~~

## Idaho State Board of Education

**GOVERNING POLICIES AND PROCEDURES**

## SECTION: I. GENERAL GOVERNING POLICIES AND PROCEDURES

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- ~~iv. Benchmarks for each performance measure must be, at a minimum, for the next fiscal year, and include an explanation of how the benchmark level was established.~~
- ~~v. Identification of key factors external to the organization that could significantly affect the achievement of the general goals and objectives.~~
- ~~vi. A brief description of the evaluations or processes to be used in establishing or revising general goals and objectives in the future.~~
- ~~vii. Institutions and agencies may include strategies at their discretion.~~

7. 3. PP Performance Measures

~~Performance measures will be developed in conjunction with the Board's strategic planning process and will be updated annually for Board approval. Performance measures are approved by the Board through their inclusion in the institution and agency strategic plans. Performance measures will be used to measure results, ensure accountability, and encourage continuous improvement to meet goals and objectives. Performance measure reports are submitted annually to the Board in accordance with the schedule and format established by the Executive Director.~~

- ~~a. In addition to the performance measures developed by the institution or agency the Board may develop a set of uniform system-wide performance measures for the institutions or agencies that will gauge progress in such areas as enrollment, retention, and graduation or other priority areas identified by the Board. All such performance measures shall be included in the institutions or agencies strategic plan and reported annually with the institution or agencies annual performance measure report. System-wide performance measures shall be reported in a consistent manner established by Board staff.~~
- ~~b. Each institution and agency will develop performance measures tied to its strategic plan and clearly aligned to their mission, goals, and objectives.~~
- ~~c. Only performance measures approved by the Board through the strategic planning process may be included as a performance measure on the annual performance measure report.~~
- ~~d. The strategic plan shall serve as the basis for the annual performance measure report. Annual performance measure reports shall include at a minimum benchmarks for each measure for, the next fiscal year, and for each year of the four (4) previous years of reported actual results.~~



Idaho State Board of Education

**GOVERNING POLICIES AND PROCEDURES**

SECTION: I. GENERAL GOVERNING POLICIES AND PROCEDURES

SUBSECTION: M. Annual Planning and Reporting

February-June 201724

- a. The Board may develop a set of uniform system-wide performance measures for agencies or institutions.
  - i. The Board may require agencies and institutions to include such measures in the agency or institution's strategic plan and performance report.
  - ii. Board staff will determine the business rules applicable to such measures.
  - iii. Board staff will provide a reporting schedule for such measures.
- b. Agencies and institutions may include additional performance measures in their strategic plan. However, Idaho Code § 67-1904 establishes that no more than ten (10) performance measures may be included in the performance report.

~~8. — Statewide Additional Reports Reporting~~

~~Each institution and agency~~ Agencies and institutions will provide to the any data or report requested by the Board, upon request or in accordance with a schedule and format established by the Executive Director, any data or report requested.

~~For the purposes of reporting postsecondary data t~~ The census dates for reporting postsecondary data shall be October 15<sup>th</sup> and March 15<sup>th</sup> of each year.

~~4. — Progress Reports~~

~~Progress reports shall include, but are not limited to, progress on the approved strategic plan, details of implementation, status of goals and objectives, and expanded information on points of interest and special appropriations. Progress reports shall be provided to the Board at least once annually in accordance with a schedule and format established by the Executive Director. Community colleges may report biennially. The established format shall include a template of standard areas for reporting.~~

~~5. — Statewide Reporting~~

~~Each institution and agency will provide to the Board, upon request or in accordance with a schedule and format established by the Executive Director, any data or report requested.~~

~~For the purposes of reporting postsecondary data the census dates shall be October 15<sup>th</sup> and March 15<sup>th</sup> of each year.~~

~~6. — Self-Evaluation~~

## Idaho State Board of Education

**GOVERNING POLICIES AND PROCEDURES**

## SECTION: I. GENERAL GOVERNING POLICIES AND PROCEDURES

## SUBSECTION: M. Annual Planning and Reporting

[February-June 201724](#)

~~Each year, the Board will conduct a self-evaluation in conjunction with annual strategic planning activities. The self-evaluation methodology will include a staff analysis of all institution and agency annual performance reporting, and comments and suggestions solicited from Board constituency groups to include the Governor, the Legislature, agency heads, institution presidents and other stakeholders identified by the Board President. The Planning, Policy and Governmental Affairs Committee of the Board will annually develop a tailored Board self-evaluation questionnaire for use by individual Board members and the Board collectively to evaluate their own performance. Annually, in conjunction with a regular or special meeting, the Board will discuss the key issues identified in the institution and agency performance reporting assessment, comments and suggestions received from constituency groups, and the self-evaluation questionnaire in order to further refine Board strategic goals, objectives and strategies for continuous improvement of Board governance and oversight. Self-evaluation results will be shared with constituent groups and should heavily influence strategic plan development.~~

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS**

**June 12-13, 2024**

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**SUBJECT**

Temporary and Proposed Rule – Docket No. 08-0111-2401, Registration of Postsecondary Educational Institutions and Proprietary Schools

**REFERENCE**

August 2017	Board approved proposed rule Docket 08-0111-1701
November 2017	Board approved pending rule Docket 08-0111-1701.
November 2019	Board approved omnibus pending rule, Docket 08-0000-1900 reauthorizing all non-fee administrative rules in IDAPA 08.
June 2021	Board approved omnibus temporary rule, Docket 08-0000-2100 reauthorizing all non-fee administrative rules in IDAPA 08.
October 2021	Board approved proposed Omnibus rule, Docket 08-0000-2100, incorporating proposed rules approved in August 2021.
November 2021	Board approved pending Omnibus rule, Docket 08-0000-2100.
August 2022	Board approved proposed rule Docket 08-0111-2201 in compliance with the Zero-Based Regulations requirements.
November 2022	Board approved pending rule Docket 08-0111-2201 in compliance with the Zero-Based Regulations requirements.

**APPLICABLE STATUTE, RULE, OR POLICY**

Section 67-5221(1) and 67-5226, Idaho Code  
Chapter 24, Title 33, Idaho Code Section(s) 33-105, 33-107, 33-2402, and 33-2403, Idaho Code.  
Idaho Administrative Code, IDAPA 08.01.11, Registration of Postsecondary Educational Institutions and Proprietary Schools

**BACKGROUND/DISCUSSION**

IDAPA 08.01.11, Registration of Postsecondary Educational Institutions and Proprietary Schools sets forth the registration requirements for postsecondary educational institutions that are required to register with the Board of Education under Section 33-2402, Idaho Code, and for the proprietary schools required to register with the Board under Section 33-2403, Idaho Code.

The proposed changes align this rule with the 2023 changes made by the U.S. Department of Education (US DOE) with regard to language around accreditation. The US DOE no longer uses the term “regional” when referencing accreditation, which is currently referenced in subsection 08.01.11.100 titled Recognition of Accreditation Organizations. Removing the word “regional” ensures that Idaho’s rule is aligned with the update in federal terminology. Specifically, IDAPA 08.01.11.200.03.a exempts five private, nonprofit institutions located within the

## PLANNING, POLICY AND GOVERNMENTAL AFFAIRS

June 12-13, 2024

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state of Idaho from paying a registration fee in order to operate in Idaho. This exemption applies to Brigham Young University – Idaho, College of Idaho, Northwest Nazarene University, New Sait Anderw College, and Bosie Bible College. The exemption is based on the fact that these institutions were operating with physical locations in Idaho prior to the initial adoption of this rule and that they maintain Board recognized accreditation. Removing the word “regional” from subsection 08.01.11.100 ensures continuity of operations for these five institutions.

Furthermore, removing the additional requirements for Board recognition of accreditors removes regulations that have not been utilized to date and would be in excess of and less rigorous than the federal review process conducted by the US DOE which consists of evaluation by a formal accreditation group established by the US DOE and by the National Advising Committee on Institutional quality and Integrity.

The proposed changes are exempted from the negotiated rulemaking process because they are necessary to reflect changes made at the federal level; therefore, a temporary rule is justified. Temporary rules must be approved by the Board and authorized by the governor.

Attachment 1 presents the proposed revised text. Attachment 2 is the notice of rulemaking that will be published in the Administrative Bulletin upon the Board’s approval of Attachment 1.

### **IMPACT**

Should the Board approve the temporary and proposed rule, and the Governor approves promulgation, the rule would go into effect temporarily beginning on July 1, 2024 and concluding at sine die of the 2025 legislative session. If promulgated the notice will appear in volume 24-7 of the Idaho Administrative Rule Bulletin.

The proposed rule, which is the same as the temporary rule, would be considered by the legislature during the 2025 legislative session and would be codified upon the concurrent resolution of both committee floors with identical action. It is requested that the proposed rule to be effective as of sine die of the 2025 legislative session.

### **ATTACHMENTS**

Attachment 1 – Proposed Rule Docket No. 08-0111-2401- redline

Attachment 2 – Notice of Rulemaking Temporary and Proposed - draft

### **BOARD STAFF COMMENTS AND RECOMMENDATIONS**

This proposal was brought forward by the Board’s Chief Academic Officer and the Board’s State Authorization Program Manager in 2023 after they became aware of the federal change to the language.

Staff recommends that the Board approve the temporary and proposed rule as

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS**  
**June 12-13, 2024**

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proposed in Attachment 1.

**BOARD ACTION**

I move to approve temporary and proposed rule – Docket 08-0111-2401, as submitted in Attachment 1, effective July 1, 2024, contingent upon approval to promulgate the temporary rule by the governor.

Moved by \_\_\_\_\_ Seconded by \_\_\_\_\_ Carried Yes \_\_\_\_\_ No \_\_\_\_\_

**08.01.11 – REGISTRATION OF POSTSECONDARY EDUCATIONAL INSTITUTIONS AND PROPRIETARY SCHOOLS**

**00. LEGAL AUTHORITY.**

The following rules are made under authority of Sections 33-105, 33-107, 33-2402, and 33-2403, Idaho Code, to implement the provisions of Chapter 24, Title 33, Idaho Code. (3-30-23)

**01. SCOPE.**

This rule sets forth the registration requirements for postsecondary educational institutions that are required to register with the Idaho State Board of Education (“Board”) under Section 33-2402, Idaho Code, and for proprietary schools required to register with the Board under Section 33-2403, Idaho Code. In addition, this rule describes the standards and criteria for Board recognition of accreditation organizations, for registration purposes. (3-30-23)

**02. DELEGATION.**

The Board delegates authority to its Executive Director and the Office of the State Board of Education to administer the registration of postsecondary educational institution and proprietary schools, in accordance with Title 33, Chapter 24, Idaho Code, and this rule. (3-30-23)

**03. -- 009. (RESERVED)**

**10. DEFINITIONS.**

**01. Nonprofit.** Means an entity that is recognized under the Internal Revenue Code and applicable regulations as being tax exempt, or an entity such as a nonprofit or not-for-profit organization that possesses the following characteristics that distinguish it from a business enterprise: (a) contribution of significant amounts of resources from resource providers who do not expect commensurate or proportionate pecuniary return, (b) operating purposes other than to provide goods or services at a profit, and (c) absence of ownership interests like those of business enterprises. (3-30-23)

**02. Postsecondary Educational Institution.** Sometimes referred to in this rule simply as an institution, is defined in Section 33-2401, Idaho Code. (3-30-23)

**03. Proprietary School.** Sometimes referred to in this rule simply as a school, is defined in Section 33-2401, Idaho Code. (3-30-23)

**11. -- 099. (RESERVED)**

**100. RECOGNITION OF ACCREDITATION ORGANIZATIONS.**

For purposes of registration of postsecondary educational institutions and proprietary schools, the Board recognizes the regional-accreditation organizations that are recognized by and in good standing with the United States Department of Education, and which accredit entire colleges or universities, and which do not accredit only courses or courses of study (such as specialized accreditation organizations). ~~Further, the Board may recognize other accreditation organizations on a case-by-case basis. A request for recognition of other accreditation organizations for purposes of registration should be made to the Board’s Chief Academic Officer, who will review and evaluate the request with the input and advice of the Board’s Committee on Academic Affairs and Programs (CAAP). The Board will make a final decision based on such evaluation and review.~~ (3-30-23)( )

(BREAK IN CONTINUITY OF SECTIONS)

**IDAPA 08 – STATE BOARD OF EDUCATION****08.01.11 – REGISTRATION OF POSTSECONDARY EDUCATIONAL INSTITUTIONS AND PROPRIETARY SCHOOLS****DOCKET NO. 08-0111-2401****NOTICE OF RULEMAKING – TEMPORARY AND PROPOSED RULE**

**EFFECTIVE DATE:** The effective date of the temporary rule is proposed to be July 1, 2024.

**AUTHORITY:** In compliance with Sections 67-5221(1) and 67-5226, Idaho Code, notice is hereby given that this agency is seeking to adopt a temporary rule, and proposed rulemaking procedures have been initiated. The action is authorized pursuant to Section(s) 33-105, 33-107, 33-2402, and 33-2403, Idaho Code.

**PUBLIC HEARING SCHEDULE:** Public hearing(s) concerning this rulemaking will be scheduled if requested in writing by twenty-five (25) persons, a political subdivision, or an agency, not later than July 24 2024.

The meeting site(s) will be accessible to persons with disabilities, if needed. Requests for accommodation must be made at least one (1) day prior to the meeting to the agency address below.

**DESCRIPTIVE SUMMARY:** The following is the required finding and concise statement of its supporting reasons for adopting a temporary rule and a nontechnical explanation of the substance and purpose of the proposed rulemaking:

Updating subsection 08.01.11.100 removes an outdated term, "regional," as it relates to postsecondary and proprietary school accreditation. The U.S. Department of Education no longer uses this term, and it is necessary to update the rule to remove the outdated reference to accreditation. Additional changes would eliminate unnecessary regulatory language from this subsection of the rule.

**TEMPORARY RULE JUSTIFICATION:** Pursuant to Section(s) 67-5226(1)(b) Idaho Code, the Governor is asked to find that temporary adoption of the rule is appropriate for the following reasons:

The proposed changes to IDAPA 08.01.11 align this rule with the 2023 changes made by the U.S. Department of Education (USDOE) with regard to language around accreditation. The USDOE no longer uses the term "regional" when referencing accreditation. If the rule were to retain this word, five institutions currently operating in our state would no longer be exempted from paying a surety bond required by §33-2406, Idaho Code. Removing the outdated word ensures continuity of operations.

Furthermore, removing additional requirements for board approval removes regulations that have not been utilized to date and would be in excess of the more robust national review process conducted by the USDOE which consists of evaluation by a formal accreditation group established by the USDOE and by the National Advising Committee on Institutional quality and Integrity.

**FEE SUMMARY:** The following is a specific description of the fee or charge imposed or increased: NA

**FISCAL IMPACT:** The following is a specific description, if applicable, of any negative fiscal impact on the state general fund greater than ten thousand dollars (\$10,000) during the fiscal year: NA

**NEGOTIATED RULEMAKING:** Pursuant to Section 67-5220(2), Idaho Code, negotiated rulemaking was not conducted because the U.S. department of Education updated language regarding Department of Education accreditation. It is essential to align with federal regulations.

**INCORPORATION BY REFERENCE:** Pursuant to Section 67-5229(2)(a), Idaho Code, the following is a brief

synopsis of why the materials cited are being incorporated by reference into this rule: NA

**ASSISTANCE ON TECHNICAL QUESTIONS, SUBMISSION OF WRITTEN COMMENTS:** For assistance on technical questions concerning the temporary and proposed rule, contact Nicholas Wagner at [rules@edu.idaho.gov](mailto:rules@edu.idaho.gov) or (208)-488-7586).

Anyone may submit written comments regarding the proposed rulemaking. All written comments must be directed to the undersigned and must be delivered on or before July 24, 2024.

DATED this 17<sup>th</sup> day of May, 2024.

*Nicholas Wagner / Administrative Rules Coordinator / Idaho State Board of Education / 650 W State St. / PO Box 83720 / Boise, Idaho and 83720-0037 / Phone: (208)488-7586, fax: (208)334-2632*



**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS**

**June 12-13, 2024**

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**SUBJECT**

Temporary and Proposed Rule – Docket No. 08-0201-2401, Rules Governing Administration

**REFERENCE**

August 2019	Board considered and rejected a proposed rule, Docket 08-0201-1901, setting reporting requirements for enrollment FTE and directed staff to bring back a temporary rule at the conclusion of planned visits in each of the regions to gather feedback.
October 2019	Board approved temporary rule establishing the enrollment FTE in a substantially similar format as presented at the Regular August Board meeting.
August 2020	Board postponed action on a temporary and proposed rule that would allow FTE student enrollment to be used to calculate average daily attendance for funding purposes.
December 2020	Board approved pending rule Docket 08-0201-2001, establishing FTE enrollment reporting methodology and approved temporary rule Docket 08-0201-2002 allowing FTE enrollment to be used to calculate average daily attendance.
November 2020	Board approved amendment to temporary and pending rules updating the FTE enrollment methodology.
June 2021	Board approved omnibus temporary rule, Docket 08-0201-2100 reauthorizing all non-fee administrative rules in IDAPA 08.
August 2021	Board approved proposed rule, Docket 08-0201-2102
November 2021	Board approved pending rule, Docket 08-0201-2102

**APPLICABLE STATUTE, RULE, OR POLICY**

Section 67-5221(1) and 67-5226, Idaho Code  
Section 33-133, Idaho Code  
Idaho Administrative Code, IDAPA 08.02.01, Rules Governing Administration

**BACKGROUND/DISCUSSION**

IDAPA 08.02.01, Rules Governing Administration sets forth uniform and thorough standards and governance by the State board of Education for the establishment and maintenance of a general, uniform and thorough system of public instruction.

To ensure conformity with recent changes to legislation made by H422 (2024) and H521 (2024) additional information must be collected. through the Idaho System of Educational Excellence (ISEE) data collection system. Idaho Code 33-133(3)(g) requires that any new data points proposed for collection through ISEE must be

## PLANNING, POLICY AND GOVERNMENTAL AFFAIRS

June 12-13, 2024

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presented to the governor and the legislature for their approval through the administrative rulemaking process.

H521 amended Section 33-911, Idaho Code such that it will now be necessary to identify whether a student is in attendance at a physical facility in order to properly calculate the distribution of facility funds. A “physically on campus” data point will be added to ISEE.

H422 repealed and replaced Section 33-5207, Idaho Code. The new section amends several aspects of funding distributions for charter schools. Particularly in cases where a student may be dual enrolled in more than one school, it will be necessary to determine which school is responsible for the provision of special education services. Adding a “responsible district/school” data point to ISEE will facilitate the state’s ability to determine a school’s eligibility for funding requests and hold schools accountable for the provision of special education services.

These data points must be identified in IDAPA 08.02.01.251.01. Updates in the rule to allow for the collection of the data points will give the board the ability to properly assist the Idaho Department of Education (IDE) with calculating various funding streams.

Specifically, recent legislation requires that the board update data elements to subsection 08.02.01.251.01. Additional data points will include identification of the “Responsible District” for each student and an indicator of whether the student is “Physically on Campus”. The former will allow IDE to identify which district is primarily responsible for a student when they are dual-enrolled or reported in multiple locations, and the latter allows the board to collect validation data on whether a student is attending physically on campus to support the requirements of participate in certain facility funding streams.

The proposed changes are exempted from the negotiation process because they are necessary to ensure compliance with legislative changes made by HB422 (2024) and HB521 (2024). Temporary rules must be promulgated by the Board and approved by the governor.

Attachment 1 presents the proposed revised text. Attachment 2 is the notice of rulemaking that will be published in the Administrative Bulletin upon the Board’s approval of Attachment 1.

### IMPACT

Should the Board approve the temporary and proposed rule, and the Governor approves promulgation, the rule would go into effect temporarily beginning on July 1, 2024, and concluding at sine die of the 2025 legislative session. If promulgated the notice will appear in volume 24-7 of the Idaho Administrative Rule Bulletin.

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS**  
**June 12-13, 2024**

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The proposed rule, which is the same as the temporary rule, would be considered by the legislature during the 2025 legislative session and would be codified upon the concurrent resolution of both committee floors with identical action. It is requested that the proposed rule be effective as of sine die of the 2025 legislative session.

**ATTACHMENTS**

Attachment 1 – Proposed Rule Docket No. 08-0201-2401- redline

Attachment 2 – Notice of Rulemaking Temporary and Proposed - draft

**BOARD STAFF COMMENTS AND RECOMMENDATIONS**

The proposed changes have been reviewed with the Board’s Idaho System of Education Excellence (ISEE) management team and thoroughly vetted by board staff.

Staff recommends that the Board approve the temporary and proposed rule as proposed in Attachment 1.

**BOARD ACTION**

I move to approve temporary and proposed rule – Docket 08-0201-2401, as submitted in Attachment 1, effective July 1, 2024, contingent upon approval to promulgate the temporary rule by the governor.

Moved by \_\_\_\_\_ Seconded by \_\_\_\_\_ Carried Yes \_\_\_\_\_ No \_\_\_\_\_

08.02.01 – RULES GOVERNING ADMINISTRATION

(BREAK IN CONTINUITY OF SECTIONS)

251. DATA COLLECTION.

LEA’s will report the required information for state and federal reporting and decision-making. The reporting will be done in accordance with the requirements established in Chapter 10, Title 33, Idaho Code, or as needed for state and federal purposes. Each LEA is required to verify and assure the accuracy of the data submitted on a timeframe established by the state board of education or its designee. (3-15-22)

01. State Data System. In accordance with the provisions of Section 33-133, Idaho Code, the following data elements will be added to the state data system: (3-15-22)

a. Grade Point Average (GPA); and (3-15-22)

b. Chronic Absenteeism. (3-15-22)

c. Student address. (3-15-22)

d. Responsible District/School. ( )

e. Physically on Campus. ( )

(BREAK IN CONTINUITY OF SECTIONS)

**IDAPA 08 – STATE BOARD OF EDUCATION**

**08.02.01 – RULES GOVERNING ADMINISTRATION**

**DOCKET NO. 08-0201-2401**

**NOTICE OF RULEMAKING – TEMPORARY AND PROPOSED RULE**

**EFFECTIVE DATE:** The effective date of the temporary rule is proposed to be July 1, 2024.

**AUTHORITY:** In compliance with Sections 67-5221(1) and 67-5226, Idaho Code, notice is hereby given that this agency has adopted a temporary rule, and proposed rulemaking procedures have been initiated. The action is authorized pursuant to Sections 33-101, 33-105, 33-107, 33-116, 33-117, 33-308, 33-320, 33-310B, 33-512, 33-513, 33-905, 33-1279, 33-1403, 33-1405, 33-2004 and Chapter 10, Title 33, Idaho Code.

**PUBLIC HEARING SCHEDULE:** Public hearing(s) concerning this rulemaking will be scheduled if requested in writing by twenty-five (25) persons, a political subdivision, or an agency, not later than July 24, 2024.

The meeting site(s) will be accessible to persons with disabilities, if needed. Requests for accommodation must be made at least one (1) day prior to the meeting to the agency address below.

**DESCRIPTIVE SUMMARY:** The following is the required finding and concise statement of its supporting reasons for adopting a temporary rule and a nontechnical explanation of the substance and purpose of the proposed rulemaking:

Recent legislation requires that the board update data elements to subsection 08.02.01.251.01. To ensure conformity with recent changes to legislation made by H422 (2024) and H521 (2024), two additional data points will need to be collected through the Idaho System of Educational Excellence (ISEE) data collection system. These data points must be identified in subsection 251.01 of this rule. Updating the rule to allow for the collection of the data points will allow the board to properly assist the IDE with calculating various funding streams.

Additional data points will include the identification of the “Responsible District” for each student and an indicator of whether the student is “Physically on Campus”. The former will allow the board to identify which district is primarily responsible for a student when they are dual-enrolled or reported in multiple locations, and the latter allows the board to collect validation data on whether a student is attending physically on campus to support the requirements of participation in certain facility funding streams.

**TEMPORARY RULE JUSTIFICATION:** Pursuant to Section(s) 67-5226(1)(b) Idaho Code, the Governor is requested to find that temporary adoption of the rule is appropriate for the following reasons:

As the legislative changes go into effect on July 1, 2024, data collection requirements must also be updated at that time. This will ensure that schools are prepared to submit the necessary data and that the ISEE system is prepared to receive the data necessary to ensure compliance with the recent legislative changes.

**FEE SUMMARY:** The following is a specific description of the fee or charge imposed or increased: NA

**FISCAL IMPACT:** The following is a specific description, if applicable, of any negative fiscal impact on the state general fund greater than ten thousand dollars (\$10,000) during the fiscal year: NA

**NEGOTIATED RULEMAKING:** Pursuant to Section 67-5220(2), Idaho Code, negotiated rulemaking will not be conducted because a temporary rule is required to update the data collection for the purpose of enabling compliant reporting as required by H422 (2024) and H521 (2024).

**INCORPORATION BY REFERENCE:** Pursuant to Section 67-5229(2)(a), Idaho Code, the following is a brief

synopsis of why the materials cited are being incorporated by reference into this rule: NA

**ASSISTANCE ON TECHNICAL QUESTIONS, SUBMISSION OF WRITTEN COMMENTS:** For assistance on technical questions concerning the temporary and proposed rule, contact Nicholas Wagner at [rules@edu.idaho.gov](mailto:rules@edu.idaho.gov) or (208)-488-7586).

Anyone may submit written comments regarding the proposed rulemaking. All written comments must be directed to the undersigned and must be delivered on or before July 24, 2024.

DATED this 17<sup>th</sup> day of May, 2024.

*Nicholas Wagner / Administrative Rules Coordinator / Idaho State Board of Education / 650 W State St. / PO Box 83720 / Boise, Idaho and 83720-0037 / Phone: (208)488-7586, fax: (208)334-2632*

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS**  
**JUNE 12-13, 2024**

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**SUBJECT**

Temporary Rule – Docket No. 08-0203-2402, Rules Governing Thoroughness

**REFERENCE**

March 23, 2020	Board approved partial waiver of IDAPA 08.02.03.105, waiving the college entrance exam, senior project graduation requirements for students graduating in 2020 and administration of the ISAT for the 2020-2021 school year.
October 2020	Board approved partial waiver of IDAPA 08.02.03.105, waiving the senior project graduation requirement for students graduating in 2021.
December 2020	Board approved partial waiver of IDAPA 08.02.03.105, waiving the requirement the college entrance exam requirement for students graduating in 2021.
June 2021	Board approved temporary omnibus rules, Dockets 08-0000-2100 and 55-0000-2100.
August 2021	Board approved proposed rules Dockets 08-0201-2101, 08-0202-2102, and 08-0203-2101.
October 2021	Board approved proposed Omnibus rule, Docket 08-0000-2100, incorporating proposed rules approved in August 2021.
November 2021	Board approved pending Omnibus rule, Docket 08-0000-2100.
June 2022	Board approved temporary rule, Docket 08-0203-2202, amending the assessment section to account for administering assessments at the high school level using a modified cohort model.
August 2022	Board approved proposed pending rule, Docket 08-0203-2201.
November 2022	Board approved Pending rule, Docket 08-0203-2201, incorporating amendments required through zero-based rulemaking.
August 2023	Board Approved Proposed rule, Docket 08-0203-2301, removing duplicative language.
November 2023	Board Approved Pending rule, Docket 08-0203-2301, removing duplicative language.

**APPLICABLE STATUTE, RULE, OR POLICY**

Idaho Constitution Article IX, Section 2  
IDAPA 08.02.03, Rules Governing Thoroughness  
Idaho Code Title 67, Chapter 52, Idaho Administrative Procedures Act  
Sections 33-116, 33-118, and 33-1612, Idaho Code

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS**  
**JUNE 12-13, 2024**

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**BACKGROUND/DISCUSSION**

IDAPA 08.02.03, Rules Governing Thoroughness, sets out provisions aimed at ensuring a thorough system of public education. These minimum requirements include, but are not limited to content standards, high school graduation requirements, comprehensive statewide assessment system, and Idaho's state and federal accountability framework.

The Board adopts content standards for K-12 instruction. Content standards are incorporated by reference into IDAPA 08.02.03. Board Policy IV.D. outlines the six-year revision cycle and review procedures for content standards. The Idaho Department of Education (IDE) manages the review cycle and proposes any necessary revisions to the Board. When revisions are adopted by the Board, IDAPA must be updated to reflect the adoption date of the revised content standards.

Several sets of content standards, which are incorporated by reference into IDAPA 08.02.03, were due for review during the 2023-2024 school year. Proposed revisions are presented for the Board's consideration during this June 12, 2024, board meeting. This separate agenda item, presented by the IDE includes the standards themselves, a description of how feedback was solicited, and a summary of the feedback that was received, as well as redlined versions of each set of standards showing all proposed amendments. Content standards that were revised by IDE include: Arts and Humanities, Computer Science and Educational Technology, Driver Education, and Social Studies. The content standards review process outlined in Board Policy IV has been completed and the rule must now be updated to reflect the adoption date of the revised content standards.

The proposed changes are exempted from the negotiated rulemaking process because the content standards amendments adopted by the Board need to be in place at the beginning of the school year; therefore, a temporary rule is justified. Additionally content standards undergo a year-long negotiated review process prior to being presented to the Board for approval. Temporary rules must be promulgated by the Board and approved by the governor.

Additional proposed revisions to IDAPA 08-0203 will come before the Board in August.

Attachment 1 presents the proposed revised text. Attachment 2 is the notice of rulemaking that will be published in the Administrative Bulletin upon the Board's approval of Attachment 1.

**IMPACT**

Should the Board approve and the governor promulgate this temporary rule, it would go into effect on July 1, 2024, and expire upon the legislature adjourning sine die at the conclusion of the 2025 legislative session. If promulgated the notice will appear in volume 24-7 of the Idaho Administrative Rule Bulletin.



**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS**  
**JUNE 12-13, 2024**

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As some of the revision to this rule are exempt from negotiation and need to be in place prior to the start of the school year, but other revisions under consideration do not, this temporary rule is being presented separately from a forthcoming proposed, permanent rule. The final proposed rule, which will include the revisions presented in this temporary rule, will be considered by the 2025 legislature. These revisions would be codified upon the concurrent resolution of both committee floors with identical action as of sine die of the 2025 legislative session.

**ATTACHMENTS**

Attachment 1 – Temporary Rule Docket No. 08-0203-2402 - Rules Governing Thoroughness  
Attachment 2 – Notice of Rulemaking Adoption of Temporary Rule – Draft

**BOARD STAFF COMMENTS AND RECOMMENDATIONS**

The proposed temporary rule is a result of a year-long review process conducted by committees of content area experts facilitated by IDE staff. Board staff appreciates the effort taken to ensure a thorough review process. Please see the IDE agenda item in these meeting materials for content standards revisions for a full accounting of the proposed revisions, feedback procedures, and redline copies of the standards themselves.

Staff recommends that the Board approve the temporary rule as proposed in Attachment 1.

**BOARD ACTION**

I move to approve temporary rule – Docket 08-0203-2402, as submitted in Attachment 1, effective July 1, 2024, contingent upon approval to promulgate the temporary rule by the governor.

Moved by \_\_\_\_\_ Seconded by \_\_\_\_\_ Carried Yes \_\_\_\_\_ No \_\_\_\_\_

**IDAPA 08 – STATE BOARD OF EDUCATION****08.02.03 - RULES GOVERNING THOROUGHNESS****DOCKET NO. 08-0203-2402****NOTICE OF RULEMAKING - ADOPTION OF TEMPORARY RULE**

**EFFECTIVE DATE:** The effective date of the temporary rule is proposed to be July 1, 2024.

**AUTHORITY:** In compliance with Sections 67-5226, Idaho Code, notice is hereby given this agency has adopted a temporary rule. The action is authorized pursuant to Section(s) 33-105, 33-116, 33-118, and 33-1612, Idaho Code.

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

K-12 content standards are incorporated by reference into IDAPA 08.02.03. All standards are reviewed on a five year cycle through a year-long committee review process facilitated by the Idaho Department of Education. During the 2023-2024 school year the following content standards were reviewed: Arts and Humanities, Computer Science and Educational Technology, Driver Education, and Social Studies. The content standards review process outlined in Board Policy has been completed and revisions were brought before the State Board of Education at its June, 12, 2024 meeting. IDAPA 08.02.03 must be updated to reflect adopted revisions to the documents incorporated by reference. The Board is requesting that a temporary rule be promulgated to ensure that the revisions are in place prior to the start of the new school year.

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

Any revisions to content standards need to be in place prior to the start of a new school year to ensure continuity of operations for teachers and students.

**FEE SUMMARY:** Pursuant to Section 67-5226(2), the Governor is asked to find that the fee or charge being imposed or increased is justified and necessary to avoid immediate danger and the fee is described herein: NA

**ASSISTANCE ON TECHNICAL QUESTIONS:** For assistance on technical questions concerning the temporary rule, contact Nicholas Wagner at [rules@edu.idaho.gov](mailto:rules@edu.idaho.gov) or (208)-488-7586).

DATED this 17<sup>th</sup> day of May, 2024.

*Nicholas Wagner / Administrative Rules Coordinator / Idaho State Board of Education / 650 W State St. / PO Box 83720 / Boise, Idaho and 83720-0037 / Phone: (208)488-7586, fax: (208)334-2632*

08.02.03 – RULES GOVERNING THOROUGHNESS

**000. LEGAL AUTHORITY.**

All rules in this Thoroughness chapter (IDAPA 08.02.03) are promulgated pursuant to the authority of the State Board of Education under Article IX, Section 2 of the Idaho Constitution and under sections 33-116, 33-118, and 33-1612, Idaho Code. Specific statutory references for particular rules are also noted as additional authority where appropriate. (3-15-22)

**001. SCOPE.**

These rules govern the thorough education of all public school students in Idaho. (3-15-22)

**002. -- 003. (RESERVED)**

**004. INCORPORATION BY REFERENCE.**

The following documents are incorporated into this rule: (3-15-22)

**01. The Idaho Content Standards.** The Idaho Content Standards as adopted by the State Board of Education. Individual subject content standards are adopted in various years in relation to the curricular materials adoption schedule. Copies of the document can be found on the State Board of Education website at <https://boardofed.idaho.gov>. (3-15-22)

**a.** Arts and Humanities Categories: (3-15-22)

i. Dance, as revised and adopted on ~~June 12, 2024~~ ~~August 11, 2016~~; ( ) (3-15-22)

ii. Interdisciplinary Humanities, as revised and adopted on ~~June 12, 2024~~ ~~August 11, 2016~~; ( ) (3-15-22)

iii. Media Arts, as adopted on ~~June 12, 2024~~ ~~August 11, 2016~~. ( ) (3-15-22)

iv. Music, as revised and adopted on ~~June 12, 2024~~ ~~August 11, 2016~~; ( ) (3-15-22)

v. Theater, as revised and adopted on ~~June 12, 2024~~ ~~August 11, 2016~~; ( ) (3-15-22)

vi. Visual Arts, as revised and adopted on ~~June 12, 2024~~ ~~August 11, 2016~~; ( ) (3-15-22)

vii. World languages, as revised and adopted on ~~June 12, 2024~~ ~~August 11, 2016~~. ( ) (3-15-22)

**b.** Computer Science, adopted on ~~June 12, 2024~~ ~~November 28, 2016~~. ( ) (3-15-22)

**c.** Driver Education, as revised and adopted on ~~June 12, 2024~~ ~~August 10, 2017~~. ( ) (3-15-22)

**d.** Health, as revised and adopted on August 24, 2022. (4-6-23)

**e.** Information and Communication Technology, as revised and adopted on August 10, 2017. (3-15-22)

**f.** Physical Education, as revised and adopted on August 24, 2022. (4-6-23)

**g.** Social Studies, as revised and adopted on ~~June 12, 2024~~ ~~November 28, 2016~~. ( ) (3-15-22)

**h.** College and Career Readiness Competencies adopted on June 15, 2017. (3-15-22)

**02. The Idaho Standards for Infants, Toddlers, Children, and Youth Who Are Deaf or Hard of Hearing.** As adopted by the State Board of Education on October 11, 2007. Copies of the document can be found on the State Board of Education website at <https://boardofed.idaho.gov>. (3-15-22)

**03. The Idaho Standards for Infants, Toddlers, Children, and Youth Who Are Blind or Visually Impaired.** As adopted by the State Board of Education on October 11, 2007. Copies of the document can be found on the State Board of Education website at <https://boardofed.idaho.gov>. (3-15-22)

**04. The Idaho Special Education Manual.** The Idaho Special Education Manual as adopted by the State Board of Education on October 17, 2018. Copies of the document can be found on the State Board of Education website at <https://boardofed.idaho.gov>. (3-15-22)

**(BREAK IN CONTINUITY OF SECTIONS)**

**PLANNING, POLICY AND GOVERNMENT AFFAIRS**  
**JUNE 12-13, 2024**

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**SUBJECT**

Strategic Plans – Postsecondary Institutions and Agencies under the Board’s Governance

**REFERENCE**

April 2021	The Board reviewed the institution, agency, and special and health programs FY2022-FY2026 strategic plans.
June 2021	The Board approved the institution and agency FY2022–FY2026 strategic plans and delegated approval of the FY2022–FY2026 special and health programs strategic plans to the Executive Director.
October 2021	The Board was presented with the institution and agencies performance measure reports and progress toward meeting their FY2021-FY2025 strategic plan goals.
December 2021	The Board discussed changes to the K-20 FY2023-FY2027 Strategic Plan, including the addition of three postsecondary education focus areas.
February 2022	The Board approved changes to the K-20 FY2023-FY2027 Strategic Plan, including the addition of three postsecondary education focus areas.
April 2022	The Board discussed progress and priority areas for the institution FY2023-2027 Strategic Plans
October 2022	The Board was presented with the institution and agencies performance measure reports and progress toward meeting their FY2022-FY2026 strategic plan goals.
December 2022	The Board discussed changes to the K-20 FY2024-FY2028 Strategic Plan.
February 2023	The Board approved the K-20 Education FY2024-FY2028 Strategic Plan, including additional definition of some performance measures.
April 2023	The Board discussed institution and agency FY2024-FY2028 strategic plans.
June 2023	The Board approved FY2024-FY2028 institution and agency strategic plans.
April 2023	The Board reviewed FY2025-FY2029 institution and agency strategic plans.

**APPLICABLE STATUTE, RULE, OR POLICY**

Idaho Code §§ 67-1901 - 1903

Idaho State Board of Education Governing Policies & Procedures, Section I.M.1

**PLANNING, POLICY AND GOVERNMENT AFFAIRS**  
**JUNE 12-13, 2024**

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**BACKGROUND/ DISCUSSION**

The institutions and agencies under the oversight of the Board are required to submit an updated strategic plan each year. At a minimum, the plans must encompass the current year and four years going forward. The PPGA committee reviewed draft plans in April and the submitted draft plans were included in the meeting materials for the Board's regularly scheduled April meeting. This timeline allows the Board to review the plans, ask questions or request changes in April, and then have them brought back to the regular Board meeting in June with changes if needed, for final approval while still meeting the state requirement that the plans be submitted to the Division of Financial Management (DFM) by July 1 of each year. Once approved by the Board, the Office of the State Board of Education submits all of the plans to DFM.

DFM maintains guidance documents and provides annual training for agencies and institutions each year.

Board policy I.M. sets out the minimum components that must be included in the strategic plans and defines each of those components.

All strategic plans are required to be in compliance with governing statute, policy and DFM guidelines.

Two institutions and one agency made changes between the first and final drafts. All other strategic plans are presented with no changes from April.

Changes include:

- At the time initial drafts were submitted to Board staff in March, Idaho State University had not yet finalized the methodology for 3.A.ii, 4.D.ii, 5.A.ii, and 5.B.iii and iv. Methodologies are not a required element of the strategic plan, but as these have now been finalized, ISU has included previous year data in the final drafts for the Board's reference. Additionally, minor updates were made to five-year benchmarks for 2.B. and 4.B.
- Idaho Division of Career Technical Education made several minor technical adjustments, including moving a measure to better align with the Board's K-20 plan (Goal I.C.) and dividing one measure into two metrics for clarity (2.A.)
- The College of Eastern Idaho made corrections to data that inaccurately represented outcomes in previous years (1.A.1. and 1.B.). They also added additional measures at 3.C.2, 3.D.2., and 3.E. Please also note the structured summary of the plan included on page 11 of CEI's strategic plan. This is a unique and user-friendly feature.

**IMPACT**

OSBE Staff will submit Board-approved strategic plans to DFM on behalf of the institutions, agencies DFM deadline.

**PLANNING, POLICY AND GOVERNMENT AFFAIRS**  
**JUNE 12-13, 2024**

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**ATTACHMENTS**

Attachment 01 – K-20 Education Strategic Plan

**Institutions**

Attachment 02 – University of Idaho

Attachment 03 – Boise State University

Attachment 04 – Idaho State University

Attachment 05 – Lewis-Clark State College

**Community Colleges**

Attachment 06 – College of Eastern Idaho

Attachment 07 – College of Southern Idaho

Attachment 08 – College of Western Idaho

Attachment 09 – North Idaho College

**Agencies**

Attachment 10 – Idaho Public Schools/Department of Education

Attachment 11 - Idaho Division of Career Technical Education

Attachment 12 – Idaho Division of Vocational Rehabilitation

Attachment 13 – Idaho Public Television

Attachment 14 – Idaho Public Charter School Commission

**BOARD STAFF COMMENTS AND RECOMMENDATIONS**

Board staff have verified that all strategic plans submitted for review are compliant with governing statute, Board policy, and DFM guidelines.

Staff recommends that the Board approve the institution and agency strategic plans as presented in Attachments 2-14.

**BOARD ACTION**

I move to approve the institution and agency strategic plans as presented in Attachments 2-14.

Moved by \_\_\_\_\_ Seconded by \_\_\_\_\_ Carried Yes \_\_\_\_\_ No \_\_\_\_\_

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%<sup>1</sup>**
  
- 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 Measure<sup>2</sup>**

**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%<sup>3</sup>**
  
- 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)<sup>4</sup>**  
**Benchmark: 87% or more**

**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%<sup>5</sup> 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%<sup>6</sup> 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%<sup>7</sup> or more
- II. **Percent of undergraduate, degree-seeking students completing two full-time semesters<sup>8</sup> per academic year at the institution reporting.**  
**Benchmark:** 55%<sup>9</sup> 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 fields<sup>10</sup>.**  
**Benchmark:** 25%
- II. **Unduplicated headcount of graduates, by highest level attained.**  
**Benchmark:** 18,000<sup>11</sup>

**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.

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<sup>1</sup> Benchmark is based on the FY2023 statewide, spring administration, all students, composite outcome of 66%.

<sup>2</sup> New measures are expected to collect baseline data in the first year, and to establish a target and report outcomes in the second year.

<sup>3</sup> Benchmark is based on Accountability Oversight Committee recommendations and reflects the FY23 6-8 aggregated baseline proficiency ate of 38.8%.

<sup>4</sup> 5-Year ACGR considers students who graduate within 4 years of entering 9<sup>th</sup> grade, plus the summer after 12th grade. Benchmark is based on Accountability Oversight Committee recommendations.

<sup>5</sup> Outcomes over the past five years have fallen by approximately 10% and are most recently reported at 42%. The benchmark remains at 60%.

<sup>6</sup> Outcomes over the past five years have fallen by approximately 10% and are most recently reported at 52%. The benchmark remains at 80%.

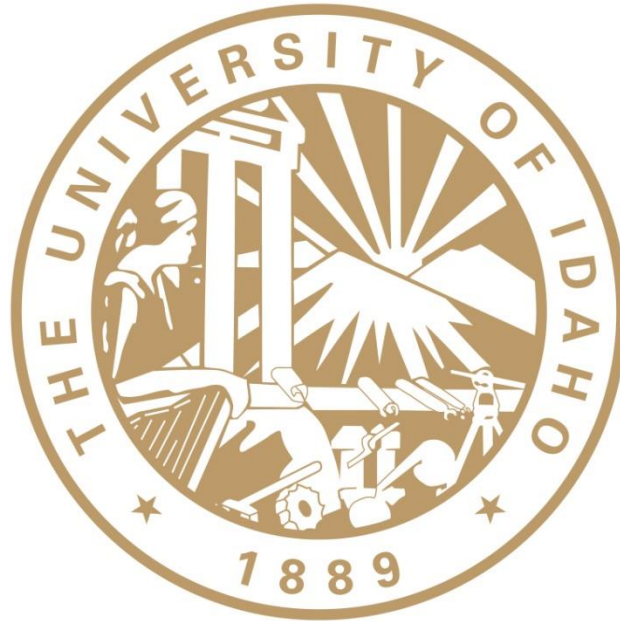
<sup>7</sup> The 2021-2022 systemwide outcome was 70%.

<sup>8</sup> 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.

<sup>9</sup> The 2021-2022 systemwide outcome was 50%.

<sup>10</sup> For the purpose of this measure, STEM fields will use the CCA/IPEDS Definition.

<sup>11</sup> 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.



# University of Idaho Strategic Plan and Process

## FY25 – FY29

Base 10-year plan established for 2016 – 2025; approved by the SBOE June 2016  
Reviewed and submitted March 2024 for FY25 – FY29

**MISSION STATEMENT**

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

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

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

**VISION STATEMENT**

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

**GOAL 1: Innovate**

**Scholarly and creative work with impact**

***Scholarly and creative products of the highest quality and scope, resulting in significant positive impact for the region and the world.<sup>1</sup>***

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

**Performance Measures:**

***I. Research Expenditures (\$ thousand)<sup>2</sup>***

FY20 (2019-2020)	FY21 (2020-2021)	FY22 (2021-2022)	FY23 (2022-2023)	FY24 (2023-2024)	Benchmark	
					FY25 (2024-2025)	FY29 (2028-2029)
113,107	112,810	105,900	135,901	Available Later	<b>114</b>	<b>116</b>

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

**Performance Measures:**

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

FY20 (2019-2020)	FY21 (2020-2021)	FY22 (2021-2022)	FY23 (2022-2023)	FY24 (2023-2024)	Benchmark	
					FY25 (2024-2025)	FY29 (2028-2029)
242	322	403	386	Available Later	325	345

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

FY20 (2019-2020)	FY21 (2020-2021)	FY22 (2021-2022)	FY23 (2022-2023)	FY24 (2023-2024)	Benchmark	
					FY25 (2024-2025)	FY29 (2028-2029)
103	106	122	202	Available Later	110	120

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

FY20 (2019-2020)	FY21 (2020-2021)	FY22 (2021-2022)	FY23 (2022-2023)	FY24 (2023-2024)	Benchmark	
					FY25 (2024-2025)	FY29 (2028-2029)
657 (UG) & 418 (GR) 1,075 Total	660 (UG) & 390 (GR) 1,050 Total	740 (UG) & 336 (GR) 1,076 Total	725 (UG) & 342 (GR) 1,067 Total	Available Later	675 (UG) & 425 (GR) 1,100 Total	700 (UG) & 500 (GR) 1,200 Total

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

FY20 (2019-2020)	FY21 (2020-2021)	FY22 (2021-2022)	FY23 (2022-2023)	FY24 (2023-2024)	Benchmark	
					FY25 (2024-2025)	FY29 (2028-2029)
60%	56%	53%	55%	Available Later	60%	65%

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

**Performance Measures**

**I. Invention Disclosures**

FY20 (2019-2020)	FY21 (2020-2021)	FY22 (2021-2022)	FY23 (2022-2023)	FY24 (2023-2024)	Benchmark	
					FY25 (2024-2025)	FY29 (2028-2029)
35	29	20	12	Available Later	30	33

**GOAL 2: Engage**

**Outreach that inspires innovation and culture**

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

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

**Performance Measures:**

**I. Go-On Impact<sup>3</sup>**

FY20 (2019-2020)	FY21 (2020-2021)	FY22 (2021-2022)	FY23 (2022-2023)	FY24 (2023-2024)	Benchmark	
					FY25 (2024-2025)	FY29 (2028-2029)
41.4%	41.4%	41.4%	41.4%	Available Later	42%	43%

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

**Performance Measures:**

**I. Percentage Faculty Collaboration with Communities (HERI)<sup>4</sup>**

FY20 (2019-2020)	FY21 (2020-2021)	FY22 (2021-2022)	FY23 (2022-2023)	FY24 (2023-2024)	Benchmark	
					FY25 (2024-2025)	FY29 (2028-2029)
57%	57%	57%	57%	Available Later	60%	65%



**II. Economic Impact (\$ Billion)**

FY20 (2019-2020)	FY21 (2020-2021)	FY22 (2021-2022)	FY23 (2022-2023)	FY24 (2023-2024)	Benchmark	
					FY25 (2024-2025)	FY29 (2028-2029)
1.10	1.01	1.01	1.01	Available Periodically	1.1	1.2

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

**Performance Measures:**

**I. Number of Direct UI Extension Contacts**

FY20 (2019-2020)	FY21 (2020-2021)	FY22 (2021-2022)	FY23 (2022-2023)	FY24 (2023-2024)	Benchmark	
					FY25 (2024-2025)	FY29 (2028-2029)
440,793	220,402	265,661	481,809	Available Later	350,000	430,000

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

FY20 (2019-2020)	FY21 (2020-2021)	FY22 (2021-2022)	FY23 (2022-2023)	FY24 (2023-2024)	Benchmark	
					FY25 (2024-2025)	FY29 (2028-2029)
53%	53%	45%	45%	Available Later	55%	60%

**III. Alumni Participation Rate<sup>5</sup>**

FY20 (2019-2020)	FY21 (2020-2021)	FY22 (2021-2022)	FY23 (2022-2023)	FY24 (2023-2024)	Benchmark	
					FY25 (2024-2025)	FY29 (2028-2029)
8.0%	7.4%	6.5%	4.6%	Available Later	8.5%	10%

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

FY20 (2019-2020)	FY21 (2020-2021)	FY22 (2021-2022)	FY23 (2022-2023)	FY24 (2023-2024)	Benchmark	
					FY25 (2024-2025)	FY29 (2028-2029)
11,504 / 2,371	8,996 / 1,886	8,835 / 1,868	12,051 / 2,506	Available Later	11,500/2,370	12,500/2,660

**GOAL 3: Transform**

**Educational experiences that improve lives**

*Increase our educational impact.*

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

**Performance Measures:**

**I. Enrollment**

FY20 (2019-2020)	FY21 (2020-2021)	FY22 (2021-2022)	FY23 (2022-2023)	FY24 (2023-2024)	Benchmark	
					FY25 (2024-2025)	FY29 (2028-2029)
11,926	10,791	11,303	11,507	11,849	11,750	13,000

**Objective B:** *Foster educational excellence via curricular innovation and evolution.*

**Performance Measures:**

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

FY20 (2019-2020)	FY21 (2020-2021)	FY22 (2021-2022)	FY23 (2022-2023)	FY24 (2023-2024)	Benchmark	
					FY25 (2024-2025)	FY29 (2028-2029)
76.7% Cohort 2019-20	74.3% Cohort 2020-21	73.5% Cohort 2021-22	75.0% Cohort 2022-23	Available Census Date	80%	84%

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

FY20 (2019-2020)	FY21 (2020-2021)	FY22 (2021-2022)	FY23 (2022-2023)	FY24 (2023-2024)	Benchmark	
					FY25 (2024-2025)	FY29 (2028-2029)
82.9% Cohort 2019-20	79.7% Cohort 2020-21	79.6% Cohort 2021-22	84.1% Cohort 2022-23	Available Census Date	80%	84%

**III. a) Graduates (All Degrees: IPEDS)<sup>6</sup>, b) Undergraduate Degree (PMR), c) Graduate / Prof Degree (PMR)**

FY20 (2019-2020)	FY21 (2020-2021)	FY22 (2021-2022)	FY23 (2022-2023)	FY24 (2023-2024)	Benchmark	
					FY25 (2024-2025)	FY29 (2028-2029)
2,646 1,675 592/132	2,474 1,568 526/171	2,543 1,507 595/208	2,475 1,457 654/145	Available Later	2,500 1,600 600/150	3,000 1,850 800/150

**IV. NSSE High Impact Practices**

FY20 (2019-2020)	FY21 (2020-2021)	FY22 (2021-2022)	FY23 (2022-2023)	FY24 (2023-2024)	Benchmark	
					FY25 (2024-2025)	FY29 (2028-2029)
77%	77%	70%	70%	Available Later	77%	80%

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

FY20 (2019-2020)	FY21 (2020-2021)	FY22 (2021-2022)	FY23 (2022-2023)	FY24 (2023-2024)	Benchmark	
					FY25 (2024-2025)	FY29 (2028-2029)
220/1,005 22%	351/1,054 33%	402/1,157 35%	566/1,227 46%	Avail Later	250/ 25%	142/ 12%

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

FY20 (2019-2020)	FY21 (2020-2021)	FY22 (2021-2022)	FY23 (2022-2023)	FY24 (2023-2024)	Benchmark	
					FY25 (2024-2025)	FY29 (2028-2029)
Bachelors: 1,881	Bachelors: 1,738	Bachelors: 1,712	Bachelors: 1,645	Available Later	<b>1,800</b>	<b>2,000</b>

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

FY20 (2019-2020)	FY21 (2020-2021)	FY22 (2021-2022)	FY23 (2022-2023)	FY24 (2023-2024)	Benchmark	
					FY25 (2024-2025)	FY29 (2028-2029)
Math 50.0%	Math 52.4%	Math 56.6%	Math 48.3%	Math 40.7%	<b>Math 54%</b> <b>ENGL 70%</b>	<b>Math 56%</b> <b>ENGL 77%</b>
ENGL 73.4%	ENGL 69.0%	ENGL 71.0%	ENGL 65.1%	ENGL 63.7%		

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

FY20 (2019-2020)	FY21 (2020-2021)	FY22 (2021-2022)	FY23 (2022-2023)	FY24 (2023-2024)	Benchmark	
					FY25 (2024-2025)	FY29 (2028-2029)
59.1%	60.7%	59.3%	52.6%	Available Later	<b>62%</b>	<b>74%</b>

\* Course meeting the Math general education requirement.

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

FY20 (2019-2020)	FY21 (2020-2021)	FY22 (2021-2022)	FY23 (2022-2023)	FY24 (2023-2024)	Benchmark	
					FY25 (2024-2025)	FY29 (2028-2029)
6,641 2,787 42%	6,288 2,631 41.8%	6,368 2,455 38.6%	6,659 2,620 39.3%	Available Later	<b>42%</b>	<b>44%</b>

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

FY20 (2019-2020)	FY21 (2020-2021)	FY22 (2021-2022)	FY23 (2022-2023)	FY24 (2023-2024)	Benchmark	
					FY25 (2024-2025)	FY29 (2028-2029)
40.7% Cohort 2016-17	41.1% Cohort 2017-18	42.9% Cohort 2018-19	42.7% Cohort 2019-20	Available Later	42%	44%

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

FY20 (2019-2020)	FY21 (2020-2021)	FY22 (2021-2022)	FY23 (2022-2023)	FY24 (2023-2024)	Benchmark	
					FY25 (2024-2025)	FY29 (2028-2029)
59.5% Cohort 2014-15	59.1% Cohort 2015-16	61.0% Cohort 2016-17	60.8% Cohort 2017-18	Available Later	60%	62%

**XII. Number of UG programs offering structured schedules.\***

FY20 (2019-2020)	FY21 (2020-2021)	FY22 (2021-2022)	FY23 (2022-2023)	FY24 (2023-2024)	Benchmark	
					FY25 (2024-2025)	FY29 (2028-2029)
Retired by SBOE	Retired by SBOE	Retired by SBOE	Retired by SBOE	Retired by SBOE	155/155	155/155

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

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

FY20 (2019-2020)	FY21 (2020-2021)	FY22 (2021-2022)	FY23 (2022-2023)	FY24 (2023-2024)	Benchmark	
					FY25 (2024-2025)	FY29 (2028-2029)
Bachelors: 1,675	Bachelors: 1,568	Bachelors: 1,507	Bachelors: 1,457	Available Later	1,650 <sup>4</sup>	2,000 <sup>4</sup>

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

**Performance Measures:**

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

FY20 (2019-2020)	FY21 (2020-2021)	FY22 (2021-2022)	FY23 (2022-2023)	FY24 (2023-2024)	Benchmark	
					FY25 (2024-2025)	FY29 (2028-2029)
62.5%/62.5 %	75%/75%	75%/87.5 %	100%/87.5 %	Available Later	90%/90%	90%/90%

**GOAL 4: Cultivate**

**A valued and diverse community**

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

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

**Performance Measures:**

**I. Multicultural Student Enrollment (head count)<sup>7</sup>**

FY20 (2019-2020)	FY21 (2020-2021)	FY22 (2021-2022)	FY23 (2022-2023)	FY24 (2023-2024)	Benchmark	
					FY25 (2024-2025)	FY29 (2028-2029)
2,613	2,406	2,607	2,690	2,740	2,750	3,305

**II. International Student Enrollment (heads)**

FY20 (2019-2020)	FY21 (2020-2021)	FY22 (2021-2022)	FY23 (2022-2023)	FY24 (2023-2024)	Benchmark	
					FY25 (2024-2025)	FY29 (2028-2029)
662	475	526	648	683	500	750

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

FY20 (2019-2020)	FY21 (2020-2021)	FY22 (2021-2022)	FY23 (2022-2023)	FY24 (2023-2024)	Benchmark	
					FY25 (2024-2025)	FY29 (2028-2029)
21.3% / 13.2%	20.6% / 13.4%	21.0% / 14.6%	21.3% / 14.7%	Available Later	22% / 14%	23% / 15%

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

**Performance Measures:**

**I. Chronicle Survey Score: Job Satisfaction<sup>8</sup>**

FY20 (2019-2020)	FY21 (2020-2021)	FY22 (2021-2022)	FY23 (2022-2023)	FY24 (2023-2024)	Benchmark	
					FY25 (2024-2025)	FY29 (2028-2029)
Survey avg in the 2 <sup>nd</sup> group of 5	Survey avg in the 3 <sup>rd</sup> group of 5	Survey avg in the 3 <sup>rd</sup> group of 5	Survey avg in the 3 <sup>rd</sup> group of 5	Available Later	Survey avg in the 4 <sup>th</sup> group of 5	Survey avg in the 4 <sup>th</sup> group of 5

**II. Full-time Staff Turnover Rate<sup>9</sup>**

FY20 (2019-2020)	FY21 (2020-2021)	FY22 (2021-2022)	FY23 (2022-2023)	FY24 (2023-2024)	Benchmark	
					FY25 (2024-2025)	FY29 (2028-2029)
23.5%	19.7%	30%	28%	Available Later	17%	15%

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

**Performance Measures:**

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

FY20 (2019-2020)	FY21 (2020-2021)	FY22 (2021-2022)	FY23 (2022-2023)	FY24 (2023-2024)	Benchmark	
					FY25 (2024-2025)	FY29 (2028-2029)
\$423	\$507	\$404	\$361	Available Later	\$500	\$400

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

FY20 (2019-2020)	FY21 (2020-2021)	FY22 (2021-2022)	FY23 (2022-2023)	FY24 (2023-2024)	Benchmark	
					FY25 (2024-2025)	FY29 (2028-2029)
0.97	0.88	1.06	1.07	Available Later	1.00	1.25

**Key External Factors**

*Factors beyond our control that affect achievement of goals*

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

**Evaluation Process**

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

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

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

<sup>2</sup> This was established as a means to achieve our end goal for enrollment and R1 status by 2025.

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

<sup>4</sup> Internally set standard to assure program quality.

<sup>5</sup> Given data availability and importance for national rankings, percent of alumni giving is used for this measure.

<sup>6</sup> The Integrated Postsecondary Education Data System (IPEDS) method for counting degrees and those used to aggregate the numbers reported on the Performance Measurement Report (PMR) for the State Board of Education (SBOE) use different methods of aggregation. As such the sum of the degrees by level will not match the total.

<sup>7</sup> Based on a review of the Idaho demographic and a desire to have the diversity match or exceed that of the general state population.

<sup>8</sup> Based on our desire is to reach the “Good” range (65%-74%), as established by the survey publisher.

<sup>9</sup> Based on HR’s examination of turnover rates of institutions nationally.



✓	State Board of Education Goals			
	Goal 1: EDUCATIONAL SYSTEM ALIGNMENT	Goal 2: EDUCATIONAL ATTAINMENT	Goal 3: WORKFORCE READINESS	
<b>Institution/Agency Goals and Objectives</b>				
<b>GOAL 1: Innovate</b> <i>Scholarly and creative work with impact</i>  <i>Scholarly and creative products of the highest quality and scope, resulting in significant positive impact for the region and the world</i>				
<i>Objective A: Build a culture of collaboration that increases scholarly and creative productivity through interdisciplinary, regional, national and global partnerships.</i>		✓	✓	
<i>Objective B: Create, validate and apply knowledge through the co-production of scholarly and creative works by students, staff, faculty and diverse external partners.</i>	✓		✓	
<i>Objective C: Grow reputation by increasing the range, number, type and size of external awards, exhibitions, publications, presentations, performances, contracts, commissions and grants.</i>			✓	
<b>GOAL 2: Engage</b> <i>Outreach that inspires innovation and culture</i>  <i>Suggest and influence change that addresses societal needs and global issues, and advances economic development and culture.</i>				
<i>Objective A: Inventory and continuously assess engagement programs and select new opportunities and methods that provide solutions for societal or global issues, support economic drivers and/or promote the advancement of culture .</i>		✓	✓	
<i>Objective B: Develop community, regional, national and/or international collaborations which promote innovation and use University of Idaho research and creative expertise to address emerging issues.</i>		✓	✓	

	State Board of Education Goals			
	Goal 1: EDUCATIONAL SYSTEM ALIGNMENT	Goal 2: EDUCATIONAL ATTAINMENT	Goal 3: WORKFORCE READINESS	
✓ <i>Objective C: Engage individuals (alumni, friends, stakeholders and collaborators), businesses, industry, agencies and communities in meaningful and beneficial ways that support the University of Idaho's mission.</i>	✓	✓	✓	
<b>GOAL 3: Transform</b> <i>Educational experiences that improve lives</i>  <i>Increase our educational impact.</i>				
<i>Objective A: Provide greater access to educational opportunities to meet the evolving needs of society.</i>		✓		
<i>Objective B: Foster educational excellence via curricular innovation and evolution.</i>		✓	✓	
<i>Objective C: Create an inclusive learning environment that encourages students to take an active role in their student experience.</i>		✓		
<b>GOAL 4: Cultivate</b> <i>A valued and diverse community</i>  <i>Foster an inclusive, diverse community of students, faculty and staff and improve cohesion and morale.</i>				
<i>Objective A: Build an inclusive, diverse community that welcomes multicultural and international perspectives.</i>		✓	✓	
<i>Objective B: Enhance the University of Idaho's ability to compete for and retain outstanding scholars and skilled staff.</i>		✓	✓	
<i>Objective C: Improve efficiency, transparency and communication.</i>	✓			

# Metric and Data Definitions

## Guiding principle for metric selection and use.

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

## Metrics for Goal 1 (Innovate):

- 1.) **Terminal Degrees** in given field is the number of Ph.D., P.S.M., M.F.A., M.L.A., M.Arch., M.N.R., J.D., D.A.T., and Ed.D. degrees awarded annually pulled for the IR Degrees Awarded Mult table used for reporting to state and federal constituents. This data is updated regularly and will be reported annually.
- 2.) **Postdoctoral Researchers, and Non-faculty Research Staff with Doctorates** as reported annually in the Graduate Students and Postdoctorates in Science and Engineering Survey (<http://www.nsf.gov/statistics/srvygradpostdoc/#qs>).
- 3.) **Research Expenditures** as reported annually in the Higher Education Research and Development Survey (<http://www.nsf.gov/statistics/srvyherd/>).
- 4.) **Invention Disclosures** as reported annually in the Association of University Technology Managers Licensing Activity Survey (<http://www.autm.net/resources-surveys/research-reports-databases/licensing-surveys/>).
- 5.) **Number of undergraduate and graduate students paid from sponsored projects:** This metric is a newly established State Board of Education (SBOE) metric. It is calculated by the Office of Research and reported annually.
- 6.) **Percent of students engaged in undergraduate research:** This is a metric from the Performance Measurement Report (PMR) for the SBOE. These PMR data are pulled from the Graduating Senior Survey annually.

## Metrics for Goal 2 (Engage):

- 1.) **Impact (UI Enrollment that increases the Go-On rate):** The metric will rely on one or two items added to the Higher Education Research Institute's (HERI) Cooperative Institutional Research Program (CIRP) First Year Student Survey. We will seek to estimate the number of new students

who were not anticipating attending college a year earlier. As the items are refined, baseline and reporting of the results will be updated.

- 2.) **Extension Contacts:** Outreach to offices in relevant Colleges (College of Agricultural and Life Sciences, College of Natural Resources, College of Engineering, etc.) will provide data from the yearly report to the federal government on contacts. This reporting represents direct teaching contacts made throughout the year by recording attendance at all extension classes, workshops, producer schools, seminars and short courses.
- 3.) **Collaboration with Communities:** HERI Faculty Survey completed by undergraduate faculty where respondents indicated that over the past two years they had, “collaborated with the local community in research/teaching.” This survey is administered every three to five years.
- 4.) **National Survey of Student Engagement (NSSE) Mean Service Learning, Field Placement or Study Abroad:** This is the average percentage of those who engaged in service learning (item 12 2015 NSSE), field experience (item 11a NSSE) and study abroad (item 11d) from the NSSE.
- 5.) **Alumni Participation Rate:** This is provided annually by University Advancement and represents the percentage of alumni that are giving to the University of Idaho (UI). It is calculated based on the data reported for the Voluntary Support of Education (VSE) report. (<https://www.case.org/resources/voluntary-support-education-survey>). It is updated annually.
- 6.) **Economic Impact:** This is taken from the EMSI (now Lightcast) UI report as the summary of economic impact. This report is updated periodically, and the data will be updated as it becomes available.
- 7.) **Dual Credit:** These data are pulled from the PMR which is developed for the SBOE annually.

### Metrics for Goal 3 (Transform):

- 1.) **Enrollment:** This metric consists of headcounts from the data set used in reporting headcounts to the SBOE, Integrated Postsecondary Education Data System (IPEDS) and the Common Data Set as of census date. The data is updated annually.
- 2.) **Equity Metric:** This metric is derived from the census date data used for reporting retention and graduation rate which is updated annually. The analysis is limited to first-time full-time students. The mean first term Grade Point Average and semester hours completed for first-time full-time students is calculated for all students combined and separately for each IPEDS race/ethnicity category. The mean for the eight groups is compared to the overall mean. The eight groups identified here are American Indian or Alaska Native, Asian, Black or African American, Hispanic/Latino, International, Native Hawaiian or Other Pacific Islander, Two or More Races and White. If the mean for a group is below the overall mean by 1/3 or more of a standard deviation it is considered below expectations/equity. The percentage of these eight groups meeting the equity cut off is reported. For example, if six of the eight groups meet equity, it is reported as 75%. As there are groups with low numbers, the best method for selecting the cut off was based on the principle of effect size (i.e., <https://researchrundowns.wordpress.com/quantitative-methods/effect-size/>).
- 3.) **Retention:** This is reported as first-time full-time student retention at year 1 using the data reported to the SBOE, IPEDs and the Common Data Set. This is updated annually. The final goal was selected based on the mean of the 2015-16 year for the aspiration peer group for first-year

retention as reported in the Common Data Set. This group includes Virginia Tech, Michigan State University and Iowa State University.

- 4.) **Graduates (all degrees)**: This is reported from the annual data used to report for IPEDS and the Common Data Set for the most recent year and includes certificates.
- 5.) **Degrees by level**: Items (a) to (c) under Graduates are pulled from the PMR established by the SBOE. These numbers differ from IPEDs as they are aggregated differently, so the numbers do not sum to the IPEDs total.
- 6.) **NSSE High Impact Practices**: This metric is for overall participation of seniors in two or more High Impact Practices (HIPs). The national norms for 2015 from NSSE are saved in the NSSE folders on the IR shared drive. The norms for 2015 HIPs seniors places UI's percentage at 67%, well above R1/DRU (64%) and RH (60%) as benchmarks. The highest group (Bach. Colleges- Arts & Sciences) was 85%. The goal is to reach at least this level by 2025.
- 7.) **Remediation**: This metric comes from the PMR of the SBOE. It is updated annually.

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

- 1.) **Chronicle Survey Score (Survey Average)**: This metric was baselined in spring 2016 and utilizes the "Survey Average" score. The desire is to reach the "Good" range (65%-74%), which is the 4<sup>th</sup> group of 5, or higher. The survey can be found here:  
<https://greatcollegesprogram.com/participation-reports>.
- 2.) **Multicultural Student Enrollment**: The headcounts used for this metric will be derived from the data set used to report to the SBOE at fall census date. This is based on the categories used by IPEDS and the Common Data Set. The census date data is updated annually.
- 3.) **International Student Enrollment**: The headcounts used for this metric are derived from the data set used to report to the SBOE at fall census date. This is based on the categories used by IPEDS and the Common Data Set. The census date data is updated annually.
- 4.) **Full-time Staff Turnover Rate** is obtained from UI Human Resources on an annual basis.
- 5.) **Percentage of Multicultural Faculty and Staff** is the percentage of full-time faculty and staff that are not Caucasian/Unknown from the IPEDS report. Full-time faculty is as reported in IPEDS Human Resources Part A1 for full-time tenured and tenure track. Full-time staff is as reported in IPEDS B1 using occupational category totals for full-time non-instructional staff.
- 6.) **Cost per credit hour**: This metric is from the PMR for the SBOE and is update annually.
- 7.) **Efficiency**: This metric is from the PMR for the SBOE and is updated annually.

**Idaho WWAMI (Washington, Wyoming, Alaska, Montana, Idaho)  
Medical Education Program Strategic Plan**

**MISSION STATEMENT**

The University of Idaho and the University of Washington School of Medicine are dedicated to improving the general health and well-being of the public. In pursuit of its goals, the School is committed to excellence in biomedical education, research, and health care. The School is also dedicated to ethical conduct in all its activities. As the preeminent academic medical center in our region<sup>1</sup> and as a national leader in biomedical research, we place special emphasis on educating and training physicians, scientists, and allied health professionals dedicated to two distinct goals:

- Meeting the healthcare needs of our region, especially by recognizing the importance of primary care and providing service to underserved populations.
- Advancing knowledge and assuming leadership in the biomedical sciences and in academic medicine.

The School works with public and private agencies to improve health care and advance knowledge in medicine and related fields of inquiry. It acknowledges a special responsibility to the people in the states of Washington, Wyoming, Alaska, Montana, and Idaho, who have joined with it in a unique regional partnership. The School is committed to building and sustaining a diverse academic community of faculty, staff, fellows, residents, and students and to assuring that access to education and training is open to learners from all segments of society, acknowledging a particular responsibility to the diverse populations within our region.

The School values diversity and inclusion and is committed to building and sustaining an academic community in which teachers, researchers, and learners achieve the knowledge, skills, and attitudes that value and embrace inclusiveness, equity, and awareness as a way to unleash creativity and innovation.

**VISION STATEMENT**

Our students will be highly competent, knowledgeable, caring, culturally sensitive, ethical, dedicated to service, and engaged in lifelong learning.

**GOAL 1**

**INNOVATE** – Scholarly and creative work with impact

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

**Performance Measure:**

The number of WWAMI rural summer training in the Rural Underserved Opportunities Program (RUOP) placements in Idaho each year.

<b>Benchmark</b>
<b>20</b>

*Benchmark: 20 rural training placements following first year of medical education<sup>6</sup>*

## Idaho (Washington-Idaho-Montana-Utah, WIMU) Veterinary Medical Education Program Strategic Plan

### MISSION STATEMENT

Transfer science-based medical information and technology concerning animal well-being, zoonotic diseases, food safety, and related environmental issues – through education, research, public service, and outreach – to veterinary students, veterinarians, animal owners, and the public, thereby effecting positive change in the livelihood of the people of Idaho and the region.

### VISION STATEMENT

To improve the health and productivity of Idaho’s food-producing livestock through training of senior veterinary students in the WIMU program focused on food animal medicine in support of the importance of animal agriculture in Idaho.

### VALUES STATEMENT

The WIMU program values:

- excellence in creative instruction,
- open communication and innovation,
- individual and institutional accountability,
- integrity and ethical conduct,
- accomplishment through teamwork and partnership,
- responsiveness and flexibility,
- individual and institutional health and happiness.

### GOAL 1

**Transform: Increase our educational impact**

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

#### Performance Measures:

II. Offer elective rotations in food animal medicine for experiential learning opportunities.

Benchmark
40

**Benchmark:** Attain enrollment of 40 senior veterinary students into these optional rotations.

## Agricultural Research and Extension Service Strategic Plan

### MISSION STATEMENT

The College of Agricultural and Life Sciences fulfills the intent and purpose of the land-grant mission and serves the food-industry, people and communities of Idaho and our nation:

- through identification of critical needs and development of creative solutions,
- through the discovery, application, and dissemination of science-based knowledge,
- by preparing individuals through education and life-long learning to become leaders and contributing members of society,
- by fostering healthy populations as individuals and as a society,
- by supporting a vibrant economy, benefiting the individual, families and society as a whole.

### VALUES STATEMENT

The College of Agricultural and Life Sciences values:

- excellence in creative discovery, instruction and outreach,
- open communication and innovation,
- individual and institutional accountability,
- integrity and ethical conduct,
- accomplishment through teamwork and partnership,
- responsiveness and flexibility,
- individual and institutional health and happiness.

### VISION STATEMENT

We will be the recognized state-wide leader and innovator in meeting current and future challenges to support healthy individuals, families and communities, and enhance sustainable food systems. We will be respected regionally and nationally through focused areas of excellence in teaching, research and outreach with Extension serving as a critical knowledge bridge between the University of Idaho, College of Agricultural and Life Sciences, and the people of Idaho.

### GOAL 2

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

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

I. Number of individuals/families benefiting from Outreach Programs.

Benchmark
500,000

**Benchmark:** Increase the number of individuals/families benefiting from Outreach Programs to 500,000 by 2028.



## Forest Utilization Research and Outreach (FUR)

### MISSION STATEMENT

*The Forest Utilization Research and Outreach (FUR) program is located in the College of Natural Resources at The University of Idaho. Its purpose is to increase the productivity of Idaho’s forests and rangelands by developing, analyzing, and demonstrating methods to improve land management and related problems such as post-wildfire rehabilitation using state-of-the-art forest and rangeland regeneration and restoration techniques. Other focal areas include sustainable forest harvesting and livestock grazing practices, including air and water quality protection, as well as improved nursery management practices, increased wood use, and enhanced wood utilization technologies for bioenergy and bioproducts. The program also assesses forest products markets and opportunities for expansion, the economic impacts of forest and rangeland management activities, and the importance of resource-based industries to communities and the state’s economic development. In addition the Policy Analysis Group follows a legislative mandate to provide unbiased factual and timely information on natural resources issues facing Idaho’s decision makers. Through collaboration and consultation FUR programs promote the application of science and technology to support sustainable lifestyles and civic infrastructures of Idaho’s communities in an increasingly interdependent and competitive global setting.*

### VISION STATEMENT

*The scholarly, creative, and educational activities related to and supported by Forest Utilization Research and Outreach (FUR) programs will lead to improved capabilities in Idaho’s workforce to address critical natural resource issues by producing and applying new knowledge and developing leaders for land management organizations concerned with sustainable forest and rangeland management, including fire science and management, and a full spectrum of forest and rangeland ecosystem services and products. This work will be shaped by a passion to integrate scientific knowledge with natural resource management practices. All FUR programs will promote collaborative learning partnerships across organizational boundaries such as governments and private sector enterprises, as well as landowner and non-governmental organizations with interests in sustainable forest and rangeland management. In addition, FUR programs will catalyze entrepreneurial innovation that will enhance stewardship of Idaho’s forest and rangelands, natural resources, and environmental quality.*

### GOAL 1: Scholarship and Creativity

*Achieve excellence in scholarship and creative activity through an institutional culture that values and promotes strong academic areas and interdisciplinary collaboration.*

**Objective A:** *Promote an environment that increases faculty, student, and constituency engagement in disciplinary and interdisciplinary scholarship.*

#### Performance Measures:

- I. Number of CNR faculty, staff, students and constituency groups involved in FUR-related scholarship or capacity building activities.**

<b>Benchmark</b>
20% growth

**Benchmark:** *Number of CNR faculty, staff, students and constituency groups involved in FUR-related scholarship or capacity building activities. (BY FY2029)*

## Idaho Geological Survey Strategic Plan

### MISSION STATEMENT

The Survey’s mission is to provide the state with timely and relevant geologic information. Members of the IGS fulfill this mission through applied geologic research and strong collaborations with federal and state agencies, academia, and the private sector. IGS research focuses on geologic mapping, geologic hazards (earthquakes and landslides), hydrogeology (surface and groundwater evaluation), geothermal energy, oil and gas, and metallic and industrial minerals. The Survey's Digital Mapping Laboratory is central to compiling, producing, and delivering new digital geologic maps and publications for the agency. The IGS is also engaged in dissemination of historic mining records, community service, and earth science education. As Idaho grows, demand is increasing for geologic and geospatial information related to energy, mineral, and water resource development, and landslide and earthquake hazards.

### Vision STATEMENT

IGS is committed to the advancement of diverse disciplines within the geosciences and emphasizes the practical application of geology to benefit society. The Survey seeks to accomplish its responsibilities through service and outreach, research, and education.

### Objective B: Sustain and build external research funding

*Sustain and build existing state and federal funding sources to maintain research objectives for the IGS and develop new sources of funding from private entities that are exploring and developing geologic resources in Idaho.*

#### Performance Measures:

- I. **Maintain externally funded grant and contract dollars to support IGS mission.**

<b>Benchmark</b>
<b>\$700,000</b>

**Benchmark:** Maintain external grants and contracts funding level in line with a 15% variation of the previous five-year average.



# BOISE STATE UNIVERSITY

**FY2025 THROUGH FY2029**

**MISSION STATEMENT**

**VISION**

**STRATEGIC PLAN**

**MAPPING OF STRATEGIC PLAN TO THE SBOE STRATEGIC PLAN**

**KEY EXTERNAL FACTORS**

***Blueprint for Success***

**2021 - 2028**

## Boise State University Strategic Plan

### Mission

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

### Vision

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

## STRATEGIC PLAN GOALS AND OBJECTIVES

### Goal 1: Improve Educational Access and Student Success

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

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

#### Performance Measures:

Unduplicated number of graduates (distinct by award level) <sup>1</sup>	FY	FY	FY	FY	FY	Target	
	2020	2021	2022	2023	2024	FY 2025	FY 2029
>Undergraduate Certificate	413	515	629	590		625	700
>Associate	109	132	127	184		265	410
>Baccalaureate	3,525	3,754	3,947	3,858		4,125	4,600
>Graduate Certificate	184	166	174	130	Available Sept. 2024	150	180
>Master’s	954	1,075	1,063	1,028		1,050	1,100
>Education Specialist	24	23	16	15		20	25
>Doctoral	53	50	58	60		64	75
Total Distinct Graduates	4,760	5,126	5,313	5,231		5,512	6,204

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

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS**  
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Boise State University Strategic Plan:  
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First year retention rate <sup>2</sup>	Fall 2019 cohort	Fall 2020 cohort	Fall 2021 cohort	Fall 2022 cohort	Fall 2023 cohort	Target	
						F2024 cohort	F2028 cohort
>Percent of first-time, full-time freshmen retained*	77.8%	76.0%	79.2%	77.8%		79.5%	81.0%
-Resident, Pell-Eligible only	70.6%	67.0%	67.5%	67.4%	Available Oct. 2024	73.7%	76.5%
-Resident, Not Pell-Eligible only	75.1%	70.3%	76.8%	75.3%		77.4%	78.3%
-Non-Resident, Pell-Eligible only	75.6%	71.1%	76.3%	72.0%		76.9%	77.8%
-Non-Resident, Not Pell-Eligible only	83.7%	83.9%	84.4%	86.1%		85.0%	85.8%
>Percent full-time transfers retained or graduated*	78.4%	77.8%	78.4%	78.2%		79.0%	80.0%

\*SBOE metrics

4-year graduation rate <sup>3</sup>	Fall 2016 cohort	Fall 2017 cohort	Fall 2018 cohort	Fall 2019 cohort	Fall 2020 cohort	Target	
						Fall 2021 cohort	Fall 2025 cohort
> % of first-time, full-time freshmen who graduated*	38.2%	39.7%	41.4%	42.7%		44.0%	47.0%
-Resident, Pell-Eligible only	20.5%	26.3%	27.8%	28.4%	Available Sept. 2024	31.5%	36.0%
-Resident, Not Pell-Eligible only	30.7%	33.1%	34.1%	36.4%		35.6%	37.6%
-Non-Resident, Pell-Eligible only	38.4%	34.1%	41.1%	38.3%		42.6%	44.6%
-Non-Resident, Not Pell-Eligible only	56.0%	53.5%	54.7%	55.9%		56.0%	58.0%
>% of full-time transfers who graduated	54.2%	57.7%	57.6%	61.5%		63.0%	65.0%

\*SBOE metric

6-year graduation rate <sup>4</sup>	Fall 2014 cohort	Fall 2015 cohort	Fall 2016 cohort	Fall 2017 cohort	Fall 2018 cohort	Target	
						Fall 2019 cohort	Fall 2023 cohort
> % of first-time, full-time freshmen who graduated*	54.1%	53.0%	59.1%	61.2%		62.0%	65.1%
-Resident, Pell-Eligible only	42.5%	40.1%	41.8%	47.8%	Available Sept. 2024	48.3%	55.3%
-Resident, Not Pell-Eligible only	50.7%	52.6%	56.1%	57.0%		57.1%	59.1%
-Non-Resident, Pell-Eligible only	56.5%	55.5%	57.3%	61.1%		58.3%	62.0%
-Non-Resident, Not Pell-Eligible only	71.6%	68.2%	73.1%	72.4%		74.1%	76.1%
>% of full-time transfers who graduated	56.9%	59.7%	60.4%	63.2%		64.0%	66.0%

\*SBOE metric

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

<sup>3</sup> SBOE required metric: guided pathways. % of first-time, full-time freshman graduating within 100% of time. NWCCU 2020 Standard 1.D.2 asks student achievement data to be disaggregated to measure and close equity gaps.

<sup>4</sup> SBOE required metric: timely degree completion. % of first-time, full-time freshman graduating within 150% of time. NWCCU 2020 Standard 1.D.2 asks student achievement data to be disaggregated to measure and close equity gaps.

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Gateway math success of new degree-seeking freshmen <sup>5</sup>	FY20 (FA18 Cohort)	FY21 (FA19 cohort)	FY22 (FA20 cohort)	FY23 (FA21 cohort)	FY24 (FA22 cohort)	Target	
						Fall 2023 cohort	Fall 2027 cohort
>% completed within two years	86.8%	85.9%	85.7%	85.4%	Available Sept. 2024	85.0%	87.0%

Progress indicated by credits per year <sup>6</sup>	FY 2020	FY 2021	FY 2022	FY 2023	FY 2024	Target	
						FY 2025	FY 2029
>% of undergraduate degree seeking students with 30 or more credits per year	28.7%	28.3%	27.9%	29.6%	Available July 2024	30.0%	31.0%

Success in credit-bearing course (gateway) after remedial course <sup>7</sup>	FY 2020	FY 2021	FY 2022	FY 2023	FY 2024	Target	
						FY 2025	FY 2029
>English	87.1%	84.8%	78.9%	80.8%	Available	83.0%	88.0%
>Mathematics	56.7%	59.6%	65.1%	63.5%	July 2024	65.0%	67.0%

Degrees and Certificates Awarded <sup>8</sup>	FY 2020	FY 2021	FY 2022	FY 2023	FY 2024	Target	
						FY 2025	FY 2029
>Undergraduate Certificate	411	515	629	604		625	700
>Associate	111	132	127	184		265	410
>Baccalaureate	3,680	3,929	4,080	3,874	Available	4,270	4,760
>Graduate Certificate	189	170	185	145	Sept.	158	189
>Master's	954	1,074	1,063	1,028	2024	1,050	1,100
>Education Specialist	24	23	16	15		20	25
>Doctoral	53	50	58	60		64	75

<sup>5</sup> SBOE required metric: math pathways. Based on cohorts of incoming first-time bachelor degree seeking students (full- plus part-time) who complete a gateway course or higher within two years (e.g., students who entered in fall 2018 and completed a gateway math or higher by the end of summer 2020 are reported for FY20, etc.).

<sup>6</sup> SBOE required metric: timely degree completion. Percent of undergraduate, degree-seeking students completing 30 or more credits across one year (defined as summer, fall, and spring terms). Based on end-of-term data. Degree-seeking status is determined as of fall semester unless the student was not enrolled in fall, in which case summer is used; spring term is used for those students enrolled only for the spring term. Excludes students who earned degrees during the reported year and who did not reach the 30-credit threshold. Includes students meeting the criteria regardless of full- or part-time status or the number of terms enrolled in that year. Students enrolled part-time or for a partial year, especially for only one term, would not be expected to complete 30 credits; thus, the denominator may be inflated resulting in a lower percentage reported.

<sup>7</sup> SBOE required metric: reform remediation. Percent of undergraduate, degree-seeking students who took a remedial course and completed with a C- or above a subsequent credit-bearing gateway course (Math 123 or above, English 101P or above) within one year of taking the remedial course (e.g., students who took remedial course in fall 2019 and completed a subsequent course by the end of fall 2020). Math remediation defined as Math 025, 103, and 108 and English remediation defined as English 101P. The data shown for FY20 reflects students who took remedial during FY19 and completed the subsequent credit-bearing course by FY20.

<sup>8</sup> SBOE required metric: degree completion. Reflects the number of awards by level (first plus second major as reported to IPEDS). This is greater than the distinct numbers of graduating students because some graduating students received multiple awards.

Scholarship student-athlete graduation success rate	FY 2020 (FY13 Cohort)	FY 2021 (FY14 Cohort)	FY 2022 (FY15 Cohort)	FY 2023 (FY16 Cohort)	FY 2024 (FY17 Cohort)	Target	
						FY 2025	FY 2029
NCAA Graduation Success Rate <sup>9</sup> – Boise State University	89%	95%	95%	97%	Not yet available	93.5% <sup>10</sup>	93.5%

NSSE <sup>11</sup> High Impact Practice (HIP) <sup>12</sup> Participation	FY 2020	FY 2021	FY 2022	FY 2023	FY 2024	Target	
						FY 2025	FY 2029
>% of seniors who participated in at least one HIP vs. Peer Institutions	<i>NSSE every three years</i>	<i>NSSE postponed until Spring 2022</i>	87% vs. 82% peers (+)	<i>NSSE every three years</i>	<i>NSSE every three years</i>	90%	90%
>% of seniors who participated in two or more HIPs vs. Peer Institutions			61% vs. 51% peers (+)			70%	70%

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

**Performance Measures:**

Students participating in courses with service-learning component	FY 2020	FY 2021	FY 2022	FY 2023	FY 2024	Target	
						FY 2025	FY 2029
>Number of baccalaureate graduates who participated in a course with a Service-Learning component	1,557	1,537	1,466	1,184 <sup>13</sup>	Available July 2024	1,200	1,480
>Percent of baccalaureate students participating in service-learning course	44%	42%	38%	30%		30%	37%

Students participating in internships <sup>14</sup>	FY 2020	FY 2021	FY 2022	FY 2023	FY 2023	Target	
						FY 2025	FY 2029
Number of students with internship credit	938	697	940	906	Available July 2024	1,000	1,200

<sup>9</sup> All NCAA Division I Athletic Departments must report Federal and NCAA Graduation Success Rate annually. The NCAA Graduate Success Rate is based on graduation in 10 full-time semesters (or transferring to another institution on track for 10 semester graduation) for those on any athletic-related financial aid.

<sup>10</sup> Target represents the 75<sup>th</sup> percentile of all NCAA Division I athletic departments.

<sup>11</sup> Boise State generally administers the National Survey of Student Engagement (<http://nsse.indiana.edu/>), or NSSE, every three years, with slight disruption in this schedule due to the global pandemic. NSSE gathers information from first-years and seniors on a variety of aspects of their educational experiences. Because NSSE is administered by a substantial number of institutions, Boise State is able to benchmark itself against peer institutions; peer institutions were selected based on a set of criteria to identify Urban Peers. The (+) and (-) symbols denote statistically higher and lower than peers, respectively, whereas (=) indicates that Boise State is statistically the same as peers.

<sup>12</sup> High Impact Practices (HIPs) are widely known to positively affect student learning and retention. HIPs include service-learning, internships, research with faculty, study abroad, learning communities, and capstone courses. Comparisons are made to a set of Urban Peer institutions.

<sup>13</sup> Service-learning courses community experiences were impacted by the Covid-19 pandemic. Some high-enrollment courses removed their experiential component or moved to “field observation.”

<sup>14</sup> Unduplicated number of students with internship credit in a given year; these include courses numerically identified as 293, 493, and 590.

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NSSE <sup>15</sup> % participation in internships or similar experiences and in research	FY 2020	FY 2021	FY 2022	FY 2023	FY 2024	Target	
						FY 2025	FY 2029
>% of seniors participating in internships and other applied experiences	<i>NSSE every three years</i>	<i>NSSE postponed until Spring 2022</i>	51%	<i>NSSE every three years</i>	<i>NSSE every three years</i>	54.0%	56.0%
>% of seniors participating in research with faculty members			21%			28.0%	30.0%

Post-graduation outcomes <sup>16</sup>	FY 2020	FY 2021	FY 2022	FY 2023	FY 2024	Target	
						FY 2025	FY 2029
Percent of graduates with a primary activity after graduation of working full- or part-time for a business/organization or themselves, furthering their education, or serving the military or service organization							
>Undergraduate degree completers	84%	82%	79%	77%	Available Feb. 2025	82%	85%
>Graduate degree completers	90%	89%	86%	85%		88%	90%
Percent of graduates whose full-time work is related to the degree received							
>Undergraduate degree completers	78%	82%	83%	83%	Available Feb. 2025	83%	85%
>Graduate degree completers	94%	94%	95%	94%		95%	97%
Percent of graduates whose full-time work is related to their career goals							
>Undergraduate degree completers	83%	84%	86%	87%	Available Feb. 2025	85%	87%
>Graduate degree completers	95%	97%	96%	96%		97%	98%
Percent of graduates working in Idaho of those working in the United States							
>Undergraduate degree completers	71%	70%	71%	71%	Available Feb. 2025	72%	75%
>Graduate degree completers	51%	55%	57%	59%		60%	63%

<sup>15</sup> Boise State generally administers the National Survey of Student Engagement (<http://nsse.indiana.edu/>), or NSSE, every three years, with slight disruption in this schedule due to the global pandemic.

<sup>16</sup> Post-graduation outcomes are from our annual Graduating Student Survey (GSS) plus the Follow-up Survey of non-respondents six months after graduation. Note that only the Follow-up Survey was conducted with FY20 graduates due to disruptions of the global pandemic in spring 2020.



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

**Performance Measures:**

Access for Underserved Groups identified by SERP <sup>17</sup> (inclusive of First-time and Transfer and of Full-time and Part-time)	Fall 2019 cohort	Fall 2020 cohort	Fall 2021 cohort	Fall 2022 cohort	Fall 2023 cohort	Target	
						Fall 2024 cohort	Fall 2028 cohort
Cohort Size of Idaho Resident Students							
>Pell-eligible <sup>18</sup>	996	901	886	951	1,047	1,050	1,080
>First Generation Rural	1,141	1,040	885	974	1,025	1,030	1,080
Cohort Size as a Percent of Cohort from Service Region 3 <sup>19</sup>							
>Rural	12.9%	14.8%	14.1%	14.0%	13.7%	15.3%	17.3%
>Hispanic/Latinx	15.2%	14.9%	15.5%	16.7%	17.5%	17.5%	18.1%

Dual / concurrent enrollment <sup>20</sup>	FY 2020	FY 2021	FY 2022	FY 2023	FY 2024	Target	
						FY 2025	FY 2029
Number of credits produced	33,100	28,756	29,920	32,849	Available July 2024	34,000	37,500
Distinct number of students served	7,062	6,318	6,543	7,117	Available July 2024	7,500	9,000

Enrolled Idaho Students (Fall enrollment)	FY 2020	FY 2021	FY 2022	FY 2023	FY 2024	Target	
						FY 2025	FY 2029
Number of enrolled degree-seeking resident undergraduates	10,689	10,309	9,729	9,667	10,057	10,200	10,800
Number of enrolled non-degree seeking resident undergraduates (includes dual enrollment)	5,982	3,773	5,316	5,935	6,402	7,500	9,000
Total number of enrolled resident undergraduates (degree- and non-degree seeking)	16,671	14,082 <sup>21</sup>	15,045	15,602	16,459	17,350	19,000
Number of new First-time degree-seeking students who are Idaho residents	1,630	1,441	1,517	1,831	1,959	2,040	2,200
Number of new Transfer degree-seeking students who are Idaho residents	901	894	843	862	866	880	955

<sup>17</sup> Boise State's Strategic Enrollment and Retention Plan (SERP) specifies targets for access and progression for four groups identified as traditionally underserved: Rural, Hispanic/Latinx, First Generation, and Pell-eligible. The access measures are focused on bachelor's degree-seeking students.

<sup>18</sup> Pell-eligible is defined as Pell-eligible at the time of entry to the university. Given the changes in the Federal calculation for Pell eligibility, we will continue to monitor and adjust these targets as needed.

<sup>19</sup> Achievement of targets will, in five years, close by half the gap between the composition of Boise State cohorts and the percent in Service Region 3's population as of the 2020 census. In the case of Hispanic/Latinx, the Service Region 3 population is limited to individuals 18 to 24 years old.

<sup>20</sup> Dual/concurrent enrollment credits and students are measures of activity that occur over the entire year at multiple locations using various delivery methods. When providing measures of this activity, counts over the full year (instead of by term) provide the most complete picture of the number of unduplicated students enrolled and the numbers of credits earned. Reflects data from the annual Dual Credit report to the Board.

<sup>21</sup> Decline in resident student enrollment in FY 2021 is mostly in non-degree seeking undergraduate student numbers (including the dual enrollment) and was largely due to the impacts of the global pandemic.

Number of graduates with high impact on Idaho’s college completion rate	FY 2020	FY 2021	FY 2022	FY 2023	FY 2024	Target	
						FY 2025	FY 2029
Baccalaureate graduates from underrepresented groups							
>Rural Idaho <sup>22</sup>	459	505	544	491	Available Sept. 2024	550	750
>Hispanic/Latinx <sup>23</sup>	459	518	542	551		650	800
>First-generation <sup>24</sup>	1,476	1,570	1,623	1,498		1,700	2,000
>Pell eligible <sup>25</sup>	1,041	1,027	1,001	893		1,050	1,100
Baccalaureate graduates who are Idaho residents	2,208	2,284	2,269	2,155	Available Sept. 2024	2,500	2,750
Baccalaureate graduates of non-traditional age (30 and up)	847	828	879	813	Available Sept. 2024	1,050	1,300
Baccalaureate graduates who began as transfers from Idaho community college <sup>26</sup>	442	461	483	437	Available Sept. 2024	500	700

True Blue Scholarship	FY 2020	FY 2021	FY 2022	FY 2023	FY 2024	Target	
						FY 2025	FY 2029
Dollars awarded through need-based True Blue Promise Scholarship	\$637,185	\$671,478	\$860,858	\$1,085,741	Available Oct. 2024	\$1.5M	\$1.9M

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

**Performance Measures:**

Students participating in courses with service-learning component	FY 2020	FY 2021	FY 2022	FY 2023	FY 2024	Target	
						FY 2025	FY 2029
>Number of baccalaureate graduates who participated in a course with a Service-Learning component	1,557	1,537	1,466	1,184 <sup>27</sup>	Available July 2024	1,200	1,480
>Percent of baccalaureate students participating in service-learning course	44%	42%	38%	30%		30%	37%

<sup>22</sup> Distinct number of graduates who began college as residents from a rural area in Idaho. The definition for this measure was updated in 2020 to align with Boise State’s new efforts to serve rural communities in Idaho. Rural is defined as all places outside of “Urban Areas and their Places” as specified by the U.S. Census Bureau.

<sup>23</sup> Distinct number of graduates who are Hispanic/Latino.

<sup>24</sup> First-generation is defined as students whose parents/guardians have not completed bachelor’s degrees.

<sup>25</sup> Denotes students who were Pell eligible during any point of their enrollment at Boise State.

<sup>26</sup> Includes baccalaureate recipients in transfer cohorts whose institution prior to their initial Boise State enrollment was one of the four Idaho community colleges.

<sup>27</sup> Service-learning courses community experiences were impacted by the Covid-19 pandemic. Some high-enrollment courses removed their experiential component or moved to “field observation.”

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Enrollment in programs delivered online (Fall enrollment) <sup>28</sup>	FY 2020	FY 2021	FY 2022	FY 2023	FY 2024	Target	
						FY 2025	FY 2029
>Undergraduate	1,911	2,294	2,282	2,271	2,441	2,500	2,800
>Graduate	1,310	1,418	1,511	1,476	1,415	1,500	1,715
>Total	3,221	3,712	3,793	3,747	3,856	4,000	4,515

NSSE <sup>29</sup> Indicators: For Freshmen Only (% of peer group rating)	FY 2020	FY 2021	FY 2022	FY 2023	FY 2024	Target		
						FY 2025	FY 2029	
Academic Challenge	<i>NSSE every three years</i>	<i>NSSE postponed until Spring 2022</i>	100% (=)	<i>NSSE every three years</i>	<i>NSSE every three years</i>	100%	105%	
>Higher-order learning			102% (=)			105%	105%	
>Reflective & integrative learning								
Learning with Peers								
>Collaborative learning			100% (=)			107%	107%	
>Discussions with diverse others			103% (=)			103%	105%	

NSSE <sup>30</sup> Indicators: For Seniors Only (% of peer group rating)	FY 2020	FY 2021	FY 2022	FY 2023	FY 2024	Target		
						FY 2025	FY 2029	
Learning with Peers	<i>NSSE every three years</i>	<i>NSSE postponed until Spring 2022</i>	96% (-)	<i>NSSE every three years</i>	<i>NSSE every three years</i>	105%	105%	
>Collaborative learning			97% (-)			100%	102%	
>Discussions with diverse others								
Experiences with faculty								
>Student-faculty interaction			98% (=)			103%	105%	
>Effective teaching practices			102% (=)			100%	102%	

Sponsored Projects funding and awards for Instruction and Training	FY 2020	FY 2021	FY 2022	FY 2023	FY 2024	Target	
						FY 2025	FY 2029
>Total Funding	\$5.9M	\$2.3M	\$3.8M	\$1.6M	Available	\$3M	\$5M
># of Awards	29	19	23	11	Feb 2025	25	30

<sup>28</sup> Indicates the number of officially enrolled students in a major or certificate that is delivered online.

<sup>29</sup> Boise State generally administers the National Survey of Student Engagement (<http://nsse.indiana.edu/>), or NSSE, every three years, with slight disruption in this schedule due to the global pandemic. The (+) and (-) symbols denote statistically higher and lower than peers, respectively, whereas (=) indicates that Boise State is statistically the same as peers.

<sup>30</sup> Boise State generally administers the National Survey of Student Engagement (<http://nsse.indiana.edu/>), or NSSE, every three years, with slight disruption in this schedule due to the global pandemic. The (+) and (-) symbols denote statistically higher and lower than peers, respectively, whereas (=) indicates that Boise State is statistically the same as peers.

**Goal 2: Innovation for Institutional Impact**

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

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

**Performance Measures:**

Vertically Integrated Projects <sup>31</sup> (VIPs)	FY 2020	FY 2021	FY 2022	FY 2023	FY 2024	Target	
						FY 2025	FY 2029
>Number of students enrolled in VIP credit	184	182	252	260	Available	275	350
>Number of VIP teams	21	23	33	37	July 2024	37	40

Percent of research grant awards that are Interdisciplinary vs. single discipline <sup>32</sup>	FY 2020	FY 2021	FY 2022	FY 2023	FY 2024	Target	
						FY 2025	FY 2029
>% of research grant awards that have PIs and Co-PIs in two or more academic departments (i.e., interdisciplinary)	24.7%	16.9%	24.2%	21.4%	Available July 2024	25.0%	30.0%

**Objective B:** Build scalable university structures and align philanthropic and strategic investments that support innovation in all aspects of the university with a special focus on academic and athletic programming.

**Performance Measures:**

Advancement funding	FY 2020	FY 2021	FY 2022	FY 2023	FY 2024	Target	
						FY 2025	FY 2029
>Total gift income (outright gifts and previous pledge payments)	\$15.5M	\$21.1M	\$25.8M	\$30.2M	Available January 2025	\$30M	\$40M
>Total Endowment Value	\$121.2M	\$161.4M	\$141.2M	\$149.2M		\$160M	\$190M

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

**Performance Measures:**

Inventions, Patents and Licenses (from the Office of Technology Transfer)	FY 2020	FY 2021	FY 2022	FY 2023	FY 2024	Target	
						FY 2025	FY 2029
> Inventions Disclosure	22	16	13	10		20	28
> Patents Issued	5	1	8	8	N/A	5	10
> Licenses / Options / Letters of Intent	19	22	32	51		50	60

<sup>31</sup> The Vertically Integrated Projects (VIPs) initiative unites students with faculty research in a team-based context. Students earn credit for participation, however, not all student participants sign up for credit. Only those students who are enrolled in VIP for credit are reported. Boise State is a member of the VIP national consortium that includes more than 20 universities and is hosted by Georgia Tech.

<sup>32</sup> Excludes no-cost extensions. Includes new grants only within “research-basic” or “research-applied” types. Represents per-grant, not per-person grant dollars. A new protocol for calculating these measures was implemented in fall 2019 and all data provided reflect this method.

**Goal 3: Advance Research and Creative Activity**

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

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

**Performance Measures:**

Total Research & Development Expenditures	FY 2020	FY 2021	FY 2022	FY 2023	FY 2024	Target	
						FY 2025	FY 2029
Expenditures as reported to the National Science Foundation	\$43.3M	\$46.1M	\$47.6M	Available April 2024	Available April 2025	\$50M	\$55M

Sponsored Projects funding: # of Awards by Purpose	FY 2020	FY 2021	FY 2022	FY 2023	FY 2024	Target	
						FY 2025	FY 2029
>Research	255	265	225	267	Available February 2025	275	350
>Instruction/Training	30	19	23	11		25	30
>Other Sponsored Activities	126	141	172	137		150	200
>Total	411	425	420	415		420	440

Sponsored Projects funding: Dollars awarded by purpose	FY 2020	FY 2021	FY 2022	FY 2023	FY 2024	Target	
						FY 2025	FY 2029
>Research	\$38.5M	\$43.9M	\$36.9M	\$50.9M	Available February 2025	\$50M	\$60M
>Instruction/Training	\$6.1M	\$2.3M	\$3.8M	\$1.6M		\$3M	\$5M
>Other Sponsored Activities	\$13.7M	\$19.1M	\$27.1M	\$38.5M		\$40M	\$45M
>Total	\$58.2M	\$65.3M	\$68M	\$91M		\$90M	\$110M

Publications of Boise State authors and citations of those publications over 5-year period	CY 2015-19	CY 2016-20	CY 2017-21	CY 2018-22	CY 2019-23	Target	
						CY 2020-24	CY 2024-28
>Number of peer-reviewed publications by Boise State faculty, staff, students <sup>33</sup>	2,479	2,704	2,941	2,533	3,187	3,200	4,200
>Citations of peer-reviewed publications authored by Boise State faculty, staff, students <sup>34</sup>	14,711	17,550	19,217	22,390	24,144	25,000	27,500

<sup>33</sup> Number of publications over five-year span with Boise State listed as the institution for one or more authors, collected from Web of Science. It is important to note that this source captures publications of a limited portion of our faculty, leaving out certain types of publications or creative activities especially by faculty in Arts and Humanities.

<sup>34</sup> Total citations, during the listed five-year span, of peer-reviewed publications published in that same five-year span; limited to those publications with Boise State listed as the institution for at least one author; from Web of Science. Excludes self-citations. It is important to note that this source captures citations from a limited portion of our faculty, leaving out certain types of publications especially by faculty in Arts and Humanities.

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

**Performance Measures:**

NSSE <sup>35</sup> % of senior participating in research	FY 2020	FY 2021	FY 2022	FY 2023	FY 2024	Target	
						FY 2025	FY 2029
>% of students participating in research w/faculty members	<i>NSSE every three years</i>	<i>NSSE postponed until Spring 2022</i>	21%	<i>NSSE every three years</i>	<i>NSSE every three years</i>	28.0%	30.0%

Number of doctoral graduates	FY 2020	FY 2021	FY 2022	FY 2023	FY 2024	Target	
						FY 2025	FY 2029
Distinct graduates completing doctoral degrees (PhD, DNP, EdD)	53	50	58	60	Available Sept. 2024	64	75

Carnegie Foundation Ranking <sup>36</sup>	FY 2020	FY 2021	FY 2022	FY 2023	FY 2024	Target	
						FY 2025	FY 2029
>Basic Classification	R2 (Research: High)	R2 (Research: High)	R2 (Research: High)	R2 (Research: High)	R2 (Research: High)	R2 (Research: High)	R2 (Research: High)

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

**Performance Measures:**

Percent of research grant awards and awarded grant \$\$ that are Interdisciplinary vs. single discipline	FY 2020	FY 2021	FY 2022	FY 2023	FY 2024	Target	
						FY 2025	FY 2029
>Percent of research grant awards that have PIs and Co-PIs in two or more different academic departments (i.e., are interdisciplinary)	24.7%	16.9%	24.2%	21.4%	Available September 2024	25.0%	30.0%
>Average \$\$ per grant award for interdisciplinary grants	\$293,228	\$333,321	\$461,166	\$827,570		\$500,000	\$600,000
>Average \$\$ per grant award for single-discipline grants	\$227,654	\$181,531	\$147,401	\$168,295		\$200,000	\$300,000

<sup>35</sup> Boise State generally administers the National Survey of Student Engagement (<http://nsse.indiana.edu/>), or NSSE, every three years, with slight disruption in this schedule due to the global pandemic.

<sup>36</sup> Definitions of the classifications show are as follows: R2: Doctoral Universities – Higher research activity; R3: Doctoral Universities – Moderate research activity (as of 2018, Carnegie no longer has the R3 category, implementing a new Doctoral/Professional Universities category instead).

**Goal 4: Foster Thriving Community**

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

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

**Performance Measures:**

NSSE <sup>37</sup> : Student ratings of administrative offices (% of peer group rating; for seniors only; higher score indicates better interaction)	FY 2020	FY 2021	FY 2022	FY 2023	FY 2024	Target	
						FY 2025	FY 2029
>Quality of interaction with academic advisors			105% (+)				
>Quality of interaction with student services staff (career services, student activities, housing, etc.)	<i>NSSE every three years</i>	<i>NSSE postponed until Spring 2022</i>	103% (+)	<i>NSSE every three years</i>	<i>NSSE every three years</i>	102%	105%
>Quality of interaction with other administrative staff and offices (registrar, financial aid, etc.)			103% (+)			105%	105%

NSSE <sup>38</sup> Indicators: For Seniors Only (% of peer group rating)	FY 2020	FY 2021	FY 2022	FY 2023	FY 2024	Target	
						FY 2025	FY 2029
Experiences with faculty							
>Student-faculty interaction	<i>NSSE every three years</i>	<i>NSSE postponed until Spring 2022</i>	98% (=)	<i>NSSE every three years</i>	<i>NSSE every three years</i>	103%	105%
Campus Environment							
>Quality of interactions			104% (+)			103%	105%
>Supportive environment			91% (-)			95%	100%

<sup>37</sup> Boise State generally administers the National Survey of Student Engagement (<http://nsse.indiana.edu/>), or NSSE, every three years, with slight disruption in this schedule due to the global pandemic. The (+) and (-) symbols denote statistically higher and lower than peers, respectively, whereas (=) indicates that Boise State is statistically the same as peers.

<sup>38</sup> Boise State generally administers the National Survey of Student Engagement (<http://nsse.indiana.edu/>), or NSSE, every three years, with slight disruption in this schedule due to the global pandemic. The (+) and (-) symbols denote statistically higher and lower than peers, respectively, whereas (=) indicates that Boise State is statistically the same as peers.

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS  
JUNE 12-13, 2024**

**ATTACHMENT 3**

Boise State University Strategic Plan:  
Update to OSBE March 2024

	FY 2020	FY 2021	FY 2022	FY 2023	FY 2024	Target	
						FY 2025	FY 2029
<b>National College Health Assessment</b> <sup>39</sup>							
> Response to statement: "I feel that I belong at my college/university" (% agree)	90.2%		84.8%	87.9%		92%	>95%
> Response to statement: "Students' health and well-being is a priority at my college/university" (% agree)	85.7%	<i>Survey conducted every 2 years</i>	82.7%	86.1%	<i>Survey conducted every 2 years</i>	90%	>95%
> Response to statement: "The campus climate encourages free and open discussion about students' well-being" (% agree)	89.6%		82.8%	86.5%		90%	>95%

	FY 2020	FY 2021	FY 2022	FY 2023	FY 2024	Target	
						FY 2025	FY 2029
<b>Human Resources Survey</b> <sup>40</sup>							
> Response to statement: "I can bring my whole authentic self to work" (% agree)			NA			80%	85%
> Response to statement: "My unique attributes, traits, characteristics, skills, experience and background are valued at work" (% agree)			NA			82%	85%
> Response to statement: "I would refer someone to work at Boise State" (% agree/yes)	<i>Survey conducted every 3-5 years</i>	<i>Survey conducted every 3-5 years</i>	82%	<i>Survey conducted every 3-5 years</i>	<i>Survey conducted every 3-5 years</i>	85%	90%
>Response to statement: I feel valued in my job (% agree)			72%			80%	90%
> My supervisor is responsive to my ideas, requests, and suggestions (% agree)			81%			85%	90%

<sup>39</sup> Boise State conducts the National College Health Assessment through the American College Health Association. The survey is conducted on a regular cycle, typically every two years. The survey instrument changed in 2019-20, so prior comparisons are not available. Response rates were 14.9% in FY20 (MoE +/- 3.5%) and 12.0% in FY22 (MoE +/- 3.9%).

<sup>40</sup> Boise State Human Resources conducted a campus-wide Listening Tour Survey in 2019 and a Work Well Survey in 2022. Some questions were updated or changed between the two surveys, and the survey is subject to ongoing improvements.



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

**Performance Measures:**

National Faculty & Staff Health Assessment <sup>41</sup>	FY 2020	FY 2021	FY 2022	FY 2023	FY 2024	Target	
						FY 2025	FY 2029
> Response to statement: “My college/university cares about my health and well-being” (% agree)		75.9%				80%	85%
> Response to statement: “My college/university promotes a culture of wellness” (% agree)	<i>Survey conducted on a cycle</i>	75%	<i>Survey conducted on a cycle</i>	<i>Survey conducted on a cycle</i>	<i>Survey being conducted Spring 2024</i>	80%	85%
> Response to statement: “The health and well-being of university staff and faculty impacts student success and learning” (% agree)		97.8%				>95%	>95%

Faculty and Staff Turnover <sup>42</sup>	FY 2020	FY 2021	FY 2022	FY 2023	FY 2024	Target	
						FY 2025	FY 2029
>Classified	19.7%	18.4%	27.5%	36.8%	Available	25%	18%
>Professional	15.3%	16.0%	17.4%	21.1%	January	18%	12%
>Faculty	5.4%	7.1%	7.6%	7.8%	2025	6.5%	6.5%

<sup>41</sup> Boise State conducts the National Faculty & Staff Health Assessment through the American College Health. The survey cycle is being adjusted in FY23 and the survey will resume in FY24The response rates were as follows: 2021 was 24.5% (MoE +/- 3%); 2019 was 28.4% (MoE +/- 3%).

<sup>42</sup> Turnover is defined as the total number of separations in a fiscal year (7/1-6/30) divided by the average employee count (averaging the count at the first of each quarter [1/1, 4/1, 7/1, 10/1]). Includes only benefit-eligible employees - professional, classified, and faculty.

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

**Performance Measures:**

Expense per EWA-weighted Student Credit Hour (SCH) <sup>43</sup>	FY 2020	FY 2021	FY 2022	FY 2023	FY 2024	Target	
						FY 2025	FY 2029
\$ per Resident Undergraduate SCH >Inflation-adjusted \$\$ (base FY19) >Unadjusted	\$349.44 \$352.89	\$335.67 \$357.17	\$334.81 \$386.62	\$369.78 \$440.57	Available January 2025	Very low increase (1-3%) in inflation adj \$\$	Very low increase (1-3%) in inflation adj \$\$
\$ per Resident Undergraduate & Graduate SCH >Inflation-adjusted \$\$ (base FY19) >Unadjusted	\$307.09 \$310.12	\$292.32 \$311.04	\$286.92 \$331.32	\$317.10 \$377.81	Available January 2025	Very low increase (1-3%) in inflation adj \$\$	Very low increase (1-3%) in inflation adj \$\$
\$ per Total Undergraduate SCH <sup>44</sup> >Inflation-adjusted \$\$ (base FY19) >Unadjusted	\$273.51 \$276.21	\$253.97 \$270.24	\$241.05 \$278.35	\$254.07 \$315.82	Available January 2025	Very low increase (1-3%) in inflation adj \$\$	Very low increase (1-3%) in inflation adj \$\$
\$ per Total Undergraduate & Graduate SCH >Inflation-adjusted \$\$ (base FY19) >Unadjusted	\$254.02 \$256.52	\$235.96 \$251.07	\$223.14 \$257.67	\$245.61 \$292.63	Available January 2025	Very low increase (1-3%) in inflation adj \$\$	Very low increase (1-3%) in inflation adj \$\$

Cost of Education <sup>45</sup> (resident undergraduate with 15 credit load per semester; tuition and fees)	FY 2020	FY 2021	FY 2022	FY 2023	FY 2024	Target	
						FY 2025	FY 2029
>Boise State >> Inflation adjusted (base FY19)	\$8,068 \$7,924	\$8,060 \$7,839	\$8,060 \$7,440	\$8,364 \$7,114	\$8,782 \$7,240	Remain less than the WICHE state average	
>WICHE average >> Inflation adjusted (base FY19)	\$8,934 \$8,775	\$9,154 \$8,903	\$9,305 \$8,589	\$9,588 \$8,155	\$9,840 \$8,112		
>Boise State as % of WICHE	90.3%	88.0%	86.6%	87.2%	89.2%		

<sup>43</sup> Expense information is from the Cost of College study, produced yearly by Boise State’s controller office. Includes the all categories of expense: Instruction/Student Services (Instruction, Academic Support, Student Services, Library), Institutional/Facilities (Cultural, Religious Life and Recreation, Museums, Gardens, etc., Net Cost of Intercollegiate Athletics, Net Cost of Other Auxiliary Operations, Plant Operations, Depreciation: Facilities, Depreciation: Equipment, Facility Fees Charged Directly to Students, Interest, Institutional Support), and Financial Aid. “Undergrad only” uses Undergrad costs and the sum of EWA weighted SCH for remedial, lower division, upper division. “Undergrad and Graduate” uses undergraduate and graduate expenses, and includes EWA weighted credit hours from the undergraduate and graduate levels. “EWA-resident weighted SCH” refers to those credits not excluded by EWA calculation rules, which exclude non-residents paying full tuition and WUE students that exceed the cap. Inflation adjustment is made using a CPI Calculator ([https://www.bls.gov/data/inflation\\_calculator.htm](https://www.bls.gov/data/inflation_calculator.htm)) with FY19 as the base year.


<sup>44</sup> Expense information as in previous footnote. “EWA-resident Total SCH” refers to all credits, residents, and nonresident, weighted using standard EWA calculation rules. Inflation adjustment is made using the CPI Calculator with FY19 as the base year

<sup>45</sup> WICHE average from Table 1a of annual Tuition and Fees report. We use the unweighted average without California. A typical report can be found at <http://www.wiche.edu/pub/tf>.

Graduates per FTE	FY 2020	FY 2021	FY 2022	FY 2023	FY 2024	Target	
						FY 2025	FY 2029
Baccalaureate graduates per undergraduate FTE <sup>46</sup>	22.1	23.8	24.7	23.9	Available Sept. 2024	25.0	26.5
Baccalaureate graduates per junior/senior FTE <sup>47</sup>	42.5	43.7	47.2	46.5		48.0	50.0
Graduate degree graduates per graduate FTE <sup>48</sup>	45.3	48.5	47.9	50.0		50.0	52.0

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

**Performance Measures:**

STARS (The Sustainability Tracking, Assessment & Rating System)	FY 2020	FY 2021	FY 2022	FY 2023	FY 2024	Target	
						FY 2025	FY 2029
“STARS is intended to engage and recognize the full spectrum of higher education institutions...It encompasses long-term sustainability goals for already high-achieving intuitions, as well as entry points of recognition for institutions taking first steps toward sustainability.” <sup>49</sup>	Program Participant	Program Participant	Silver Award Recognition 	Silver Award Recognition 	Silver Award Recognition 	Silver Award Recognition 	Gold Award Recognition 

<sup>46</sup> Includes the unduplicated number of annual baccalaureate degree graduates divided by the IPEDS annual undergraduate FTE. It should be noted that IPEDS includes the credits taken by degree seeking and non-degree seeking students in calculating FTE.

<sup>47</sup> Includes the unduplicated number of annual baccalaureate degree graduates divided by the fall semester FTE of juniors and seniors. FTE are determined using total fall credits of juniors and seniors divided by 15. This measure depicts the relative efficiency with which upper-division students graduate by controlling for full and part-time enrollment.

<sup>48</sup> Includes unduplicated number of annual graduate certificates and master’s and doctoral degree graduates divided by the IPEDS annual graduate FTE. It should be noted that IPEDS includes credits taken by degree seeking and non-degree seeking students in calculating FTE.


<sup>49</sup> Additional information on the STARS program may be found at <https://stars.aashe.org/about-stars/>

**Goal 5: Trailblaze Programs and Partnerships**

By partnering with industry, government, and community organizations, enhance and foster path breaking interdisciplinary programs and activities that transcend traditional fields of study.

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

**Performance Measures:**

Carnegie Foundation Community Engagement Classification recognizing community partnerships and curricular engagement	FY 2020	FY 2021	FY 2022	FY 2023	FY 2024	Target	
						FY 2025	FY 2029
“Community engagement describes collaboration between institutions of higher education and their larger communities (local, regional/state, national, global) for the mutually beneficial exchange of knowledge and resources in a context of partnership and reciprocity.” <sup>50</sup>					Boise State was one of 76 recipients of the 2006 inaugural awarding of this designation. The classification was renewed in 2024.	Renewal of Community Engagement Classification in 2032	

Partnerships through Research & Economic Development <sup>51</sup>	FY 2020	FY 2021	FY 2022	FY 2023	FY 2024	Target	
						FY 2025	FY 2029
Total Distinct Number of Partners		301	743	881			
Classified by organizational type							
> Industry		58	460	504	Available May 2025	Increase number of partners	Increase number of partners
> Government	N/A	124	118	134			
> Non-Profit		34	58	65			
> Higher Education		85	107	156			
> Other		N/A	N/A	22			

Student-athlete community engagement <sup>52</sup>	FY 2020	FY 2021	FY 2022	FY 2023	FY 2024	Target	
						FY 2025	FY 2029
Opportunities provided to student-athletes to engage with community organizations	25	35	121	220	N/A	250	300

<sup>50</sup> Additional information on the Carnegie Foundation Community Engagement Classification may be found at [http://nerche.org/index.php?option=com\\_content&view=article&id=341&Itemid=618#CECdesc](http://nerche.org/index.php?option=com_content&view=article&id=341&Itemid=618#CECdesc).

<sup>51</sup> Partnerships are characterized as collaborations for the mutually beneficial exchange of knowledge and resources with entities external to the university. Partner organizations may include any type of public, non-profit, or private organization; each organization is counted once even if multiple engagements exist.

<sup>52</sup> Helper-Helper platform used to track volunteerism and other student-athlete development opportunities. Opportunities include volunteer hours at local K-12 schools, assisting individuals with special needs, and mental health and wellness programming. Data represents opportunities provided; 81% of 350 student-athletes participated in 4 or more events.

Student-athlete career exploration and development – BroncoLife Connect <sup>53</sup>	FY 2020	FY 2021	FY 2022	FY 2023	FY 2024	Target	
						FY 2025	FY 2029
Local Companies	42			64	58	60	75
Business Professionals	67	N/A	N/A	107	125	130	150
Student Participation	140			155	205	215	230

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

**Performance Measures:**

Community Impact Program Participants <sup>54</sup>	FY 2020	FY 2021	FY 2022	FY 2023	FY 2024	Target	
						FY 2025	FY 2029
>Community Impact Program participants (new starts)		16	28	34	10	45	75
>Professional development participants	NA	NA	35	17	28	35	50
>Academic certificates issued and percent of new starts		11 (69%)	24 (86%)	32 (94%)	8 (80%)	36 (86%)	65 (86%)

Number of graduates with high impact on Idaho’s college completion rate	FY 2020	FY 2021	FY 2022	FY 2023	FY 2024	Target	
						FY 2025	FY 2029
Baccalaureate graduates from underrepresented groups >Rural Idaho <sup>55</sup>	459	505	544	491	Available Sept. 2024	550	750
Baccalaureate graduates who began as transfers from Idaho community college <sup>56</sup>	442	461	483	437	Available Sept. 2024	500	1,000

<sup>53</sup> BroncoLife CONNECT provides student-athletes an opportunity to learn about career paths while networking with employers and industry business professionals.

<sup>54</sup> Boise State’s Community Impact Program launched in fall 2020 and is focused on rural communities. The program is offered through a hybrid format and engages communities in McCall, Mountain Home, and Payette.

<sup>55</sup> Distinct number of graduates who began college as residents from a rural area in Idaho. The definition for this measure was updated in 2020 to align with Boise State’s new efforts to serve rural communities in Idaho. Rural is defined as all places outside of “Urban Areas and their Places” as specified by the U.S. Census Bureau. Data for all reported years reflect the new definition and goals.

<sup>56</sup> Includes baccalaureate recipients in transfer cohorts whose institution prior to their initial Boise State enrollment was one of the four Idaho community colleges.

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

**Performance Measures:**

Vertically Integrated Projects <sup>57</sup> (VIPs)	FY 2020	FY 2021	FY 2022	FY 2023	FY 2024	Target	
						FY 2025	FY 2029
>Number of students enrolled in VIP credit	184	182	252	260	Available July 2024	275	350
>Number of VIP teams	21	23	33	37		37	40

Percent of research grant awards and awarded grant \$\$ that are Interdisciplinary vs. single discipline	FY 2020	FY 2021	FY 2022	FY 2023	FY 2024	Target	
						FY 2025	FY 2029
>Percent of research grant awards that have PIs and Co-PIs in two or more different academic departments (i.e., are interdisciplinary)	24.7%	16.9%	24.2%	21.4%	Available September 2024	25.0%	30.0%
>Average \$\$ per grant award for interdisciplinary grants	\$293,228	\$333,321	\$461,166	\$827,570		\$500,000	\$600,000
>Average \$\$ per grant award for single-discipline grants	\$227,654	\$181,531	\$147,401	\$168,295		\$200,000	\$300,000

**Key External Factors**

A wide variety of factors affects Boise State University’s ability to implement the strategic plan. Here we present five factors that we regard as impediments to progress, the first two of which can be influenced by the state government and its agencies, and one external factor that may help accelerate our progress.

**Higher education budget funding and tuition.** Lack of consistent funding for the Enrollment Workload Adjustment (EWA) while the university experienced substantial enrollment growth has resulted in a substantial per-student EWA-weighted funding deficit relative to the average of the other three public four-year institutions. Boise State University has \$8.9 million in cumulative unfunded EWA. Although Boise State observed decreases in weighted resident student credit hours over the last two years, we had an overall increase in unweighted resident credit hours between FY22 and FY23. The decreases in weighted resident credit hours are due to: (1) decreases in upper division and graduate credits, which are weighted more heavily than lower division credits (where we observed increases); (2) large cumulative increases in our numbers of undergraduate degree completers—i.e., approximately 200 more bachelor’s degree graduates from FY21 to FY22, and 200 plus increases from FY19 to FY20 and FY20 to FY21 – meaning that we had fewer seniors in our pipeline as students are completing their degree programs more efficiently; (3) some decreases in credit hours in heavily weighted fields such as health, business, and education (likely due to

<sup>57</sup> The Vertically Integrated Projects (VIPs) initiative unites students with faculty research in a team-based context. Students earn credit for participation, however, not all student participants sign up for credit. Only those students who are enrolled in VIP for credit are reported. Boise State is a member of the VIP national consortium that includes more than 20 universities and is hosted by Georgia Tech.

lingering effects of the pandemic). Moreover, our inflation-adjusted tuition has been declining in the last five years, negatively influencing our ability to implement our new strategic plan, *Blueprint for Success*. The FY24 published tuition of \$8,783 for undergraduate full-time for Idaho residents is \$7,372 when inflation-adjusted to the FY19 base year, thus, making the inflation-adjusted tuition approximately 9 percent *lower* than the published rate of \$8,060 in FY19.

**Compliance and Administrative oversight.** Increases in state and federal compliance requirements are a growing challenge in terms of cost and in terms of institutional effectiveness and efficiency. Boise State University is subject to substantial administrative oversight through the State of Idaho Departments o440.57f Administration and Human Resources as well as other Executive agencies. Significant operational areas subject to this oversight include capital projects, personnel and benefit management, and risk and insurance. The additional oversight results in increased administrative and project costs due to multiple layers of review. The current system places much of the authority with the Department of Administration and the other agencies, but funding responsibility and ultimate accountability for performance with the State Board of Education and the University. As a result, two levels of monitoring and policy exist, which is costly, duplicative, and compromises true accountability.

**Global Pandemic.** The global pandemic, which created large new expenses and lost revenues in higher education, continues to affect our operations. Mental distress and burnout among students, faculty and staff remain. New cohorts of college students are more likely to have experienced learning loss while in high school (due to remote education and other stressors of the pandemic), which impacts their academic success in the university.

**Effects of the economy and the market conditions.** Increasing inflation, in particular the increases in cost of housing in the Boise metro area, and insufficient increases in state salaries are negatively impacting our ability to recruit and retain staff and faculty. This is impacting morale and well-being of our community, and these increased costs are exceeding our ability to offset our current revenue streams. In addition, a strong job market with higher entry-level wages and lower employment in the State affecting the college-going rates as fewer high school graduates are choosing to enroll in college.

**Financial Aid Impacts:** There are several recent changes to Financial Aid that may impact our enrollment in unpredictable ways. The Idaho Launch Scholarship program is in its first year and while we hope many of the Idaho students will choose to enroll at Boise State, this scholarship may help students see other possibilities around post high school plans that we cannot predict. Changes to the Free Application for Federal Student Aid (FAFSA) have proven difficult and unpredictable for students and parents. The financial aid application data is yet to be provided to schools which is months behind past years' schedule and leads to delayed aid offers to students. This will result in families having a shorter time frame for making enrollment decisions. The Federal Government also made changes to the Pell Grant eligibility; it is anticipated that more students will qualify for the Pell grant but we are still unclear of its impacts on the Boise State student population.

**Positive External Factor: Increasing collaborations among universities and colleges, and with industry / community partners.** Presidents of all universities have been committed to working together and expanding both collaborative academic and research programming across institutions. In addition, expanded efforts to

collaborate with industry and community partners will increase applied research opportunities and allow for the development of programming with expected high community impact.

## **Evaluation Process**

Boise State reviews its strategic plan and considers amendments to the Blueprint for Success through an annual review of divisional strategic plan reporting. The six vice presidents of the university receive reports from every unit within their division that detail progress to date on the Blueprint for Success and their plans and recommendations for the coming year. Each division compiles these unit-level reports and provides an executive-level summary to the University Strategic Planning Council (USPC), a group composed of representatives from across all divisions in the university. In turn, the USPC provides a comprehensive summary for the President and Executive Team detailing progress and achievements on the strategic plan from across the institution.

Parallel to this process, a strategic planning data group tracks and assesses progress made on the metrics for the plan. In addition, feedback and ideas are always welcome “off cycle” through communication with the USPC or divisional teams. This process allows every level of the institution to chart their progress, provide feedback, and offer new directions for the plan. This information provides the basis for changes or amendments to the plan, something ultimately finalized at the Executive Team level.



Boise State University Strategic Plan Goals					
Institution/Agency Goals and Objectives	<i>Goal 1: Improve educational access and student success</i>	<i>Goal 2: Innovation for institutional impact</i>	<i>Goal 3: Advance research and creative activity</i>	<i>Goal 4: Foster thriving community</i>	<i>Goal 5: Trailblaze programs and partnerships</i>
<b>GOAL 1: EDUCATIONAL READINESS: Provide a rigorous, uniform, and thorough education that empowers students to be lifelong learners and prepares all students to fully participate in their community and postsecondary and workforce opportunities by assuring they are ready to learn at the next educational level.</b>					
Objective A: <u>Literacy</u> - Provide effective literacy instruction across grades K-3.					
Objective B: <u>Mathematics</u> - Provide effective mathematics instruction across grades 6-8.					
Objective C: <u>Graduation</u> - Increase Idaho’s high school graduation rate.					
<b>GOAL 2: EDUCATIONAL ACCESS - Increase access to Idaho’s robust educational system for all Idahoans, regardless of socioeconomic status, age, or geographic location.</b>					
Objective A: <u>Advanced Opportunities</u> – Increase high-school student participation in advanced opportunities.	✓	✓		✓	✓
Objective B: <u>Student Engagement</u> - Increase high-school student engagement in exploring postsecondary opportunities.	✓	✓		✓	✓
Objective C: <u>College-Going</u> - Increase the rate at which high school graduates pursue postsecondary opportunities.	✓	✓		✓	✓
<b>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.</b>					
Objective A: <u>First-Year Student Retention</u> - Increase the retention rate of first-year students into the second year.	✓	✓	✓	✓	✓
Objective B: <u>Timely Degree Completion</u> – Increase on-time degree completion.	✓	✓	✓	✓	✓
Objective C: <u>Educational Attainment</u> – Increase completion of certificates and degrees through Idaho’s educational system.	✓	✓	✓	✓	✓

## Boise State Cybersecurity Report to the State Board of Education

February 2024

Executive Order 2017-02 requires Boise State University to incorporate the NIST Cybersecurity Framework (CSF) into our IT Risk Management frameworks and also to implement CIS Critical Security Controls (CSC) 1- 6 across the University's critical network infrastructure systems.

CSF is just one component of Boise State's IT Risk Management framework. To measure our Security Effectiveness we partner with BitSight to provide real-time feedback on University systems CSF maturity. Average BitSight maturity is an A, immediately mitigating issues on the report that impact scoring, whereas the higher education industry has maintained a D average. CSC Controls have been documented and on a maturity scale we are a level 2 with work left to do. Critical Security Controls 1-6 will be an ongoing process as we strive towards a level 3 maturity.

In the past 12 months we have:

- Reviewed, updated, and published revised versions of OIT Policies:
  - 8020 Server Administration
  - 8030 Desktop, Laptop, and Tablet PC Computing Standards
  - 8050 Software Patch Management
  - 8060 Information Privacy and Data Security
  - 8090 Telephone Services
  - 8120 Identity Theft Prevention Program
  - 8150 Information Technology Governance
  - 8180 Information Technology Change Management
- Conducted external penetration test and review of critical systems
- Implemented new endpoint protection solution, shifting from JAMF Protect to Microsoft Defender

In the next 12 months we plan:

- Continuing maturity growth of CSF and CSC as outlined by State, reevaluating maturity based on CSCv8 controls
- Reduce attack surface by removal of unused student accounts
- Implementation of new Endpoint Detection and Response (EDR) and Cloud Application Security Broker (CASB) tooling
- Implementation of new university data-retention policies
- Revision of data classification policies

**Additional Relevant Strategic Plans Supporting *Blueprint for Success***

**IDAHO SMALL BUSINESS DEVELOPMENT**

**Mission**

Accelerating business success

**Vision**

Be the most influential driver of Idaho business success

**Goal 1:** Network Reach

Focus time on clients with the highest potential for creating economic impact.

**Objective A:** Develop long-term relationships with potential and existing growth and impact clients.

**Performance Measures:**

Capital Raised by Clients	FY 2020	FY 2021	FY 2022	FY 2023	FY 2024	Target	
						FY 2025	FY 2029
> millions of dollars <sup>58</sup>	\$79.9	\$55.8	\$28.2	\$56.6	N/A	\$56.1	\$68.2

<sup>58</sup> The reported numbers differ from those reported previously due to a correction, which resulted in adjustments to the data.

**TECHHELP**

**Mission**

TechHelp will be a respected, customer-focused, industry recognized organization with strong employee loyalty, confidence of its business partners and with the resources and systems in place to achieve the following sustained annual results in 2024:

- 100 manufacturers reporting \$120,000,000 economic impact
- 500 jobs created and retained
- > \$20,000 and < \$50,000 Net Income

**Vision**

TechHelp is Idaho’s Manufacturing Extension Partnership (MEP) center. Working in partnership with the state universities and the Idaho Manufacturing Alliance (IMA), we provide assistance to manufacturers, food and dairy processors, service industry and entrepreneurs to grow their revenues, to increase their productivity and performance, and to strengthen their global competitiveness.

“Our identity is shaped by our results.”

**Goal 1:** Economic Impact on Manufacturing in Idaho

Deliver a quantifiable positive return on both private business investments and public investments in TechHelp by adding value to the manufacturing client and the community.

**Objective A:** Offer technical consulting services and workshops that meet Idaho manufacturers’ product and process innovation needs, resulting in new and retained jobs and economic impact in the form of sales, savings, and investment.

Client reported economic impacts resulting from projects	FY 2020	FY 2021	FY 2022	FY 2023	FY 2024	Target	
						FY 2025	FY 2029 <sup>59</sup>
> sales, cost savings and investments (millions of dollars)	\$182.9	\$114.4	\$207.4	\$206.3M	\$175.1M	\$120	\$120
> new and retained jobs	885	1144	497	348	313	500	500

<sup>59</sup> Target is based on current and projected resources and established best practices based on those resources.



# STRATEGIC PLAN

2025-2029

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**Vision**

We inspire a passion for knowledge and discovery.

**Mission**

We engage students through learning and research opportunities that improve the intellectual vigor, cultural vitality, and health of our communities.

**Strategic Plan Goals and Objectives**

**Goal 1: Increase Student Access, Opportunity, Retention, and Success**

Objective 1A: Increase access and enrollment using targeted recruitment efforts

Performance Measures	FY2020	FY2021	FY2022	FY2023	FY2024	Benchmark	
						FY2025	FY2029
Fall degree-seeking student enrollment							
All students	9,281	9114	9,115	9,087	9,447	9,600	9,800
First-generation students	1,725	1,622	1,570	1,480	1,593	1,650	1,800
Rural Idaho students	2,501	2,485	2,505	2,493	2,642	2,750	2,850
Percent of cost of attendance covered by grant or scholarship aid <sup>△</sup>	28%	30%	32%	32%	36%	36%	38%

Objective 1B: Improve student retention by strengthening students' ISU experience

Performance Measures	FY2020	FY2021	FY2022	FY2023	FY2024	Benchmark	
						FY2025	FY2029
First-time, full-time bachelor degree-seeking student fall to fall retention* <sup>△</sup>	64%	63%	67%	71%	74%	75%	75%

\* SBOE Measure    △ Mission Fulfillment Measure

Objective 1B: Improve student retention by strengthening students' ISU experience (continued)

Performance Measures	FY2020	FY2021	FY2022	FY2023	FY2024	Benchmark	
						FY2025	FY2029
Percent of undergraduate, degree-seeking students completing 30 or more credits per academic year at the institution reporting *	26%	24%	24%	22%	Available August 2024	28%	32%
Percent of new degree-seeking freshmen completing a gateway math course within two years <sup>△</sup>	68%	71%	73%	76%	Available August 2024	75%	80%
Percent of undergraduate, degree-seeking students taking a remediation course completing a subsequent credit-bearing course within a year with a "C" or higher *	22%	29%	38%	47%	Available August 2024	50%	54%

Objective 1C: Improve ISU's graduation rate

Performance Measures	FY2020	FY2021	FY2022	FY2023	FY2024	Benchmark	
						FY2025	FY2029
Number of degrees and certificates awarded* <sup>△</sup>	2,462	2,756	2,737	2,804	Available August 2024	2,850	3,100
% of total credentials conferred that are STEM field *	15%	15%	13%	14%	Available August 2024	18%	25%
Percent of first-time, full-time freshman graduating within 100% of time *	19%	24%	20%	22%	Available August 2024	25%	30%
Percent of first-time, full-time freshman graduating within 150% of time * <sup>△</sup>	33%	36%	34%	35%	Available August 2024	40%	50%

**Goal 2: Strengthen Programmatic Excellence**

\* SBOE Measure    <sup>△</sup> Mission Fulfillment Measure



Objective 2A: Attract, support, and retain outstanding faculty and staff

Performance Measures	FY2020	FY2021	FY2022	FY2023	FY2024	Benchmark	
						FY2025	FY2029
Percent of faculty and staff who express satisfaction with Idaho State University as their employer <sup>Ⓞ</sup>	Not available	74%	Not available	72%	Not available	76%	79%
Professional staff employee retention relative to peers	Not available	6.5%	3.5%	5.6%	Available August 2024	>2%	>4%
Faculty employee retention relative to peers	Not available	9.3%	(.2%)	.2%	Available August 2024	>2%	>4%

<sup>Ⓞ</sup> ISU's employee survey is administered biennially.

Objective 2B: Enhance ISU's infrastructure

Performance Measure	FY2020	FY2021	FY2022	FY2023	FY2024	Benchmark	
						FY2025	FY2029
Deferred maintenance expenditures	\$4.8M	\$7.9M	\$7.0M	\$29.0M	Available August 2024	\$15.0M	\$15.0M

Objective 2C: Align ISU's programs with community, regional, and national needs

Performance Measures	FY2020	FY2021	FY2022	FY2023	FY2024	Benchmark	
						FY2025	FY2029
Number of certificates and other stackable "microcredentials" awarded at Idaho State University	252	327	378	359	Available August 2024	365	385

Objective 2C: Align ISU's programs with community, regional, and national needs (continued)

Performance Measures	FY2020	FY2021	FY2022	FY2023	FY2024	Benchmark	
						FY2025	FY2029
Number of ISU graduates with degrees that align with Idaho Department of Labor "Hot Jobs" list	736	759	758	821	Available August 2024	851	883
Number of certificates and degrees awarded in Health Professions programs					Available August 2024		
Undergraduate/ Professional Graduate	567	725	666	648		675	725
	247	285	336	326		350	375

**Goal 3: Cultivate External Partnerships**

Objective 3A: Maximize the impact of new and existing regional partnerships in support of ISU's mission

Performance Measures	FY2020	FY2021	FY2022	FY2023	FY2024	Benchmark	
						FY2025	FY2029
Number of external entities providing student education funding <sup>Ⓢ</sup>	In development						
Percentage of off-campus Career Path Internship placements	18%	17%	30%	32%	Available August 2024	35%	40%

<sup>Ⓢ</sup> We are in the process of developing a method for collecting this data and establishing benchmarks.

Objective 3B: Expand collaborations with K-12 and post-secondary educational institutions

Performance Measures	FY2020	FY2021	FY2022	FY2023	FY2024	Benchmark	
						FY2025	FY2029
Transfer rates from Idaho Community Colleges to Idaho State University	196	224	225	245	Available August 2024	250	280
Early College program enrollment	3,810	3,485	3,769	4,042	Available August 2024	4,200	4,500

**Goal 4: Expand Research, Clinical, and Creative Activities**

Objective 4A: Enhance faculty’s ability to initiate research and innovative projects

Performance Measures	FY2020	FY2021	FY2022	FY2023	FY2024	Benchmark	
						FY2025	FY2029
F&A distributed to colleges, researchers, and PIs	\$1.0M	\$1.0M	\$1.2M	\$1.5M	Available August 2024	\$1.9M	\$2.8M
Three-year rolling average of external grant proposals submitted.	338	336	296	286	Available August 2024	320	340

Objective 4B: Increase productivity in research, scholarly, and creative activities

Performance Measures	FY2020	FY2021	FY2022	FY2023	FY2024	Benchmark	
						FY2025	FY2029
Total annual research expenditures <sup>△</sup>	\$15.2M	\$15.7M	\$17.2M	\$18.4M	Available August 2024	\$20.0M	\$24.0M

\* SBOE Measure    △ Mission Fulfillment Measure

Objective 4C: Engage students in Interprofessional Educational and/or clinical research

Performance Measures	FY2020	FY2021	FY2022	FY2023	FY2024	Benchmark	
						FY2025	FY2029
Percent of KDHS students that participate in interprofessional education/clinical research opportunities	41%	84%	92%	83%	Available August 2024	94%	96%
Percent of KDHS faculty that participate in interprofessional education/clinical research opportunities	89%	84%	85%	78%	Available August 2024	90%	92%

Objective 4D: Enhance ISU student research, clinical, and creative opportunities

Performance Measures	FY2020	FY2021	FY2022	FY2023	FY2024	Benchmark	
						FY2025	FY2029
Number of ISU students participating in the Research and Creative Scholarship Symposium	Not available	Not available	Not available	Not available	246	260	290

**Goal 5: Energize the Bengal Community**

Objective 5A: Enhance student life and engagement

Performance Measures	FY2020	FY2021	FY2022	FY2023	FY2024	Benchmark	
						FY2025	FY2029
Total headcount of student employees and graduate assistants (Fall)							
Students							
Graduate Assistants	1,296 244	992 245	1,017 235	1,015 227	1,130 228	1,140 235	1,160 250
Number of students who participate in student activity board events and activities <sup>Ω</sup>	7,488	4,539	10,327	11,365	12,519 (YTD)	13,150	14,500

<sup>Ω</sup> Students are counted more than once if involved in more than one event or activity in the year.

Objective 5B: Increase faculty and staff connection, engagement, and recognition

Performance Measures	FY2020	FY2021	FY2022	FY2023	FY2024	Benchmark	
						FY2025	FY2029
Number of faculty and staff nominees for the Be a Bengal Program	113	64	78	82	Available August 2024	120	140
Number of ISU employees contributing to Bengal Giving Day	Not available	Not available	239	253	Available April 2024	275	300
Employee attendance at University Town Halls <sup>Φ</sup>	In development						
ISU Today Open Rates	63%	61%	66%	65%	Available July 2024	66%	68%

<sup>Φ</sup> We are in the process of developing a method for collecting this data and establishing benchmarks.

Objective 5C: Increase alumni connections to and participation with ISU

Performance Measures	FY2020	FY2021	FY2022	FY2023	FY2024	Benchmark	
						FY2025	FY2029
Foundation fundraising - cash and new commitments, excluding government entities and anomalous gifts (greater than \$1 million) <sup>△</sup>	\$13.5M	\$9.3<	\$11.0M	\$12.9M	Available August 2024	\$14M	\$20M
Alumni participation in ISU events	12,743	14,891	24,692	15,405	Available August 2024	26,000	28,000

Objective 5D: Increase ISU's impact on its communities

Performance Measures	FY2020	FY2021	FY2022	FY2023	FY2024	Benchmark	
						FY2025	FY2029
Number of ISU Clinics and Pharmacy clients served**	46,175	44,204	50,784	50,460	Available August 2024	51,500	53,000
Continuing Education and Workforce Training enrollment <sup>△</sup>	8,327	16,317	21,413	23,657	Available August 2024	25,000	30,000

\* SBOE Measure    △ Mission Fulfillment Measure

## Key External Factors

Several external factors affect Idaho State University's ability to achieve strategic plan goals, to include:

- Extraordinary inflation in wages, materials, and services and unfunded CEC have been outpacing state support levels for many years
- Idaho's low go-on rates and increasing external competition for Idaho students
- Increased compliance, reporting, and administrative burdens

## Evaluation Process

Idaho State University has implemented a new [Planning and Institutional Effectiveness Framework](#), designed to support and further ISU's mission. The integrated framework forms the basis for ongoing and systematic assessment, adaptation, and improvement.

Throughout FY2024, the Planning and Institutional Effectiveness Steering Committee has reviewed and streamlined elements of the framework to support our accreditation and strategic plan more seamlessly. As part of this effort, we have identified nine high-level "Mission Fulfillment Measures" and developed online dashboards that show longitudinal progress toward established thresholds. We have also updated our strategic plan objectives and performance measures to 1) align with Mission Fulfillment Measures, 2) reflect State Board of Education system-wide measures, and 3) focus on measurable outcomes.

On an annual basis, the Planning and Institutional Effectiveness Steering Committee reviews progress toward mission fulfillment and strategic plan goals and objectives, reports on progress to Administrative Council, Leadership Council, and the campus community, and recommends priority actions to address performance gaps and opportunities.

**Appendix A: Alignment with State Board of Education Goals**

	State Board of Education Goals		
	Goal 1: Educational Readiness	Goal 2: Educational Access	Goal 3: Educational Attainment
<b>Idaho State University</b>			
<b>Goal 1: Increase student access, opportunity, retention, and success</b>			
Increase access and enrollment using targeted recruitment efforts		X	
Improve student retention by strengthening students' ISU experience		X	X
Improve ISU's graduation rate			X
<b>Goal 2: Strengthen programmatic excellence</b>			
Attract, support, and retain outstanding faculty and staff			X
Enhance ISU's infrastructure		X	X
Align ISU's programs with community, regional, and national needs		X	X
<b>Goal 3: Cultivate external partnerships</b>			
Maximize the impact of new and existing relationships and partnerships to support ISU's mission		X	X
Expand collaborations with K-12 and post-secondary educational institutions		X	X
<b>Goal 4: Expand research, clinical, and creative activities</b>			
Enhance faculty's ability to initiate research and innovative projects			X
Increase productivity in research, scholarly, and creative activities			X
Engage students in Interprofessional Education and/or clinical research		X	X



	State Board of Education Goals		
	Goal 1: Educational Readiness	Goal 2: Educational Access	Goal 3: Educational Attainment
<b>Idaho State University</b>			
<b>Goal 4: Expand research, clinical, and creative activities (continued)</b>			
Enhance ISU student research, clinical, and creative opportunities		X	X
<b>Goal 5: Energize the Bengal community</b>			
Enhance student life and engagement		X	X
Increase faculty and staff connection, engagement, and recognition			X
Increase alumni connections to and participation with ISU		X	X
Increase ISU's impact on its communities		X	X

**Appendix B: Special Appropriations Strategic Plans**

**Idaho Dental Education Program**

**Vision**

The Idaho Dental Education Program envisions an elite educational program; graduating competent and ethical dentists who benefit the residents of Idaho as professionals.

**Mission**

The Mission of the Idaho Dental Education Program is to provide Idaho residents with access to quality educational opportunities in the field of dentistry. We provide Idaho with outstanding dental professionals through a combination of adequate access for residents and the high quality of education provided. The graduates of the Idaho Dental Education Program will possess the ability to practice today’s dentistry. Furthermore, they will have the background to evaluate changes in future treatment methods as they relate to providing outstanding patient care.

**Goal 1: Provide access to a quality dental education for qualified Idaho residents**

Objective A: Access - Provide dental education opportunities for Idaho residents

Performance Measures	FY2020	FY2021	FY2022	FY2023	FY2024	Benchmark	
						FY2025	FY2029
Contract for 4-year dental education for at least 8 Idaho residents	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Number of students enrolled in the program	8	8	8	8	8	9	10

**Department of Family Medicine**

**Vision**

To improve lives by serving on the forefront of healthcare and education.

**Mission**

Through interprofessional clinical education we develop compassionate, skilled healthcare providers who better lives and communities.

**Goal 1: Expand to a new facility**

Objective A: Establish an expanded, modern interprofessional healthcare training facility.

Performance Measures	FY2020	FY2021	FY2022	FY2023	FY2024	Benchmark	
						FY2025	FY2029
Identification of new site	N/A	N/A	In progress	In progress	In progress	Site identified	N/A
Completion of new site	N/A	N/A	N/A	N/A	N/A	N/A	Complete

**Idaho Museum of Natural History**

**Vision**

To shape the future by understanding Idaho’s natural history and creating unforgettable educational experiences.

**Mission**

Inspire appreciation and curiosity for Idaho’s natural history through its exploration and preservation.

**Goal 1: Demonstrate the IMNH’s essential value**

Objective A: Increase the museum’s audience and engagement with customers, collaborators, and partners.

Performance Measure	FY2020	FY2021	FY2022	FY2023	FY2024	Benchmark	
						FY2025	FY2029
Annual museum visitors	6,085*	6,575*	8,117	8,619	Available August 2024	9,350	10,000

\* COVID impacts

# *Lewis-Clark State College Strategic Plan*

*Office of Institutional Research & Effectiveness*

*FY 2025 – FY 2029*



*Connecting Learning to Life*

**STRATEGIC PLAN  
FY 2025 - 2029**



**Submitted March, 2024**

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**MISSION STATEMENT**

Lewis-Clark State College prepares students to become successful leaders, engaged citizens, and lifelong learners.

**VISION STATEMENT**

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

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

Objective A: Optimize course and program delivery options

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

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

Benchmark: Based upon current planning processes, LC State anticipates adding online degrees/certificates and evening & weekend programs of study beginning with the FY21 academic year forward. Note that LC State’s relative percentage of fully online offerings is planned to remain at approximately 20% of the overall program mix.

Course Delivery Methods	FY 19 (2018-19)	FY 20 (2019-20)	FY 21 (2020-21)	FY 22 (2021-22)	FY 23 (2022-23)	FY 24 (2023-24)	FY 25 (2024-25)	FY 29 (2028-29)
Online <sup>1</sup>	36	40	42	49	57	61		
Benchmark		37	42	42	42	42	42	42
Achievement		MET	MET	MET	MET	MET		
Evening/ Weekend <sup>2</sup>	0	7	7	7	7	7		
Benchmark		2	6	7	7	7	7	7
Achievement		MET	MET	MET	MET	MET		

<sup>1</sup> List of online programs available here: [http://catalog.lcsc.edu/programs/#filter=.filter\\_42](http://catalog.lcsc.edu/programs/#filter=.filter_42)

<sup>2</sup> The following programs/credentials are offered during evenings &/or weekends: Web Design & Development (cert., AAS, BAS), Business Administration (BA/BS), & Interdisciplinary Studies (BA/BS). A portion of these programs is available through weekend and evening delivery and number of the courses are offered online. Liberal Arts and Business Administration Associates degrees moving towards evening/weekend delivery.



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

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

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

Web Enhanced Courses	FY 19 (2018-19)	FY 20 (2019-20)	FY 21 (2020-21)	FY 22 (2021-22)	FY 23 (2022-23)	FY 24 (2023-24)	FY 25-29 (2024-25 thru 2028-29)
% Sections	Inventory current courses content on LMS	69% <sup>3</sup>	79%	89%	97%	99%	
Benchmark			100%	100%	100%	100%	100%
Achievement			NOT MET	NOT MET	NOT MET	NOT MET	

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<sup>3</sup> Seventy one percent (71%) of sections were reviewed. Metric shows the proportion of sections reviewed with course content posted on LMS.

Objective B: Ensure high quality program outcomes

*Performance Measure 1: Licensing & certification*

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

Benchmark: Meet or exceed national or statewide averages.

Licensing/Cert. Exams			FY 19 (2018-19)	FY 20 (2019-20)	FY 21 (2020-21)	FY 22 (2021-22)	FY 23 (2022-23)	FY 24 (2023-24)	FY 25-29 (2024-25 thru 2028-29)	
Professional Degrees	NCLEX Registered Nurse <sup>4</sup>	LC State	94%	95%	94%	91.4%	96%	Not Yet Available	Exceed National Average	
		Benchmark: Nat'l Ave.	86%	87%	85%	79.4%	90%			
		Achievement	MET	MET	MET	MET	MET			
	NCLEX Practical Nurse <sup>4</sup>	LC State	91%	100%	Not Available: Program on hiatus following Dec. 2019.				Exceed National Average	
		Benchmark: Nat'l Ave.	85%	86%						
		Achievement	MET	MET						
	ARRT Radiology	LC State	89%	76%	86%	90%	73%	Not Yet Available	Exceed National Average	
		Benchmark: Nat'l Ave.	89%	88%	84%	83.5%	84%			
		Achievement	MET	NOT MET	MET	MET	NOT MET			
	PRAXIS Teacher Education <sup>5</sup>	LC State <sup>5</sup>	170	171	166	166	165	Not Yet Available	Meet State Average Scores	
		Benchmark: State Ave.	168	170	168	167	168			
		Achievement	MET	MET	MET	NOT MET	NOT MET			
	ASWB Social Work	LC State	57%	86%	77%	Not Yet Available				Exceed National Average
		Benchmark: Nat'l Ave.	67%	69%	69%					
		Achievement	NOT MET	MET	MET					

<sup>4</sup> FY 18-21 test results for first time test takers reported for April through March. FY 22 test results are for the 2021-2022 fiscal year.

Licensing/Certification Exams		FY 19 (2018-19)	FY 20 (2019-20)	FY 21 (2020-21)	FY 22 (2021-22)	FY 23 (2022-23)	FY 24 (2023-24)	FY 25-29 (2024-25 thru 2028-29)	
Workforce Training	HVAC Apprentice	LC State	100%	100%	50%	50%	90% <sup>6</sup>	Not Yet Available	Exceed State Average
		Benchmark: State Ave.	67%	75%	73%	63%	Not Available		
		Achievement	MET	MET	NOT MET	NOT MET			
	Plumbing Apprentice	LC State	100%	83%	No Students	100%	90% <sup>6</sup>	Not Yet Available	Exceed State Average
		Benchmark: State Ave.	76%	71%	72%	74%	Not Available		
		Achievement	MET	MET	--	MET			
	Electrical Apprenticeship Idaho Journeyman	LC State	100%	91%	89%	91%	89% <sup>6</sup>	Not Yet Available	Exceed State Average
		Benchmark: State Ave.	75%	77%	78%	77%	Not Available		
		Achievement	MET	MET	MET	MET			

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

*Connecting Learning to Life* has been verified as a curricular component of LC State 2- and 4-year degree programs, making experiential and applied learning a signature hallmark of an LC State education. ‘Connecting’ experiences fall under *applied learning*<sup>7</sup> or *experiential learning*<sup>8</sup>. Defined broadly to include internships, practica, apprenticeships, service learning, research, co-curricular engagement, etc., students complete applied or experiential learning within their chosen majors; and /or may reach outside their major for hands-on, co-curricular experiences. Performance measures are added or modified when plans result in measurable outcomes.

<sup>5</sup> Excludes tests 5003, 5004, and 5005, which are required for elementary certification, but which test background subject area content that is not taught in the Division of Teacher Education programs or majors connected to certification.

<sup>6</sup> Preliminary figure: LC State has not received test results back from Idaho Division of Licensing for its program assessment.

<sup>7</sup> Applied learning = hand’s on application of theory.

<sup>8</sup> Experiential learning = the process through which students develop knowledge, skills, and values from direct experiences outside a traditional academic setting.

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

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

Benchmark: All programs of study offer graduates opportunities for applied &/or experiential learning. Long-term goals include expanding the development of signature certificates (currently LC State has three: Cybersecurity, Writing for the Web and Social Media, and Entrepreneurship) and new, interdisciplinary degree options through which “academic” and career-technical courses may be woven together.

Curricular Applied & Experiential Learning	FY 19 (2018-19)	FY 20 (2019-20)	FY 21-22 (2020-21 thru 2021-22)	FY 23 (2022-23)	FY 24 (2023-24)	FY 25-29 (2024-25 thru 2028-29)
Apprenticeships	Developed inventory of applied & experiential learning: Identified Courses & Programs of Study/Majors, Minors, Certificates.  No gaps were identified: All programs of study included curricular applied and experiential learning.	Developed <i>Signature Certificates</i> that knit together academic and Career & Tech. Edu (CTE) coursework	Marketed availability of <i>Signature Certificates</i>	Continue to emphasize experiential learning across the curriculum by:  Promoting signature certificates  Building internship/practica/clinical credits into degree programs.  Promoting Prior Learning Assessment opportunities for working adults  Working with Student Employment & Career Center to promote internship experiences.	100% of LC State graduates participate in applied &/or experiential learning via curricular <u>or</u> co-curricular experiences.	
Directed Study						
Field Experiences						
'Hands-on' courses						
Internships, Practica & Clinicals						
Performance Arts						
Service Learning						
Undergraduate Research						

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

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

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

Co- Curricular Applied & Experiential Learning	FY 19 (2018-19)	FY 20 (2019-20)	FY 21 (2020-21)	FY 22 (2021-22)	FY 23 (2022-23)	FY 24 (2023-24)	FY 25-29 (2024-25 thru 2028-29)
Micro-Credentials <sup>9</sup>	Leadership Certificate Awardees				4	5	100% of LC State graduates participate in applied &/or experiential learning via curricular <u>or</u> co-curricular experiences.
	Career Readiness Certificate Awardees				2	6	
Intramural athletics	Developed inventory of co-curricular applied & experiential learning  Reprioritized/reorg. resources & staff to support co-curricular programming : Center of Student Leadership Student Employment & Career Center	Expanded peer mentor program. In fall 2019, 22 peer mentors assisted new entering students.  Elements of co-curricular transcript & tracking software were launched with minor delay. Continued to expand functionality of software.	Co-curricular transcript, integrated with the <a href="#">Do More App</a> , made functional.  Expanded student clubs, organizations and in-person leadership development opportunities  Career Readiness micro-credential unveiled in spring 2021 semester.	Career Fair Oct. '21 offered in a live format.	Increase of micro credentials planned for coming year.  Expanded job fair offerings to meet healthcare needs in spring 2023 semester.  Invested in menu of outdoor recreation programming to expand experiential learning	Job fair offerings now include one for healthcare industries and another located at Coeur d'Alene center.  Hosted interactive sessions between students & employers and onsite visits for students in their fields of interest.  Outdoor recreation, club and intramural sports programs expanded	
Intercollegiate athletics				Attendance of students & businesses increased from prior year.			
Club Sports				Exploring the possibility of including programming for regional high school students.			
Leadership in clubs or organizations				Special breakout sessions connecting regional high schools' students and employers were conducted.			
Peer mentorship							
Reserve Officer Training Corps (ROTC)/Military Education							
Residence life leadership							
Student government							
LC Work Scholars							
Work study/experience including tutoring							
Study abroad							

<sup>9</sup> Anticipated completions for FY24.

Goal 2: Optimize Student Enrollment, Retention and Completion

Objective A: Increase the college’s degree-seeking student enrollment

*Performance Measure 1: Direct from high school enrollment*

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

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

Direct from High School Enrollment	FY 19 (Fall '18)	FY 20 (Fall '19)	FY 21 (Fall '20)	FY 22 (Fall '21)	FY 23 (Fall '22)	FY 24 (Fall '23)	FY 25 (Fall '24)	FY 29 (Fall '28)
FTE	422	420	407	382	393	353	Available Fall '24 Census	Available Fall '28 Census
Benchmark		429	436	442	449	456	463	483
Achievement	New Measure	NOT MET	NOT MET	NOT MET	NOT MET	NOT MET		

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<sup>10</sup> More information on LC State’s financial modeling of institutional viability and expansion can be found here: <https://www.lcsc.edu/budget/budget-office-resources>

*Performance Measure 2: Adult enrollment*

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

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

Adult Learner (>24) Enrollment	FY 19 (Fall '18)	FY 20 (Fall '19)	FY 21 (Fall '20)	FY 22 (Fall '21)	FY 23 (Fall '22)	FY 24 (Fall '23)	FY 25 (Fall '24)	FY 29 (Fall '28)
FTE	631	608	618	541	517	530	Available Fall '24 Census	Available Fall '28 Census
2 <sup>nd</sup> Chance Pell					9	33		
Benchmark	New Measure	641	651	661	671	681	691	721
Achievement		NOT MET	NOT MET	NOT MET	NOT MET	NOT MET		



*Performance Measure 3: Online Headcount*

Definition: The headcount of degree-seeking students (measured at fall census) who are taking courses online (both entirely online and partly online schedule of courses).<sup>11</sup>

Benchmarks derived from financial modeling of institutional viability and expansion<sup>10</sup>. Based upon financial modeling of campus viability, LC State would like to be 3,000 total FTE or experience a growth of 10% FTE by FY 25, necessitating a 1.6 percent increase annually. How that campus-wide goal extrapolates to online headcount is articulated in the table below<sup>12</sup>.

Online Headcount	FY 19 (Fall '18)	FY 20 (Fall '19)	FY 21 (Fall '20)	FY 22 (Fall '21)	FY 23 (Fall '22)	FY 24 (Fall '23)	FY 25 (Fall '24)	FY 29 (Fall '28)
HC	1,483	1,368	1650	1596	1471	1,504 <sup>13</sup>	Available Fall '24 Census	Available Fall '28 Census
Benchmark		1,507	1,531	1,555	1,578	1,602	1625	1,697
Achievement	New Measure	NOT MET	MET	MET	NOT MET	NOT MET		

<sup>11</sup> Same definition as that used on the IPEDS Fall Enrollment Survey.

<sup>12</sup> This benchmark assumes that a 10% growth in FTE would also equate a 10% growth in headcount.

<sup>13</sup> Figure is preliminary.

*Performance Measures 4: Direct transfer enrollment*

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

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

Direct Transfer Enrollment	FY 19 (Fall '18)	FY 20 (Fall '19)	FY 21 (Fall '20)	FY 22 (Fall '21)	FY 23 (Fall '22)	FY 24 (Fall '23)	FY 25 (Fall '24)	FY 29 (Fall '28)
FTE	149	171	168	163	156	146	Available Fall '24 Census	Available Fall '28 Census
Idaho Community Colleges					63	62		
Co-Enrollment <sup>14</sup>					4.5	4		
Benchmark	New Measure	151	174	177	179	181	184	191
Achievement		MET	NOT MET	NOT MET	NOT MET	NOT MET		

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<sup>14</sup> Co-enrollment agreements exist with College of Western Idaho, College of Eastern Idaho, College of Southern Idaho, North Idaho College, Walla Wall Community College.

*Performance Measure 5: Nonresident enrollment*

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

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

Nonresident Enrollment	FY 19 (Fall '18)	FY 20 (Fall '19)	FY 21 (Fall '20)	FY 22 (Fall '21)	FY 23 (Fall '22)	FY 24 (Fall '23)	FY 25 (Fall '24)	FY 29 (Fall '28)
Asotin Co. Resident FTE <sup>15</sup>	150	149	136	129	142	141	Available Fall '24 Census	Available Fall '27 Census
Benchmark	New Measure	152	155	157	160	162	165	172
Achievement		NOT MET	NOT MET	NOT MET	NOT MET	NOT MET		
Nonresident FTE	329	319	326	351	367	345	Available Fall '24 Census	Available Fall '27 Census
Benchmark:	New Measure	334	339	344	350	355	340	376
Achievement		NOT MET	NOT MET	MET	MET	NOT MET		

Objective B: Increase credential output

*Performance Measure 1: Certificates and degrees<sup>16</sup>*

Definition: The count of degrees/certificates awarded at each degree-level.<sup>17</sup>

<sup>15</sup> Asotin County residents pay a unique tuition & fee rate. More information about tuition & fees as they pertain to residency status available here: <https://www.lcsc.edu/student-accounts/tuition-and-fees>

<sup>16</sup> State Board of Education postsecondary system wide measure.

<sup>17</sup> Consistent with IPEDS Completions Survey definitions.

Benchmarks developed to align with the Idaho State Board of Education’s K-20 Strategic Plan<sup>18</sup> and achieve 1,050 total completions by AY 2035-36.<sup>19</sup>

Certificates & Degrees	FY 19 (2018-19)	FY 20 (2019-20)	FY 21 (2020-21)	FY 22 (2021-22)	FY 23 (2022-23)	FY 24 (2023-24)	FY 25 (2024-25)	FY 29 (2028-29)
<b>Certificates</b>	15	26	51	62	83	Available Summer '24	Available Summer '25	Available Summer '29
Benchmark:	21	21	28	23	24	25	26	27
Achievement	NOT MET	MET	MET	MET	MET			
<b>Associates</b>	347	365	218	204	314	Available Summer '24	Available Summer '25	Available Summer '29
Benchmark:	430	436	442	256	262	269	275	295
Achievement	NOT MET	NOT MET	NOT MET	NOT MET	MET			
<b>Baccalaureates</b>	626	505	599	579	554	Available Summer '24	Available Summer '25	Available Summer '29
Benchmark:	594	646	666	496	509	521	534	571
Achievement	MET	NOT MET	NOT MET	MET	MET			
<b>Graduate Certificates</b>				2	1	Available Summer '24	Available Summer '25	Available Summer '29
Benchmark:	New benchmark methodology will be established once baseline is established.							
Achievement								

<sup>18</sup> Goal 3, Objective A, Performance Measure I: “Total number of certificates/degrees conferred, by institution per year”.

<sup>19</sup> Benchmarks re-aligned in FY22 to current version of Idaho State Board of Education’s K-20 Strategic Plan assuming peer comparable retention and completion rates.

*Performance Measures 2: Graduates<sup>20</sup>*

Definition: The unduplicated count of graduates by degree-level.<sup>21</sup>

Benchmarks developed to align with the Idaho State Board of Education’s K-20 Strategic Plan<sup>17</sup> and achieve 1,050 total completions by AY 2035-36.<sup>18</sup>

Graduates	FY 19 (2018-19)	FY 20 (2019-20)	FY 21 (2020-21)	FY 22 (2021-22)	FY 23 (2022-23)	FY 24 (2023-24)	FY 25 (2024-25)	FY 29 (2028-29)
<b>Certificates</b>	15	25	42	54	75	Available Summer '24	Available Summer '25	Available Summer '29
Benchmark:	20	20	30	23	24	25	26	27
Achievement	NOT MET	MET	MET	MET	MET			
<b>Associates</b>	325	357	206	192	282	Available Summer '24	Available Summer '25	Available Summer '29
Benchmark:	415	420	424	256	262	269	275	295
Achievement	NOT MET	NOT MET	NOT MET	NOT MET	MET			
<b>Baccalaureates</b>	616	491	589	571	545	Available Summer '24	Available Summer '25	Available Summer '29
Benchmark:	580	622	628	496	509	521	534	571
Achievement	MET	NOT MET	NOT MET	MET	MET			
<b>Graduate Certificates</b>	New			2	1	Available Summer '24	Available Summer '25	Available Summer '29
Benchmark:	New benchmark methodology will be established once baseline is established.							
Achievement								

<sup>20</sup> State Board of Education postsecondary system wide measure.

<sup>21</sup> Graduates of multiple degree-levels are counted once in each category of degree/certificate level.

*Performance Measures 3: Graduation Rate - 150% normative time to degree attainment<sup>22</sup>*

Definition: The proportion of first-time, full-time entering students who attain a degree or certificate within 150% normative time to degree<sup>23</sup>.

Benchmarks developed to align with the Idaho State Board of Education’s K-20 Strategic Plan<sup>17</sup> and achieve 1,050 total completions by AY 2035-36.<sup>18</sup>

First-Time Full-Time Cohorts	Attainment w/in 150% Time	FY 19 (2013 Cohort)	FY 20 (2014 Cohort)	FY 21 (2015 Cohort)	FY 22 (2016 Cohort)	FY 23 (2017 Cohort)	FY 24 (2018 Cohort)	FY 25-29 (2019-23 Cohorts)
Entered as Bacc.- Seeking	Bacc.	32%	31%	32%	29%	37%	Available Spring 2025	
	Benchmark:	25%	33%	34%	39%	39%	39%	39%
	Achievement	MET	NOT MET	NOT MET	NOT MET	NOT MET		
All First-Time, Full-Time Students	Bacc., Assoc, & Certificates	38%	36%	37%	35%	45%	Available Spring 2025	
	Benchmark:	30%	39%	40%	38%	38%	38%	38%
	Achievement	MET	NOT MET	NOT MET	NOT MET	MET		

<sup>22</sup> State Board of Education postsecondary system wide measure.

<sup>23</sup> One hundred and fifty percent (150%) normative time to degree is six years for baccalaureate degrees, three years for associate degrees, and one and a half years for a one year certificate. Calculations used IPEDS definitions.

*Performance Measure 4: Graduation Rate - 100% normative time to degree attainment<sup>24</sup>*

Definition: The proportion of first-time, full-time entering baccalaureate-seeking students who achieved a baccalaureate, associate, or certificate within 100% normative time to degree.

Benchmarks developed to align with the Idaho State Board of Education’s K-20 Strategic Plan<sup>17</sup> and achieve 1,050 total completions by AY 2035-36.<sup>19</sup>

First-Time Full-Time Cohort	Attainment w/in 100% Time	FY 19 (2015 Cohort)	FY 20 (2016 Cohort)	FY 21 (2017 Cohort)	FY 22 (2018 Cohort)	FY 23 (2019 Cohort)	FY 24 (2020 Cohort)	FY 25-29 (2021-25 Cohorts)
Entered as Bacc.-Seeking	Bacc. <sup>25</sup>	21%	20%	23%	22% <sup>26</sup>	21% <sup>26</sup>		
	Cert. & Assoc.	1%	3%	4%	5%	8%		
Benchmark		23%	24%	23%	23%	23%	23%	23%
Achievement		NOT MET	NOT MET	MET	MET	MET		

<sup>24</sup> State Board of Education postsecondary system wide measure.

<sup>25</sup> Consistent with IPEDS Graduation Rates Survey definitions.

<sup>26</sup> Figure is preliminary: State policy has been interpreted to mean institutions are required to report data out of cadence with federal reporting.

*Performances Measure 5: Retention rates*

Definitions:

The retention or proportion of **first-time, full-time, baccalaureate-seeking students** who start college in summer or fall terms and re-enroll by the following fall term of the subsequent academic year.

The retention of the **entire degree-seeking student body**. The proportion of the total degree-seeking headcount of the prior academic year<sup>27</sup> who graduated or returned to attend LC State by the following fall of the subsequent academic year.

Benchmarks developed to align with the Idaho State Board of Education’s K-20 Strategic Plan<sup>17</sup> and achieve 1,050 total completions by AY 2035-36.<sup>18</sup>

Retention	FY 19 (2018-19)	FY 20 (2019-20)	FY 21 (2020-21)	FY 22 (2021-22)	FY 23 (2022-23)	FY 24 (2023-24)	FY 25 (2024-25)	FY 29 (2028-29)
First-Time, Full-Time, Baccalaureate-Seeking, Students	60%	61%	63%	63%	64% <sup>26</sup>	Available Fall 2024	Available Fall 2025	Available Fall 2029
Benchmark:	61%	63%	65%	66%	67%	68%	68%	68%
Achievement	NOT MET	NOT MET	NOT MET	NOT MET	NOT MET			
All Degree-Seeking Students	75%	76%	74%	76%	77%	Available Fall 2024	Available Fall 2025	Available Fall 2029
Benchmark:	77%	79%	81%	82%	83%	84%	84%	84%
Achievement	NOT MET	NOT MET	NOT MET	NOT MET	NOT MET			

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<sup>27</sup> Those enrolled as degree-seeking students on census day (October 15<sup>th</sup> for fall terms and March 15<sup>th</sup> for spring terms).



*Performance Measure 6: 30 to Finish<sup>28</sup>*

Definition: Percent of undergraduate, degree-seeking students, who started their attendance in the fall (or prior summer) term, completing 30 or more credits per academic year, excluding those who graduated midyear and those students who started their enrollment during spring semester.

Benchmarks derived from financial modeling of institutional viability and expansion<sup>10</sup>. Based upon financial modeling of campus viability, LC State would like to be 3,000 total FTE or experience a growth of 10% FTE by FY 25, necessitating a 1.6 percent increase annually. How that campus-wide-goal extrapolates to degree-seeking student credit load is articulated in the table below.

30+ credits per AY	FY 19 (2018-19)	FY 20 (2019-20)	FY 21 (2020-21)	FY 22 (2021-22)	FY 23 (2022-23)	FY 24 (2023-24)	FY 25 (2024-25)	FY 29 (2028-29)
%	31%	33%	29%	26%	26%			
Benchmark	30%	32%	33%	35%	36%	38%	39%	40%
Achievement	MET	MET	NOT MET	NOT MET	NOT MET			

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<sup>28</sup> State Board of Education postsecondary system wide measure.

*Performance Measure 7: Remediation<sup>29</sup>*

Definition: Percent of degree-seeking students who took a remedial course and completed a subsequent credit bearing course (in the area identified as needing remediation) within a year with a “C” or better.

Benchmarks developed to align with the Idaho State Board of Education’s K-20 Strategic Plan<sup>18</sup>. Analysis conducted by the Chief Research Officer identified the number of associates and baccalaureate degrees as needing to grow by eight percent by 2025, necessitating a one percent increase annually<sup>30</sup>.

Remediation	FY 19 (Fall 2017- Spring 2019)	FY 20 (Fall 2018- Spring 2020)	FY 21 (Fall 2019- Spring 2021)	FY 22 (Fall 2020- Spring 2022)	FY 23 (Fall 2021- Spring 2023)	FY 24 (Fall 2022- Spring 2024)	FY 25 (Fall 2023- Spring 2025)	FY 29 (Fall 2027- Spring 2029)
%	43%	57%	52%	56%	52%			
Benchmark	43%	52%	53%	54%	55%	57%	58%	61%
Achievement	MET	MET	NOT MET	MET	NOT MET			

*Performance Measure 8: Math Pathway<sup>29</sup>*

Definition: Percent of new, degree-seeking freshmen who started in fall (or preceding summer) term and completed a gateway math course<sup>31</sup> within two years.

Benchmarks developed to align with the Idaho State Board of Education’s K-20 Strategic Plan<sup>18</sup>. Analysis conducted by the Chief Research Officer identified the number of associates and baccalaureate degrees as needing to grow by eight percent by 2025 necessitating a one percent increase annually.<sup>30</sup>

Math Pathways	FY 19 (Fall 2018- Su 2020)	FY 20 (Fall 2019- Su 2021)	FY 21 (Fall 2020- Su 2022)	FY 22 (Fall 2021- Su 2023)	FY 23 (Fall 2022- Su 2024)	FY 24 (Fall 2023- Su 2025)	FY 25 (Fall 2024- Su 2026)	FY 29 (Fall 2028- Su 2030)
%	49%	36%	44%	52%	55%			
Benchmark:	53%	54%	56%	57%	58%	59%	60%	62%
Achievement	NOT MET	NOT MET	NOT MET	NOT MET	NOT MET			

<sup>29</sup> State Board of Education postsecondary system wide measure.

<sup>30</sup> Exact amount of growth required to remain in alignment with statewide goals is 1.14%, annually.

<sup>31</sup> Gateway math is defined institutionally as Math 123 and above.

*Performance Measure 9: Workforce training enrollment*

Definition: Duplicated headcounts of students enrolled in Workforce Training programs at LC State.

Benchmarks set by Director of Workforce Training accounting for regional market demand and worker demographics.

Workforce Training Enrollments	FY 19 (2018-19)	FY 20 (2019-20)	FY 21 (2020-21)	FY 22 (2021-22)	FY 23 (2022-23)	FY 24 (2023-24)	FY 25-29 (2024-25 thru 2028-29)
Duplicated Headcount	3,699	2,893	2,513	2,737	2,199		
Benchmark:	3,600	3,650	3,700	3,750	3,800	3,800	3,800
Achievement	MET	NOT MET	NOT MET	NOT MET	NOT MET		

*Performance Measure 10: Workforce training completion*

Definition: Completions of LC State’s Workforce Training courses<sup>32</sup>.

Benchmarks are a proportion of the enrollments each fiscal year (FY) and set to maintain the high proportion of completions observed historically.

Workforce Training Completions	FY 19 (2018-19)	FY 20 (2019-20)	FY 21 (2020-21)	FY 22 (2021-22)	FY 23 (2022-23)	FY 24 (2023-24)	FY 25-29 (2024-25 thru 2028-29)
Duplicated Completions	3,468	2,756	2,362	2,596	1,908		
Benchmark: Maintain	94%	94%	94%	94%	94%	94%	94%
Achievement	MET	MET	MET	MET	NOT MET		

<sup>32</sup> Completions measured by course because most Workforce Training offerings are designed as singular courses.

Goal 3: Foster and Support Campus Community Culture

Objective A: Connecting College to Community

*Performance Measure 1: Number of participants in community enrichment activities*

Definition: Duplicated headcount of attendees at events arts and cultural programming offered through LC State’s Center for Arts & History.

Benchmark: Steady increase in community participation.

Community Participation	FY 19 (2018-19)	FY 20 (2019-20)	FY 21 (2020-21)	FY 22 (2021-22)	FY 23 (2022-23)	FY 24 (2023-24)	FY 25-29 (2024-25 thru 2028-29)
<b>Duplicated Headcount</b>	Plan: inventory programs to include following year. Tracking to be implemented with programming.		Impacted by pandemic protocols and personnel reductions. Tracking to be implemented when programming is recommenced.	4,239	2,929	2,543	Benchmark established once baseline is better understood

Goal 4: Increase and Leverage Institutional Resources to Support College’s Mission

Objective A: Grow Foundation Support and Grant Funding

Performance Measure 1: New, ongoing revenue streams

Definition: New, revenue-generating initiatives.

Benchmarks: Implement new, annual giving initiatives (general and employee campaigns).

Foundation Support		FY 19 (2018-19)	FY 20 (2019-20)	FY 21 (2020-21)	FY 22 (2021-22)	FY 23 (2022-23)	FY 24 (2023-24)	FY 25-29 (2024-25 thru 2028-29)
LC State Foundation	Employee Giving Campaign <sup>33</sup>	39%	41%	35%	34%	36%	36%	45%
	Annual Day of Giving	Plan	Piloted	Took place May 2021	Did not occur/ staffing changes	\$66,965 <sup>34</sup>	\$137,187	New College-wide Giving Day
	Foundation Fee		Implemented Jan. 1 <sup>st</sup> , 2020		\$9,389	\$48,659 <sup>35</sup>	\$35,566 <sup>36</sup>	Goal: \$11,000

<sup>33</sup> One-year lag from measurement to reporting, therefore FY23 depicts results for FY22.

<sup>34</sup> Athletics only.

<sup>35</sup> \$40,000 from one large donation.

<sup>36</sup> July 1, 2023 – to date.

*Performance Measure 2: Federal, state, local and private grant funding*

Definition: Grant funding dollars.

Benchmark: \$100,000 growth annually, which is approximately 2% of the historical (four year) average.

Grants & Contract Funding	FY 19 (2018-19)	FY 20 (2019-20)	FY 21 (2020-21)	FY 22 (2021-22)	FY 23 (2022-23)	FY 24 (2023-24)	FY 25-29 (2024-25 thru 2028-29)
Federal	\$1,506,459	\$1,600,805	\$ 841,935	\$ 860,174	\$1,062,446	Available after July 1, 2024.	Institutional Financial Diversification
State & Local <sup>37</sup>	\$2,825,307	\$3,218,872	\$ 3,175,967	\$ 3,362,640	\$2,534,985		
Private	\$44,800	\$298,885	\$ 185,950	\$ 29,447	\$23,745		
Gifts <sup>38</sup>	\$1,337,379	\$2,361,794	\$ 2,886,613	\$ 3,483,723	\$1,298,932		
Total	\$5,713,945	\$7,480,356	\$7,090,465	\$ 7,735,984	\$4,920,108		
Benchmark: +\$100,000 annually <sup>39</sup>	\$5,236,809	5,335,809	\$5,435,809	\$ 5,535,809	\$ 5,635,809		
Achievement	MET	MET	MET	MET	NOT MET		

Key External and Internal Factors

In terms of factors influencing strategic plan goals, enrollment-related external factors include a reduction in the Lewiston High School graduating class, a strong jobs market, and the recovery of business operations from the Coronavirus pandemic. As a consequence, LC State’s achievement of some of its strategic plan goals has been impacted, both positively and negatively. Successes include online course and program offerings. These offerings swelled with students taking online coursework during FY’s 21 & 22, and have since returned to pre-pandemic levels. Somewhat surprisingly, despite pandemic-related challenges and disruptions, the proportion of LC State freshmen who finished their bachelor’s degree within 150% normative time (i.e., 6 years) increased significantly. These students started college in the fall of 2017, prior to pandemic operations and persisted at higher rates than observed historically. Moreover, by examining LC State’s normative time to degree (100% time) graduation rates and credential output, students appear to be opting for short term credentialing (associates degrees and

<sup>37</sup> This item includes state scholarships awarded to the student, for the Opportunity Scholarship, and therefore may be resistant to change from institutional effort. FY 18 dollars include \$223k in state scholarships and \$625k in opportunity scholarships.

<sup>38</sup> Including grants that do not have restrictions or reporting requirements.

<sup>39</sup> Benchmark reflects \$100,000 above the baseline, which is the historical four-year average of total grant funds (\$5,135,809).

certificates) when they had initially sought to pursue a bachelor's degree. In these ways, LC State has improved its success rates and credential outputs. LC State, on the other hand, has struggled attracting an entering class composed of students coming directly from high school and directly from another institutional of higher education (i.e., direct transfer). These metrics are likely impacted by the shrinking graduating class size at LC State's primary 'feeder' school, Lewiston High School, and a strong jobs market. While the majority of LC State's remedial students succeeded in subsequent college-level coursework and completed gateway math classes early during their college attendance, performance on these metrics fell shy of LC State's rigorous performance goals. And finally, it was observed this year that professional credentialing associations and public licensing offices experienced delays communicating testing and licensing results to LC State. Therefore, recent outcomes in metrics assessing licensing and certification among completers in social work and workforce training programs of HVAC, plumbing and electrical apprenticeships were not available to report in this strategic plan.

The following assumptions about external and internal factors will continue to impact the institution as the FY 2025 Strategic Plan is implemented.

Lewis-Clark State College...

1. Will continue to be a modestly selective admission institution with a greater than 95% acceptance rate, serving a substantial number of first-generation students, admitting students with various degrees of college preparation.
2. Will serve both residential and non-residential students, including those who commute, take online courses, are place-bound (e.g., incarcerated), and are working adults.
3. LC State is maintaining its aspirational goal to serve 3,000 FTE, which is particularly challenging in, a post-pandemic world, punctuated by declining local, regional and national high school graduating classes.
4. Will continue to forge strategic partnerships with other institutions, agencies, businesses, and organizations and the community at large for mutual benefit particularly as it relates to LC State's graduate credentialing.
5. Will continue to promote its brand and share its successes with multiple audiences, including prospective students.
6. Will continue to recruit faculty, staff and students across a wide range of demographics.
7. Relies on ongoing efforts to maximize operational efficiencies (e.g., program prioritization and internal resource reallocation); and increasing and leveraging grants, private fundraising to complement tuition revenue and reduced state support.
8. Will continue to assess its programs and services (program performance – program prioritization) to determine their efficacy and viability.
9. Master planning was engaged. The plan updated, submitted and approved by the SBOE. The plan can be found at: [Microsoft Word - FY2021 Campus Master Plan - External - FINAL \(lsc.edu\)](#).
10. Will advocate for increased per-capita investment in LC State via state funding in support of LC State's mission, strategic goals, position and role in Idaho's education ecosystem as a small school experience.

### Evaluation Process

LC State's Strategic Plan was originally developed for the 2013-2018 timeframe. In light of the college's updated mission, the waning utility of the college's old strategic plan, and a successful NWCCU

accreditation evaluation, institutional goals and objectives were rewritten. A representative committee developed new strategies and objectives to guide the work of the college. The new goals and objectives were proposed in the 2018-2022 strategic plan, submitted for Board review during the March 2018 meeting and adopted during the June 2018 meeting. The current Strategic Plan document was modified and streamlined to reflect our post-pandemic realities. As presented in this plan report, the goals have been operationalized through relevant performance measures. System-wide performance measures are comingled among institutional performance measures to undergird LC State’s commitment to “systemness”. Institutional performance will undergo annual Cabinet review. Changes will be made in alignment with objective performance review and subjective evaluation of the involved campus stakeholders.

### [Red Tape Reduction Act](#)

Administrative Rules are promulgated through the State Board of Education and this information is contained in the State Board of Education’s K-20 Strategic Plan.



Appendix 1: Crosswalk of State Board of Education Goals with Institutional Goals & Objectives

Institutional Goals & Objectives	State Board of Education Goals		
	Goal 1: Educational System Alignment	Goal 2: Educational Attainment	Goal 3: Workforce Readiness
Goal 1: Strengthen & Optimize Instructional and Co-curricular Programming			
Objective A: Optimize course and program delivery options			✓
Objective B: Ensure high quality program outcomes		✓	
Objective C: Optimize curricular & co-curricular programming through <i>Connecting Learning to Life</i> initiative			✓
Goal 2: Optimize Student Enrollment, Retention and Completion			
Objective A: Increase the college’s degree-seeking student enrollment	✓	✓	
Objective B: Increase credential output	✓	✓	✓
Goal 3: Foster and Support Campus Community Culture			
Objective A: Connecting College to Community	<i>*K-20 Alignment &amp; Coordination</i>	<i>*Lifelong Learning</i>	
Goal 4: Increase and Leverage Institutional Resources to Support College’s Mission			
Objective A: Grow Foundation Support and Grant Funding		✓	

Table 1: The Idaho State Board of Education (SBOE) has four goals in its strategic plan, three of which are presented here in alignment with LC State’s strategic plan goals and objectives. The goal missing in the above table from the SBOE plan is composed of measures entirely relating to K-12 education.



College of Eastern Idaho

Strategic Plan 2025-2029

June 1, 2024



FY 2025-2029

Strategic Plan

**MISSION STATEMENT**

To provide open access to affordable, quality education that meets the needs of students, regional employers, and community.

**VISION STATEMENT**

Our vision is to be a superior community college. We value a dynamic environment as a foundation for building our college into a nationally recognized community college role model. We are committed to educating all students through progressive and proven educational philosophies. We will continue to provide high quality education and state-of-the-art facilities and equipment for our students. We seek to achieve a comprehensive curriculum that prepares our students for entering the workforce, articulation to advance their degree, and full participation in society. We acknowledge the nature of change, the need for growth, and the potential of all challenges.

**STATE PERFORMANCE METRICS:**

Timely Degree Completion

- I. Percent of undergraduate, degree-seeking students completing 30 or more credits per academic year at the institution reporting (Source: PMR State Measure 50<sup>i</sup>)

	FY 2020	FY 2021	FY 2022	FY 2023	Benchmark	
					2025	2029
% of undergraduate students completing 30+ credits/year	15%	11%	11%	12%	13%	14%

- II. Percent of first-time, full-time, freshmen graduating within 150% of time (Source: PMR-State Performance Measure #40)

	FY 2020	FY 2021	FY 2022	FY 2023	Benchmark	
					2025	2029
First-time, full-time 150% of time graduation rate	56%	46%	47%	35%	37%	41%

- III. Total number of certificates/degrees produced, disaggregated (Source: PMR-State Measure #120)

- I. Certificates of less than one year
- II. Certificates of at least one academic year
- III. Associate degrees

	FY 2020	FY 2021	FY 2022	FY 2023	Benchmark	
					2025	2029
Certificates <1 year	0	9	3	1	3	6
Certificates >1 year	112	110	103	116	116	140
Associate Degrees	166	229	276	278	304	364

- IV. Number of unduplicated graduates/completers (Source: PMR-State Measure #170)

- I. Certificates of less than one year
- II. Certificates of at least one academic year
- III. Associate degrees

	FY 2020	FY 2021	FY 2022	FY 2023	Benchmark	
					2025	2029
Completers of Certificates <1 year	0	9	3	1	3	6
Completers of Certificates >1 year	112	110	102	115	121	126
Completers of Degrees	163	222	263	263	276	289

- V. Reform Remediation: Percent of undergraduate, degree-seeking students taking a remediation course completing a subsequent credit bearing course (in the area identified as needing remediation) within a year with a "C" or higher. (Source: PMR-State Measure #60)

	FY 2020	FY 2021	FY 2022	FY 2023	Benchmark	
					2025	2029
Students	34%	45%	66%	66%	69%	73%

VI. Math Pathways: Percent of new degree-seeking freshmen completing a gateway math course within two years (Source: PMR-State Measure #70)

					Benchmark	
	FY 2020	FY 2021	FY 2022	FY 2023	2025	2029
% of new freshmen completing gateway math within 2 years	59%	70%	71%	70%	73%	77%

VII. Guided Pathways: Percent of first-time, full-time freshmen graduating within 100% of time. (Source: PMR State Measure 180)

					Benchmark	
	FY 2020	FY 2021	FY 2022	FY 2023	2025	2029
First-time, full-time on-time graduation rate	32%	41%	33%	24%	25%	27%

VIII. Dual Credit Graduates Percent of dual credit students who graduate from high school with an associate's degree (Source: PMR State Measure #110)

					Benchmark	
	FY 2020	FY 2021	FY 2022	FY 2023	2025	2029
Percent of dual credit graduates	0.2%	0.5%	1.1%	1.7%	1.8%	1.9%

**GOAL 1: INCREASE EDUCATIONAL READINESS, ENSURING THAT CEI PROVIDES A RIGOROUS, UNIFORM, AND THOROUGH EDUCATION TO EMPOWER ITS STUDENTS TO BE LIFELONG LEARNERS WHO ARE PREPARED FOR OUR REGION’S WORKFORCE OPPORTUNITIES.**

Objective A: Increase the number of Idahoans prepared for the regional workforce’s needs.  
(Source: Internal Reporting)

	FY 2020	FY 2021	FY 2022	FY 2023	Benchmark	
					2025	2029
Workforce Training Headcount, duplicated	14,309	14,582	17,494	20,068	21,071	22,075
Percentage of change from previous fiscal year	-13.1%	+1.9%	+20%	+14.7%	+5%	+10%

Objective B: Increase total annual credit-seeking enrollment (Source: PSR Annual)

	FY 2020	FY 2021	FY 2022	FY 2023	Benchmark	
					2025	2029
Annual Credit-seeking Enrollment Headcount	2,402	2,627	3,225	3,468	3,641	3,815
Total percentage of change from previous fiscal year	+17.8%	+9.4%	+22.7%	+7.4%	+5%	+10%

**GOAL #2: INCREASE EDUCATIONAL ACCESS TO AN AFFORDABLE, QUALITY EDUCATION**

College of Eastern Idaho ensures that it increases access to quality, affordable education for all Idahoans, regardless of socioeconomic status, age, or geographic location.

Objective A: Increase the annual number of students who have a state-funded or foundation-funded scholarship to ensure that aspiring professionals of all economic means can access stellar education. (Source: Internal Reporting)

					Benchmark	
	FY 2020	FY 2021	FY 2022	FY 2023	2025	2029
State Funded	86	81	86	96	101	106
Foundation Funded	278	194	211	260	273	286

Objective B: Increase the numbers and percentage of degree/certificate seeking students who received a Pell grant, which shows that CEI its commitment to providing accessible education for those with substantial financial challenges. (Source: Student Financial Aid IPEDS)

					Benchmark	
	FY 2020	FY 2021	FY 2022	FY 2023	2025	2029
Number of students awarded a Pell grant	624	664	640	625	656	688
Percentage of all degree/certificate seeking students awarded federal Pell grants <sup>ii</sup>	39%	37%	30%	47%	49%	52%

Objective C: Increase the go-on rate, as evidenced by the percentage of entering CEI students who enroll in CEI programs during the first year after high school graduation: (Source: Internal Reporting)

					Benchmark	
	FY 2020	FY 2021	FY 2022	FY 2023	2025	2029
Percentage of Annual Enrollment who entered CEI within 1 year of High School	27.4%	31.3%	35.0%	43.9%	46%	48%

Objective D: Increase the percentage of degree-seeking students taking at least one course with a distance education component to ensure CEI is serving place bound, employed, and other students with diverse learning needs. (Source: IPEDS 12-month enrollment)<sup>iii</sup>

					Benchmark	
	FY 2020	FY 2021	FY 2022	FY 2023	2025	2029
Percentage of Students taking a Distance Ed course	31%	57%	49%	46%	48%	50%

Objective E: Increase the percentage of males in annual credit-seeking enrollment to increase equitable access to the state’s educational and vocational resources. (Source: IPEDS 12-month enrollment).

					Benchmark	
	FY 2020	FY 2021	FY 2022	FY 2023	2025	2029
Percentage of Males in annual enrollment	36.8%	33.1%	39.5%	41%	43%	45%

Objective F: Increase the number of applicants/students receiving Center for New Direction services (CND) (Source: Internal Reporting)

					Benchmark	
	FY 2020 <sup>4</sup>	FY 2021	FY 2022	FY 2023	2025	2029
CND Clients Served	294	318	264	266	300	350

**GOAL 3: INCREASE STUDENT ATTAINMENT**

College of Eastern Idaho fuels a strong workforce pipeline evidenced through a greater number of students completing certificates and/or degrees, including workforce credentials.

Objective A: Increase the number of students prepared to enter collegiate training or workforce. (Source: Internal reporting.)

- I. Increase the number of students enrolled in GED who are Idaho residents (not including ESL)
- II. Increase the number of students who complete their GED
- III. Increase the number of students who achieve at least one educational functioning level improvement (Source: Internal reporting)

					Benchmark	
	FY 2020	FY 2021	FY 2022	FY 2023	2025	2029
Enrolled	370	246	214	227	240	250
Completed	55	37	42	20	25	40
Gained educational level	Not available	71	98	117	123	129

Objective B: Increase the number of CEI completers at all certificate and degree levels. (Source: IPEDS Completions)

					Benchmark	
	FY 2020	FY 2021	FY 2022	FY 2023	2025	2029
All completers	272	330	363	368	386	405

Objective C: Increase the fall-to-fall retention rate, ensuring that students are making progress towards graduation.



I. First-time, Full-time, Fall-enrolled students that are retained or graduate in the following fall (Source: IPEDS Fall Enrollment Report)

					Benchmark	
from IPEDS report	Fall 2019-Fall 2020	Fall 2020-Fall 2021	Fall 2021-Fall 2022	Fall 2022-Fall 2023	2025	2029
First-time, Full-time Fall to Fall Retention	67%	47%	50%	64%	68%	75%

II. First-time, Part-time, Fall-enrolled students that are retained or graduate in the following fall. (Source: IPEDS Fall Enrollment Report)

					Benchmark	
	Fall 2019-Fall 2020	Fall 2020-Fall 2021	Fall 2021-Fall 2022	Fall 2022-Fall 2023	2025	2029
First-time, Part-time Fall to Fall Retention	52%	39%	42%	45%	48%	51%

Objective D: Increase career technical education graduates placed into their desired careers. (Source: Placement Rates)

					Benchmark	
	FY 2020	FY 2021	FY 2022	FY 2023	2025	2029
Positive Placement of Career Technical Education Completers	94%	96%	99%	97%	98%	98%

Objective E: Increase the percentage of students who are aged 24 years or younger in order to support the state’s goals to have 60% of Idahoans ages 25-34 to have a degree or certificate. (Source: IPEDS Fall Enrollment)

					Benchmark	
	FY 2020	FY 2021	FY 2022	FY 2023	2025	2029
Percentage of students who are aged 24 and younger	67.8%	74%	77%	78%	80%	80%

## **Key External Factors**

### **1. Increased need for a more flexibly educated workforce**

CEI has the largest workforce program in the state and a fifty-year history of providing employer-driven, market-responsive education. Institutional sustainability demands that workforce and credit-bearing programs purposefully collaborate. Credit-bearing students need more short-term credentials to prove their performance on key industry requirements, and workforce students need clear pathways and stackable credentials that re-invite them back as lifelong learners. We are purposefully developing bridges across the silos in program review, data collection, educational pathways, and others. We are also developing cross marketing on and off campus, so all stakeholders know the full range of our educational resources.

### **2. Inflation and population growth pressure**

Inflation, supply chain complications, and job market pressure require extraordinary care to ensure that our resources are best allocated to achieve mission fulfillment. CEI is a human-centric organization. Employees are our greatest resource and investing in their success will ensure effective recruiting and retention. We will continue to identify ways to minimize expenses, develop public-private partnerships, and develop alternate revenue sources to ensure that we can always move the mission forward.

### **3. Greater need for nimble educational programming**

CEI is committed to increasing stakeholder guidance, both on- and off-campus. We know that those closest to the problems will have the most specific answers, and our administration needs open, supported pathways to get unfiltered feedback. To strengthen on-campus channels, administration clarified reporting pathways, and it seeks bilateral communication through the Senates, committees, and campus-wide strategic conversations. We established faculty-inclusive/led committees that will deepen our academic freedom, academic integrity, professional development programs, prior learning assessment, and others. Overseen by the Academic Standards Committee, these committees will be working through an organized, shared process that identifies key research, develops published processes, evaluates their efficacy, and shares results throughout our community. Off campus, our administrators have set a goal to strengthen our K-12, advisory boards & community outreach. We use our Futuring Summits and other venues to discuss those expansions, share insights, and use that knowledge to create pragmatic, measurable priorities.

### **4. Careful conservation and growth of stakeholder investment**

Our administration has used a futuring process since CEI's inception. Futuring is an evolutionary process that combines regular conversations and collaborative research to assess our strategic position. We identify current and emerging patterns, trends, and expectations to define our future direction, and we determine the most effective measures to evaluate each developmental stage. Futuring allows us to continually realign our mission, planning, and intended outcomes of our programs and services to meet market needs and stakeholder expectations. We review our achievement indicators, which prompt new research questions. Each investigation clarifies short-term goals that lead us to our desired future.

Each year, administration invites a broad range of content experts to a futuring summit to study economic trends, industry trends, and stakeholder expectations. We are developing a research-based, data-driven development process that develops those identified trends into actionable tasks. This will allow us to best leverage our limited material and human resources, while minimizing risk.

#### **5. Greater proof of higher education's value to its stakeholders**

We have clear, published course-level and program-level outcomes. We are consciously developing the program-level outcomes to create a comprehensive, connected, and cohesive curriculum that is aligned with market needs. As a new institution, we are only just building enough student populations to expand our range of consistent credit-bearing programs. Even the definition of a program is receiving careful evaluation. Our faculty are researching widely to ensure that we build enough pathways that students can transfer easily into their program of choice. That is being balanced against the need for broadly available course offerings that can be completed on a clear track, on time, and with guidance on price-to-earnings implications.

SBOE GOAL 1: EDUCATIONAL READINESS		
CEI GOAL 1: INCREASE EDUCATIONAL READINESS		
<p>Objective A: Increase Idahoans prepared for the regional workforce’s needs.</p> <p>Measure: WTCE Headcount</p>	<p>Objective B: Increase total annual credit-seeking enrollment</p> <p>Measure: Credit-seeking headcount</p>	
SBOE GOAL 2: EDUCATIONAL ACCESS		
CEI GOAL 2: INCREASE EDUCATIONAL ACCESS		
<p>Objective A: Increase annual number of students who have a scholarship.</p> <p>Metric: State &amp; Foundation scholarships</p>	<p>Objective B: Increase numbers of Pell grant recipients</p> <p>Metric: Number and student body percentage of recipients</p>	<p>Objective C: Increase the go-on rate</p> <p>Metric: Annual enrollment of CEI students within 1 year of high school graduation</p>
<p>Objective D: Increase distance education enrollees.</p> <p>Metric: Percentage taking a course with distance components</p>	<p>Objective E: Increase percentage of males</p> <p>Metric: Percentage of males in annual enrollment</p>	<p>Objective F: Increase students leveraging support services</p> <p>Metric: CND clients served</p>
SBOE GOAL 3: EDUCATIONAL ATTAINMENT		
CEI GOAL 3: INCREASE EDUCATIONAL ATTAINMENT		
<p>Objective A: Increase the progress of College &amp; Career Readiness enrollees</p> <p>Metrics: Enrollment, GED completion, Educational level gain</p>	<p>Objective B: Increase number of CEI completers</p> <p>Metric: Unduplicated count of completers at all certificate &amp; degree levels</p>	<p>Objective C: Increase the fall-to-fall retention rate to ensure students are making progress to graduation.</p> <p>Metric: First-time, full- and part-time fall-to-fall retention rate</p>
<p>Objective D: CTE students place into chosen careers.</p> <p>Metric: Placement rate</p>	<p>Objective E: Increase the number of Idahoans 25-34 with a college degree or certificate.</p> <p>Metric: CEI students who are 24 years old or younger</p>	

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<sup>i</sup> In the 2023 PMR, this calculation method changed to align with the state's definition, and the previous years' data was recalculated to the same definition. Specifically, the cohorting method was improved, and GEN.AA and GEN.AS students who did not reach 30 credits are backed out of the cohort. These changes increase the accuracy of the results as defined by the measure.

<sup>ii</sup> In previous strategic plans, CEI reported only first-time, full-time students receiving Pell awards. CEI now reports on all first-time full-time and first-time part-time students receiving Pell awards.

<sup>iii</sup> CEI updated its calculation method to align with the data definitions used by the IPEDS 12-month enrollment report.



**COLLEGE OF SOUTHERN IDAHO  
2024-2028 (FY2025-FY2029)  
STRATEGIC PLAN**

**OUR MISSION**

To provide quality educational, social, cultural, economic, and workforce development opportunities that meet the diverse needs of the communities we serve.

**OUR VISION**

To improve the quality of life of those impacted by our services.

**OUR VALUES**

- **Community:** The College of Southern Idaho, the Magic Valley's community college, commits to effectively serving the educational, intellectual, cultural, and economic needs of the communities we serve.
- **Equity:** The College of Southern Idaho recognizes and embraces the value that people of diverse backgrounds and perspectives offer us all. As such, the College is a place of fairness, diversity, civility, and collegiality, and celebrates the benefits of learning and growth that come from a commitment to equity.
- **Innovation:** The College of Southern Idaho exemplifies a spirit of innovation that positions the College as an educational and community leader throughout our service area.
- **Quality:** The College of Southern Idaho ensures that offerings meet or exceed the level of quality demanded by stakeholders, and honor the substantial investment that users make in the College.

**OUR STRATEGIC PLAN**

Guided by the values of community, equity, innovation, and quality, the College of Southern Idaho pursues the following Strategic Goals, as established by the College of Southern Idaho Board of Trustees, and the President of the College of Southern Idaho.

**STRATEGIC GOAL 1: STUDENT ACCESS**

*Strategy #1: The College of Southern Idaho will provide quality and innovative educational programs that align with student needs, workforce demands, and employment opportunities.*

**Objective 1.1: Collaborate with K-12 partners to increase participation in higher education.**

**Performance Measures:**

**1.1.1 Grow dual credit enrollment at a rate that matches or exceeds the growth of Region IV school districts (Source: State Board of Education Dual Credit Report)**

	FY20 (2019-2020)	FY21 (2020-2021)	FY22 (2021-2022)	FY23 (2022-2023)	Benchmark	
					FY 2025	FY 2029
Headcount	7,648	7,472	8,866	9,682	9,682	TBD#
Credits	42,805	42,793	51,897	57,488	57,488	TBD#

Benchmark: Maintain current enrollment levels, despite slight contraction of Region IV K-12 enrollment <sub>1</sub> (by 2025)

**1.1.2 Increase the Region IV high school immediate and three-year “college-going” rates (Source: State Board of Education and CSI)**

	FY20 (2019-2020)	FY21 (2020-2021)	FY22 (2021-2022)	FY23 (2022-2023)	Benchmark	
					FY 2025	FY 2029
Fall Immediate	44%	43%	45%	42%	47%	60%*
Within 3 Years	61%	64%	64%	57%	67%	80%*
Subset of “Fall Immediate” attending CSI	57%	59%	54%	51%	65%	70%

Benchmark: 47% immediate, 67% within 3 years, and 65% attending CSI; some historical data has been updated for FY20, FY21, and FY22 <sub>2</sub> (by 2025)

**Objective 1.2: Collaborate with local employers to provide education and training opportunities that meet community workforce needs.**

**Performance Measures:**

**1.2.1 Increase Workforce Development enrollment (Source: Workforce Development and Training Report)**

	FY20 (2019-2020)	FY21 (2020-2021)	FY22 (2021-2022)	FY23 (2022-2023)	Benchmark	
					FY 2025	FY 2029
Total Enrollments	5,034	7,992	6,459	7,190	8,700	9,950

Benchmark: 8,700 (by 2025) <sub>3</sub>

**Objective 1.3: Increase participation in higher education by offering programs and services that meet the educational needs of the communities we serve.**

**Performance Measures:**

**1.3.1 Increase CSI unduplicated headcount of non-dual credit students (Source: PSR 1 Fall Snapshot Report)**

FY21 (2020-2021)	FY22 (2021-2022)	FY23 (2022-2023)	FY24 (2023-2024)	Benchmark	
				FY 2025	FY 2029
3,987	3,883	3,905	3,958	4,100	4,500

Benchmark: 4,100<sup>a</sup> (by 2025)

**1.3.2 Increase CSI full time equivalency (FTE) enrollment for all credit-bearing students (Source: PSR 1 Fall Snapshot Report)**

FY21 (2020-2021)	FY22 (2021-2022)	FY23 (2022-2023)	FY24 (2023-2024)	Benchmark	
				FY 2025	FY 2029
3,476	3,590	3,702	3,963	4,200	4,500

Benchmark: 4,200<sup>s</sup> (by 2025)



**STRATEGIC GOAL 2: STUDENT RETENTION**

**Strategy #2: The College of Southern Idaho will provide high-impact learning and student support systems that provide a sense of belonging for our diverse student population and that enhance persistence and retention.**

**Objective 2.1: Establish robust systems and processes that support student retention.**

**Performance Measures:**

**2.1.1 Increase the percentage of new first-time, full-time, degree seeking students retained or graduated the following year (excluding death or permanent disability, military, foreign aid service, and mission) (Source: IPEDS)**

FY20 (2019-2020)	FY21 (2020-2021)	FY22 (2021-2022)	FY23 (2022-2023)	Benchmark	
				FY 2025	FY 2029
61%	66%	60%	64%	67%	75%**

Benchmark: 67% <sub>ε</sub> (by 2025); 75% <sub>ε</sub> (by 2029)

**Objective 2.2: Offer instructional programs and support systems that help underprepared students move into college-level coursework rapidly and successfully.**

**Performance Measures:**

**2.2.1 Increase the percentage of degree seeking students taking a remedial math course who complete a subsequent credit bearing course with a C or higher within one year of remedial enrollment (Source: CSI) *Statewide Performance Measure***

FY20 (2019-2020)	FY21 (2020-2021)	FY22 (2021-2022)	FY23 (2022-2023)	Benchmark	
				FY 2025	FY 2029
43% (339/785)	48% (484/1,012)	51% (384/759)	44% (231/525)	50%	50%

Benchmark: 50% <sub>γ</sub> (by 2025/2029)

**2.2.2 Increase the percentage of degree seeking students taking a remedial English course who complete a subsequent credit bearing course with a C or higher within one year of remedial enrollment (Source: CSI) *Statewide Performance Measure***

FY20 (2019-2020)	FY21 (2020-2021)	FY22 (2021-2022)	FY23 (2022-2023)	Benchmark	
				FY 2025	FY 2029
73% (185/255)	71% (151/214)	69% (115/168)	71% (72/101)	70%	70%

Benchmark: 70% <sub>γ</sub> (by 2025/2029)

**2.2.3 Increase the percentage of first-time degree seeking students completing a gateway math course within two years of enrollment (Source: CSI) *Statewide Performance Measure***

FY20 (2019-2020)	FY21 (2020-2021)	FY22 (2021-2022)	FY23 (2022-2023)	Benchmark	
				FY 2025	FY 2029
48% (499/1044)	50% (517/1030)	50% (597/1183)	52% (641/1225)	55%	60%

Benchmark: 55% <sub>γ</sub> (by 2025); 60% <sub>γ</sub> (by 2029); historical data has been updated for FY22 due to a previous rounding error

**STRATEGIC GOAL 3: STUDENT SUCCESS**

**Strategy #3: The College of Southern Idaho will provide instructional and student support services that allow students to successfully and efficiently complete their educational goals.**

**Objective 3.1: Increase the rate of college completion by removing barriers, providing targeted support measures, and creating multiple pathways to completion.**

**Performance Measures:**

**3.1.1 Match or exceed our peer institutions in the percentage of first-time, full-time degree/certificate seeking students who graduate within 150% of time (Source: IPEDS) Statewide Performance Measure**

	FY20 (2019-2020)	FY21 (2020-2021)	FY22 (2021-2022)	FY23 (2022-2023)	Benchmark	
					FY 2025	FY 2029
CSI	35%	36%	44%	43%	45%	50%**
Peer Institutions	NA	34%	34%	35%		

Benchmark: 45% <sup>8</sup>(by 2025); 50% <sup>8</sup>(by 2029)

**3.1.2 Increase the percentage of first-time, full-time degree/certificate seeking students who graduate within 100% of time (Source: IPEDS) Statewide Performance Measure**

FY20 (2019-2020)	FY21 (2020-2021)	FY22 (2021-2022)	FY23 (2022-2023)	Benchmark	
				FY 2025	FY 2029
22%	31%	31%	34%	NA	30%**

Benchmark: NA <sup>8</sup>

**3.1.3 Increase the number of associate degrees and certificates of one year or more produced annually (Source: IPEDS Completions) Statewide Performance Measure**

FY20 (2019-2020)	FY21 (2020-2021)	FY22 (2021-2022)	FY23 (2022-2023)	Benchmark	
				FY 2025	FY 2027
1,076	1,094	1,143	1,132	1,262	1,342

Benchmark: 195 Certificates/1067 Degrees <sup>9</sup>(by 2025) (SBOE)

**3.1.4 Increase the number of unduplicated graduates with associate degrees and/or certificates of one year or more produced annually (Source: IPEDS Completions) Statewide Performance Measure**

FY20 (2019-2020)	FY21 (2020-2021)	FY22 (2021-2022)	FY23 (2022-2023)	Benchmark	
				FY 2025	FY 2029
962	979	1,027	1,023	NA	NA

Benchmark: NA <sup>9</sup>; data has been updated from previous plans to reflect final numbers rather than preliminary numbers

**3.1.5 Increase the percentage of students completing 30 or more credits per academic year (Source: CSI) Statewide Performance Measure**

FY20 (2019-2020)	FY21 (2020-2021)	FY22 (2021-2022)	FY23 (2022-2023)	Benchmark	
				FY 2025	FY 2029
15%	13%	13%	13%	15%	20%

Benchmark: 15% <sup>10</sup>(by 2025)

**3.1.6 Reduce the median credits earned at graduation (Source: CSI)**

FY20 (2019-2020)	FY21 (2020-2021)	FY22 (2021-2022)	FY23 (2022-2023)	Benchmark	
				FY 2025	FY 2029
73	72	69	68	69	69

Benchmark: 69 <sup>11</sup> (by 2025); data has been updated from previous plans to reflect final numbers rather than preliminary numbers

**Objective 3.2: Ensure that instructional and student support services provide an equitable environment for all.**

**Performance Measures:**

**3.2.1 Increase the retention and graduation rates of entering students with high school GPAs of 3.0 or lower (Source: College of Southern Idaho)**

Metric	FY20 (2019-2020)	FY21 (2020-2021)	FY22 (2021-2022)	FY23 (2022-2023)	Benchmark	
					FY 2025	FY 2029
Fall-to-Fall Retention	50%	58%	46%	54%	60%	75%**
150% of Time Graduation	21%	19%	22%	25%	28%	50%**

Benchmark: Eliminate Gap by 2029 <sup>12</sup>; data has been updated from previous plans to reflect final numbers rather than preliminary numbers

**Objective 3.3: Provide a quality education that prepares graduates for post-graduation success.**

**Performance Measures:**

**3.3.1 Placement of Career Technical Education Completers (Source: Idaho CTE Follow-Up Report)**

FY20 (2019-2020)	FY21 (2020-2021)	FY22 (2021-2022)	FY23 (2022-2023)	Benchmark	
				FY 2025	FY 2029
98%	98%	99%	93%	97%	97%

Benchmark: Maintain placement at or above the average for the previous four years (97%) <sup>13</sup> (by 2025)

**3.3.2 Transfer rates of non-CTE CSI graduates within 3 years of CSI graduation (Source: CSI)**

FY20 (2019-2020)	FY21 (2020-2021)	FY22 (2021-2022)	FY23 (2022-2023)	Benchmark	
				FY 2025	FY 2029
63% (2016-2017 Graduates)	66% (2017-2018 Graduates)	67% (2018-2019 Graduates)	58% (2020-2021 Graduates)	67%	67%

Benchmark: 67% <sup>14</sup> (by 2025)

# FY 2029 benchmarks have not yet been set by the college for these metrics and/or cannot be set due to the benchmark being reliant on data from previous years.

\*\* This benchmark has been established by the Idaho State Board of Education.

**KEY EXTERNAL FACTORS:**

There are numerous external factors that could impact the execution of the College of Southern Idaho’s Strategic Plan. These include, but are not limited to:

- Changes in the unemployment rate which has been shown to significantly impact enrollment.
- Changes in local, state, and/or federal funding levels.
- Changes to accreditation requirements.
- Circumstances of and strategies employed by our partners (e.g., K-12, higher education institutions, local industry).
- Emergencies (pandemics, natural disasters, etc.).
- Legal and regulatory changes.

**EVALUATION PROCESS:**

The College of Southern Idaho Strategic Plan is evaluated annually by its locally elected Board of Trustees. Benchmarks are established and evaluated throughout the year by the college employees. The college reports on achievement of benchmarks annually to the College of Southern Idaho Board of Trustees and to the Idaho State Board of Education.

**NOTES:**

<sup>1</sup> The college has set a benchmark for dual credit growth that matches the growth rate of student enrollment in K-12 school districts in Region IV of the State of Idaho (Region IV Enrollment vs CSI Dual Enrollment report). This measure is updated annually and supports the Idaho State Board of Education's Goal 2.A.I (90% or more of high school graduates are funded for one or more advanced opportunity). Region IV enrollment growth source: <https://www.sde.idaho.gov/finance/#attendance>.

<sup>2</sup> The college is working to increase the immediate Region IV "go on" rate in general, as well as the proportion who attend CSI. This benchmark has been set based upon Utah's pre-pandemic "go on" rate. This measure supports the Idaho State Board of Education's Goals 2.C.I and 2.C.II (60% or more of HS graduates attend college within 1 year; 80% or more within 3 years). Data has been updated from FY20, FY21, and FY22 due to updated "go on" data being released by the Idaho State Board of Education.

<sup>3</sup> Growth rates have been established based upon a current uptick in interest in the trades and Idaho Launch marketing and funding. Following this initial jump in enrollment, a more sustainable 3% growth rate has been established.

<sup>4</sup> The college has established a goal of enrolling 4500 non-dual credit students per semester by 2029. This measure supports the Idaho State Board of Education's Goals 2.C.I and 2.C.II (60% or more of HS graduates attend college within 1 year; 80% or more within 3 years).

<sup>5</sup> The college has established a goal of increasing FTE to 4,500 in the fall of 2029. This measure supports the Idaho State Board of Education's Goals 2.C.I and 2.C.II (60% or more of HS graduates attend college within 1 year; 80% or more within 3 years).

<sup>6</sup> The benchmark for first-time, full-time, degree seeking students for FY25 has been set as a stretch benchmark considering several college initiatives focused on retaining students, and in line with Amarillo College (TX), a CSI's established peer comparator institutions that is exemplary in this area. The FY29 benchmark reflects the Idaho State Board of Education's established goal for this metric. This measure supports the Idaho State Board of Education's Goal 3.A.I (75% or more of students retained to the second year). The most recent data reflects an entry cohort one year prior to FY date. For example, FY23 data reflects a Fall 2021 entry cohort.

<sup>7</sup> English and math remediation and subsequent completion benchmarks reflect the decreasing populations of students being placed into remediation. The gateway math completion metric reflects ongoing work in this area. The FY25 benchmark demonstrates CSI's continued commitment to helping students complete a gateway math course as quickly as possible, while the FY29 benchmarks match the State Board of Education's previous state goal.

<sup>8</sup> This benchmark has been established considering recent positive trends in this area and several initiatives the college has undertaken to increase completion rates. The benchmark also aligns with the exemplary success rates shown at Hutchinson Community College, a CSI's established benchmark institution. The full group of CSI peer institutions has an average 150% of time graduation rate of 35%. This measure supports the Idaho State Board of Education's Goal 3.B.I (50% per year). The college has chosen to set a benchmark for the 150% of time completion rate, but not for the 100% of time completion rate. This is due to the lack of availability of comparison data for peer institutions at the 100% time to completion rate. However, the college does recognize the Idaho State Board of Education's Goal of 30% in this area and has already exceeded that target.

<sup>9</sup> Benchmarks reflect targets previously established by the Idaho State Board of Education. Benchmarks have been set for the numbers of certificates and degrees completed each year, rather than for the number individual graduates.

<sup>10</sup> In recognition of data showing that students who complete 30 or more credits per year have more long-term success in college than students who do not and are more likely to complete a certificate or degree, the college is working to encourage students to enroll in 30 or more credits per year. This measure supports the Idaho State Board of Education's Goal 3.A.II (55% or more per year).

<sup>11</sup> The college has worked to reduce the number of credits earned at graduation through advising and the use of focused graduation plans.

<sup>12</sup> Research at CSI has revealed that the most significant predictor of college success for entering students is high school grade point average. Further, data show that males, and students who self-identify as Hispanic, tend to arrive at CSI with lower high school grade point averages than other populations. With the goal of addressing equity issues within college completion, CSI has elected to track the success of students who arrive at CSI with a low high school grade point average, and to strategically direct services toward them in order to close achievement gaps between those students and students who enter with a grade point average of 3.0 or higher.

<sup>13</sup> This benchmark has been established based upon an average of the past four years of placement. (Source: Idaho CTE Follow-Up Report)

<sup>14</sup> The college is working to better support students who intend to transfer after graduation. (Most recent data reflects an entry cohort three years prior to FY date. For example, FY23 data reflects fall 2019 entry cohort.)

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS  
JUNE 12-13, 2024**

**ATTACHMENT 7**

Alignment with Idaho State Board of Education FY2025-2029 Strategic Plan	State Board of Education Goals		
	Goal 1: EDUCATIONAL READINESS	Goal 2: EDUCATIONAL ACCESS	Goal 3: EDUCATIONAL ATTAINMENT
<b>College of Southern Idaho Goals and Objectives</b>			
<b>GOAL #1: STUDENT ACCESS</b>			
<i>Strategy #1: The College of Southern Idaho will provide quality and innovative educational programs that align with student needs, workforce demands, and employment opportunities.</i>			
Objective 1.1: Collaborate with K-12 partners to increase participation in higher education.		✓	
Objective 1.2: Collaborate with local employers to provide education and training opportunities that meet community workforce needs.		✓	
Objective 1.3: Increase participation in higher education by offering programs and services that meet the educational needs of the communities we serve.		✓	
<b>GOAL #2: STUDENT RETENTION</b>			
<i>Strategy #2: The College of Southern Idaho will provide high-impact learning and student support systems that provide a sense of belonging for our diverse student population and that enhance persistence and retention.</i>			
Objective 2.1: Establish robust systems and processes that support student retention.			✓
Objective 2.2: Offer instructional programs and support systems that help underprepared students move into college-level coursework rapidly and successfully.			✓
<b>GOAL #3: STUDENT SUCCESS</b>			
<i>Strategy #3: The College of Southern Idaho will provide instructional and student support services that allow students to successfully and efficiently complete their educational goals.</i>			
Objective 3.1: Increase the rate of college completion by removing barriers, providing targeted support measures, and creating multiple pathways to completion.			✓
Objective 3.2: Ensure that instructional and student support services provide an equitable environment for all.			✓
Objective 3.3: Provide a quality education that prepares graduates for post-graduation success.			✓



Updated March 2024

# College of Western Idaho Strategic Plan 2025 – 2029

## STATUTORY AUTHORITY

This plan has been developed in accordance with Northwest Commission on Colleges and Universities (NWCCU) and Idaho State Board of Education standards. The statutory authority and the enumerated general powers and duties of the Board of Trustees of a junior (community) college district are established in Sections 33-2101, 33-2103 to 33-2115, Idaho Code.

### MISSION STATEMENT

*College of Western Idaho is committed to empowering students to succeed by providing affordable and accessible education to advance the local and global workforce.*

### VISION STATEMENT

The College of Western Idaho will be a best-in-class community college that provides quality, affordable, and accessible education by delivering innovative and cost-effective programming that empowers students, leads to economic and social mobility, and meets evolving community needs.

### GOAL 1: Student Success

*CWI values its students and is committed to supporting their success in reaching their educational and career goals.*

**Objective 1A:** Advance Student Success by Optimizing the Student Lifecycle

### Performance Measures:

#### ***I. Number of degrees/certificates produced annually (IPEDS Completions)***

FY19 (2018-2019)	FY20 (2019-2020)	FY21 (2020-2021)	FY22 (2021-2022)	FY23 (2022-2023)	Benchmark	
					FY25	FY29
<b>Degrees</b>						
906	956	951	1,037	991	>=1,000	>=1,121
<b>Certificates of at least 1 year</b>						
324 (538 w/Gen. Ed awards)	347 (1,286 w/Gen. Ed awards)	332 (1,164 w/Gen. Ed awards)	302 (1,327 w/Gen. Ed awards)	277 (1,148 w/Gen. Ed awards)	>=300	>=350

**Benchmark (state-wide performance measure):** *Number of degrees produced annually (IPEDS completions) will meet or exceed 1,121 degrees by 2029. The benchmark was established based on past years’ performance and with the intent of being a stretch goal that is specific, measurable, attainable, relevant, and time-bound (SMART).*

**Benchmark (state-wide performance measure):** Number of certificates of at least one year produced annually (IPEDS completions) will be meet or exceed 350 certificates by 2029. The benchmark was established based on past years’ performance and with the intent of being a stretch goal that is specific, measurable, attainable, relevant, and time-bound (SMART).

**II. Number of unduplicated graduates (IPEDS Completions)**

FY19 (2018-2019)	FY20 (2019-2020)	FY21 (2020-2021)	FY22 (2021-2022)	FY23 (2022-2023)	Benchmark	
					FY25	FY29
<b>Degrees</b>						
880	924	920	1,009	962	>=970	>=1,087
<b>Certificates of at least 1 year</b>						
268 (481 w/Gen. Ed awards)	287 (1,218 w/Gen. Ed awards)	261 (1,090 w/Gen. Ed awards)	241 (1,260 w/Gen. Ed awards)	227 (1,096 w/Gen. Ed awards)	>=240	>=280

**Benchmark (state-wide performance measure):** Number of unduplicated graduates with degrees (IPEDS completions) will be greater than or equal to 1,087 by 2029. The benchmark was established based on past years’ performance and with the intent of being a stretch goal that is specific, measurable, attainable, relevant, and time-bound (SMART).

**Benchmark (state-wide performance measure):** Number of unduplicated graduates with certificates of at least one year (IPEDS completions) will be greater than or equal to 280 by 2029. The benchmark was established based on past years’ performance and with the intent of being a stretch goal that is specific, measurable, attainable, relevant, and time-bound (SMART).

**III. Percentage of students completing 30 or more credits per academic year**

FY19 (2018-2019)	FY20 (2019-2020)	FY21 (2020-2021)	FY22 (2021-2022)	FY23 (2022-2023)	Benchmark	
					FY25	FY29
5%	4%	4%	4%	4%	>=5%	>=7%

**Benchmark (state-wide performance measure):** Percentage of students completing 30 or more credits per academic year will meet or exceed 7% by 2029. The benchmark was established based on past years’ performance and with the intent of being a stretch goal that is specific, measurable, attainable, relevant, and time-bound (SMART).

**IV. Percentage of first-time, full-time degree/certificate seeking students who graduate within 150% of time (IPEDS Graduation Rates)**

FY19 (2018-2019)	FY20 (2019-2020)	FY21 (2020-2021)	FY22 (2021-2022)	FY23 (2022-2023)	Benchmark	
					FY25	FY29
Fall Cohort 2016 22%	Fall Cohort 2017 23%	Fall Cohort 2018 25%	Fall Cohort 2019 27%	Fall Cohort 2020 27%	>=30%	>=33

**Benchmark (state-wide performance measure):** Percentage of first-time, full-time degree/certificate seeking students who graduate within 150% of time (IPEDS Graduation Rates) will meet or exceed 33% by 2029. The benchmark was established based on past years’ performance and with the intent of being a stretch goal that is specific, measurable, attainable, relevant, and time-bound (SMART).



**V. Percentage of first-time, full-time degree/certificate seeking students who graduate within 100% of time (IPEDS Graduation Rates)**

FY19 (2018-2019)	FY20 (2019-2020)	FY21 (2020-2021)	FY22 (2021-2022)	FY23 (2022-2023)	Benchmark	
					FY25	FY29
Fall Cohort 2017 13%	Fall Cohort 2018 14%	Fall Cohort 2019 16%	Fall Cohort 2020 15%*	Fall Cohort 2021 19%	>=20%	>=23%

\*FY22 value for this measure has been updated.

**Benchmark (state-wide performance measure):** Percentage of first-time, full-time degree/certificate seeking students who graduate within 100% of time (IPEDS Graduation Rates) will meet or exceed 23% by 2029. The benchmark was established based on past years' performance and with the intent of being a stretch goal that is specific, measurable, attainable, relevant, and time-bound (SMART).

**VI. Percentage of degree seeking students taking a remedial course who complete a subsequent credit bearing course with a C or higher within one year of remedial enrollment**

FY19 (2018-2019)	FY20 (2019-2020)	FY21 (2020-2021)	FY22 (2021-2022)	FY23 (2022-2023)	Benchmark	
					FY25	FY29
English: 70% Math: 23%	English: 74% Math: 27%	English: 70% Math: 25%	English: 64% Math: 25%	English: 65% Math: 30%	English: >=70% Math: >=35%	English: >=74% Math: >=39%

**Benchmark (state-wide performance measure):** Percentage of degree seeking students taking a remedial course who complete a subsequent credit bearing course with a C or higher within one year of remedial enrollment will meet or exceed 74% for English and 39% for Math by 2029. The benchmark was established based on past years' performance and with the intent of being a stretch goal that is specific, measurable, attainable, relevant, and time-bound (SMART).

**VII. Percentage of first-time degree seeking students completing a gateway math course within two years of enrollment**

FY19 (2018-2019)	FY20 (2019-2020)	FY21 (2020-2021)	FY22 (2021-2022)	FY23 (2022-2023)	Benchmark	
					FY25	FY29
24%	27%	31%	30%	32%	>=34%	>=38%

**Benchmark (state-wide performance measure):** Percentage of first-time degree seeking students completing a gateway math course within two years of enrollment will meet or exceed 38% by 2029. The benchmark was established based on past years' performance and with the intent of being a stretch goal that is specific, measurable, attainable, relevant, and time-bound (SMART).

**Key External Factors**

*There are a number of key external factors that can have significant impact on CWI's ability to fulfill the mission and institutional priorities in the years to come. Some of these include:*

- *Continued revenue. 36% of CWI's total revenue comes from State of Idaho provided funds (General Fund, CTE, and Liquor Fund). Maintaining parity with the state's other community colleges is a stated objective within our strategic plan. Ongoing state funding is vital to the continued success of CWI.*
- *Enrollment. CWI is actively engaged in recruiting and retention efforts in all areas of student enrollment. With nearly 30% of revenue generated from student tuition and fees, it is critical that CWI reach out in meaningful ways to its service area to support ongoing learning opportunities for the community and maintain fiscal stability for the college.*

**Evaluation Process**

*The College of Western Idaho is currently operating in its Comprehensive Strategic Plan for 2024-2026 and created associated performance metrics and benchmarks. Evaluations are initiated at regular intervals, the scope and timing of which are determined by the lifecycle of the necessary processes and the impact to our students and institution.*

*When improvements are determined to be necessary, scope and impact to the student or business processes are then evaluated, desired outcomes are determined, and a stated goal is formulated and then measured against existing goals or strategies to determine if it can be incorporated into existing structure or would be stand alone in nature. Once a new goal is incorporated, an evaluative process will be created, benchmarking will be established and recurring evaluations made.*



**North Idaho College**

2025 - 2029

Strategic Plan

*North Idaho College is in the process of a strategic plan revision which may result in changes to some elements of this plan, including benchmark targets.*

**MISSION STATEMENT**

North Idaho College meets the diverse educational needs of students, employers, and the northern Idaho communities it serves through a commitment to student success, educational excellence, community engagement, and lifelong learning.

**VISION STATEMENT**

As a comprehensive community college, North Idaho College strives to provide accessible, affordable, quality learning opportunities. North Idaho College endeavors to be an innovative, flexible leader recognized as a center of educational, cultural, economic, and civic activities by the communities it serves.

**GOAL 1: STUDENT SUCCESS**

A vibrant, lifelong learning environment that engages students as partners in achieving educational goals to enhance their quality of life.

Goal 1, Objective A: Provide innovative, progressive, and student-centered programs and services.

*Performance Measures*

- I. Percentage of entering degree/certificate-seeking students who were awarded a degree or certificate, transferred, or are still enrolled at eight years after entry. *Source: IPEDS Outcome Measures Survey. [CCM 257]*

					Benchmark	
FY 2020	FY 2021	FY 2022	FY 2023	FY 2024	FY 2025	FY 2029
51.2%	51.6%	54.4%	54.8%			
2012-2013 cohort followed through 8/31/2020	2013-2014 cohort followed through 8/31/2021	2014-2015 cohort followed through 8/31/2022	2015-2016 cohort followed through 8/31/2023	2016-2017 cohort data not yet available	52%	54%

Benchmark: 54% <sup>1</sup> (by 2029)

II. Percentage of NIC Dual Credit students who participated in dual enrollment during any year of high school and matriculated at NIC within one year following their high school graduation.

Source: *NIC Trends*. [CCM 227]

					Benchmark	
FY 2020	FY 2021	FY 2022	FY 2023	FY 2024	FY 2025	FY 2029
27.1% (329/1215) 2019 HS Grad Cohort	26.6% (329/1239) 2020 HS Grad Cohort	26.3% (317/1207) 2021 HS Grad Cohort	22.7% (254/1121) 2022 HS Grad Cohort	2023 HS Grad cohort data not yet available	26%	27%

Benchmark: 27%<sup>2</sup> (by 2029)

III. Percentage of NIC Dual Credit students who participated in dual enrollment during any year of high school and matriculated at other institutions within one year following their high school graduation. Source: *NIC Trends*. [CCM 228]

					Benchmark	
FY 2020	FY 2021	FY 2022	FY 2023	FY 2024	FY 2025	FY 2029
50.2% (610/1215) 2019 HS Grad Cohort	47.1% (583/1239) 2020 HS Grad Cohort	46.7% (564/1207) 2021 HS Grad Cohort	52.1% (584/1121) 2022 HS Grad Cohort	2023 HS Grad cohort data not yet available	47%	49%

Benchmark: 49%<sup>3</sup> (by 2029)

IV. Total number of degrees/certificates produced, broken out by a) certificates of less than one year; b) certificates of at least one year; and c) associate degrees. *Systemwide Performance Measure*.

Source: *NIC Trends*. [CCM 238]

					Benchmark	
FY 2020	FY 2021	FY 2022	FY 2023	FY 2024	FY 2025	FY 2029
a) 121 b) 620 c) 659 Total Awards: 1400	a) 96 b) 639 c) 734 Total Awards: 1469	a) 83 b) 568 c) 734 Total Awards: 1385	a) 119 b) 661 c) 743 Total Awards: 1523	FY 2024 data not yet available	a) 97 b) 645 c) 741 Total Awards: 1483	a) 98 b) 652 c) 749 Total Awards: 1499

Benchmark: a) 98 b) 652 c) 749<sup>4</sup> (by 2029)

V. Number of unduplicated graduates broken out by a) certificates of less than one year; b) certificates of at least one year; and c) associate degrees. *Systemwide Performance Measure*.

Source: *NIC Trends*. [CCM 239]

					Benchmark	
FY 2020	FY 2021	FY 2022	FY 2023	FY 2024	FY 2025	FY 2029
a) 105 b) 604 c) 619 Total overall unduplicated count: 893	a) 85 b) 629 c) 676 Total overall unduplicated count: 921	a) 68 b) 550 c) 681 Total overall unduplicated count: 897	a) 112 b) 625 c) 697 Total overall unduplicated count: 952	FY 2024 data not yet available	a) 86 b) 635 c) 683 Total overall unduplicated count: 930	a) 87 b) 642 c) 690 Total overall unduplicated count: 939

Benchmark: a) 87 b) 642 c) 690<sup>5</sup> (by 2029)

Goal 1, Objective B: Engage and empower students to take personal responsibility and to actively participate in their educational experience.

*Performance Measures*

- I. Percentage of CTE Graduates that responded to a follow-up survey who achieved positive placement after leaving postsecondary education. *Source: NIC Trends. [CCM 177]*

					Benchmark	
FY 2020	FY 2021	FY 2022	FY 2023	FY 2024	FY 2025	FY 2029
83.8% 2019-20 Graduates	85.1% 2020-21 Graduates	77.2% 2021-22 Graduates	97.0% 2022-23 Graduates	FY 2024 data not yet available	85%	87%

Benchmark: 87% <sup>6</sup> (by 2029)

*Note: Methodology change beginning with FY 2023. Follow-up surveys are now focused solely on Perkins, resulting in more accurate positive placement data. In prior years, data was collected via the GradCast platform and students were not answering the Perkins-related questions.*

- II. Percentage of non-remedial courses (duplicated student headcount) completed in the fall term with a C or better. *Source: NIC Trends. [CCM 108]*

					Benchmark	
FY 2020	FY 2021	FY 2022	FY 2023	FY 2024	FY 2025	FY 2029
81.0% 12,854/15,873 Fall 2019	80.3% 11,777/14,666 Fall 2020	82.2% 11,764/14,315 Fall 2021	84.3% 11,187/13,278 Fall 2022	Fall 2023 cohort data not yet available	80%	82%

Benchmark: 82% <sup>7</sup> (by 2029)

Goal 1, Objective C: Promote programs and services to enhance access and successful student transitions.

*Performance Measures*

- I. Persistence Rate: Full-time, first-time and new transfer-in students who persist to spring or receive an award that first fall as a percentage of that population. *Source: NIC Trends. [CCM 155]*

					Benchmark	
FY 2020	FY 2021	FY 2022	FY 2023	FY 2024	FY 2025	FY 2029
79.8% (604/757) Fall 2019 to Spring 2020	79.2% (568/717) Fall 2020 to Spring 2021	79.2% (563/711) Fall 2021 to Spring 2022	83.0% (508/612) Fall 2022 to Spring 2023	Fall 2023 cohort data not yet available	79%	80%

Benchmark: 80% <sup>8</sup> (by 2029)

- II. Retention Rate: Full-time, first-time, degree/certificate-seeking student retention rates as defined by IPEDS. *Source: Integrated Postsecondary Education Data System (IPEDS). [CCM 025]*

					Benchmark	
FY 2020	FY 2021	FY 2022	FY 2023	FY 2024	FY 2025	FY 2029
56.1% (361/644) Fall 2019 cohort	61.6% (366/594) Fall 2020 cohort	59.2% (363/613) Fall 2021 cohort	58.9% (308/523) Fall 2022 cohort (Preliminary)	Fall 2023 cohort data not yet available	61%	63%

Benchmark: 63%<sup>9</sup> (by 2029)

III. Retention Rate: Part-time, first-time, degree/certificate-seeking student retention rates as defined by IPEDS. *Source: Integrated Postsecondary Education Data System (IPEDS).* [CCM 026]

					Benchmark	
FY 2020	FY 2021	FY 2022	FY 2023	FY 2024	FY 2025	FY 2029
35.4% (86/243) Fall 2019 cohort	38.6% (101/262) Fall 2020 cohort	46.8% (118/252) Fall 2021 cohort	40.2% (84/209) Fall 2022 cohort (Preliminary)	Fall 2023 cohort data not yet available	36%	37%

Benchmark: 37%<sup>10</sup> (by 2029)

IV. Percent of undergraduate, degree/certificate-seeking students completing 30 or more credits per academic year at the institution reporting. *Systemwide Performance Measure. Source: NIC Trends.* [CCM 195]

					Benchmark	
FY 2020	FY 2021	FY 2022	FY 2023	FY 2024	FY 2025	FY 2029
9.9% (288/2920)	10.2% (284/2785)	10.3% (268/2605)	11.2% (259/2306)	FY 2024 data not yet available	11%	11%

Benchmark: 11%<sup>11</sup> (by 2029)

V. Percent of first-time, full-time, degree/certificate-seeking students graduating within 150% of time. *Systemwide Performance Measure. Source: Integrated Postsecondary Education Data System (IPEDS).* [CCM 196]

					Benchmark	
FY 2020	FY 2021	FY 2022	FY 2023	FY 2024	FY 2025	FY 2029
28.1% (188/668) Fall 2017 Cohort	28.3% (194/686) Fall 2018 Cohort	26.4% (170/644) Fall 2019 Cohort	35.7% (212/594) Fall 2020 Cohort	Fall 2021 cohort data not yet available	28%	30%

Benchmark: 30%<sup>12</sup> (by 2029)

VI. Percent of first-time, full-time, degree/certificate-seeking students graduating within 100% of time. *Systemwide Performance Measure. Source: Integrated Postsecondary Education Data System (IPEDS).* [CCM 199]

					Benchmark	
FY 2020	FY 2021	FY 2022	FY 2023	FY 2024	FY 2025	FY 2029
18.7% (128/686) Fall 2018 Cohort	17.4% (112/644) Fall 2019 Cohort	25.4% (151/594) Fall 2020 Cohort	27.7% (170/613) Fall 2021 Cohort (Preliminary)	Fall 2022 cohort data not yet available	19%	20%

Benchmark: 20%<sup>13</sup> (by 2029)

**GOAL 2: EDUCATIONAL EXCELLENCE**

High academic standards, passionate and skillful instruction, professional development, and innovative programming while continuously improving all services and outcomes.

Goal 2, Objective A: Evaluate, create and adapt programs that respond to the educational and training needs of the region.

*Performance Measures*

I. Market Penetration: Unduplicated headcount of credit students as a percentage of NIC's total service area population. *Source: NIC Trends. [CCM 037]*

					Benchmark	
FY 2020	FY 2021	FY 2022	FY 2023	FY 2024	FY 2025	FY 2029
2.7% 6,586/245,861	2.4% 6,098/253,227	2.2% 5,717/265,384	2.0% 5,478/272,719	FY 2024 data not yet available	2.3%	2.0%

Benchmark: 2.0%<sup>14</sup> (by 2029)

II. Market Penetration: Unduplicated headcount of non-credit students as a percentage of NIC's total service area population. *Source: NIC Trends. [CCM 038]*

					Benchmark	
FY 2020	FY 2021	FY 2022	FY 2023	FY 2024	FY 2025	FY 2029
1.8% 4,471/245,861	1.9% 4,794/253,227	1.6% 4,189/265,384	1.7% 4,757/272,719	FY 2024 data not yet available	1.8%	1.7%

Benchmark: 1.7%<sup>15</sup> (by 2029)

III. Percent of undergraduate, degree/certificate-seeking students taking a remediation course completing a subsequent credit bearing course (in the area identified as needing remediation) within a year with a "C" or higher. *Systemwide Performance Measure. Source: NIC Trends. [CCM 203/204]*

Math

					Benchmark	
FY 2020	FY 2021	FY 2022	FY 2023	FY 2024	FY 2025	FY 2029
27.5% (145/528) 18-19 cohort	30.9% (146/473) 19-20 cohort	30.6% (129/422) 20-21 cohort	35.5% (138/389) 21-22 cohort	22-23 cohort data not yet available	33%	33%

English

					Benchmark	
FY 2020	FY 2021	FY 2022	FY 2023	FY 2024	FY 2025	FY 2029
70.9% (173/244) 18-19 cohort	60.7% (147/242) 19-20 cohort	65.0% (130/200) 20-21 cohort	69.7% (122/175) 21-22 cohort	22-23 cohort data not yet available	66%	66%

Benchmark: Math 33%; English 66%<sup>16</sup> (by 2029)

IV. Percent of new degree/certificate-seeking freshmen completing a gateway math course within two years. *Systemwide Performance Measure. Source: NIC Trends. [CCM 198]*

					Benchmark	
FY 2020	FY 2021	FY 2022	FY 2023	FY 2024	FY 2025	FY 2029
59.4% (326/549) 17-18 cohort	52.5% (294/560) 18-19 cohort	52.3% (274/524) 19-20 cohort	58.3% (297/509) 20-21 cohort	21-22 cohort data not yet available	55%	55%

Benchmark: 55%<sup>17</sup> (by 2029)

Goal 2, Objective B: Engage students in critical and creative thinking through disciplinary and interdisciplinary teaching and learning.

Performance Measures

I. Student perceptions of Student-Faculty Interactions. *Source: Community College Survey of Student Engagement (CCSSE).* [CCM 162]

					Benchmark	
FY 2020	FY 2021	FY 2022	FY 2023	FY 2024	FY 2025	FY 2029
52.2	50.9	47.3	51.0	Spring 2025 data not yet available	N/A	50
Spring 2017 Top Schools 58.5	Spring 2019 Top Schools 60.1	Spring 2021 Top Schools 60.7	Spring 2023 Top Schools 61.9			

Benchmark: Standardized Benchmark Mean of 50<sup>18</sup> (by 2029)

Note: Survey administered every other year so data points may not line up with FY headers.

II. Student perceptions of Support for Learners. *Source: Community College Survey of Student Engagement (CCSSE).* [CCM 165]

					Benchmark	
FY 2020	FY 2021	FY 2022	FY 2023	FY 2024	FY 2025	FY 2029
44.2	48.6	42.2	46.0	Spring 2025 data not yet available	N/A	50
Spring 2017 Top Schools 58.4	Spring 2019 Top Schools 60.9	Spring 2021 Top Schools 60.5	Spring 2023 Top Schools 61.1			

Benchmark: Standardized Benchmark Mean of 50<sup>19</sup> (by 2029)

Note: Survey administered every other year so data points may not line up with FY headers.

Goal 2, Objective C: Strengthen institutional effectiveness, teaching excellence and student learning through challenging and relevant course content, and continuous assessment and improvement.

Performance Measures

I. Percentage of Student Learning Outcomes Assessment (SLOA) goals met over 3-year plan. *Source: NIC Trends.* [CCM 114]

					Benchmark	
FY 2020	FY 2021	FY 2022	FY 2023	FY 2024	FY 2025	FY 2029
81%	90%	90%	95%	FY 2024 data not yet available	90%	90%

Benchmark: At least 90% of SLOA goals are consistently progressing or met<sup>20</sup> (by 2029)

II. Full-time to Part-time faculty ratio. *Source: NIC Trends.* [CCM 029]

					Benchmark	
FY 2020	FY 2021	FY 2022	FY 2023	FY 2024	FY 2025	FY 2029
0.7:1.0 150FT & 213PT	0.8:1.0 144FT & 173PT	0.9:1.0 131FT & 153PT	0.7:1.0 114FT & 172PT	FY 2024 data not yet available	0.8:1.0	0.8:1.0

Benchmark: No less than 0.8:1.0<sup>21</sup> (by 2029)

Goal 2, Objective D: Recognize and expand faculty and staff scholarship through professional development.

Performance Measures

I. Professional Development resources are disbursed through a competitive and peer-reviewed process annually. *Source: NIC Trends.* [CCM 115]

					Benchmark	
FY 2020	FY 2021	FY 2022	FY 2023	FY 2024	FY 2025	FY 2029



\$89,267	\$59,345	\$103,502	\$132,122	<i>FY 2024 data not yet available</i>	Maintain or increase funding levels	Maintain or increase funding levels
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Benchmark: Maintain or increase funding levels <sup>22</sup> (by 2029)

Note: FY20 and FY21 decline due to COVID-related travel restrictions.

**GOAL 3: COMMUNITY ENGAGEMENT**

Collaborative partnerships with businesses, organizations, community members, and educational institutions to identify and address changing educational needs.

Goal 3, Objective A: Advance and nurture relationships throughout our service region to enhance the lives of the citizens and students we serve.

*Performance Measures*

- I. Percentage of student evaluations of workforce training and community education courses with a satisfaction rating of above average. *Source: NIC Trends. [CCM 054]*

					Benchmark	
FY 2020	FY 2021	FY 2022	FY 2023	FY 2024	FY 2025	FY 2029
98% (281/286)	96% (303/317)	99% (214/217)	97% (286/295)	<i>FY 2024 data not yet available</i>	96%	96%

Benchmark: 96% <sup>23</sup> (by 2029)

Goal 3, Objective B: Demonstrate commitment to the economic/business development of the region.

*Performance Measures:*

- I. Licensure Pass Rates. *Source: NIC Trends. [CCM 091]*

					Benchmark	
FY 2020	FY 2021	FY 2022	FY 2023	FY 2024	FY 2025	FY 2029
93%	96%	96%	93%	<i>FY 2024 data not yet available</i>	90%	90%

Benchmark: 90% <sup>24</sup> (by 2029)

Goal 3, Objective C: Promote North Idaho College in the communities we serve.

*Performance Measures*

- I. Dual Credit annual credit hours taught in the high schools as percentage of total dual credit hours taught. *Source: Idaho State Board of Education Dual Credit Report. [CCM 020]*

					Benchmark	
FY 2020	FY 2021	FY 2022	FY 2023	FY 2024	FY 2025	FY 2029
7,721 credits 39.3% of total	6,218 credits 33.5% of total	6,857 credits 36.6% of total	6,809 credits 36.3% of total	<i>FY 2024 data not yet available</i>	34%	35%

Benchmark: 35% (by 2029) <sup>25</sup>

- II. Dual Credit annual credit hours as percentage of total credits. *Source: Idaho State Board of Education Dual Credit Report. [CCM 019]*

					Benchmark	
FY 2020	FY 2021	FY 2022	FY 2023	FY 2024	FY 2025	FY 2029
19,658 credits 21% of total	18,534 credits 21% of total	18,722 credits 22% of total	18,743 credits 24% of total	<i>FY 2024 data not yet available</i>	20%	21%

Benchmark: 21%<sup>26</sup> (by 2029)

III. Dual Credit unduplicated annual headcount and percentage of total. *Source: Idaho State Board of Education Dual Credit Report. [CCM 017]*

					Benchmark	
FY 2020	FY 2021	FY 2022	FY 2023	FY 2024	FY 2025	FY 2029
1,970 30% of total	1,670 27% of total	1,636 29% of total	1,750 32% of total	FY 2024 data not yet available	27%	28%

Benchmark: 28%<sup>27</sup> (by 2029)

Goal 3, Objective D: Enhance community access to college.

*Performance Measures*

I. Distance Learning proportion of credit hours. *Source: National Community College Benchmarking Project (NCCBP). [CCM 258]*

					Benchmark	
FY 2020	FY 2021	FY 2022	FY 2023	FY 2024	FY 2025	FY 2029
24.5% 11,099/45,355 Fall 2019	43.9% 18,828/42,874 Fall 2020	39.5% 16,399/41,517 Fall 2021	37.2% 14,320/38,535 Fall 2022	Fall 2023 cohort data not yet available	30%	30%

Benchmark: 30% of total student credit hours is achieved<sup>28</sup> (by 2029)

**GOAL 4: DIVERSITY**

A learning environment that celebrates the uniqueness of all individuals and encourages cultural competency.

Goal 4, Objective A: Foster a culture of inclusion.

*Performance Measures*

I. Percentage of students enrolled from diverse populations. *Source: NIC Trends. [CCM 105]*

					Benchmark	
FY 2020	FY 2021	FY 2022	FY 2023	FY 2024	FY 2025	FY 2029
77.8% White 14.5% Other 7.7% Unknown	77.9% White 14.9% Other 7.2% Unknown	77.4% White 15.1% Other 7.5% Unknown	73.7% White 14.9% Other 11.4% Unknown	FY 2024 data not yet available	Maintain a diverse, or more diverse population than the population within NIC's service region	Maintain a diverse, or more diverse population than the population within NIC's service region

Benchmark: Maintain a diverse, or more diverse population than the population within NIC's service region<sup>29</sup> (by 2029)

Goal 4, Objective B: Promote a safe and respectful environment.

*Performance Measures*

I. Percentage of students surveyed that perceive NIC encourages contact among students from different economic, social, and racial or ethnic backgrounds. *Source: Community College Survey of Student Engagement (CCSSE). [CCM 106]*

					Benchmark	
FY 2020	FY 2021	FY 2022	FY 2023	FY 2024	FY 2025	FY 2029

38.4% Spring 2017 National Average 55.1%	50.1% Spring 2019 National Average 56.2%	40.9% Spring 2021 National Average 57.3%	51.5% Spring 2023 National Average 59.4%	Spring 2025 data not yet available	N/A	45%
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Benchmark: 45%<sup>30</sup> (by 2029)

Note: Survey administered every other year so data points may not line up with FY headers.

**Goal 4, Objective C: Develop culturally competent faculty, staff and students.**

*Performance Measures*

- I. Number of degree/certificate-seeking students who met the proficiency outcomes for identified GEM 5 and GEM 6 diversity competencies. Source: NIC Trends. [CCM 174]

					Benchmark	
FY 2020	FY 2021	FY 2022	FY 2023	FY 2024	FY 2025	FY 2029
88%	87%	88%	92% (Preliminary)	FY 2024 data not yet available	87%	90%

Benchmark: 90% of degree/certificate-seeking students<sup>31</sup> (by 2029)

**GOAL 5: STEWARDSHIP**

Economic and environmental sustainability through leadership, awareness, and responsiveness to changing community resources.

**Goal 5, Objective A: Exhibit trustworthy stewardship of resources.**

*Performance Measures*

- I. Tuition revenue as a percentage of total revenue. Source: NIC Trends. [CCM 172]

					Benchmark	
FY 2020	FY 2021	FY 2022	FY 2023	FY 2024	FY 2025	FY 2029
23.1%	21.3%	21.3%	18.0%	FY 2024 data not yet available	21%	Total tuition revenue not to exceed 33.3% of revenue

Benchmark: Total tuition revenue not to exceed 33.3% of revenue<sup>32</sup> (by 2029)

- II. Tuition and Fees for full-time, first-time, in-district students, full academic year. Source: Integrated Postsecondary Education Data System (IPEDS). [CCM 130]

					Benchmark	
FY 2020	FY 2021	FY 2022	FY 2023	FY 2024	FY 2025	FY 2029
\$3,396 NIC Percentile Score 73%	\$3,396 NIC Percentile Score 73%	\$3,396 NIC Percentile Score 73%	\$3,396 NIC Percentile Score 73%	FY 2024 data not yet available	73%	75%

Benchmark: 75th percentile<sup>33</sup> (by 2029)

Note: Higher percentile scores represent lower costs. For example, data indicates that NIC is less expensive than 73% of the institutions in its peer comparison group. Benchmark/target is to reach 75%.

- III. Auxiliary Services generates sufficient revenue (net income) to cover direct costs of operations. Source: NIC Trends. [CCM 170]

					Benchmark	
FY 2020	FY 2021	FY 2022	FY 2023	FY 2024	FY 2025	FY 2029
(\$130,011)	(\$90,281)	\$206,258	\$381,459	FY 2024 data not yet available	Annual direct costs maintained	Annual direct costs maintained

Benchmark: Annual direct costs maintained <sup>34</sup> (by 2029)

Goal 5, Objective B: Demonstrate commitment to an inclusive and integrated planning environment.

*Performance Measures*

- I. NIC will utilize the Postsecondary Data Partnership (PDP) Dashboards

Benchmark: By 2024

*Note: This target has been achieved; measure is currently under review.*

Goal 5, Objective C: Explore, adopt, and promote initiatives that help sustain the environment.

*Performance Measures*

- II. Energy consumption per gross square foot as determined by gas/electric costs. *Source: NIC Trends. [CCM 192]*

					Benchmark	
FY 2020	FY 2021	FY 2022	FY 2023	FY 2024	FY 2025	FY 2029
\$0.86 per gross square foot \$653,996/ 756,863 sq ft	\$0.90 per gross square foot \$683,073/ 756,863 sq ft	\$0.95 per gross square foot \$722,741/ 756,863 sq ft	\$1.06 per gross square foot \$823,293/ 776,863 sq ft	<i>FY 2024 data not yet available</i>	\$0.90 per gross square foot	\$0.90 per gross square foot

Benchmark: \$0.90 per gross square foot <sup>35</sup> (by 2029)

**KEY EXTERNAL FACTORS**

- North Idaho College is currently under an extended show-cause sanction imposed by the Northwest Commission on Colleges and Universities
- Changes in the economic environment, including the COVID-19 pandemic
- Changes in local, state, or federal funding levels
- Changes in local, state, or national educational priorities
- Changes in education market (competitive environment)

**EVALUATION PROCESS**

- Details of implementation
  - The Institutional Research Team, along with NIC’s Provost, leads the President’s Cabinet in an annual review and revision of the strategic plan. The strategic plan is organized to align with North Idaho College’s core values. Together, the core values and the strategic plan guide NIC to mission fulfillment.
- Status of goals and objectives
  - North Idaho College’s goals for the strategic plan are also the college’s core values. The objectives to meet the goals are reviewed with the data collected to determine if benchmarks have been met. The review process often leads to the following questions:
    - Is the data we are collecting providing information related to goal attainment?
    - Is additional data needed to better understand goal attainment?
    - Do the objectives need revision to reach goal attainment?
  - There were no substantial changes made to the goals and objectives in the past academic year.

## Footnotes

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<sup>1</sup> Benchmark is set based on IPEDS data from comparator institutions combined with current institutional challenges the desired level of achievement. Numbers for those comparator institutions range between 59% and 63% (based on median of comparator group institutions, 2011-12 through 2014-15, latest available). Cohort includes first-time degree/certificate-seeking and new transfer degree/certificate-seeking students for the fiscal year. Includes students who received a degree/certificate, transferred, or are still enrolled after eight years. [CCM 257]

<sup>2</sup> Benchmark is set based on an analysis of historical trends combined with current institutional challenges and the desired level of achievement. National Student Clearinghouse results were used to calculate these numbers. Numbers are as of 02/28/2024. Data refreshes nightly so prior year trends may have changed slightly. Students who graduate during a fall or winter term may not be fully represented. FY20-FY22 (2019 cohort-2021 cohort) updated March 2024 to reflect latest data available. [CCM 227]

<sup>3</sup> Benchmark is set based on an analysis of historical trends combined with current institutional challenges and the desired level of achievement. National Student Clearinghouse results were used to calculate these numbers. Numbers are as of 02/28/2024. Data refreshes nightly so prior year trends may have changed slightly. Other Institutions excludes NIC. Students who graduate during a fall or winter term may not be fully represented. FY20-FY22 (2019 cohort-2021 cohort) updated March 2024 to reflect latest data available [CCM 228]

<sup>4</sup> Benchmark is set based on an analysis of historical trends combined with current institutional challenges and the desired level of achievement. Total awards by award level. Historical data has been revised to reflect current IPEDS definitions which reflect a change in methodology, effective October 2020. Data prior to FY21 may not reflect what was previously reported to IPEDS. [CCM 238]

<sup>5</sup> Benchmark is set based on an analysis of historical trends combined with current institutional challenges and the desired level of achievement. Counts are unduplicated by award level. Historical data has been revised to reflect current IPEDS definitions which reflect a change in methodology, effective October 2020. Data prior to FY21 may not reflect what was previously reported to IPEDS. [CCM 239]

<sup>6</sup> Benchmark is set based on an analysis of historical trends combined with current institutional challenges and the desired level of achievement. Note: Methodology change beginning with FY 2023. Follow-up surveys are now focused solely on Perkins, resulting in more accurate positive placement data. In prior years, data was collected via the GradCast platform and students were not answering the Perkins-related questions. Positive placement includes employed and/or employed related to training. Percentages are calculated on respondents only. [CCM 177]

<sup>7</sup> Benchmark is set based on an analysis of historical trends combined with current institutional challenges and the desired level of achievement. This measure represents the number of students (duplicated headcount) who completed non-remedial courses with a C or better (or P or S). Denominator is the duplicated count of students enrolled in non-remedial courses at the end of term. Does not include labs, incompletes, or audits. [CCM 108]

<sup>8</sup> Benchmark is set based on an analysis of historical trends combined with current institutional challenges and the desired level of achievement. [CCM 155]

<sup>9</sup> Benchmark is set based on an analysis of historical trends combined with current institutional challenges and the desired level of achievement. Benchmark calculations exclude the outlier year. Anticipate FYE program to increase retention. This cohort represents a small percentage of NIC's total credit student population. FY23 numbers (Fall 2022 cohort) are pre-IPEDS submission and should be considered preliminary at this point. FY21-FY22 (Fall 2020 cohort-Fall 2021 cohort) updated March 2024 to reflect latest data available. [CCM 025]

<sup>10</sup> Benchmark is set based on an analysis of historical trends combined with current institutional challenges and the desired level of achievement. Benchmark calculations exclude the outlier year. Anticipate FYE program to increase retention. This cohort represents a small percentage of NIC’s total credit student population. FY23 (Fall 2022 cohort) numbers are pre-IPEDS submission and should be considered preliminary at this point. FY22 (Fall 2021 cohort) updated March 2024 to reflect latest data available. [CCM 026]

<sup>11</sup> Benchmark is set based on an analysis of historical trends combined with current institutional challenges and the desired level of achievement. Based on a cohort of students that excludes non-degree/certificate-seeking, Dual Credit, and 100% audits. Includes registered credits and credits awarded through placement tests, Summer/Fall/Spring. Refreshed nightly so numbers may change slightly, i.e., incomplete grade changes. [CCM 195]

<sup>12</sup> Benchmark is set based on IPEDS data from comparator institutions combined with current institutional challenges and the desired level of achievement. [CCM 196]

<sup>13</sup> Benchmark is set based on IPEDS data from comparator combined with current institutional challenges and the desired level of achievement. FY23 numbers (Fall 2021 cohort) are pre-IPEDS submission and should be considered preliminary at this point. [CCM 199]

<sup>14</sup> Benchmark is set based on an analysis of historical trends combined with current institutional challenges and the desired level of achievement. Benchmark factors in decrease in enrollment and increase in population. Service Area population numbers are based on latest United States Census Bureau estimates (2022). [CCM 037]

<sup>15</sup> Benchmark is set based on an analysis of historical trends combined with current institutional challenges and the desired level of achievement. FY22 enrollment decline due to fewer Community Education courses now being offered. Benchmark factors in decrease in enrollment and increase in population. Service Area population numbers are based on latest United States Census Bureau estimates (2022). [CCM 038]

<sup>16</sup> Benchmark is set based on an analysis of historical trends combined with current institutional challenges and the desired level of achievement. FY20-FY22 (18-19 cohort - 20-21 cohort, English) updated March 2024 to reflect latest data available. [CCM 203/204]

<sup>17</sup> Benchmark is set based on an analysis of historical trends combined with current institutional challenges and the desired level of achievement. Full year cohort, first-time degree/certificate-seeking, full- and part-time (IPEDS). Gateway courses include MATH 123, 130, 143, 147, 157, 160, 170, and 253. [CCM 198]

<sup>18</sup> Benchmark is set based on the standardized mean of benchmark scores. Data points represent benchmark scores for the CCSSE Benchmark: Student-Faculty Interaction. Benchmarks are groups of conceptually related survey items that address key areas of student engagement. Benchmark scores are standardized to have a mean of 50 and a standard deviation of 25 across all respondents. Top Schools are those that scored in the top 10 percent of the cohort by benchmark. CCSSE is a survey administered to community college students across the nation. [CCM 162]

<sup>19</sup> Benchmark is set based on the standardized mean of benchmark scores. Data points represent benchmark scores for the CCSSE Benchmark: Support for Learners. Benchmarks are groups of conceptually related survey items that address key areas of student engagement. Benchmark scores are standardized to have a mean of 50 and a standard deviation of 25 across all respondents. Top Schools are those that scored in the top 10 percent of the cohort by benchmark. CCSSE is a survey administered to community college students across the nation. [CCM 165]

<sup>20</sup> Benchmark is set based on an analysis of historical trends combined with current institutional challenges and the desired level of achievement. Each action for the goals is rated on a scale of 1 to 3: 3 = Action Met, 2 = Consistently Progressing, or 1 = Not Attempted. N/A = future timeline for the goal. The mean score of all actions is calculated and the percentage is used to evaluate this measure. The goals are evaluated annually. [CCM 114]

<sup>21</sup> Benchmark is set based on an analysis of historical trends combined with current institutional challenges and the desired level of achievement. Counts include all active employees. FY22 revised March 2024. [CCM 029]

<sup>22</sup> Benchmark is set based on an analysis of historical trends combined with current institutional challenges and the desired level of achievement. Reflects the total of the Faculty PIP, Staff PIP, and Professional Development Fund and all expenses in the staff development line item for the general fund departments. Does not include tuition waivers for NIC courses taken by NIC employees. FY20 and FY21 substantially lower than prior years due to COVID-related travel restrictions. [CCM 115]

<sup>23</sup> FY22 cohort of students is smaller due to a decrease in number of Community Education classes offered. Benchmark is set based on an analysis of historical trends combined with current institutional challenges and the desired level of achievement. [CCM 054]

<sup>24</sup> Benchmark is set based on an analysis of historical trends combined with current institutional challenges and the desired level of achievement. Percentages shown reflect the average pass rate of all programs. Programs may vary year to year. FY23 includes Medical Assistant, Medical Lab Technology, Physical Therapist Assistant, Practical Nursing, Radiography Technology, Registered Nursing, and Surgical Technology. In the evaluation of NIC’s strategic plan, there is an additional benchmark that is considered aspirational and is extra-ordinary compared with similar institutions (peer groups). This component acknowledges that NIC has achieved a level of excellence on a particular measure and has little room for improvement, but should be encouraged to sustain this high level over time. Performance in the top third of the relevant comparator group is the threshold for sustained excellence for most measures. However, for any measure involving the performance of students on professional and occupational licensure tests, sustained excellence is considered to have been met with a passage rate of 90 percent or above. FY21 updated March 2024. [CCM 091]

<sup>25</sup> Benchmark is set based on an analysis of historical trends combined with current institutional challenges and the desired level of achievement. [CCM 020]

<sup>26</sup> Benchmark is set based on an analysis of historical trends combined with current institutional challenges and the desired level of achievement. [CCM 019]

<sup>27</sup> Benchmark is set based on an analysis of historical trends combined with current institutional challenges and the desired level of achievement. [CCM 017]

<sup>28</sup> Benchmark is set based on an analysis of historical trends combined with current institutional challenges and the desired level of achievement. Data reflects the number of Distance Learning student credit hours out of number of both distance and non-distance student credit hours, end-of-term. Includes courses and programs in which ALL instructional portions can be completed remotely. Non-instructional, in-person requirements (e.g., orientation and testing) does not exclude a course or program from being classified as exclusively distance learning. This includes credit distance learning courses that are web-based, computer mediated, asynchronously AND synchronously via zoom, etc. in which the learner and learning resources can be generally separated by time and/or space. Does not include hybrid or other courses that require a portion to be done in person. [CCM 258]

<sup>29</sup> Benchmark is set based on an analysis of historical trends combined with current institutional challenges and the desired level of achievement. Latest NIC Service Region comparison = 88.7% White, 9.3% Other, and 2.0% Unknown. (Source: U.S. Census Bureau Quick Facts, July 2022). [CCM 105]

<sup>30</sup> Benchmark is based on national comparators combined with the desired level of achievement. Represents the percentage of students who answered “quite a bit” or “very much” to one individual survey question. The Community College Survey of Student Engagement (CCSSE) is a survey administered to community college students across the nation. [CCM 106]

<sup>31</sup> Proficiency outcomes were defined in the spring of 2021. GEM = General Education Requirements. GEM 5 = Humanistic & Artistic Ways of Knowing; GEM 6 = Social & Behavioral Ways of Knowing. Note: NIC started collecting proficiency outcome for all GEM courses in FY19. During the first year a limited number of courses were assessed. The college expects an increase in the number of courses assessed to increase as more faculty participate in the process. Consequently, the college is predicting a decrease in the percentage of students who meet the proficiency outcomes. Percentages represent the weighted average of GEM 5 and GEM 6. FY23 is currently under review and should be considered preliminary at this point. [CCM 174]

<sup>32</sup> Benchmark is set based on an analysis of historical trends combined with current institutional challenges and the desired level of achievement. FY21 decline due in part to CARES federal funding received. [CCM 172]

<sup>33</sup> Benchmark is set based on IPEDS data from comparator institutions combined with the desired level of achievement. Higher percentile scores represent lower costs. For example, data indicates that NIC is less expensive than 73% of the institutions in its peer comparison group. Benchmark/target is to reach 75%. [CCM 130]

<sup>34</sup> Benchmark is set based on an analysis of historical trends combined with current institutional challenges and the desired level of achievement. Auxiliary Services Operating Units include: Bookstore, Dining Services, Residence Hall, Student Union Operations, Financial Services, and the Student Wellness & Recreation Center. These Operating Units provide services to the students and the North Idaho College campuses that are not covered by tuition dollars and/or state fees. Continuing enrollment decline resulted in lower student fee generation, the primary source of funding for Student Union Operations and the Student Wellness & Recreation Center. FY23 Revenues from Sales and Operational Expenses are markedly higher than FY22 due the accounting treatment caused by a change to a Management Fee agreement with North Idaho College’s food service provider, Sodexo America LLC. Debt-service for the Residence Hall was retired in FY22. Remaining debt-service attaches to the Student Wellness & Recreation Center, including principal and interest for FY23. Stewardship is displayed by leveraging resources to contribute to the economic viability of North Idaho College. [CCM 170]

<sup>35</sup> Benchmark is set based on an analysis of historical trends combined with current institutional challenges and the desired level of achievement. [CCM 192]





# FY2025-FY2029

## Idaho Department of Education Strategic Plan

### MISSION STATEMENT

To support Idaho students, educators, and school leaders with the tools and resources needed to achieve academic excellence through strategic thought, leadership, and policy alignment.

### VISION STATEMENT

All Idaho students have access to a high-quality education that prepares them for their future with skills and job readiness to become engaged, successful citizens.

### GUIDING VALUES

Listen with intention.

Lean into collaboration.

Lead with integrity.

## GOAL 1: MODERNIZE EDUCATION FUNDING

### Objective A: Determine costs of providing K-12 education in Idaho and recommend equitable funding.

#### Performance Measures:

- I. Evaluate and report rural education costs vs. urban costs and define each. Target 12/1/25.
- II. Definitions. Target 7/22/25.
- III. Identify differences in rural and urban LEA costs through five-year historical comparisons of LEAs. Target 12/1/25.
- IV. Evaluate and report virtual vs. brick and mortar LEA expenditures. Target 12/1/25.
- V. Develop budget with increased discretionary funding flexibility. Target 12/1/25.
- VI. Explore changes to funding model that reflects contemporary needs. Budget accordingly. Target 12/31/25.
- VII. Compare assets and liabilities of 4 day vs. 5 day school weeks. Target 11/1/25.

### Objective B: Stabilize Federal funding dependence without decreasing support for underserved students.

#### Performance Measures:

- I. Quantify school district dependence on federal funding for employees/programs. Target 11/1/25.
- II. Suggest alternatives to increased federal funding dependence. Target 11/1/25.
- III. Evaluate and report risk and rewards of stabilizing Federal funding to Idaho. Target 1/1/26.

### Objective C: Reduce district dependency on school levies and bonds through increased responsibility of other stakeholders.

#### Performance Measures:

- I. Report Values of bonds and levies passed and failed (past 20+ years). Target 12/31/25.
- II. What are the reported uses of supplemental levies in Idaho? Regional Analysis? Target 12/31/25.
- III. Analyze the effect of 2023 funding increases and recommend adjustments. Target 12/1/25.
- IV. Explore additional state support that will reduce reliance on supplemental levies. Target 12/31/25.

- V. Analyze and recommend options for updating state support for facilities (e.g., revolving loan). Target 1/1/26.
- VI. Analyze and recommend options for state funded building construction. Target 1/1/26.

#### Objective D: Examine the value/roots/motivation/benefits of per pupil funding.

- I. Reevaluate unit calculation. Target 12/31/25.
- II. Reevaluate seat time calculation. Target 12/31/25.
- III. Review Title 33 for relevance. Target 12/31/25.

#### Objective E: Align funding with Idaho Department of Education Goals.

- I. Review existing line items and their alignment with Department goals. Target 9/1/25.
- II. Align Department administrative structure with Department goals. Target 12/31/25.

### **GOAL 2: STUDENT ACHIEVEMENT GOALS**

#### Objective A: Improve Idaho student achievement growth.

##### Performance Measures:

- I. Directly train 3 Idaho schools in the 2023/24 SY in the Professional Learning Community process. Develop background for future development. Year 2: Target 10+ LEA's (same process). Target 7/30/26.
- II. Offer 4 early literacy, face-to-face professional development opportunities, with an emphasis on Dyslexia. Target 8/30/26.
- III. Staff will personally visit 3/4, about 135, of the LEAs and charter schools in SY 2023/24. Target 7/30/26.
- IV. SDE will assist in at least 10 school districts in the critique and selection of research-based curricula, proven effective with Idaho students. Target 7/30/26.
- V. Visually clear (easy to read) student cohort data in reading and math. Target 7/1/26.
- VI. Establish statewide reading goals for "below basic" readers on IRI. Target 12/14/25.

#### Objective B: Improve the mental and behavioral health of Idaho students

##### Performance Measures:

- I. Work with education and community partners to identify existing resources.
- II. Identify, highlight, and replicate existing/ successful Idaho-based programs. Target 3/31/26.
- III. Identify gaps in mental health services for Idaho students. Target 12/30/26.

- IV. Support advocacy for parents meeting with schools and assist with conflict resolution. Target 7/1/27.
- V. Support professional development for special education teachers and directors. Target 7/1/27.
- VI. Help general education teachers clearly understand the differences between mental health issues and special education needs. Target 7/1/27.

### Objective C: Train education stakeholders in developing and implementing meaningful assessment tools

#### Performance Measures:

- I. Solicit stakeholder input around the state- required IRI assessment. Target 2/1/26.
- II. Develop an RFP for the Idaho Reading Indicator. Target 2/28/26.
- III. Solicit stakeholder input around the ESSA-required state assessment (ISAT). Target 2/1/27.
- IV. Develop an RFP for the Idaho Standards of Achievement Test (ISAT). Target 6/30/27.
- V. Solicit stakeholder input around the Idaho dyslexia screening tool. Target 2/1/27.
- VI. Develop an RFP for the Idaho dyslexia screening tool.6/30/27.
- VII. Solicit stakeholder input around the federally-required SDE report card. Target 2/1/26.
- VIII. Develop an RFP for the federally- required SDE report card (idahoschools.org). Target 3/28/26.

### Objective D: Identify essential standards for math and science

#### Performance Measures:

- I. Establish workgroup to identify essential standards for math. Target 4/30/26.
- II. Create SDE document identifying essential standards for math. Target 6/30/26.
- III. Establish workgroup to identify essential standards for ELA. Target 8/30/26.
- IV. Create SDE document identifying essential standards for ELA. Target 4/30/27.
- V. Establish workgroup to identify essential standards for science. Target 8/30/27.
- VI. Create SDE document identifying essential standards for science. Target 4/30/26.
- VII. Review and discuss ESSA-required summative assessment option with USDOE. Target 2/15/26.

### GOAL 3: ATTRACT AND RETAIN LEADERS

#### Objective A: recruit new teachers and administrators to Idaho K-12 schools.

##### Performance Measures:

- I. Define measurability of recruitment and determine benchmark. Target 11/15/25.
- II. Provide incentives for teacher candidates in approved teacher prep programs. Target 12/1/25.
- III. Surrounding states starting salaries. Target 12/31/25.

#### Objective B: Retain Idaho's highest performing teachers

##### Performance Measures:

- I. Help Idaho's teachers feel appreciated and recognized. Create a culture of respect and value. Target 1/1/27.
- II. Support school districts in providing high quality mentorship for educators. Specifically for educators in their first three years. Target 6/30/26.
- III. Accumulate ideas for specifically defining mentoring in Idaho education. Target 2/15/26
- IV. Ensure that every district can access quality mentoring for their staff. Target 3/15/26.
- V. Support required training for school board members. Target 4/1/26.

#### Objective C: Retain Idaho's highest performing administrators

##### Performance Measures:

- I. Orientation training for new superintendents. Target 1/1/26.
- II. Training for all superintendents (Idaho superintendent's network). Target 1/1/26.
- III. SDE will assist education partners in school board training related to hiring and evaluating superintendents. Target 6/30/27.

#### Objective D: Hire and retain exceptional teammates at the Idaho Department of Education

##### Performance Measures:

- I. Define what exceptional teammate means. Target 7/1/26.
- II. Determine baseline retention rate for exceptional teammates. Target 8/1/26.
- III. Monitor retention rate. Target 7/1/28.

## GOAL 4: PREPARE STUDENTS FOR LIFE

### Objective A: Prepare students for all options following high school graduation

#### Performance Measures:

- I. Award grant monies from Idaho Career Ready Students. Target 12/31/25.
- II. Track Launch enrollment. Target 7/1/26.
- III. Idaho Career Ready Students granting council membership. Target 7/1/26.

### Objective B: Improve Financial Literacy of Idaho Students

#### Performance Measures:

- I. Work towards a full credit for the required class. Target 6/1/27.
- II. Leverage free curriculums.

### Objective C: Review and Update Graduation Requirements

#### Performance Measures:

- I. Establish a committee to provide recommendation to SBOE. Target 6/30/26.

## KEY EXTERNAL FACTORS

Movement toward meeting these goals is contingent on many factors outside the control of the Idaho Department of Education. Key to this is that K-12 funding is primarily provided by the Idaho Legislature.

Another factor outside the sphere of influence of the Department is the changing demographics of the state.

A final external fact influencing the achievement of goals is the economy of Idaho. It influences money available, workforce needs, and more.



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

# Strategic Plan

FY2025 - FY2029

# Strategic plan

## Mission statement

The mission of Idaho’s career technical education (CTE) system is to prepare Idaho’s youth and adults for high-skill, in-demand careers.

## Vision statement

The vision of Idaho Division of Career Technical Education (IDCTE) is to be:

1. A premiere educational opportunity for students and adults to gain relevant workforce and leadership skills in an applied setting;
2. A gateway to meaningful careers and additional educational opportunities; and
3. A strong talent pipeline that meets Idaho business workforce needs.

## Goal 1

### Educational system alignment

Ensure that all components of the educational system are integrated and coordinated to maximize opportunities for all students.

**Objective A:** *Alignment of CTE programs between the technical colleges and ensure that secondary program standards align to those postsecondary programs.*

**Performance Measure:**

- I. *Percent of secondary programs that have been reviewed and revalidated to meet current industry standards.*

**Baseline data/Actuals:** Baseline FY23 – begin work

FY21 (2020-2021)	FY22 (2021-2022)	FY23 (2022-2023)	FY24 (2023-2024)	Benchmark FY25	Benchmark FY29
N/A	N/A	<u>6 of 55 =</u> <u>11%</u>		15% annually	20% annually

**Benchmark:** Align 20% of programs by FY2029.

**Objective B:** *Data-informed improvement – Develop quality and performance management practices that will contribute to system improvement, including current research, data analysis, and strategic and operational planning.*

**Performance Measure:**

- I. *Secondary program quality, performance and technical assistance visits.*

**Baseline data/Actuals:** FY2022 – Resume program quality visits.

FY21 (2020-2021)	FY22 (2021-2022)	FY23 (2022-2023)	FY24 (2023-2024)	Benchmark FY25	Benchmark FY29
n/a	125 of 933 = 13%	336 of 945 = 36%		45% over five years	60% over five years

**Benchmark:** All secondary programs are subject to a visit on a 5-year rotation.



Objective C: Increase retention of qualified career technical education instructors.

**Performance Measure:**

- I. Percent of instructors with limited occupation specialist certificates (*denominator*) earning a minimum of their standard occupational specialist renewable certificate (*numerator*) in three years based on cohort year.

*Baseline data/Actuals - Secondary:* TBD – Will be 24/25 school year data.

*Baseline data/Actuals - Postsecondary:* TBD – Will be 24/25 school year data.

	FY21 (2020-2021)	FY22 (2021-2022)	FY23 (2022-2023)	FY24 (2023-2024)	Benchmark FY25	Benchmark FY29
Secondary	TBD	TBD	TBD		70%	85%
Postsecondary	TBD	TBD	TBD		70%	85%

Secondary Benchmark: By FY2025, 70%.

Postsecondary Benchmark: By FY2025, 70%.

## Goal 2

### Educational readiness

Provide a rigorous, uniform, and thorough education that empowers students to be lifelong learners and prepares all students to fully participate in their community, and postsecondary and workforce opportunities by assuring they are ready to learn at the next educational level.

Objective A: Adult Education programs will assist adults in becoming literate and obtaining the knowledge and skills necessary for employment and economic self-sufficiency.

**Performance Measure:**

- I. Percent of participating students making a measurable skills gain, defined as documented academic, technical, occupational, or other forms of progress, toward a credential or employment.
- II. improvements in basic skills necessary for employment, college, and training (i.e. - literacy, numeracy, English language, and workplace readiness).

*Baseline data/Actuals:* FY2016 – 23

FY21 (2020-2021)	FY22 (2021-2022)	FY23 (2022-2023)	FY24 (2023-2024)	Benchmark FY25	Benchmark FY29
22%	32%	37%		37.5%	N/A

Benchmark: By FY2025, 37.5% of participants attain a measurable skills gain.<sup>1</sup>

## Goal 3

### Educational attainment

Idaho’s public colleges and universities will award enough degrees and certificates to meet the education and forecasted workforce needs of Idaho residents necessary to survive and thrive in the changing economy.

**Objective A:** Increase completion of microcredentials.

**Performance Measure:**

- I. Total number of microcredentials earned/awarded for non-secondary students.

Baseline data/Actuals: FY2020 – Identify Baseline

FY21 (2020-2021)	FY22 (2021-2022)	FY23 (2022-2023)	FY24 (2023-2024)	Benchmark FY25	Benchmark FY29
280	360	879		1,099 (25% Improvement)	1,319 (50% Improvement)

Benchmark: By FY2029, 50% improvement of non-secondary students earning microcredentials.<sup>ii</sup>

## Goal 4

### Workforce Readiness

The educational system will provide an individualized environment that facilitates the creation of practical and theoretical knowledge leading to college and career readiness.

**Objective A:** CTE concentrators will demonstrate college and career readiness.

**Performance Measure:**

- I. Percent of secondary concentrators who meet workforce readiness and CTE diploma requirements.

Baseline data/Actuals: Baseline FY22 – 25%

FY21 (2020-2021)	FY22 (2021-2022)	FY23 (2022-2023)	FY24 (2023-2024)	Benchmark FY25	Benchmark FY29
n/a	1,685 of 6,806 = 25%	2,394 of 7,035 = 34%		40%	60%

Benchmark: 60% of secondary concentrators earn workforce readiness and CTE diploma by 2029.<sup>iii</sup>

**Objective B:** Increase use of microcredential platform by CTE instructors for tracking student progress for pathway completion.

**Performance Measure:**

- I. Percent of secondary CTE concentrator teachers that actively track student progress through the microcredential platform.

Baseline data/Actuals: FY2020 – Identify Baseline

FY21 (2020-2021)	FY22 (2021-2022)	FY23 (2022-2023)	FY24 (2023-2024)	Benchmark FY25	Benchmark FY29
147/426= 35%	202/430= 47%	252/453= 56%		75%	90%

Benchmark: 90% of secondary CTE concentrator instructors track progress by 2029.

### Key external factors

- Lack of knowledge, perceptions, and stigma regarding career opportunities available through career technical education. As the labor market and overall economic conditions improve, fewer students are expected to enroll in postsecondary CTE programs.
- Policies, practices, legislation, and governance external to IDCTE.
- Ability to attract and retain qualified instructors, particularly those who are entering teaching from industry.
- Timely access to relevant, comprehensive, and accurate data from external reporting sources affects the ability of IDCTE to conduct statewide data analyses.

### Evaluation process

*Objectives will be reviewed at least annually (more frequently if data is available). The IDCTE Leadership Team will review the data in terms of its alignment with objectives and assess progress toward reaching benchmarks. As necessary, the team will identify barriers to success, strategies for improvement, and any additional resources necessary to make measurable progress. As appropriate, IDCTE will make requests through its budget and legislative requests to support the agency's goals and objectives.*

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<sup>i</sup> Federally negotiated benchmark. Results lower due to COVID-19. Five-year benchmark unavailable due to federal timeline.

<sup>ii</sup> Non-secondary students include those associated with workforce training centers, Idaho Department of Correction/Juvenile Corrections and other educational entities outside of secondary programs.

<sup>iii</sup> Numbers are reported by LEAs and include duplicate students if students belong to more than one pathway and earn criteria for the diploma in multiple pathways.

# Strategic Plan FY 2025-2029

Idaho Division of Vocational Rehabilitation



*Idaho Division of  
Vocational Rehabilitation*

A proud partner of the  American Job Center<sup>®</sup> network



## Content and Format

The Strategic Plan (Plan) is divided into three sections. The first two sections describe the programs administered under the Idaho Division of Vocational Rehabilitation (IDVR). Each program (Vocational Rehabilitation and the Council for the Deaf and Hard of Hearing), independently outline specific goals, objectives, performance measures, benchmarks and/or baselines for achieving their stated goals. The final section addresses external factors impacting the Division, and SBOE's strategic plan evaluation process.

This Plan covers State Fiscal Years (SFY) 2025 through 2029.

This is a new strategic plan for the Idaho Division of Vocational Rehabilitation. IDVR's federal funding agency, the Rehabilitation Services Administration, requires a major state plan revision every two years. Additionally, they require a triennial Comprehensive Statewide Needs Assessment (CSNA), both of which have been recently completed for the Division, necessitating a substantial revision of this strategic plan including goals, objectives, tasks, and measures. Changes to these goals, objectives, tasks, and performance measures are supported by the CSNA and IDVR's State Rehabilitation Council, as required by RSA.

The Division retains its mission and vision. The mission statement reflects the focus on the dual customer, individuals with disabilities and employers. Additionally, the agency has engaged in a major reorganization effort designed to improve performance across various major functions of the agency including new goals around Pre-Employment Transition Services (Pre-ETS) and business services. Some performance measures from the previous plan have been retained but may appear under newly established goals. Newly established performance measures may lack historical data.

### Alignment with Idaho State Board of Education 2024 Strategic Plan

The Strategic Plan for Idaho Division of Vocational Rehabilitation is highly complementary with many goals and objectives contained in the SBOE plan (particularly for students aged 14 and up). The Division works closely at the intersection of students and youth transitioning into formal education or employment. Specifically, for SBOE goals 2 and 3, education access and educational attainment, IDVR can support up to 100 percent of costs for 2-year, 4-year, and graduate educational opportunities as well as apprenticeship opportunities for eligible Idahoans with disabilities transitioning from school into workforce age. The Division includes measures for credential attainment and measurable skill gains within its primary performance measure under Goal 1 Objective 1 Measure 1. Furthermore, Pre-Employment Transition Services (Pre-ETS), offered by the Division, help facilitate the transition of students from school to work through offering work-based learning experiences, counseling on post-secondary enrollment opportunities, work readiness training, self-advocacy, and job exploration counseling services the Division is federally required to provide to Idaho students with disabilities (along with similar services to youth).



## **Vocational Rehabilitation**

### **Vision**

An Idaho where all individuals with disabilities have the opportunity to participate in the workforce and employers value their contributions.

### **Mission**

To prepare individuals with disabilities for employment and career opportunities while meeting the needs of employers.



## Vocational Rehabilitation

**Goal 1: Maximize the career potential of Idahoans with disabilities engaged with the Division.**

**Objective 1: Improve the quality of VR outcomes for IDVR customers.**

1. Task: Improve access to and utilization of relevant local area LMI and Career Pathways to inform customer career choice and promote successful outcomes.
2. Task: Ensure customers have better job-ready/hire-ready skills through staff training and accessing IDOL workshops, tools, and resources.
3. Task: Increase access to relevant educational opportunities (vocational/technical/2-year/4-year/apprenticeships and other pathways to quality employment).

**Performance Measure 1.1.1:** Meet or exceed negotiated targets on the following five Primary Performance Indicators (PPIs).

*Relation to Goal: These Federally required indicators are intended to gauge program performance and increases across these PPIs can be used to assess Goal 1 Objective 1 performance.*

Performance Measure	SY2020	SY2021	SY2022	SY2023	SY2024	Benchmark	
						SY2025	SY2029
1. Employment Rate – 2 <sup>nd</sup> Qtr after Exit	60.4%	60.2%	63.2%	65.2%	Avail July 2024	65.2%	66.7%
2. Employment Rate – 4 <sup>th</sup> Qtr after Exit	57.4%	58.2%	57.3%	62.7%	Avail July 2024	62.7%	63.2%
3. Median Earnings – 2 <sup>nd</sup> Qtr after Exit (per quarter)	\$4,025	\$4,125	\$4,456	\$4,944	Avail July 2024	\$4,945	\$5,150
4. Credential Attainment	30.4%	41.9%	56.9%	61.1%	Avail July 2024	61.1%	62.5%
5. Measurable Skill Gains	51.2%	55.7%	58.6%	57.1%	Avail July 2024	57.5%	58.0%

**Benchmarks:** All PPI benchmarks are negotiated with RSA for a two-year period in alignment with the Combined State Plan cycle. Benchmarks for SYs 23 & 24 were negotiated in April 2022 and are reflected in this plan.<sup>1</sup>Benchmarks for SY25 & 26 will be negotiated in May 2024. Benchmarks for SY 2025 and SY2029 are projected.

**Note:** Data for SY2023 for PPI’s 1 & 3 above reflects RSA’s cohort period 7/1/2021-6/30/2022 & data for PPI’s 2 and 4 above reflects RSA’s cohort period 1/1/2021–12/31/2021.



**Performance Measure 1.1.2:** Overall customer satisfaction rate.

*Relation to Goal: Used as an indicator of overall quality directly informing progress on Goal 1, Objective 1.*

SY 2020	SY 2021	SY 2022	SY 2023	SY 2024	Benchmark	
					SY 2025	SY 2029
80.3%	80.7%	82.9%	81.4%	Available July 2024	90%	90%

**Benchmark:** Greater than or equal to 90% for SY25<sup>2</sup>. This continues to be a stretch goal for the Division.

**Objective 2: Strategically expand outreach, especially to underserved and growing populations.**

1. Task: Increase customized outreach through community organizations, WIOA partners, and professionals that serve underserved, growing, and prioritized populations identified by the SRC and IDVR management (i.e., out-of-school youth, mental health, justice-involved, Hispanic)

**Performance Measure 1.2.1:** Number of applications for VR services.

*Relation to Goal: Strategic outreach should result in an increase in overall applications to the VR program providing a measure for Goal 1 Objective 2.*

SY 2020	SY 2021	SY 2022	SY 2023	SY 2024	Benchmark	
					SY 2025	SY 2029
2881	2524	2464	3093	Available July 2024	3094	3250

**Benchmark:** Greater than or equal to SY 2024 volume for SY25<sup>3</sup>

**Objective 3: Improve Community Rehabilitation Program (CRP) Service provision quality and quantity (including Supported Employment) for Idahoans with the Most Significant Disabilities.**

1. Task: Complete rate methodology/recalibration. The new rates proposed are designed to be rates that support quality Community Rehabilitation Program Services. Task will be achieved once rates are issued.
2. Task: Implement newly revised CRP Monitoring Protocol designed to promote two-way data-driven continuous improvement conversations/increase feedback, relevance, and understanding between IDVR and Idaho’s CRPs.

**Performance Measure 1.3.1:** Number of cases with CRP provided services (non-assessment) in the SY.

*Relation to Goal: The tasks under Goal 1 Objective 3 are focused on increasing performance in employment stability, and customer satisfaction for core CRP services for Idahoans with Most Significant Disabilities. The following two measures are used to assess performance on Goal 1 Objective 3:*





SY 2020	SY 2021	SY 2022	SY 2023	SY 2024	Benchmark	
					SY 2025	SY 2029
772	681	370	519	Available July 2024	520	588

**Benchmark:** Greater than or equal to SY 2024 volume for SY25<sup>4</sup>

**Note:** These are post Individualized Plan for Employment (IPE) services provided to VR participants.

**Performance Measure 1.3.2:** Overall customer satisfaction rate for those using CRP Services.

SY 2020	SY 2021	SY 2022	SY 2023	SY 2024	Benchmark	
					SY 2025	SY 2029
77%	75%	80%	74%	Available July 2024	90%	90%

**Benchmark:** Greater than or equal to 90% for SY25<sup>5</sup>. This continues to be a stretch goal for the Division.

**Objective 4: Hire and retain qualified employees to deliver quality vocational rehabilitation services.**

1. Task: Continued efforts to expand FTE, maximize compensation, and other innovative approaches to increase employee satisfaction and retention.

**Performance Measure 1.4.1:** Percentage of counselors who meet Comprehensive System of Personnel Development (CSPD) compliance.

*Relation to Goal: The Division maintains a CSPD plan with a focus on recruitment and retention of qualified counselors. The CSPD rate represents a percent of counselors who currently meet CSPD standards. Counselors meeting CSPD standards are more effective at serving Idahoans with disabilities. An increase in this measure leads to gains on Goal 1 Objective 4.*

SY 2020	SY 2021	SY 2022	SY 2023	SY 2024	Benchmark	
					SY 2025	SY 2029
70.5%	70.8%	74.0%	66.7%	Available July 2024	85.0%	85.0%

**Benchmark:** Greater than 85% for SY25<sup>6</sup>. This continues to be a stretch goal for the Division.

**Goal 2: Expand utilization and improve quality of Pre-Employment Transition Services (Pre-ETS) and similar services for youth.**

**Objective 1: Increase utilization of Pre-ETS services and similar services to youth to priority populations identified by the SRC and IDVR management.**

1. Task 1: Increase outreach with schools, community organizations, and professionals that serve student, youth, and families.
2. Task 2: Increase outreach through WIOA umbrella partners that serve students and youth.



**Performance Measure 2.1.1:** Number of students receiving Pre-employment Transition Services (Pre-ETS).

*Relation to Goal: The Division will engage in strategic outreach to populations identified by the SRC and IDVR management to increase utilization of Pre-ETS and similar services for youth. The following two measures are used to assess performance on Goal 2 Objective 1.*

SY 2020	SY 2021	SY 2022	SY 2023	SY 2024	Benchmark	
					SY 2025	SY 2029
1012	1210	1968	2784	Available July 2024	2784	3000

**Benchmark:** Greater than or equal to SY24 for SY25<sup>7</sup>

**Performance Measure 2.1.2:** Number of youth applications for program participants under the age of 25.

SY 2020	SY 2021	SY 2022	SY 2023	SY 2024	Benchmark	
					SY 2025	SY 2029
586	496	496	653	Available July 2024	665	738

**Benchmark:** Greater than or equal to SY24 for SY25<sup>8</sup>

**Goal 3: Improve outreach and engagement through individualized services to Idaho businesses.**

**Objective 1: Work with the business community to improve understanding and utilization of IDVR business services.**

1. Task: Identify business groups (i.e., Chamber, Workforce Development groups, Society for Human Resource Management (SHRM)) that could benefit from networking with IDVR.
2. Task: Identify opportunities to provide education and training on the scope and availability of IDVR business services to provide customized business solutions.
3. Task: Expand business spotlights to each IDVR Center.
4. Task: Continue to improve IDVR website business page for useability and improved business content.

**Performance Measure 3.1.1:** Utilization of IDVR Business Services

*Relation to Goal: Direct measure of business services provided; an increase will meet Goal 3 Objective 1.*

SY 2020	SY 2021	SY 2022	SY 2023	SY 2024	Benchmark	
					SY 2025	SY 2029
820	814	1552	1452	Available July 2024	1453	1600

**Benchmark:** Greater than or equal to SY24 for SY25<sup>9</sup>



**Objective 2: Improved utilization of business engagement partnerships with the local workforce system.**

1. Task: Continue efforts to align IDVR activities with the workforce development system, including aligned business engagement strategy at the state and local level.

**Performance Measure 3.2.1:** Retention rate with the same employer the 4<sup>th</sup> quarter after exit.

*Relation to Goal: Evolution and continued improvement of teams should result in increased engagement with business services. Established relationships with business and VR should dispel myths and alleviate concerns of businesses promoting the hire and retention of individuals with disabilities.*

SY 2020	SY 2021	SY 2022	SY 2023	SY 2024	Benchmark	
					SY2025	SY 2029
*71.2%	*69.1%	*70.6%	72.4%	Available July 2024	72.5%	74.0%

**Benchmark:** Greater than or equal to SY24 for SY25<sup>10</sup>

**Note:** Data for SY2023 reflects RSA’s cohort period 1/1/2021 – 12/31/2021. This measure continues to be a ‘pilot’ measure. The current benchmark is proxy until formal negotiation occurs.

\*The rates for this measure were previously underreported, as the measure asks only for participants who were employed in both the 2<sup>nd</sup> and 4<sup>th</sup> quarters after exit in the denominator. This impacted previous Strategic Plan reporting for SYs 2020-2022. This report includes corrected performance data.



## Council for the Deaf and Hard of Hearing (CDHH)

### Role of CDHH

CDHH is an independent agency. This is a flow-through council for budgetary and administrative support purposes only with no direct programmatic implication for IDVR. The following is the Council for the Deaf and Hard of Hearing’s Strategic Plan.

### Mission

Dedicated to making Idaho a place where persons, of all ages, who are deaf or hard of hearing have an equal opportunity to participate fully as active, productive and independent citizens.

### Vision

To ensure that individuals who are deaf, hard of hearing, or hearing impaired have a centralized location to obtain resources and information about services available.

### Goal #1 – Work to increase access to employment, educational and social-interaction opportunities for persons who are deaf or hard of hearing.

1. **Objective:** Continue to provide information and resources.

**Performance Measure 1.1:** Track when information and resources are given to consumers.

SY 2020	SY 2021	SY 2022	SY 2023	SY 2024	Benchmark	
					SY 2025	SY 2029
43 Library loans 90 pkgs of info 108 FB posts 667 clear masks & 11,340 paper masks distributed	59 Library loans 40 pkgs of info 166 FB posts clear masks & 11,340 paper masks distributed	70 Library loans 80 pkgs of info 169 FB posts 14,578 people reached	50 Library loans 33 pkgs of info 2,136 FB posts 29 IG posts 19,382 people reached	Available July 2024	61 Library loans 42 pkgs of info 2,200 FB posts 100 IG posts	80 Library loans 60 pkgs of info 2,600 FB posts 300 IG posts

**Benchmark:** 2 or more new brochures or information packets created in SY25<sup>11</sup>



**Goal #2 – Increase the awareness of the needs of persons who are deaf and hard of hearing through educational and informational programs.**

1. **Objective:** Continue to increase the awareness.

**Performance Measure 2.1:** Deliver presentations and trainings to various groups through education and social media.

SY 2020	SY 2021	SY 2022	SY 2023	SY 2024	Benchmark	
					SY 2025	SY 2029
89	51	49	62	Available July 2024	65	70

**Benchmark:** 49 or more presentation delivered in SY25<sup>12</sup>

**Goal #3 – Encourage consultation and cooperation among departments, agencies, and institutions serving the deaf and hard of hearing.**

1. **Objective:** Continue encouraging consultation and cooperation.

**Performance Measure 3.1:** Track when departments, agencies, and institutions are cooperating (such as Department of Corrections and Health and Welfare).

SY 2020	SY 2021	SY 2022	SY 2023	SY 2024	Benchmark	
					SY 2025	SY 2029
48	48	50	44	Available July 2024	45	60

**Benchmark:** Present at 50 or more local, state and federal agencies in SY25<sup>13</sup>

**Goal #4 – Provide a network through which all state and federal programs dealing with the deaf and hard of hearing individuals can be channeled.**

1. **Objective:** The Council’s office will provide the network.

**Performance Measure 4.1:** Track when information is provided.

SY 2020	SY 2021	SY 2022	SY 2023	SY 2024	Benchmark	
					SY 2025	SY 2029
5,777 calls	7,173 calls	5,299 calls/text 12,155 emails	15,417 calls/text 29,380 emails	Available July 2024	Track calls	Track calls

**Benchmark:** Track all calls in SY25<sup>14</sup>



**Goal #5 – Determine the extent and availability of services to the deaf and hard of hearing, determine the need for further services and make recommendations to government officials to ensure that the needs of deaf and hard of hearing citizens are best served.**

1. **Objective:** The Council will determine the availability of services available.

**Performance Measure 5.1:** The Council will administer assessments and facilitate meetings to determine the needs.

SY 2020	SY 2021	SY 2022	SY 2023	SY 2024	Benchmark	
					SY 2025	SY 2029
Met	Met	Met	Met	Available July 2024	Meet goal	Meet goal

**Benchmark:** Meet goal in SY25<sup>15</sup>

**Goal #6 – To coordinate, advocate for, and recommend the development of public policies and programs that provide full and equal opportunity and accessibility for the deaf and hard of hearing persons in Idaho.**

1. **Objective:** The Council will make available copies of policies concerning deaf and hard of hearing issues.

**Performance Measure 6.1:** Materials that are distributed about public policies.

SY 2020	SY 2021	SY 2022	SY 2023	SY 2024	Benchmark	
					SY 2025	SY 2029
Met	Met	Met	Met	Available July 2024	Meet goal	Meet goal

**Benchmark:** Meet goal in SY25<sup>16</sup>

**Goal #7 – To monitor consumer protection issues that involve the deaf and hard of hearing in the State of Idaho.**

1. **Objective:** The Council will be the “go to” agency for resolving complaints from deaf and hard of hearing consumers concerning the Americans with Disabilities Act.

**Performance Measure 7.1:** Track how many complaints are received regarding the ADA.

SY 2020	SY 2021	SY 2022	SY 2023	SY 2024	Benchmark	
					SY 2025	SY 2029
172 ADA Issues	160 ADA Issues	155 ADA Issues	184 ADA Issues	Available July 2024	Track Issues	Track Issues

**Benchmark:** Track all complaints in SY25<sup>17</sup>



**Goal #8 – Submit periodic reports to the Governor, the legislature, and departments of state government on how current federal and state programs, rules, regulations, and legislation affect services to persons with hearing loss.**

1. **Objective:** The Council will submit reports.

**Performance Measure 8.1:** Reports will be accurate and detailed.

SY 2020	SY 2021	SY 2022	SY 2023	SY 2024	Benchmark	
					SY 2025	SY 2029
Completed	Completed	Completed	Completed	Available July 2024	Pending	Pending

**Benchmark:** Complete for SY25<sup>18</sup>



## External Factors Impacting IDVR

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The field of Vocational Rehabilitation is dynamic due to the nature and demographics of the customers served and the variety of disabilities addressed. Challenges facing the Division include:

### Recruitment and Retention of Qualified Personnel

IDVR is dedicated to providing the most qualified personnel to address the needs of the customers served by the organization. Challenges in staff recruitment and retention continue to be problematic and persistent over the past several years. Recruitment challenges continue due to lower wages as compared to the private sector, other Idaho state agencies, and neighboring states higher wages. The Division continues to evaluate and implement new strategies in an effort to improve the recruitment and retention rates of qualified personnel (e.g., providing tuition assistance, opportunities for advancement, etc.). IDVR continues to develop relationships with universities specifically offering a Master's Degree in Rehabilitation Counseling, as well as engaging with related Bachelor Degree programs to help feed the talent pipeline. The agency is also experiencing a wave of retirements which represents a substantial risk to the ongoing institutional memory of the organization. The Division does have succession planning contingencies in place where possible. The Division is also engaged in an ongoing frontline efficiencies initiative designed to reduce the overall administrative burden on team members with the intention of reducing excessive pressures and improving overall job satisfaction.

### Quality of Community Rehabilitation Provider (CRP) Services

IDVR's Comprehensive Statewide Needs Assessment indicated that CRPs continue to experience some of the same recruitment and retention challenges that IDVR is facing. The Division is currently engaged in a rate reevaluation study to recommend contemporary rates which will support quality employment outcomes that are sustainable for both IDVR and CRP personnel. Currently the low rate of unemployment in Idaho makes competitive hiring challenging for both the Division and vendors. An innovation and expansion activity is being considered within IDVR's specific section of the federal plan in order to promote adequate resources and more qualified CRP staff to deliver and improve customer satisfaction with these services.

### State and Federal Economic Climate

While Idaho has seen continuous and sustained improvement in its economic growth over the past several years there are a variety of influences which can affect progress. Individuals with disabilities continue to experience much higher unemployment rates, even in strong economic times (while the disability employment gap has seen slight improvement in recent years, more work remains to be done). IDVR recognizes this and





strives to develop relationships within both the private and public sectors to increase employment opportunities and livable wages for its customers.

IDVR is impacted by decisions made at the federal level. The VR program continues to experience pressures added by the requirements of the Workforce Innovation and Opportunity Act (WIOA). The expanded customer base (potentially eligible students and serving Idaho businesses), and Idaho's population growth, along with additional data and reporting requirements has forced the agency to reevaluate the way work is accomplished and by who. The Division continues a major initiative to institute efficiencies including leveraging technology and unencumbering work processes to partially alleviate excessive pressures.

Serving students and youth with disabilities continues to be an essential goal and priority for the Division. WIOA mandates VR agencies reserve 15 percent of their budgets for the provision of Pre-employment Transition Services (Pre-ETS). This change has not only shifted the populations we serve, but also how we innovate to best serve them.

## EVALUATION PROCESS

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The State Board of Education Planning, Policy, and Governmental Affairs Committee reviews the Idaho Division of Vocational Rehabilitation strategic plan on an annual basis. Changes may be brought forward to the Board for consideration in future meetings. This review and re-approval take into consideration performance measure progress reported to the Board in the October meeting.



**Footnotes:**

<sup>1</sup>Benchmarks are set based on federally negotiated targets for a two-year period (SY 2023 & 2024) for all five Primary Performance Indicators.

<sup>2</sup>Benchmarks are set based on an internal measure of performance and was established by the Division's SRC to gauge customer satisfaction with program services and identify areas for improvement. The benchmark of 90% has been traditionally utilized as a target for quality performance.

<sup>3</sup>Benchmarks are set based on service volume and recent trends in applications for services.

<sup>4</sup>Benchmarks are set based on Community Rehabilitation Program service volume for IDVR customers engaged in an Individualized Plan for Employment with the Division.

<sup>5</sup>Benchmarks are set based on an internal measure of performance and informed by the Division's SRC. The emphasis is on quality services provided by Community Rehabilitation Programs.

<sup>6</sup>Benchmarks are set based on an internal program measure and represents a commitment to the development of quality vocational rehabilitation counselors, meeting this standard ensures that individuals with disabilities in Idaho receive services through certified professionals and promotes more efficient, comprehensive, and quality services. The baseline is a percentage established by IDVR and is a stretch goal the agency aspires to achieve.

<sup>7</sup>Benchmarks are set based on an internal measure of performance (student applications) and informed by the Division's SRC. Services for students are a major focus under WIOA.

<sup>8</sup>Benchmarks are set based on an internal measure of performance (youth applications) and informed by the Division's SRC. Services for youth are a major focus.

<sup>9</sup>Benchmarks are set based on an internal measure of performance (business services volume) and informed by the Division's SRC. Services for businesses are a major focus under WIOA.

<sup>10</sup>Benchmarks will be established based on federally negotiated targets following formalization by RSA. This performance measure is useful in determining whether VR is serving employers effectively by improving the skills of customers and decreasing employee turnover.

<sup>11</sup>Benchmarks are set based on an internal program measure to expand information to Idaho's deaf and hard of hearing population, to include brochures and information via electronic and social media. The Council is the only clearinghouse of information in Idaho about deaf and hard of hearing issues. This benchmark was established to adhere to Idaho statute 67, chapter 73.

<sup>12</sup>Benchmarks are set based on internal program measure to provide information about the needs of persons who are deaf or hard of hearing. The benchmark was created because the Council is the only state agency to provide this type of information. CDHH has hired a part time Communications and Outreach Coordination to increase awareness and make presentations throughout the state. This benchmark was established to adhere to Idaho statute 67, chapter 73.

<sup>13</sup>Benchmarks are set based on internal program measure to provide information about deaf and hard of hearing issues. CDHH partnered with JFAC to procure funding for a full-time interpreter and partnered with the Sexual Abuse/Domestic Violence Coalition. This benchmark was established to adhere to Idaho statute 67, chapter 73.

<sup>14</sup>The Council has historically been the organization where individuals and groups come for information concerning deaf and hard of hearing issues. The benchmark was created to continue tracking the information. This benchmark was established to adhere to Idaho statute 67, chapter 73.

<sup>15</sup>Benchmarks are set based on internal program measure to determine the need for public services for deaf and hard of hearing community and was established because there was a Task Force that met to determine the need of mental health services that need to be provided to deaf and hard of hearing individuals. This benchmark was established to adhere to Idaho statute 67, chapter 73.

<sup>16</sup>Benchmarks are set to provide information where interpreters can get information about current issues and has established a printed list of Sign Language Interpreters and also on the Council's website. This benchmark was established per the request of the Idaho Registry of Interpreters of the Deaf to support the legislation. This benchmark was established to adhere to Idaho statute 67, chapter 73.

<sup>17</sup>Benchmarks are set based to provide information, in collaboration with the Northwest ADA Center, about the Americans with Disability Act (ADA). The benchmark was established to continue that partnership and to adhere to Idaho statute 67, chapter 73.

<sup>18</sup>Benchmarks are set based on internal program measure to provide information about deaf and hard of hearing issues, this benchmark was established to adhere to Idaho statute 67, chapter 73.



**FY 2025-2029  
STRATEGIC PLAN**

**MISSION STATEMENT**

We harness the power of public media to encourage lifelong learning, connect our communities, and enrich the lives of all Idahoans. We tell Idaho’s stories.

**VISION STATEMENT**

Inspire, enrich and educate the people we serve, enabling them to make a better world.

**SBoE GOAL 1: EDUCATIONAL 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.

**IdahoPTV Objective:**

Objective: Be a relevant, educational and informational resource to all citizens.

Performance Measures:

I. Number of educational outreach and training events for teachers, students and parents.<sup>1</sup>

FY20 (2019-2020)	FY21 (2020-2021)	FY22 (2021-2022)	FY23 (2022-2023)	FY24 (2023-2024)	Benchmark	
					FY25	FY29
101	58	135	97		120	150

II. Average number per month during the school year of local unique users utilizing PBS learning media.<sup>2</sup>

FY20 (2019-2020)	FY21 (2020-2021)	FY22 (2021-2022)	FY23 (2022-2023)	FY24 (2023-2024)	Benchmark	
					FY25	FY29
7,137	9,997	7,567	7,059		7,000	7,000

**SBoE Goal 2: EDUCATIONAL ACCESS**

Increase access to Idaho’s robust educational system for all Idahoans, regardless of socioeconomic status, age, or geographic location.

**IdahoPTV Objectives:**

Objective A: Maintain a digital statewide infrastructure in cooperation with public and private entities.

Performance Measures:

I. Number of DTV translators.<sup>3</sup>

FY20 (2019- 2020)	FY21 (2020- 2021)	FY22 (2021- 2022)	FY23 (2022- 2023)	FY24 (2023- 2024)	Benchmark	
					FY25	FY29
46	46	46	46		46	46

II. Percentage of Idaho’s population within our signal coverage area.<sup>4</sup>

FY20 (2019- 2020)	FY21 (2020- 2021)	FY22 (2021- 2022)	FY23 (2022- 2023)	FY24 (2023- 2024)	Benchmark	
					FY25	FY29
98.8%	98.8%	98.9%	98.9%		98.9%	98.9%

Objective B: Nurture and foster collaborative partnerships with other Idaho state entities and educational institutions to provide services to the citizens of Idaho.

Performance Measure:

Number of partnerships with other Idaho state entities and educational institutions.<sup>5</sup>

FY20 (2019- 2020)	FY21 (2020- 2021)	FY22 (2021- 2022)	FY23 (2022- 2023)	FY24 (2023- 2024)	Benchmark	
					FY25	FY29
41	55	68	129		50	75

Objective C: Provide access to IdahoPTV new media content to citizens, anywhere, that supports participation and education.

Performance Measures:

I. Number of visitors to our websites.<sup>6</sup>

FY20 (2019- 2020)	FY21 (2020- 2021)	FY22 (2021- 2022)	FY23 (2022- 2023)	FY24 (2023- 2024)	Benchmark	
					FY25	FY29
1,635,238	1,979,811	857,687	880,086		600,000	600,000

II. Number of visitors to IdahoPTV/PBS video player.<sup>7</sup>

FY20 (2019- 2020)	FY21 (2020- 2021)	FY22 (2021- 2022)	FY23 (2022- 2023)	FY24 (2023- 2024)	Benchmark	
					FY25	FY29
504,332	915,331	1,900,128	1,925,505		1,500,000	1,500,000

III. Number of alternative delivery platforms and applications on which our content is delivered.<sup>8</sup>

FY20 (2019- 2020)	FY21 (2020- 2021)	FY22 (2021- 2022)	FY23 (2022- 2023)	FY24 (2023- 2024)	Benchmark	
					FY25	FY29
12	13	14	15		16	16

Objective D: Broadcast educational programs and provide related resources that serve the needs of Idahoans, which include children, ethnic minorities, learners, and teachers.

Performance Measure:

Number of broadcast hours of educational programming.<sup>9</sup>

FY20 (2019- 2020)	FY21 (2020- 2021)	FY22 (2021- 2022)	FY23 (2022- 2023)	FY24 (2023- 2024)	Benchmark	
					FY25	FY29
24,853	24,918	23,835	23,228		22,000	22,000

Objective E: Contribute to a well-informed citizenry.

Performance Measure:

Number of broadcast hours of news, public affairs and documentaries.<sup>10</sup>

FY20 (2019- 2020)	FY21 (2020- 2021)	FY22 (2021- 2022)	FY23 (2022- 2023)	FY24 (2023- 2024)	Benchmark	
					FY25	FY29
11,947	12,329	11,876	11,628		12,000	12,000

Objective F: Provide relevant Idaho-specific information.

Performance Measure:

Number of broadcast hours of Idaho-specific educational and informational programming.<sup>11</sup>

FY20 (2019- 2020)	FY21 (2020- 2021)	FY22 (2021- 2022)	FY23 (2022- 2023)	FY24 (2023- 2024)	Benchmark	
					FY25	FY29
1,393	2,431	1,592	1,552		1,600	1,600

Objective G: Provide high-quality, educational television programming and new media content.

Performance Measure:

Number of awards for IdahoPTV media and services.<sup>12</sup>

FY20 (2019- 2020)	FY21 (2020- 2021)	FY22 (2021- 2022)	FY23 (2022- 2023)	FY24 (2023- 2024)	Benchmark	
					FY25	FY29
68	81	67	73		55	55

Objective H: Operate an effective and efficient organization.

Performance Measures:

I. Total FTE in content delivery and distribution.<sup>13</sup>

FY20 (2019- 2020)	FY21 (2020- 2021)	FY22 (2021- 2022)	FY23 (2022- 2023)	FY24 (2023- 2024)	Benchmark	
					FY25	FY29
18	18	16.8	17.8		<24	<24

II. Successfully comply with FCC policies/PBS programming, underwriting and membership policies/CPB guidelines.<sup>14</sup>

FY20 (2019-2020)	FY21 (2020-2021)	FY22 (2021-2022)	FY23 (2022-2023)	FY24 (2023 - 2024)	Benchmark	
					FY25	FY29
Yes/Yes/Yes	Yes/Yes/Yes	Yes/Yes/Yes	Yes/Yes/Yes		Yes/Yes/Yes	Yes/Yes/Yes

**KEY EXTERNAL FACTORS**

Funding – Idaho Public Television’s funding depends upon a combination of State General Funds; an annual grant from the Corporation for Public Broadcasting that receives its revenue from Congress; Federal grants; and private donations from individuals, corporations and foundations. All four of these sources are subject to changes in economic conditions, political considerations, and competition from other non-profits and government entities. Historically the largest portion of funding for Idaho Public Television comes from voluntary private contributions. Idaho Public Television ranks in the top one-third of Public Broadcasting Service (PBS) stations nationwide for overall donor revenue and donor retention. Average contribution per donor is \$152.29 per year. Philanthropic giving is directly affected by many external factors such as global events, federal and state charitable giving laws, and inflated cost-of-living factors that diminish discretionary giving budgets. In FY 2024 IdahoPTV received funding for infrastructure projects from the Idaho Permanent Building Fund Advisory Council to replace aging transmitters and antennas at four of five of our hilltop sites around the state. Although these funds are helpful and are used to replace vital infrastructure projects for broadcasting content they also assist with public safety aspects of our work.

Regulatory Changes – With the greatest portion of Idaho Public Television funding coming from private contributions, the changes to federal tax policy have the distinct potential to negatively impact charitable giving. In addition, Idaho Public Television operates under numerous other rules and regulations from entities such as the Federal Aviation Administration, Federal Communications Commission, Department of the Interior, Department of Agriculture, Department of Education, Department of Homeland Security, and others. Changes to those policies and regulations could impact operations.

Broadband/New Media Devices – As viewers increasingly obtain their video content via new devices (computers, tablets, smartphones, smart TVs, etc.), in addition to traditional broadcast, cable and satellite, Idaho Public Television must invest in the technology to meet our viewers’ needs and to make sure our content and services are available when and where viewers want to access them. The ability of public television stations to raise private contributions and other revenue via these new platforms continues to be a significant challenge.

ATSC 3.0 – Recently, the FCC adopted standards for a new, improved television technology. Like the move from analog to digital, this new standard will make all previous television equipment obsolete for both the broadcaster and the consumer. Currently, adoption of this new standard is voluntary, but we expect that eventually it will become mandatory. Planning for this new standard is already underway; and as equipment is replaced, every effort is being made to ensure it is upgradable to the new standard. Significant new funding will need to be obtained to

make this technology change happen. There will be small competitive federal grants to assist stations to transition equipment to this new standard, which is tied to public safety.

**Political Environment** – In 2022 the Idaho GOP drafted and passed a resolution encouraging “the Idaho Legislature to divest the State of Idaho from Idaho Public Television in such a way that allows continued operation in the private sector AND does not hinder State-originated EAS service to the public.” While this may pose a challenge at some point in the future, it also provides IdahoPTV with an opportunity to educate and inform legislators on the importance of IdahoPTV’s role in the statewide Emergency Alert System (EAS).

**Aging Equipment and Public Safety** – Much of the equipment in our statewide broadcast network has been depreciated, and the expected lifespan has been surpassed. A long-range plan and funding strategy have been developed, and we are looking at avenues in state government, private and federal grants, as well as other private funds, to support capital replacement. IdahoPTV is working closely with the Idaho Military Division-Public Safety Communications to ensure that digital microwave connectivity for our signal and that of first responders is available. We work with Idaho Office of Emergency Management to build upon existing strategies and explore emerging technologies in emergency communication, an area of mutual interest. This effort seeks to leverage best practices and technological advances to ensure that within their shared service areas, the public is provided with vital emergency information and crisis related communication such as: providing live broadcast and media pool coverage of disaster related events; transmission of mandatory national alerts via the Emergency Alert System, including geo-targeted Amber Alerts, weather and emergency information distributed to all broadcast markets in the state; the backup alert signals for wireless carriers in the state called Wireless Emergency Alerts (WEA), which is currently delivered using PBS’ Warning, Alert and Response Network (WARN) and IdahoPTV’s infrastructure.

## **EVALUATION PROCESS**

Idaho Public Television uses the following methods to evaluate our services:

We are a member of the Organization of State Broadcasting Executives (OSBE), an association of chief executive officers of state public broadcasting networks, whose members account for almost half of the transmitters in the public television system. OSBE gathers information, keeps years of data on file, and tracks trends. OSBE members are represented on the policy teams for our national organizations, including PBS, America’s Public Television Stations, and National Educational Telecommunications Association.

We have a statewide advisory Friends board, currently 28 directors and 16 emeritus directors, with broad community and geographic representation. This board meets formally on a quarterly basis. It serves as a community sounding board to provide input.

Through Nielsen data, Google Analytics, Domo Business Analytics (in partnership with PBS analytics) and other research information, we have access to relevant metrics to make informed and successful marketing and programming decisions. Viewership helps determine which content is most relevant to the community we serve and how to best serve the people of Idaho. We also receive feedback from the community regarding our work. Our production team ascertains issues in the community and uses this information to plan local program productions. We prepare and post on the FCC website lists of programs we air that provide the station’s most

significant treatment of community issues. We are also required to submit to the FCC and public all sponsors that appear on our air.

IdahoPTV continues to do qualitative and quantitative research on existing programs. Surveys have been conducted and research has been executed by external entities to design content, define platform use, and metrics for success. It has proved a useful tool to launch a new series or re-engineer an existing one. External groups have provided surveys and analytics, demographic data, environmental scans, content audits and communications plans. We have also used surveys and other analytical tools to look at what our education department is doing for Idaho communities and how people see our work. We see this as a way to better understand and serve all Idahoans on all platforms.

- 
1. Benchmark is based on an analysis of historical trends combined with desired level of achievement.
  2. Benchmark is based on an analysis of historical trends combined with desired level of achievement.
  3. Benchmark is based on industry standard and the need to reach as many Idahoans as possible via all the content and video technologies.
  4. Benchmark is based on industry standard and the need to reach as many Idahoans as possible via all the content and video technologies.
  5. Benchmark is based on an analysis of historical trends combined with desired level of achievement.
  6. Benchmark is based on agency research and the need to reach as many Idahoans as possible via all the content and video technologies and to reach younger demographics.
  7. Benchmark is based on agency research and the need to reach as many Idahoans as possible via all the content and video technologies and to reach younger demographics.
  8. Benchmark is based on agency research and the need to reach as many Idahoans as possible via all the content and video technologies and to reach younger demographics.
  9. Benchmark is based on an analysis of historical trends combined with desired level of achievement.
  10. Benchmark is based on an analysis of historical trends combined with desired level of achievement.
  11. Benchmark is based on an analysis of historical trends combined with desired level of achievement.
  12. Benchmark is based on industry standard combined with desired level of achievement.
  13. Benchmark is based on industry standard combined with analysis of workforce needs.
  14. Benchmark is based on industry standard of best practices.



State Board of Education Goals					
	Goal 1: EDUCATIONAL READINESS	Goal 2: EDUCATIONAL ACCESS	Goal 3: EDUCATIONAL ATTAINMENT	Goal 4:	Goal 5:
Institution/Agency Goals and Objectives					
<b>GOAL 1: EDUCATIONAL READINESS</b> (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: Be a relevant, educational and informational resource to all citizens.	✓				
<b>GOAL 2: EDUCATIONAL ACCESS</b> – Increase access to Idaho’s robust educational system for all Idahoans, regardless of socioeconomic status, age, or geographic location.					
Objective A: Maintain a digital statewide infrastructure in cooperation with public and private entities.		✓			
Objective B: Nurture and foster collaborative partnerships with other Idaho state entities and educational institutions to provide services to the citizens of Idaho.		✓			
Objective C: Provide access to IdahoPTV new media content to citizens, anywhere, that supports participation and education.		✓			
Objective D: Broadcast educational programs and provide related resources that serve the needs of Idahoans, which include children, ethnic minorities, learners, and teachers.		✓			
Objective E: Contribute to a well-informed citizenry.		✓			

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS**

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**ATTACHMENT 13**

Objective F: Provide relevant Idaho-specific information.		✓			
Objective G: Provide high-quality, educational television programming and new media content.		✓			
Objective H: Operate an effective and efficient organization.		✓			
<b><i>GOAL 3: EDUCATIONAL ATTAINMENT – 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.</i></b>					



## Strategic Plan 2025-2029

Idaho Public Charter School Commission

514 W Jefferson St Ste. 303

Boise, Idaho 83702

Phone: (208)332-1561

Alan Reed, Chairman

Jacob Smith, Director

**Part I. Agency Overview**

**Agency overview**

The Idaho Public Charter School Commission (IPCSC) is Idaho’s state-level charter school authorizing entity. The IPCSC is made up of 7 appointed commissioners who serve as the governing body and 5 employees who execute the day-to-day work.

For charter schools that are not managed by a district office, the authorizer’s role is to ensure that the operations, financial health, and academic outcomes of a charter school justify the school’s use of public funds. At its core, the IPCSC is a risk-management team that serves a variety of stakeholders, including students, taxpayers, policy makers, school boards, and school administrators.

Mission: The IPCSC’s mission is to cultivate exemplary public charter schools.

Vision - The IPCSC envisions that living our mission will result in:

- Quality - Idaho families have exemplary charter school options.
- Autonomy – Reward high-performing charter schools with enhanced autonomy.
- Accountability - Charter schools meet standards defined in the performance framework.
- Compliance - Charter schools operate in compliance with laws, rules, and regulations.
- Advocacy - The IPCSC advocates for student and public interests.

Values – The IPCSC values the following approach to executing our work:

- Professionalism – The IPCSC acts with respect and decorum.
- Efficiency – The IPCSC provides service with efficiency.
- Credibility – The IPCSC is a source of accurate information.
- Integrity – The IPCSC makes data-driven decisions that serve its mission and vision.
- Communication – The IPCSC communicates with and listens to stakeholders.

**Part II. Performance Measures**

Summary

**Goal 1:** The IPCSC will cultivate a portfolio of exemplary charter schools.

**Objective A:** The IPCSC will make data-driven decisions.

**Objective B:** The IPCSC will provide effective oversight.

**Goal 2:** The IPCSC will advocate for student, taxpayer, and charter sector interests.

**Objective A:** The IPCSC will contribute to effective charter school law.

**Objective B:** The IPCSC will execute a communication plan.

**Objective C:** The IPCSC will provide technical assistance

**Goal 1:** The IPCSC will cultivate a portfolio of exemplary charter schools.

**Objective A:** The IPCSC will make data-driven decisions.

**Measure 1:** Petition Evaluation Reports/ Meeting Minutes

**Target:** 100% of new charter school petitions approved without conditions will meet all of the established standards of quality.

**Result:** 100% of new charter school petitions approved without conditions met all established standards of quality. The IPCSC received three new charter school petitions in FY24. One withdrew before hearing; two met all standards and were approved with no conditions.

	FY22	FY23	FY24	FY25	FY26	FY27
# of Petitions Approved Without Conditions	1	1	2			
# of approved petitions meeting all established standards of quality	1	1	2			
Benchmark:	100%	100%	100%	100%	100%	100%
Achievement:	Met	Met	Met			

**Measure 2:** Annual School Performance Reports/ Final Orders

**Target A:** All schools whose renewal applications are approved without conditions meet all standards on the school’s most recent annual performance report.

**Result:** 15 of the 16 renewal schools were renewed without conditions in FY24 met the standard for renewal based on the school’s most recent annual performance report. One charter did not meet all standards, but was renewed with conditions.

	FY22	FY23	FY24	FY25	FY26	FY27
# Charters Meeting All Standards	4/12	10	15			
# Charters Renewed Without Conditions	4/12	11	15			
Benchmark:	100%	100%	100%	100%	100%	100%
Achievement:	Met	Met	Met			

**Target B:** All schools whose renewal applications are approved with conditions include conditions specific to the unmet measures noted in the school’s most recent annual performance report.

**Result:** One school renewed with conditions in FY24 included conditions specific to each measure on which the school did not meet standard as reported in the school’s most recent annual performance report.

	FY22	FY23	FY24	FY25	FY26	FY27
# Charters with Unmet Standards in FY24	8	7	1			
# of Conditional Renewals w/ Conditions for Each Unmet Standard	7	6	1			
# of Non-Renewed Charters	1	0	0			
Benchmark:	100%	86%	100%			
Achievement:	Met	Not Met	Met			

**Measure 3:** Meeting Minutes

**Target:** The IPCSC will engage in at least five (5) professional development mini-sessions to be conducted at regular commission meetings each year.

**Result:** In FY24, the IPCSC commission and staff had turnover in many positions. This did not allow for regular engagement of professional development.

	FY22	FY23	FY24	FY25	FY26	FY27
# of training opportunities engaged	5	5	2			
Benchmark:	5	5	5			
Achievement:	Met	Met	Not Met			

**Objective B:** The IPCSC will provide effective oversight.

**Measure 1:** Performance Framework

**Target A:** 95% of IPCSC schools will meet or exceed standard on each operational measure each year.

	Governance Structure	Governance Oversight	Governance Compliance	Student Services	Data Transparency	Facility Services	Compliance
2020-21	94%	96%	92%	96%	86%	100%	90%
2021-22	98%	96%	89%	75%	96%	96%	68%
2022-23	98%	100%	98%	93%	95%	100%	95%
2023-24							
2024-25							
2025-26							
<b>Benchmark:</b>	95%	95%	95%	95%	95%	95%	95%
<b>Achievement:</b>	Met	Met	Met	Not Met	Met	Met	Met

**Target B:** 90% of IPCSC schools will meet or exceed standard on all financial measures each year.

	Current Ratio (assets to liabilities)	Min. 60 Days Cash	Positive 3-Yr Aggregate Total Margin	Positive Multi-Yr Cash Flow	Debt Service Coverage at least 1.1	Debt/Asset Ratio less than .9	Meeting Enrollment Projections
2020-21	84%	80%	88%	84%	69%	78%	72%
2021-22	96%	92%	96%	70%	70%	80%	70%
2022-23	93%	98%	72%	67%	76%	78%	65%
2023-24							
2024-25							
2025-26							
<b>Benchmark:</b>	90%	90%	90%	90%	90%	90%	90%
<b>Achievement:</b>	Met	Met	Not Met	Not Met	Not Met	Not Met	Not Met

**Target C:** 75% of IPCSC schools will meet or exceed standard on all academic measures and in case of alternative schools, meet established baseline measures.

<b>General Education</b>	Math Proficiency	ELA Proficiency	Literacy Proficiency	Math Growth	ELA Growth
2020-21	38%	71%	72%	NA	NA
2021-22	77%	80%	77%	NA	NA
2022-23	70%	67%	77%	55%	64%
2023-24					
2024-25					
2025-26					
<b>Benchmark:</b>	75%	75%	75%	75%	75%
<b>Achievement:</b>	Not Met	Not Met	Met	Not Met	Not Met

	Alternative Math	Alternative ELA	Progress Graduation	Additional Graduation
2020-21	Baseline 50%	Baseline 67%	NA	NA
2021-22	50%	63%	Baseline 50%	Baseline 38%
2022-23	57%	75%	57%	100%
2023-24				
2024-25				
2025-26				
<b>Benchmark:</b>	50%	67%	50%	38%
<b>Achievement:</b>	Met	Met	Met	Met



**Measure 2: Community Concerns**

**Target:** 95% of identified concerns will be resolved within 30 days or on-track for resolution within 30 days.

**Result:** The IPCSC received nine documented complaints in FY24. All of these complaints were resolved within 30 days, having been referred through the school’s grievance procedures.

	FY22	FY23	FY24	FY25	FY26	FY27
# of Complaints received	43	30	9			
# of Complaints resolved w/in 30 days or on track to resolution w/in 30 Days	41	28	9			
% of Complaints resolved promptly	95%	93%	100%			
Benchmark:	95%	95%	95%	95%	95%	95%
Achievement:	Met	Not Met	Met			

**Measure 3: Courtesy Letters**

**Target:** 95% of the concerns that cannot be resolved within 30 days are engaged as a formal investigation and documented via courtesy letters.

**Result:** No courtesy letters were issued in FY24.

	FY22	FY23	FY24	FY25	FY26	FY27
# of concerns not resolved within 30 days	2	2	NA			
# of concerns addressed via courtesy letter	2	2	NA			
Benchmark:	95%	95%	95%	95%	95%	95%
Achievement:	Met	Met	NA			

**Goal 2:** The IPCSC will advocate for student, taxpayer, and charter sector interests.

**Objective A:** Contribute to effective charter school law

**Measure 1:** Maintenance of effort records

**Target:** The IPCSC director will allocate a minimum of 8% of work hours to spend on advocacy.

**Result:** IPCSC staff turnover in director position in FY24 did not allow for tracking of this measure.

	FY22	FY23	FY24	FY25	FY26	FY27
Actual Hours	4% 83 hours	6% 125 hours	NA			
Benchmark:	Baseline	6%	8%	9%	10%	10%
Achievement:	NA	Met	NA			

**Objective B:** Communicate effectively with stakeholders

**Measure 1:** Newsletter and social media data

**Target:** The IPCSC will achieve a 75% open rate on quarterly newsletters sent to all IPCSC school administrators and board chairs.

**Result:** The IPCSC staff did not have adequate staff capacity to measure the level of communication per this targeted goal.

<b>Newsletter</b>	FY22	FY23	FY24	FY25	FY26	FY27
# of Recipients	355	455	NA			
Open Rate	60%	57%	NA			
Benchmark:	Baseline	70%	73%	75%	75%	75%
Achievement:	NA	Not Met	NA			

**Measure 2:** School survey participation rate

**Target:** The IPCSC will receive 75% of sent responses of surveys to stakeholders.

**Result:** The IPCSC sent a survey to charter school stakeholders to inform the agency of its performance.

<b>Stakeholder Survey</b>	FY22	FY23	FY24	FY25	FY26	FY27
# of Recipients	136	584	122			
Response Rate	29%	15%	72%			
Benchmark:	45%	55%	75%	85%	95%	95%
Achievement:	Not Met	Not Met	Not Met			

**Objective C:** Facilitate access to meaningful resources for charter schools.

**Measure 1:** Network Event Attendance Rosters

**Target:** The IPCSC will engage at least 100 unique stakeholder each year through networking events.

**Result:** Due to IPCSC staff capacity and turnover, no networking data was collected in FY24.

Events	FY22	FY23	FY24	FY25	FY26	FY27
# of Participants	TBD	60	NA			
# of Events	Mid-June	6	NA			
Benchmark:	Baseline	60 4	75 5	90 5	100 5	100 5
Achievement:	NA	Met	NA			

**Measure 2:** Annual Performance Reports

**Target:** Provide outreach to every school that does not meet standard on one or more measure as reported on the school’s annual performance report by February 15<sup>th</sup>.

**Result:** Due to IPCSC staff capacity and turnover, this measurement was not available in FY24.

	FY22	FY23	FY24	FY25	FY26	FY27
% of schools not meeting one or more standard that were provided direct outreach by 2/15/24	65%	85%	NA			
Benchmark:	65%	75%	85%	95%	100%	100%
Achievement:	Met	Met	NA			

**Key External Factors**

- The autonomy of independent charter school governing boards.
- Legislation impacting charter schools and IPCSC.
- The impact on assessment of student mobility in a school choice setting.

**Evaluation**

The IPCSC will evaluate the successes and challenges of progress toward objectives at least once throughout the year. In FY24, the IPCSC underwent many changes in its composition of staff and commissioners. The IPCSC is committed to annual evaluation of its strategic plan and measurable goals.

**PLANNING, POLICY and GOVERNMENT AFFAIRS**  
**JUNE 12-13, 2024**

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**SUBJECT**

Legislative Ideas – 2025 Legislative Session

**REFERENCE**

June 2016	The Board approved twenty-eight (28) legislative ideas to be submitted through the Executive Agency Legislation Process.
June 2017	The Board approved eighteen (18) legislative ideas to be submitted through the Executive Agency Legislation process.
June 2018	The Board approved three (3) legislative ideas to be submitted through the Executive Agency Legislative process.
June 2019	The Board approved thirteen (13) legislative ideas to be submitted through the Executive Agency Legislative process.
June 2020	The Board approved nine (9) legislative ideas to be submitted through the Executive Agency Legislative Process.
June 2021	The Board approved seven (7) legislative ideas to be submitted through the Executive Agency Legislative Process.
June 2022	The Board approved fourteen (14) legislative ideas to be submitted through the Executive Agency Legislative process.
June 2023	The Board approved three (3) legislative ideas to be submitted through the Executive Agency Legislative process.

**BACKGROUND/DISCUSSION**

The State Board of Education's legislative process starts with the approval of legislative ideas. Legislative ideas that are approved by the Board are submitted electronically to the Division of Financial Management (DFM) through the Executive Agency Legislative process. A legislative idea consists of a statement of purpose and a fiscal impact. If approved by the Board, the actual legislative language will be brought back to the Board as proposed legislation at a later date for final approval prior to submittal to the legislature for consideration during the 2025 legislative session. Board-approved proposed legislation is submitted to DFM and forwarded to the Governor for consideration then to the Legislative Services Office for processing and submittal to the legislature.

All legislative ideas for the 2025 legislative session must be submitted to DFM by the end of June 2024. Therefore, legislative ideas from the institutions and agencies must be submitted for the Board's consideration at its regular June meeting.

**PLANNING, POLICY and GOVERNMENT AFFAIRS**  
**JUNE 12-13, 2024**

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**Proposed Legislative Ideas**

1. Behavioral Threat Assessment and Management Teams (Proposed new section Chapter 3, Title 5, Idaho Code)
2. Broadband Fund Distribution (proposed amendment to Section 33-5605, Idaho Code)
3. CTE Instructor Career Ladder Allocation/Movement (Section 33-1004B, Idaho Code)
4. CTE Certification (Section 33-2205, Idaho Code)
5. Comprehensive Math Plan (proposed new section Chapter 16, Title 33, Idaho Code)

In addition to the legislative ideas that would require changes to Idaho Code noted above, the Indian Education Committee (IEC), which is established by Board Policy I.P., is requesting that the Board and the IDE consider requesting that the FTE allocated for the purpose of staffing the IEC be moved from the IDE budget to the OSBE budget. This request would not require any statutory change, but the request would need to be addressed in each agency's 2026 budget request. This idea will come before the Board for consideration in August.

**IMPACT**

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

**ATTACHMENTS**

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

**BOARD STAFF COMMENTS AND RECOMMENDATIONS**

Legislative idea 1 would fulfill a significant need to better ensure student safety in our schools. The work would be led by Mike Munger, OSBE's School Safety and Security Director. His team has conducted significant research over the past year. The financial impact is estimated at less than \$100,000. Board staff recommend pursuing this work as necessary for the safety of children in our state.

Legislative idea 2 would update a section of code that was impacted by 2024 legislation to enable OSBE staff to distribute funds now appropriated to the Board. There would be no fiscal impact as this is a minor technical correction.

Legislative ideas 3 and 4 would ensure that CTE teachers are placed on and move along the career ladder in alignment with the intent of the original legislation. This work would serve to improve the state of Idaho's educator pipeline. This would be led by Tracie Bent, CTE Chief Administrative Officer. The financial impact of this work is less than \$100,000 in total. Board staff recommend these ideas be moved forward.

**PLANNING, POLICY and GOVERNMENT AFFAIRS**  
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Legislative idea 5 proposes important work that is aligned to the Board's strategic plan. The idea consists of several distinct actions, including a grant program that would require ongoing funding in excess of \$10,000,000 in each of the next five fiscal years. It is not likely that legislation with such a high financial impact will be successful. However, the Board may be able to consider supporting other aspects of the proposal. It does appear that some of the proposal could be developed under the existing authority of Idaho Code § 33-1627 without requiring policy change. Specifically, this section of Code tasks the IDE with providing ". . . high quality professional development for teachers that is intensive, ongoing and connected to classroom practice, that focuses on student learning, aligns with school improvement priorities and goals, and builds strong working relationships among teachers". However, the existing statute does not require LEAs to engage in the provided professional development, nor does it provide funding necessary to develop such training or to support its implementation at scale. Rather than pursuing new legislation that would require nuanced language differentiating mathematics content standards from a comprehensive math plans, Board staff recommends that the Board consider pursuing funding for the establishment of a comprehensive math plan as part of its FY26 budget request, and that the Board separately pursue a requirement for LEA participation in this work through an amendment to policy or rule subsequent to the establishment of the comprehensive math plan.

Board staff recommend that the Board approve legislative ideas 1, 2, 3, and 4 as presented in Attachment 1 to move forward in the Executive Agency Legislative process.

Board staff does not recommend that the Board approve legislative idea 5 due to high cost of the proposed grant program and the potential for aspects of the idea to be addressed without requiring legislation.

**BOARD ACTION**

I move to approve legislative ideas 1, 2, 3 and 4 as presented in Attachment 1 to move forward in the Executive Agency Legislative process;

AND

I move to authorize the Executive Director to submit these legislative ideas and any additional proposals that may be identified after the June Board meeting and July submittal deadline as necessary through the Governor's legislative process.

Moved by \_\_\_\_\_ Seconded by \_\_\_\_\_ Carried Yes \_\_\_\_\_ No \_\_\_\_\_

**2025 Legislative Session – Legislative Ideas****1. Behavioral Threat Assessment and Management Teams**

Recommended by: OSBE School Safety Department

Proposed new section: Chapter 3, Title 5, Idaho Code.

Statement of Purpose

The State Board of Education strives to prevent targeted violence against self or others in schools through the use of behavioral threat assessment and management teams in school districts and public charter schools. The proposed legislation would codify the establishment of Behavioral Threat Assessment and Management Teams (BTAM) in K-12 schools. This legislation would also establish model guidelines and provide training for local BTAM teams based on best practices. Finally, it would ensure that teams established, trained, and that acted in good faith and substantial conformance with the model guidelines and the legislation not be held liable for a failure to prevent an act of violence.

Fiscal Note

This legislation would carry a fiscal impact to provide for the development of model guidelines as well as the development and implementation of training statewide. The specific financial impact is estimated at less than \$100,000.

**2. Broadband Fund Distribution**

Recommended by: OSBE Education Data and Information Technology Team

Proposed amendment to: Section 33-5605, Idaho Code

Statement of Purpose

H738 (2024) shifted the appropriation of broadband program funds from the Idaho Department of Education (IDE) to the State Board of Education. However, Section 33-5605(1), Idaho Code provides that the IDE shall distribute monies appropriated for broadband and related services. It is necessary to amend Section 33-5605, Idaho Code to ensure all relevant sections of code are in alignment.

Fiscal Note

There would be no fiscal impact.

**3. Instructor Career Ladder Allocation/Movement**

Recommended by: Division of Career Technical Education

Proposed amendment to: Section 33-104B, Idaho Code

Statement of Purpose

Section, 33-1004B, Idaho Code, established Career Ladder as a methodology for calculating salary-based apportionment allocations for instructional staff and pupil

service staff. In 2020 (SB1329), Section 33-1004B, Idaho Code, was amended to allow for career technical education instructional staff holding an occupational specialist certificate to be initially placed on the career ladder based on years of experience in a field related to the content area they were teaching in. The intent of the legislation was to provide schools with additional funding to help recruit and retain staff with industry backgrounds teaching in career technical programs. The amendments did not provide any provisions for movement outside of these individuals meeting the established performance criteria. Because the criteria is based on annual classroom performance and student outcomes in three of the previous five years, these individuals could not advance on the career ladder until they had been in the classroom for at least three years. With increased pressure in the educator pipeline and declining retention rates it is not necessary to provide provisions that will allow for these individuals to progress on the career ladder sooner than the current three years. The proposed legislation would establish a shorter timeline for these staff to meet the existing performance criteria allowing for movement during the three years following initial placement on the career ladder. Additional amendments would amend the existing career technical educator allocation established in Section 33-1004B(8) language so that the funding is based on FTE and is not subject to the averaging that all other salary based apportionment dollars are subject to. This amendment follows the original intent of the provision.

#### Fiscal Note

The proposed amendments would result in a de-minimis increase to salary-based apportionment for career technical instructional staff, however, due to the averaging methodology and the small number of qualifying staff the overall increase is estimated to be less than \$100,000 or less than 0.01%.

#### **4. Career Technical Education – Certification**

Recommended by: Division of Career Technical Education

Proposed amendment to: Section 33-104B, Idaho Code

#### Statement of Purpose

Section, 33-2205, Idaho Code, sets out the minimum requirements for issuing certificates to career technical educators. As currently written, one of these requirements is for individuals with a baccalaureate degree to demonstrate 2,000 hours of professional experience in a field closely related to the content area. In order to provide more flexibility for individuals coming from an approved educator preparation program the proposed amendment would allow for those applicants meeting the requirements for the approved degree-based program certification to forego the hours of professional experience. This is consistent with individuals earning certification from a non-career technical degree-based program.

#### Fiscal Note

There would be no fiscal impact.



## 5. Establishment of a Comprehensive Math Plan

Recommended by: Middle Grades Math Workgroup

Proposed new section: Chapter 16, Title 33, Idaho Code.

### Statement of Purpose

Section 33-1627, Idaho Code, establishes the legislature's commitment to improving mathematical instruction and student achievement. The State Board of Education's current strategic plan reflects this shared value and specifies a focus on math in the middle grades. Carrying out this work is delegated to the Idaho Department of Education. To provide high quality recommendations on how best to achieve the desired improvements, the Board established the Middle Grades Math Workgroup in 2023 consisting of Board and IDE staff as well as experts from across the state. The group brought several recommendations to the Board in February of 2024, which the Board approved, and a new workgroup is being developed to begin moving forward on next steps. In addition to recommendations for actions, the Middle Grades Math Workgroup also recommends that the Board support legislation and funding to more fully support quality mathematics instruction and student achievement.

The proposed legislation would require the Board to develop a comprehensive math plan and that each LEA develop an aligned implementation plan. The requested funding would support the initial development of the statewide plan and corresponding professional development. The legislation would also establish a grant program for LEA's to support their efforts in local alignment, training, and implementation.

### Fiscal Note

The proposed amendments would result in a financial impact in excess of \$10,000,000 in each of the next five years to ensure full implementation.

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS**  
**JUNE 12-13, 2024**

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**SUBJECT**

Registered Teacher Apprenticeship Program for Special Education

**REFERENCE**

June 14, 2022

The Board approved legislative ideas, including one related to the development of an instructional staff registered apprenticeship program.

December 2023

The State Board of Education approved the K-12 Registered Teacher Apprenticeship Standards

**APPLICABLE STATUTE, RULE, OR POLICY**

Idaho Code § 33-1201

**BACKGROUND**

Senate Bill 1069 (2023) made administrative changes in the current certification requirements to allow individuals who complete a teacher apprenticeship program that is registered with the U.S. Department of Labor and approved by the State Board of Education to be eligible for certification. The amendments to Idaho Code § 33-1201 allow for a student serving in a practicum, internship, or student-teaching position under the supervision of a certificated staff person to be paid. The amendments also allow individuals who successfully complete an approved registered apprenticeship program to be eligible for standard certification.

In July 2023, Board staff began facilitating work sessions to obtain recommendations for Idaho's first registered teacher apprenticeship. A main workgroup of more than twenty individuals and several subgroups convened. The main work group consisted of the State Board president, educator preparation program staff, K-12 practitioners, State Department of Education staff, Idaho Division of Career Technical Education staff, an Idaho-approved educator preparation provider accreditor, Idaho Business for Education staff member, Idaho Department of Labor staff, Idaho Education Association president and Idaho Education Association/National Education Association member, legislators, and apprenticeship intermediary staff. Additional discussions were held with subgroups on several occasions.

The workgroup membership and meeting schedule is included in these materials as Attachment 2 and Attachment 3.

The main work group met for a total of fourteen hours across three meetings: July 20, 2023, September 26, 2023, and November 9, 2023. The educator preparation provider subgroup met on August 17, 2023, and November 2, 2023. Progress on the development of the registered teacher apprenticeship program standards was shared at the regional superintendent meetings in September. Input from superintendents was shared with the main work group.

The discussions of the workgroup and the subgroups informed the proposed Registered Apprenticeship Program (RAP) presented to the Board for consideration.

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Two additional meetings were conducted to obtain input for the registered teacher apprenticeship standards for special education. The first meeting, which included the Educator Preparation Providers and Idaho Department of Education staff, occurred on March 13, 2024. The second meeting was held March 14, 2024 with the original work group from the registered teacher apprenticeship standards with the inclusion of Idaho Department of Education's special education team.

**DISCUSSION**

RAPs provide a “flipped” pathway to becoming a certificated teacher. In a traditional pathway, a prospective teacher spends four years as a full-time student, completing a semester or two of student teaching at the end of the program. In an apprenticeship model, the pathway is flipped. The prospective teacher works full-time in a classroom, under the supervision of a mentor, for one to three years while completing a personalized plan of formal training and demonstrating on-the-job and related technical instruction competencies. Upon completion of the RAP, the apprentice becomes a fully certified teacher.

RAPs are driven by employers. In the proposed structure, a Local Education Agency (LEA) is the employer. An LEA that identifies a candidate for a teaching position that is not eligible for other paths to certification may choose to hire an employee and apply for an apprenticeship through the RAP sponsor (the Board). The employer and the sponsor then collaborate on the development of a training plan, which is individualized for each apprentice within the boundaries of an established RAP structure.

The structure of the RAP requires an approved apprentice to be employed and complete a minimum of 2,000 hours of on-the-job training and a minimum of 144 hours of related technical instruction training each year. An apprentice that enters the program with more experience and prior learning may take as little as one year to complete the apprenticeship. An apprentice entering the program with less experience and prior learning may take as many as three years to complete the apprenticeship.

The RAP specifies on-the-job and related technical instruction competencies an apprentice is expected to master. There are also additional requirements such as passing content area assessments and completing Idaho required courses such as the Teaching Mathematical Thinking course and the Comprehensive Literacy course.

The structure of the proposed Registered Teacher Apprenticeship Program for special education is included in these materials as Attachment 1. Due to federal special education teacher requirements as indicated in Section 300.156 Personnel Qualifications, of the Individuals with Disabilities Education Act, the structure of the proposed Registered Teacher Apprenticeship Program for special education will require that the program culminates in a minimum of a baccalaureate degree and that the special education teacher apprentice does not serve as teacher of record.

If an apprentice's application and individual plan are approved, the employee is considered an apprentice. The LEA, due to the changes effected by Senate Bill

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1069, may report an apprentice as a classified employee for salary funding purposes. LEAs that have reached their funding cap for classified employees may not be eligible for this funding and would have to use discretionary funds. Adjusting this cap could be an area of focus for the Board in the future.

The sponsor, employee, and apprentice participating in a RAP are eligible to apply for various grants that they would not be eligible for without RAP status. However, RAP grants are applicable on an apprentice-by-apprentice basis. Which funding and how much funding is available to a sponsor, employer, or apprentice cannot be determined until the LEA and teacher apprentice are enrolled. Competitive grants exist and awards may be used to offset the cost to LEAs for things like mentorship stipends or training. Other competitive grant funds may be used to offset the cost to apprentices for things like assessment fees and childcare during training for apprentices.

The goal of an apprenticeship program is to create a pathway for candidates who do not have the opportunity to stop working full-time while they pursue certification through a more traditional pathway along with those who are place-bound. It provides a pathway for LEAs to select candidates they want to hire and whose development they are invested in, but who are not able to pursue certification through other pathways.

**IMPACT**

If the Board approves the registered teacher apprenticeship program standards as presented, then the Office of the State Board of Education staff can submit the standards to the Idaho Department of Labor/U.S. Department of Labor for approval. Upon approval from the Idaho Department of Labor/U.S. Department of Labor, the program will be available for Idaho LEAs.

If approved, Board staff will work with various stakeholders over the next few months to finalize implementation procedures this special education RAP.

**ATTACHMENTS**

Attachment 1 – Registered Teacher Apprenticeship Standards for Special Education

**STAFF COMMENTS AND RECOMMENDATIONS**

A baccalaureate degree is a federal requirement for special education teachers and is therefore a requirement for completion of the proposed Idaho special education RAP. Stakeholders agree that because special education is an identified teacher shortage area (see Idaho's federal Title II report), creating a second RAP for this area is desirable.

Board staff recommends approval of the proposed registered teacher apprenticeship program for special education.

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**BOARD ACTION**

I move to approve the registered teacher apprenticeship standards for special education for use by our local education agencies, as submitted in Attachment 1.

Moved by \_\_\_\_\_ Seconded by \_\_\_\_\_ Carried Yes \_\_\_\_\_ No \_\_\_\_\_

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**Appendix A**

**WORK PROCESS SCHEDULE**

**AND**

**RELATED INSTRUCTION OUTLINE**

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**Appendix A**  
**WORK PROCESS SCHEDULE**  
**SPECIAL EDUCATION TEACHER**  
(USDOL OCCUPATION TITLE: K-12 TEACHER)  
**O\*NET-SOC CODE: 25-3099.00 RAPIDS CODE: 3024HY**

This schedule is attached to and a part of these Standards for the above identified occupation.

**1. APPRENTICESHIP APPROACH**

- Time-based                       Competency-based                       Hybrid

**2. TERM OF APPRENTICESHIP**

As per [USDOL Circular 2016-1](#), a “Hybrid approach” [Section 29.5(b)(2)(iii)] provides for the measurement of the apprentice’s skill acquisition through a combination of specified minimum hours of on-the-job learning and the successful demonstration of identified and measured competencies. A hybrid approach requires a minimum and maximum range of time/hours assigned. Sponsors that choose to utilize a hybrid approach must comply with these guidelines for the competency-based portion of the apprentice’s term of apprenticeship. The hybrid approach specifies a minimum and maximum range of hours of on-the-job learning for each task or job requirement, plus the successful demonstration of acquired skills as described by the task statements listed in the work process schedule. Under the hybrid approach, the term of the occupation cannot be less than 2,000 hours of on-the-job learning, per Section 29.4 Criteria for apprenticeable occupations. However, once a term of a hybrid occupation has been Approved the range of hours may be adjusted upward or downward by twenty-five (25) percent, but not both ways. For example: a hybrid occupation with a range of 3,000 to 4,000 hours can be increased with a range of 4,000 to 5,000 hours. A minimum/maximum range of hours would also give the apprentice an opportunity to accelerate the completion of the apprenticeship program with the appropriate test and evaluations provided to the apprentice, by the sponsor. Maximum allowable credit for prior work experience is 50 percent of training.

The term of a **SPECIAL EDUCATION TEACHER** apprenticeship is outlined as 5000 - 6000 hours of OJL attainment, supplemented by the 144 hours of related instruction per 2000 hours of OJL. Under the definition of the hybrid approach, the sponsor may choose reduce the hours of this apprenticeship program to 3750 hours or increase the term to 7500 hours.

**3. RATIO OF APPRENTICES TO JOURNEYWORKERS**

The apprentice to journeyworker ratio is: 2 Apprentice to 1 Journeyworker.

**4. APPRENTICE WAGE SCHEDULE**

Apprentices shall be paid a progressively increasing schedule of wages based on either a percentage or a dollar amount of the current hourly journeyworker wage rate, which is: \$41,118 per year (Section 33-1004B, Idaho Code).

<b>Period</b>	<b>Hours/Competencies</b>	<b>Minimum Wage</b>
1	1 -2000 hours	\$10.00/hr
2	2001- 4000 hours	\$11.00/hr
3	4001 – 6000 hours	\$12.00/hr

**5. PROBATIONARY PERIOD**

Every applicant selected for apprenticeship will serve a probationary period of 90 days.

**6. SELECTION PROCEDURES**

Please see page A-7.



**Appendix A**  
**ON-THE-JOB LEARNING OUTLINE**  
**SPECIAL EDUCATION TEACHER**  
**(USDOL OCCUPATION TITLE: K-12 TEACHER)**  
**O\*NET-SOC CODE: 25-3099.00 RAPIDS CODE: 3024HY**

**REQUIREMENTS:**

**Apprentice Orientation Checklist and Apprenticeship Agreement Form 671**

Per 29 CFR 29.5, prior to signing the apprenticeship agreement, each selected applicant must be given an opportunity to read and review the sponsor's Apprenticeship Standards approved by the Office of Apprenticeship, the sponsor's written rules and policies, the apprenticeship agreement, and the sections of any collective bargaining agreement (CBA) that pertain to apprenticeship. After selection of an applicant for apprenticeship, but before employment as an apprentice or enrollment in related instruction, the apprentice must be covered by a written apprenticeship agreement, which must be submitted to the Office of Apprenticeship.

It is the responsibility of the sponsor to submit the following proof of apprentice consent by uploading the following documents signed by the apprentice to the apprentice's RAPIDS profile:

1. Signed Form 671 (apprentice agreement)
2. Signed Apprentice Orientation Checklist

Visit the Idaho Sponsor Success Guide – Onboarding Apprentices to download required document templates.

**To enter the Apprenticeship Program:**

An apprentice must be at least 18 years of age, except where a higher age is required by law, and must be employed to learn an apprenticeable occupation.

- There is an educational requirement of: Obtained a high school diploma/GED
- There is a physical requirement of:
- The following aptitude test(s) will be administered:
- A valid driver's license is required.
- Other:
  1. Acceptance to an Idaho State Board approved educator preparation provider's special education program that culminates in a baccalaureate degree **---OR---**
  2. Acceptance to an Idaho State Board approved community college program that culminates in an associate degree or credits required to transfer to an Idaho State Board approved educator preparation provider's special education program that will culminate in a baccalaureate degree.
  3. Obtained employment as a teacher apprentice in a public Idaho school district or charter school.

**ON-THE-JOB LEARNING – WORK PROCESS SCHEDULE**

Every educator registered apprenticeship program includes structured on-the-job learning. On-the-job learning is developed through mapping the skills and knowledge that the teacher apprentice must learn over the course of the educator registered apprenticeship program in order to be fully proficient in the job.

**ON-THE-JOB LEARNING:**

The State Board Approved Idaho Framework for Teaching Evaluation is aligned to the on-the-job learning competencies for this special education educator registered apprenticeship program.

- Use of Idaho Framework for Teaching Evaluation Rubrics

**State Board Approved Idaho Framework for Teaching Evaluation/  
On-The-Job Learning Competencies**

**Domain 1 – Planning and Preparation**

- i. *Demonstrating Knowledge of Content and Pedagogy*
- ii. *Demonstrating Knowledge of Students*
- iii. *Setting Instructional Outcomes*
- iv. *Demonstrating Knowledge of Resources*
- v. *Designing Coherent Instruction*
- vi. *Designing Student Assessments*

**Domain 2 – The Classroom Environment**

- i. *Creating an Environment of Respect and Rapport*
- ii. *Establishing a Culture for Learning*
- iii. *Managing Classroom Procedures*
- iv. *Managing Student Behavior*
- v. *Organizing Physical Space*

**Domain 3 – Instruction and Use of Assessment**

- i. *Communicating with Students*
- ii. *Using Questioning and Discussion Techniques*
- iii. *Engaging Students in Learning*
- iv. *Using Assessment in Instruction*
- v. *Demonstrating Flexibility and Responsiveness*

**Domain 4 – Professional Responsibilities**

- i. *Reflecting on Teaching*
- ii. *Maintaining Accurate Records*
- iii. *Communicating with Families*
- iv. *Participating in a Professional Community*
- v. *Growing and Developing Professionally*
- vi. *Showing Professionalism*

**Additional Requirements:**

- Idaho Teacher Evaluation using the State-Board Approved Idaho Framework for Teaching Evaluation for each year serving as an apprentice.
  - The teacher apprentice must achieve a basic or better in all twenty-two (22) components upon culmination of this educator registered apprenticeship program.
- Individualized Professional Learning Plan for each year serving as a teacher apprentice.
- The assigned certified teacher mentor will be experienced and endorsed in special education. The apprentice may work with other certified teacher-mentors as related to their experience.

**The eligible endorsements that an apprentice can seek are:**

- Blended Early Childhood Education/Early Childhood Special Education (Birth – Grade 3)
- Blended Elementary Education/Elementary Special Education (Grade 4 -Grade 6)
- Deaf/Hard of Hearing (K-12)
- Early Childhood Special Education (Pre-K-3)
- Exceptional Child Generalist (K-8, 6-12, or K-12)
- Visual Impairment (K-12)

The special education endorsement may be paired with a general education endorsement area and the program must be provided by the approved related technical instruction provider/approved Idaho educator preparation provider.

*\*OJL hours may be reallocated according to industry demands*      **TOTAL MINIMUM HOURS 5000**

**RELATED INSTRUCTION DESCRIPTIONS:**

**Apprentice Orientation**

**1. Idaho Department of Labor to Apprentice Orientation Training Program:**

- <https://labor-idaho.hubspotpagebuilder.com/apprentice-mentee-training-program>
- *The Apprentice Orientation Program is designed to help you become a stronger, more agile team member and learner. In under three hours, you'll learn how promote an innovative and collaborative work environment, advance your team's competitive edge, and reach your maximum potential with the guidance of your mentor. Take the future into your own hands and become a better mentee today.*

**2. USDOL Anti-Harassment Video:**

- <https://www.dol.gov/agencies/eta/apprenticeship/eo/harassment/video>
- *Informational video from the USDOL regarding Anti-Harassment created specifically for apprenticeship programs.*

**Related Technical Instruction:**

A teacher apprentice receives related technical instruction that complements the on-the-job learning. This related technical instruction delivers the technical, workforce, and academic competencies that apply to the job. It can be provided by an Idaho community college and Idaho State Board approved educator preparation provider. Credit for prior learning may be provided by the Idaho community college or Idaho State Board approved educator preparation provider as stated in [Idaho State Board of Education Policy III.L-Prior Learning](#).

The related technical instruction must culminate in a minimum of a baccalaureate degree that meets the applicable special education endorsement and other endorsement requirements as applicable per [Idaho State Board of Education Policy IV.D-Educator Preparation and Certification](#) and Idaho educator certificate requirements per [IDAPA 08.02.02](#), along with the applicable [Idaho Core Teaching Standards, Comprehensive Literacy Standards, and Special Education Standards as indicated in the Idaho Standards for Initial Certification of Professional School Personnel](#).

The approved related technical instruction providers are Idaho State Board approved educator preparation providers and Idaho community colleges. Course names may vary across approved related technical instruction providers and their programs. The Idaho approved educator preparation provider will submit the institutional recommendation.

**SELECTION PROCEDURES:****Definitions:**

Apprentice – Means a worker at least 18 years of age, who is employed by an Employer.

Apprenticeship Agreement – means a written agreement between an Apprentice and the Sponsor which contains the terms and conditions of the employment and training of the Apprentice.

Employer – Means a Local Education Agency (LEA) employing an apprentice whether the LEA is a party to an Apprenticeship Agreement with the Apprentice.

Journeyworker – Means a teacher mentor who has attained a level of skill, abilities, and competencies recognized within an industry as having mastered the skills and competencies required for the occupation.

Sponsor – Means the Office of the State Board of Education, operating an apprenticeship program and in whose name the program is registered or approved.

The process for finding and selecting the best talent possible for an apprenticeship opening position includes the following:

**Applicant Eligibility:** Individuals hired as apprentices must be at least 18 years of age. **Solicitation of Applications:** The Employer identifies hiring needs and posts open positions in alignment with the Employer's hiring policy. Positions may be posted on career sites and/or the Employer's internal career board. The Employer is responsible for ensuring public notification of open apprenticeship positions.

**Screening and Interviews:** The Employer will pre-screen applications to eliminate candidates who do not meet the qualifications to pursue any pathway to teacher certification in Idaho. Applicants to the program must meet the minimum qualifications described in the Registered Teacher Apprenticeship Standards.

The selection process should be grounded in the following principles:

Identification of candidates who have a strong interest in and commitment to serving the students and communities where apprentices will be working.

Processes to ensure potential apprentices have the background knowledge, dispositions, and basic skills that are needed to succeed in the apprenticeship and in the occupation. Next, the Employer will screen applicants to eliminate those who lack the desire and interest for the apprenticeship and to select candidates with the highest potential for apprenticeship success. Applicant screening may include, but is not limited to, interviews or job simulations.

Finally, the Employer will conduct a formal interview with finalist candidates.

**Candidate Selection:** The Employer will select the most qualified candidate. The Employer will execute a contract or employment agreement with the selected candidate based on the Employer's governing policies.

The Employer will identify an experienced educator to serve as Journeyworker/Mentor to the Apprentice. This process may include meetings between the Apprentice and Journeyworker/Mentor to ensure a good fit.

**Application for Apprenticeship Agreement:**

Within 15 days of executing a contract or employment agreement with an Employer, the Employer will submit an application for an Apprenticeship Agreement to the Sponsor. The application must be complete and signed by both the Apprentice and the Employer. Apprenticeship Agreement Acceptance and Registration: The Sponsor is responsible for evaluating Applications for Apprenticeship Agreements. The application acceptance process will be uniformly and consistently applied to all applicants.

**Applications for Apprenticeship Agreements will be approved if:**

- all parts of the application are complete.
- the Employer has assigned an experienced teacher to serve as Journeyman.
- sufficient documentation is present to support any requested credit for prior learning the on-the-job training and related technical instruction plan meets the specific needs of the teaching assignment The Sponsor will register the Apprenticeship with the U.S. Department of Labor within 30 days of receiving an Application for Apprenticeship or 45 days of the employment contract's execution.

**Equal Opportunity and Affirmative Action:**

The Sponsor and the Employer will comply with the equal opportunity pledge in Section I of the Apprenticeship Standards.

Provide equal opportunity for all qualified candidates in the apprenticeship program and will operate the apprenticeship program as required under Title 29 of the Code of Federal Regulations, part 30.

The Sponsor and the Employer will comply with the Sponsor's Affirmative Action Hiring Plan, which will be adopted within two years of the registration date of the Apprenticeship Agreement for the Sponsor's fifth Apprentice as required by 29 CFR 30.4.

Any applicant who feels that they were wrongfully denied entry into the apprenticeship program may appeal against the decision using the applicant appeals procedure described in Section J of the Standards.

**Maintenance of Applications and Selection Records:**

The Sponsor will keep records as defined in the State Board of Education – Agency Specific Records Retention Schedule of the Records Management Guide.

The Employer will keep adequate records according to its own internal systems, policies, and procedures. There will be no undue burden placed on the Employer regarding the hiring of applicants as apprentices.

Minimally, records related to the apprenticeship will be maintained for 5 years from the last action and made available upon request to the U.S. Department of Labor or another authorized representative.

**The Sponsor will maintain the following records:**

- Application for apprenticeship agreement records.
- The original application for each applicant.
- Records pertaining to meetings, interviews, or follow-up calls with each applicant.
- Qualifications of each applicant.
- The basis for evaluation for selection or rejection of each applicant.
- Job assignment of each apprentice.
- Employment events for each apprentice, including, but not limited to, change of assignment, promotion, demotion, layoff, termination, pay rate increase.
- Pay rate and source of pay (e.g., discretionary or grant).
- Hours worked, regular hours of work, and, separately, hours of training provided.
- Any formal correspondence regarding or with the apprentice.

**Apprenticeship Operational Procedure Records:**

- Registered apprenticeship standards.
- Changes to registered apprenticeship standards.
- Application for apprenticeship agreement template.
- Any pertinent standard notifications regarding the program (e.g., notices of acceptance, termination, or completion).
- any other records pertinent to a determination of compliance with 29 CFR 30 as may be required by the U.S. Department of Labor.

The records pertaining to individual applicants selected will be maintained in such a manner as to permit the identification of race, gender, or ethnicity.

**SPONSOR OBLIGATION TO PREVENT HARASSMENT AND INTIMIDATION OF APPRENTICES:**

Under the National Apprenticeship Act of 1937, OA is conferred the responsibility to protect the safety and welfare of apprentices. Pursuant to this authority, OA has issued regulations designed to ensure that apprentices participating in the National Apprenticeship System are free from unlawful discrimination, harassment, intimidation, and workplace violence. In all states under 29 CFR 30.3(b)(4), sponsors are obligated to develop and implement procedures to ensure that its apprentices are not harassed because of their race, color, religion, national origin, sex, sexual orientation, age (40 or older), genetic information, or disability and to ensure that its apprenticeship program is free from intimidation and retaliation as prohibited by §30.17.

Harassment and intimidation of any apprentices is intolerable and unacceptable. Program sponsors are obligated under 29 CFR Part 30 to design and implement internal procedures and adopt practical measures for effectively addressing and mitigating harassment risks to apprentices, as well as for promptly handling and resolving apprentice complaints about harassment and intimidation. Additionally, sponsors are responsible for ensuring affiliated and contracted employers do not ignore, tolerate, or encourage any conduct that suggests acceptance of such behaviors.

Incidents of harassment and intimidation of apprentices warrant swift and decisive action from sponsors to prevent reoccurrences and promote environments of tolerance and equity in the workplace so that all apprentices feel safe, welcomed, and treated fairly.

Examples of practical measures that sponsors may employ to combat incidents of harassment, discrimination, and intimidation include, but are not limited to:

- designating an individual or office within the employing organization to handle harassment complaints and effectively address harassment risks.
- establishing disciplinary guidelines and procedures for holding offending persons accountable for their actions.
- adopting a process for immediately referring incidents of workplace harassment that involve assault or other crimes to law enforcement agencies.
- providing supportive services (such as counseling) to apprentices who have experienced harassment and intimidation in the workplace.

OA prohibits, and sponsors must be vigilant in preventing, retaliation against any apprentice for making a good-faith report of harassing conduct, opposing any harassing behavior or other form of discrimination, cooperating with or participating in any investigation of alleged harassing conduct, or otherwise engaging in protected activity.

Harmful and malicious conduct must never be ignored, tolerated, or abetted by program sponsors or participating employers. Apprentices of all racial, ethnic, sexual, religious, and disability backgrounds are entitled to a workplace that is safe, welcoming, and free of both physical and emotional abuse. When made aware of such conduct, the failure of RAP sponsors or an SAA to take immediate action to address and eradicate said conduct could result in the initiation of enforcement proceedings by the Office of Apprenticeship, as well as other governmental agencies, against those parties. Regulatory compliance dictates all reasonable measures be put forth to avoid such an outcome. Sponsors can work towards eliminating harassment by promoting awareness, steadfastly committing to the principles of diversity, equity, inclusion and accessibility (DEIA), and taking swift action to report and hold accountable those who engage in harassing behavior.

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**SUBJECT**

Proposed Amendment to the Idaho Consolidated State Plan

**REFERENCE**

August 2017	The Board approved Idaho's Consolidated State Plan, as aligned to the Elementary and Secondary Education Act (ESEA) as reauthorized by the Every Student Succeeds Act (ESSA) and its submission to the U.S. Department of Education.
February 2018	The Board approved a revised ESEA Consolidated State Plan based on review and feedback from the US Department of Education (USED).
April 2021	The Board adopted recommendations from the AOC related to the K-8 school quality or student success measure used for school identification, thus initiating the negotiated rulemaking process for IDAPA 08.02.03 – Section 112, Accountability. Board asked to consider a waiver request for submittal to the USED of federal accountability requirements and postponed action pending a waiver of the state accountability requirements.
June 2021	The Board waived the 95 percent participation rule in IDAPA 08.02.03.112 and approved the submission of a waiver to USED related to accountability during the pandemic.
November 2021	The Board approved pending rule Docket 08-0203-2101, including the removal of student engagement survey from and the addition of chronic absenteeism to Section 112 Subsection 03, School Quality Measures.
March 2022	The Legislature rejected and nullified Chapter 08.02.03, Rules Governing Thoroughness Section 112., Subsection 03.a.ii. and b.ii., the addition of chronic absenteeism as part of the School Quality Measures, adopted as pending rule under Docket 08-0203-2101, in the House Concurrent Resolution 045.
April 2022	The Board approved the 2021-2022 Addendum to the Idaho ESEA Consolidated State Plan based on existing USED guidance for modifying calculations and identifications following the 2021-2022 school year.



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August 2022	The Board approved proposed rule Docket 08-0203-2201, including the addition of chronic absenteeism to Section 112 Subsection 03, School Quality Measures, and student engagement survey to Section 112 Accountability, as well as amending the assessment section to account for administering assessments at the high school level using a modified cohort model.
October 2022	The Board approved the 2022-2023 amendment to the ESEA Consolidated State Plan.
August 2023	The USDE approved Idaho's request to amend the ESEA Consolidated State Plan for 2022-2023.
February 2024	The Board approved an amendment to the ESEA Consolidated State Plan focused on cleaning up language and revising descriptions of processes to align them to current practices.

**APPLICABLE STATUTE, RULE, OR POLICY**

Board Policy I.Q., Accountability Oversight Committee  
Idaho Code § 33-110, Agency to negotiate, and accept, federal assistance  
IDAPA 08.02.03.111, Assessment in the Public Schools  
IDAPA 08.02.03.112, Accountability

**BACKGROUND/DISCUSSION**

The Idaho State Board of Education (Board) and Idaho Department of Education (Department) identified the need to set new long-term goals and measurements of interim progress within the Idaho Consolidated State Plan and received feedback on the existing growth model associated with the Idaho Standards Achievement Test (ISAT). The Accountability Oversight Committee (AOC), in close collaboration with Board and Department staff, led the process of recommending related amendments to the Idaho Consolidated State Plan. The group reviewed several iterations of possible approaches to revising the long-term goals and the trajectory growth model. In February 2024, the AOC updated the Board on the process and requested feedback on the draft models.

With the Board's support, Board and Department staff then engaged in a robust stakeholder feedback process. Board and Department staff co-facilitated four (4) online focus groups that were attended by over 130 people. Feedback from the focus groups included:

- General support of the draft approaches to setting new goals and making changes to the trajectory growth model.

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- Recommendations to adjust the graduation rate goals and English Learner progress goals by lowering them modestly so they have the potential to be achieved; and
- Suggestions to adjust the growth model to adjust the targets created for students who score proficient or advanced to expect them to maintain a score within their sub-category or category, rather than increase by one sub-category.

Based on the feedback received through the focus groups, staff provided recommended edits to the AOC. The committee provided feedback with no suggested changes and expressed support for the proposed Idaho Consolidated State Plan amendment. The Department then posted the proposed Idaho Consolidated State Plan Amendment to their website to gather additional public comment through a survey form. The public comment period was held from April 22, 2024, through May 13, 2024. The public comment received is provided as Attachment 3.

The Accountability Oversight Committee, in collaboration with the Idaho Department of Education, recommend the proposed amendment to the Idaho Consolidated State Plan as aligned to the Elementary and Secondary Education Act (ESEA) as reauthorized by the Every Student Succeeds Act (ESSA) provided in Attachment 1. The amendment includes the following changes:

Long-term Goals and Measurements of Interim Progress

Feedback from a wide variety of stakeholders indicated a desire to create new long-term goals and measurements of interim progress that are balanced between being ambitious and achievable. The changes to goals include:

- New goals and measurements of interim progress that use 2023 data as the baseline and extend to 2030.
- Use of a new Base + Gap Closure model for the creation of the achievement (ISAT ELA and ISAT Math) and graduation rate goals. This model:
  - Ensures that all students groups have a base expectation (7 percentage points over 7 years for ISAT ELA and Math; 6 percentage points for graduation rates); and
  - Supplements the base with an additional expectation of 10% gap closure for any student subgroups that have baseline performance lower than the All Students group.
- New goals for English Learners' Progress Towards English Proficiency based on historical data and stakeholder feedback. These goals take into account focus group feedback that the rate of improvement in the percentage of English Learners meeting their targets will slow over time.

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Adjusted Growth Model for Creation of Students' ISAT Growth Targets

The proposed revisions to the trajectory growth model used to create student targets on the ISAT:

- Change the timing of the student targets – instead of the goal being set based on projected performance 3 years from the baseline, the proposed model uses annual targets.
- Divide the non-proficient and proficient ISAT levels (1, 2, 3) into sub-categories (i.e., 1a, 1b, 1c) and sets different targets for students based on their baseline performance.
  - Students Who Have Not Scored Proficient (Levels 1 and 2): targets are set based on the expectation that students will improve by 1 sub-category (i.e., from 1a to 1b).
  - Students Who Have Scored Proficient (Level 3): targets are set based on the expectation that students will maintain their performance within their sub-category (i.e., 3a to 3a) or improve.
  - Students Who Have Scored Advanced (Level 4): no sub-categories are created or used; targets are set based on the expectation that students may move up or down within the full Level 4 category but must stay at or above the Level 4 cut to meet their growth target.

**IMPACT**

This agenda item provides the Board with information on the proposed changes to the ESEA Consolidated State Plan that resulted from feedback from the Accountability Oversight Committee and a broad range of stakeholders. If approved, this amendment will ensure that Idaho's Consolidated State Plan remains in full compliance with federal law by establishing new long-term goals and measurements of interim progress. Additionally, the amendment would create a new process for establishing student targets, which will impact the growth indicator within the state's school accountability system. If the proposed amendment is approved by the Board, the State Superintendent of Instruction will submit the amendment to the U.S. Department of Education for final consideration. Proposed changes will not take effect until the amendment is approved by U.S. Department of Education.

**ATTACHMENTS**

- Attachment 1 – Proposed Idaho Consolidated State Plan Amendment (proposed changes found on pages 15-30; 53-54; and 59)
- Attachment 2 – Presentation on Proposed Changes to the Consolidated State Plan
- Attachment 3 – Public Comment Received on Proposed Changes

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS**  
**JUNE 12-13, 2024**

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**BOARD STAFF COMMENTS AND RECOMMENDATIONS**

Board staff developed the proposed Idaho Consolidated State Plan Amendment in partnership with the AOC and IDE staff. Board staff appreciated the level of collaboration between these entities and have received positive feedback from stakeholders regarding the transparency of the process and multiple opportunities for stakeholder engagement and feedback. Staff believe that the proposed Idaho Consolidated State Plan Amendment encompasses changes that both achieve the original goals and address feedback from key stakeholders.

Board staff recommend approval of the amendments to the Idaho Consolidated State Plan as aligned to the ESEA, as presented in Attachment 1.

**BOARD ACTION**

I move to approve the Amendment to the Idaho Consolidated State Plan, as aligned to the Elementary and Secondary Education Act of 1965 (ESEA) as reauthorized by the Every Student Succeeds Act (ESSA), as provided in Attachment 1 and authorize the State Superintendent of Public Instruction to submit the amendment request on behalf of the State Board of Education.

Moved by \_\_\_\_\_ Seconded by \_\_\_\_\_ Carried Yes \_\_\_\_\_ No \_\_\_\_\_

1



# Idaho's Consolidated State Plan

IDAHO DEPARTMENT OF EDUCATION  
IDAHO STATE BOARD OF EDUCATION

650 W STATE STREET, 2ND FLOOR  
BOISE, IDAHO 83702

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[WWW.SDE.IDAHO.GOV/TOPICS/CONSOLIDATED-PLAN](http://WWW.SDE.IDAHO.GOV/TOPICS/CONSOLIDATED-PLAN)

# Idaho's Consolidated State Plan

The Elementary and Secondary  
Education Act of 1965, as amended  
by the Every Student Succeeds Act

**MARCH 23, 2024**

**AMENDED**

## INTRODUCTION

Section 8302 of the Elementary and Secondary Education Act of 1965 (ESEA), as amended by the Every Student Succeeds Act (ESSA),<sup>1</sup> requires the Secretary to establish procedures and criteria under which, after consultation with the Governor, a State educational agency (SEA) may submit a consolidated State plan designed to simplify the application requirements and reduce burden for SEAs. ESEA section 8302 also requires the Secretary to establish the descriptions, information, assurances, and other material required to be included in a consolidated State plan. Even though an SEA submits only the required information in its consolidated State plan, an SEA must still meet all ESEA requirements for each included program. In its consolidated State

plan, each SEA may, but is not required to, include supplemental information such as its overall vision for improving outcomes for all students and its efforts to consult with and engage stakeholders when developing its consolidated State plan.

## COMPLETING AND SUBMITTING A CONSOLIDATED STATE PLAN

Each SEA must address all of the requirements identified below for the programs that it chooses to include in its consolidated State plan. An SEA must use this template or a format that includes the required elements and that the State has developed working with the Council of Chief State School Officers (CCSSO).

Each SEA must submit to the U.S. Department of Education (Department) its consolidated State plan by one of the following two deadlines of the SEA's choice:

- **April 3, 2017;** or
- **September 18, 2017.**

Any plan that is received after April 3, but on or before September 18, 2017, will be considered to be submitted on September 18, 2017.

### Alternative Template

If an SEA does not use this template, it must:

- Include the information on the Cover Sheet;
- Include a table of contents or guide that clearly indicates where the SEA has addressed each requirement in its consolidated State plan;

<sup>1</sup> Unless otherwise indicated, citations to the ESEA refer to the ESEA, as amended by ESSA.  
MARCH 23, 2024

3

- Indicate that the SEA worked through CCSSO in developing its own template; and
- Include the required information regarding equitable access to, and participation in, the programs included in its consolidated State plan as required by section 427 of the General Education Provisions Act. See Appendix C.

#### Individual Program State Plan

An SEA may submit an individual program State plan that meets all applicable statutory and regulatory requirements for any program that it chooses not to include in a consolidated State plan. If an SEA intends to submit an individual program plan for any program, the SEA must submit the individual program plan by one of the dates above, in concert with its consolidated State plan, if applicable.

#### Consultation

Under ESEA section 8540, each SEA must consult in a timely and meaningful manner with the Governor or appropriate officials

from the Governor's office, including during the development and prior to submission of its consolidated State plan to the Department. A Governor shall have 30 days prior to the SEA submitting the consolidated State plan to the Secretary to sign the consolidated State plan. If the Governor has not signed the plan within 30 days of delivery by the SEA, the SEA shall submit the plan to the Department without such signature.

#### Assurances

In order to receive fiscal year (FY) 2017 ESEA funds on July 1, 2017, for the programs that may be included in a consolidated State plan, and consistent with ESEA section 8302, each SEA must also submit a comprehensive set of assurances to the Department at a date and time established by the Secretary. In the near future, the Department will publish an information collection request that details these assurances.

#### For Further Information:

If you have any questions, please contact your Program Officer at [OSS.\[State\]@ed.gov](mailto:OSS.[State]@ed.gov) (e.g., [OSS.Alabama@ed.gov](mailto:OSS.Alabama@ed.gov)).

**COVER PAGE**

Contact Information and Signatures

**SEA Contact** (Name and Position):

Sherri Ybarra  
State Superintendent of Public Instruction  
(208) 332-6815  
[sybarra@sde.idaho.gov](mailto:sybarra@sde.idaho.gov)

Dr. Linda Clark  
President, Idaho State Board of Education  
(208) 334-2270  
[clarklinda@gmail.com](mailto:clarklinda@gmail.com)

Idaho State Department of Education  
PO Box 83720  
Boise ID 83720

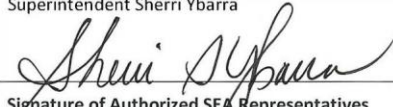
**By signing this document, I assure that:** *To the best of my knowledge and belief, all information and data included in this plan are true and correct. The SEA will submit a comprehensive set of assurances at a date and time established by the Secretary, including the assurances in ESEA section 8304.*

*Consistent with ESEA section 8302(b)(3), the SEA will meet the requirements of ESEA sections 1117 and 8501 regarding the participation of private school children and teachers.*

**Authorized SEA Representative** (Printed Name)

Superintendent Sherri Ybarra

Dr. Linda Clark,  
President, Idaho State Board of Education



February 27, 2019

Signature of Authorized SEA Representatives  
Superintendent Sherri Ybarra

Date:



Dr. Linda Clark,  
President, Idaho State Board of Education

Date: February 27, 2019

**Governor**

Brad Little

Date SEA provided plan to the Governor  
under ESEA section 8540:





Signature of Governor

Date: February 27, 2019



**COVER PAGE FOR THE 2023 AMENDMENT**

<b>Contact Information and Signatures</b>	
<b>SEA Contact (Name and Position)</b> Dr. Linda Clark, President, Idaho State Board of Education	<b>Telephone</b> 208-332-1571
<b>Mailing Address:</b> 650 West State Street Suite 307 Boise, ID 83720	<b>Email Address:</b> Florence.lince@osbe.idaho.gov
<b>Authorized SEA Representative (Printed Name)</b> Dr. Linda Clark, President Idaho State Board of Education	<b>Telephone:</b> 208-332-1571
<b>Signature of Authorized SEA Representative</b> 	<b>Date:</b> 5/9/23
<b>Authorized SEA Representative (Printed Name)</b> Debbie Critchfield, Superintendent of Public Instruction Idaho State Department of Education	<b>Telephone:</b> 208-332-6815
<b>Signature of Authorized SEA Representative</b> 	<b>Date:</b> 5/9/2023

The SEA, through its authorized representative, agrees to the enclosed assurances.

**COVER PAGE FOR THE 2024 AMENDMENT**

<b>Contact Information and Signatures</b>	
<b>SEA Contact (Name and Position)</b> Dr. Linda Clark, President, Idaho State Board of Education	Telephone 208-332-1571
Mailing Address: 650 West State Street Suite 307 Boise, ID 83720	Email Address: <a href="mailto:Florence.lince@osbe.idaho.gov">Florence.lince@osbe.idaho.gov</a>
<b>Authorized SEA Representative (Printed Name)</b> Dr. Linda Clark, President Idaho State Board of Education	Telephone: 208-332-1571
<b>Signature of Authorized SEA Representative</b>	Date:
<b>Authorized SEA Representative (Printed Name)</b> Deborah Critchfield, Superintendent of Public Instruction Idaho Department of Education	Telephone: 208-332-6815
<b>Signature of Authorized SEA Representative</b>	Date:
<b>Office of the Governor (Printed Name)</b> Brad Little, Governor State of Idaho	Telephone: 208-334-2100
<b>Signature of Governor</b>	Date:

The SEA, through its authorized representative, agrees to the enclosed assurances.

## PROGRAMS INCLUDED IN THE CONSOLIDATED STATE PLAN

### Instructions

Indicate below by checking the appropriate box(es) which programs the SEA included in its consolidated State plan. If an SEA elected not to include one or more of the programs below in its consolidated State plan, but is eligible and wishes to receive funds under the program(s), it must submit individual program plans for those programs that meet all statutory and regulatory requirements with its consolidated State plan in a single submission.

Check this box if the SEA has included all of the following programs in its consolidated State plan.

Or

If all programs are not included, check each program listed below that the SEA includes in its consolidated State plan:

- Title I, Part A: Improving Basic Programs Operated by Local Educational Agencies
- Title I, Part C: Education of Migratory Children
- Title I, Part D: Prevention and Intervention Programs for Children and Youth Who Are Neglected, Delinquent, or At-Risk
- Title II, Part A: Supporting Effective Instruction
- Title III, Part A: English Language Acquisition, Language Enhancement, and Academic Achievement
- Title IV, Part A: Student Support and Academic Enrichment Grants
- Title IV, Part B: 21st Century Community Learning Centers
- Title V, Part B, Subpart 2: Rural and Low-Income School Program
- Title VII, Subpart B of the McKinney-Vento Homeless Assistance Act: Education for Homeless Children and Youth Program (McKinney-Vento Act)

### Instructions

Each SEA must provide descriptions and other information that address each requirement listed below for the programs included in its consolidated State plan. Consistent with ESEA section 8302, the Secretary has determined that the following requirements are absolutely necessary for consideration of a consolidated State plan. An SEA may add descriptions or other information, but may not omit any of the required descriptions or information for each included program.

**A. Title I, Part A: Improving Basic Programs Operated by Local Educational Agencies (LEAs)**

1. **Challenging State Academic Standards and Assessments** (ESEA section 1111(b)(1) and (2) and 34 CFR §§ 200.1–200.8.)<sup>2</sup>

2. **Eighth Grade Math Exception** (ESEA section 1111(b)(2)(C) and 34 CFR § 200.5(b)(4)):

i. Does the State administer an end-of-course mathematics assessment to meet the requirements under section 1111(b)(2)(B)(v)(I)(bb) of the ESEA?

Yes

No

ii. If a State responds “yes” to question 2(i), does the State wish to exempt an eighth-grade student who takes the high school mathematics course associated with the end-of-course assessment from the mathematics assessment typically administered in eighth grade under section 1111(b)(2)(B)(v)(I)(aa) of the ESEA and ensure that:

a. The student instead takes the end-of-course mathematics assessment the State administers to high school students under section 1111(b)(2)(B)(v)(I)(bb) of the ESEA;

b. The student’s performance on the high school assessment is used in the year in which the student takes the assessment for purposes of measuring academic achievement under section 1111(c)(4)(B)(i) of the ESEA and participation in assessments under section 1111(c)(4)(E) of the ESEA;

c. In high school:

1. The student takes a State-administered end-of-course assessment or nationally recognized high school academic assessment as defined in 34 CFR § 200.3(d) in mathematics that is more advanced than the assessment the State administers under section 1111(b)(2)(B)(v)(I)(bb) of the ESEA;

2. The State provides for appropriate accommodations consistent with 34 CFR § 200.6(b) and (f); and

3. The student’s performance on the more advanced mathematics assessment is used for purposes of measuring academic achievement under section 1111(c)(4)(B)(i) of the ESEA and participation in assessments under section 1111(c)(4)(E) of the ESEA.

Yes

No

<sup>2</sup> The Secretary anticipates collecting relevant information consistent with the assessment peer review process in 34 CFR § 200.2(d). An SEA need not submit any information regarding challenging State academic standards and assessments at this time

- iii. If a State responds “yes” to question 2(ii), consistent with 34 CFR § 200.5(b)(4), describe, with regard to this exception, its strategies to provide all students in the State the opportunity to be prepared for and to take advanced mathematics coursework in middle school.

Not applicable.

3. **Native Language Assessments** (ESEA section 1111(b)(2)(F) and 34 CFR § 200.6(f)(2)(ii)):

- i. Provide its definition for “languages other than English that are present to a significant extent in the participating student population,” and identify the specific languages that meet that definition.

Idaho’s definition for languages other than English that are present to a significant extent in the participating student population, is a language spoken by 5% or more of all students, or 20% or more of English Learners.

Over 150 different language and dialects are native to Idaho students. To identify specific languages other than English that are present to a significant extent, we referenced our data from the SY1516 Consolidated State Performance Report, which captures the top five.

(5) commonly spoken languages shown in Table 1 below.

**Table 1: Idaho’s top five languages spoken by English Learner populations**

Language	# of EL Students
Spanish	11,124
Arabic	389
Swahili	196
Somali	148
Chinese	133

Spanish is the most predominant language, representing nearly 80% of our English Language learners.

- ii. Identify any existing assessments in languages other than English, and specify for which grades and content areas those assessments are available.

Currently the Idaho Standards Achievement Test (ISAT) in Science, administered in grades 5, 8, and 11 is offered in both English and Spanish. The statewide mathematics assessment, developed by Smarter Balanced and administered in grades 3-8 and high school, is offered in a Spanish/English stacked translation format. Neither the ISAT English Language Arts by Smarter Balanced or the English Language Proficiency Assessment developed by WIDA, are offered in translated versions because English language is a critical component of the measured

constructs of these two required statewide assessments.

- iii. Indicate the languages identified in question 3(i) for which yearly student academic assessments are not available and are needed.

At this time, there are no other languages of origin for students that constitute a large enough percentage of the statewide student population to require additional translated versions of any Idaho Statewide assessment.

- iv. Describe how it will make every effort to develop assessments, at a minimum, in languages other than English that are present to a significant extent in the participating student population including by providing:
- The State's plan and timeline for developing such assessments, including a description of how it met the requirements of 34 CFR § 200.6(f)(4);
  - A description of the process the State used to gather meaningful input on the need for assessments in languages other than English, collect and respond to public comment, and consult with educators; parents and families of English learners; students, as appropriate; and other stakeholders; and
  - As applicable, an explanation of the reasons the State has not been able to complete the development of such assessments despite making every effort.

Not applicable.

4. **Statewide Accountability System and School Support and Improvement Activities** (ESEA section 1111(c) and (d)):

i. **Subgroups** (ESEA section 1111(c)(2)):

- a. List each major racial and ethnic group the State includes as a subgroup of students, consistent with ESEA section 1111(c)(2)(B).

Within Idaho's accountability system, all required consistently underperforming subgroups are included in both federal reporting, as well as comprehensive and targeted school identifications.

- Economically disadvantaged are students with a free or reduced-price lunch status.
- English learners are those who have not yet tested as English proficient.
- Major racial and ethnic groups include American Indian or Alaskan Native, Asian, Black or African American, Native Hawaiian or Pacific Islander, White, Hispanic or Latino.
- Students with disabilities are students that meet eligibility criteria as outlined in the Idaho Special Education Manual according to the Individuals with Disabilities Education Act (IDEA).

- b. If applicable, describe any additional subgroups of students other than the statutorily required subgroups (*i.e.*, economically disadvantaged students,

students from major racial and ethnic groups, students with disabilities, and English learners) used in the Statewide accountability system.

Not applicable.

- c. Does the State intend to include in the English learner subgroup the results of students previously identified as English learners on the State assessments required under ESEA section 1111(b)(2)(B)(v)(I) for purposes of State accountability (ESEA section 1111(b)(3)(B))? Note that a student's results may be included in the English learner subgroup for not more than four years after the student ceases to be identified as an English learner.

- Yes  
 No

- d. If applicable, choose one of the following options for recently arrived English learners in the State:

- Applying the exception under ESEA section 1111(b)(3)(A)(i); or  
 Applying the exception under ESEA section 1111(b)(3)(A)(ii); or  
 Applying the exception under ESEA section 1111(b)(3)(A)(i) or under ESEA section 1111(b)(3)(A)(ii). If this option is selected, describe how the State will choose which exception applies to a recently arrived English learner.

ii. **Minimum N-Size (ESEA section 1111(c)(3)(A)):**

- a. Provide the minimum number of students that the State determines are necessary to be included to carry out the requirements of any provisions under Title I, Part A of the ESEA that require disaggregation of information by each subgroup of students for accountability purposes.

The minimum number of students required for the all-students group and each student group listed in section A(4)(i)(a) of this plan to be included for accountability is  $N \geq 20$ . Previously, Idaho used  $N \geq 25$ , however after Idaho's Data Management Council (DMC) changed its policy to reduce the minimum number of students for reporting purposes from 10 to 5, the ISDE will reduce the minimum number of students for accountability purposes by a commensurate 5 students.

The minimum number of students required for graduation rate to be included for accountability is  $N \geq 20$ .

Idaho rule IDAPA 08.02.03.112(5)(d)(i), describes the number of days students must be enrolled in school for accountability purposes: "A student who is enrolled continuously in the same public school from the end of the first eight (8) weeks or fifty-six (56) calendar days of the school year through the state

approved spring testing administration period, not including the make-up portion of the test window, will be included in the calculation to determine if the school achieved progress in any statewide assessment used for determining proficiency. A student is continuously enrolled if the student has not transferred or dropped-out of the public school. Students who are serving suspensions are still considered to be enrolled students.”

- b. Describe how the minimum number of students is statistically sound.

ISDE’s analysis showed that the difference in the number of K-8 and high schools captured in Idaho’s school identification system changed very little between  $N \geq 25$ ,  $N \geq 20$ , and  $N \geq 15$ . Table 2 shows how many of Idaho’s Title I schools meet the N-size requirement with  $N \geq 20$ .

**Table 2: Approximate Number of Title I schools included in identification system  $N \geq 20$**

School type	Achievement	Student growth	English Prof.	Graduation rate
K-8 (349 total)	337	314	137	NA
High school (67 total)	64	NA	8	43
Alternative high school (16 total)	11	NA	1	13

- c. Describe how the minimum number of students was determined by the State, including how the State collaborated with teachers, principals, other school leaders, parents, and other stakeholders when determining such minimum number.

Idaho solicited feedback on the state’s minimum N-size for accountability purposes through our online feedback opportunities as well as our in-person feedback forums, which were attended by education stakeholders of all types. Minimum N-size was brought up specifically to understand whether stakeholders had concerns about continuing to use the N-size as determined under the NCLB flexibility waiver.

Feedback from stakeholders, including teachers, administrators, school board members, indicated that  $N \geq 20$  is preferred in order to ensure that the performance of each student alone does not have an unreasonable impact on whether the school is identified for comprehensive support and improvement.

However, legislators specifically indicated a desire for Idaho’s N-size to avoid leaving very small schools out of school improvement results. Due to this feedback, Idaho’s original plan called for the N-size for all students to be  $N \geq 20$ , but for student groups and graduation rate Idaho would use  $N \geq 10$ . Feedback from the U.S. Department of Education indicated that this approach was not in compliance with ESSA.



Because there is broad agreement among stakeholders that an N-size smaller than  $N \geq 20$  introduces too much noise into comprehensive support and improvement results, Idaho will use  $N \geq 20$  for the all students group as well as each student subgroup. However, achievement results for smaller groups of students will still be reported on the school report card as long as they meet state N-size requirements described in section A(4)(2)(e) of this plan.

- d. Describe how the State ensures that the minimum number is sufficient to not reveal any personally identifiable information.<sup>3</sup>

The State of Idaho places a high value on preserving the privacy of students and safeguarding their personally identifiable information (PII). To ensure that student data is treated with the utmost security, Idaho has enacted statutory protections found in Idaho Code § 33-133.

As part of this protection, the statute permits the release of student data in aggregate. It requires that “the minimum number of students shall be determined by the state board of education.”

- e. To provide oversight and guidance over the collection, retention, and security of student data, the State Board of Education created the Data Management Council (DMC). This controlling body has set rules on minimum numbers reported in aggregate. These minimums supersede any other minimums that may be defined elsewhere unless expressly permitted by the DMC. If the State’s minimum number of students for purposes of reporting is lower than the minimum number of students for accountability purposes, provide the State’s minimum number of students for purposes of reporting.

DMC policy page 5 states:

*Any release of data that would result in the ability to identify the personally identifiable information (PII) of an individual must be approved by the Data Management Council, aggregated to a minimum cell size of 5, or masked/blurred. This includes situations where a calculation can be done to arrive at a single count of less than 5 students that would risk exposure of PII. Instances where 100% or 0% of students fall within one category and would risk the exposure of PII must also be approved by the Data Management Council or masked/blurred since doing so discloses information on either all or no students and thereby violates the minimum cell size policy. In order to protect student privacy, we must redact data in any cells of less than 5 students or where the difference between the total of one or more cells of categorical data is less than 5 of the total student population. In addition, Data Management Council Policies and Procedures call for at least two cells to be redacted in most cases in order to prevent any cell required for redaction to be derived. Under DMC policy additional cells may be required to be redacted until the total of the exempt and therefore redacted aggregate data in a line or column equals 5 or more. Zero is considered a number.*

<sup>3</sup> Consistent with ESEA section 1111(i), information collected or disseminated under ESEA section 1111 shall be collected and disseminated in a manner that protects the privacy of individuals consistent with section 444 of the General Education Provisions Act (20 U.S.C. 1232g, commonly known as the “Family Educational Rights and Privacy Act of 1974”). When selecting a minimum n-size for reporting, States should consult the Institute for Education Sciences report “*Best Practices for Determining Subgroup Size in Accountability Systems While Protecting*”

Performance of student groups that are too small to be included in school identification is reported on the state website and on the state report card so long as the reporting meets the redaction rules detailed above. Enrollment numbers and percentages are displayed so long as there is at least one student within the subgroup.

**iii. Establishment of Long-Term Goals (ESEA section 1111(c)(4)(A)):**

**a. Academic Achievement (ESEA section 1111(c)(4)(A)(i)(I)(aa))**

1. Describe the long-term goals for improved academic achievement, as measured by proficiency on the annual statewide reading/language arts and mathematics assessments, for all students and for each subgroup of students, including: (1) the timeline for meeting the long-term goals, for which the term must be the same multi-year length of time for all students and for each subgroup of students in the State, and (2) how the long-term goals are ambitious.

Idaho's long-term goals for English/Language Art and Mathematics is to ~~reduce~~ increase the percentage of ~~non-proficient~~ students who score "Proficient" or "Advanced" on the Idaho Standards Achievement Test (ISAT). For our revised goals, we created a "Base + Gap Closure" model designed to set goals for all student groups that include a base expectation of improvement (7 percentage points over 7 years), with an additional gap closure expectations for groups that have a baseline proficiency rate below the All Students group. The gap closure component establishes an expectation that groups with a lower baseline will close their gap to the All Students group by 10% in 7 years. The proposed length of time for the long-term goals— 7 years from 2023 – encompasses half of a student's K-12 career and therefore achieves the goal of impacting students currently in the K-12 education system.

The State Board of Education, Department of Education, Accountability Oversight Committee, and stakeholders agreed on the need for long-term goals for the state that are balanced between being ambitious and achievable. The Accountability Oversight Committee reviewed Idaho's pre-, during-, and post- pandemic data when developing these goals. Based on that data, if Idaho had used the proposed model beginning in 2016, some groups would have met the goals in some years. Thus, we assert that these goals are appropriately ambitious, particularly given the longstanding challenges of closing achievement gaps and the built-in, focused gap closure component of this model. Figure 1 and Figure 2 show the actual performance of the All Students group for ELA and Math, as compared to what the targets would have been if Idaho adopted the proposed model in 2016, by 33% over six years. "Proficient" means that a student has met or exceeded grade-level standards in a specific subject as determined by performance on the associated assessment.

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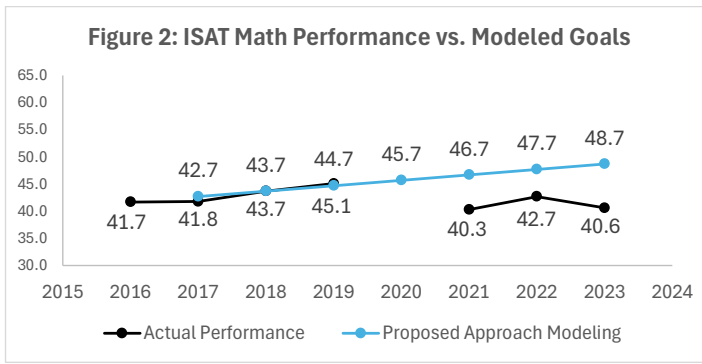
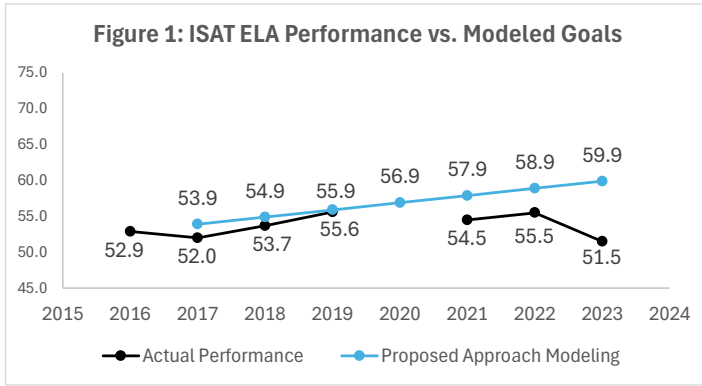
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1. Robust stakeholder feedback took place to set long-term goals for the state that achieve a balance of both ambitious and achievable. While several options were considered, the long-term goals below were agreed upon by all stakeholders due to the following:

- The goals result in closing achievement gaps, especially for student groups that currently show the lowest achievement.
- The target year — 6 years from 2017 — encompasses half of a student’s K-12 career and therefore achieving the goal would impact students that are currently in the K-12 education system.

Historical data analysis indicates that, had these goals been set in the 2015-school year, a substantial number of schools would have achieved their school-level goal in 2016.

Calculation: Long-term goal =  $(2023 \text{ baseline } 2016 \% \text{ proficient/advanced} + 7) + \frac{(\text{maximum } 0 \text{ (All Students } 2023 \text{ baseline} - \text{group } 2023 \text{ baseline)}) \times 0.10}{(100 - 2016 \% \text{ proficient/advanced})}$

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Interim progress goal =  $(\text{group's 2030 Difference between the long-term goal} - \text{group's 2023 and the baseline}) / 76$

Due to disruptions related to COVID-19 and field testing, the 2022 long-term goal has been extended to 2023.

**Table 3: Mathematics - 2023 baseline, 2030 long-term goal, and 2024-2029 interim targets**

Mathematics	2023 Baseline	2024	2025	2026	2027	2028	2029	2030 Long-term Goal
All Students	40.6%	41.6%	42.6%	43.6%	44.6%	45.6%	46.6%	47.6%
Economically Disadvantaged	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%
Students with Disabilities	11.5%	12.9%	14.3%	15.7%	17.2%	18.6%	20.0%	21.4%
American Indian or Alaskan Native	18.7%	20.0%	21.3%	22.6%	24.0%	25.3%	26.6%	27.9%
Asian or Pacific Islander	60.0%	61.0%	62.0%	63.0%	64.0%	65.0%	66.0%	67.0%
Black / African American	17.6%	18.9%	20.3%	21.6%	22.9%	24.2%	25.6%	26.9%
Hispanic or Latino	22.1%	23.4%	24.6%	25.9%	27.2%	28.4%	29.7%	31.0%
Native Hawaiian / Other Pacific Islander	30.0%	31.2%	32.3%	33.5%	34.6%	35.8%	36.9%	38.1%
Two or More Races	42.6%	43.6%	44.6%	45.6%	46.6%	47.6%	48.6%	49.6%
White	45.7%	46.7%	47.7%	48.7%	49.7%	50.7%	51.7%	52.7%

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**Table 4: English Language Arts/Literacy -- 2023 baseline, 2030 long-term goal, and 2024-2029 interim targets**

ELA/Literacy	2023 Baseline	2024	2025	2026	2027	2028	2029	2030 Long-term Goal
All Students	51.6%	52.6%	53.6%	54.6%	55.6%	56.6%	57.6%	58.6%
Economically Disadvantaged	36.2%	37.4%	38.6%	39.9%	41.1%	42.3%	43.5%	44.7%
English Learners	8.1%	9.7%	11.3%	13.0%	14.6%	16.2%	17.8%	19.5%
Students with Disabilities	13.6%	15.1%	16.7%	18.2%	19.8%	21.3%	22.9%	24.4%

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<u>American Indian or Alaskan Native</u>	<u>27.6%</u>	<u>28.9%</u>	<u>30.3%</u>	<u>31.6%</u>	<u>33.0%</u>	<u>34.3%</u>	<u>35.7%</u>	<u>37.0%</u>
Asian or Pacific Islander	<u>65.0%</u>	<u>66.0%</u>	<u>67.0%</u>	<u>68.0%</u>	<u>69.0%</u>	<u>70.0%</u>	<u>71.0%</u>	<u>72.0%</u>
<u>Black / African American</u>	<u>27.9%</u>	<u>29.2%</u>	<u>30.6%</u>	<u>31.9%</u>	<u>33.3%</u>	<u>34.6%</u>	<u>35.9%</u>	<u>37.3%</u>
Hispanic or Latino	<u>33.8%</u>	<u>35.1%</u>	<u>36.3%</u>	<u>37.6%</u>	<u>38.8%</u>	<u>40.1%</u>	<u>41.3%</u>	<u>42.6%</u>
Native Hawaiian / Other Pacific Islander	<u>39.4%</u>	<u>40.6%</u>	<u>41.7%</u>	<u>42.9%</u>	<u>44.1%</u>	<u>45.3%</u>	<u>46.4%</u>	<u>47.6%</u>
<u>Two or More Races</u>	<u>55.7%</u>	<u>56.7%</u>	<u>57.7%</u>	<u>58.7%</u>	<u>59.7%</u>	<u>60.7%</u>	<u>61.7%</u>	<u>62.7%</u>
<u>White</u>	<u>56.4%</u>	<u>57.4%</u>	<u>58.4%</u>	<u>59.4%</u>	<u>60.4%</u>	<u>61.4%</u>	<u>62.4%</u>	<u>63.4%</u>

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2.1. Provide the measurements of interim progress toward meeting the long-term goals for academic achievement in Appendix A.

Table 3 and 4 above provide the interim progress ~~targets~~goals towards meeting the state’s long-term goals for academic achievement in English Language Arts/Literacy and Mathematics. Interim progress ~~targets~~goals are also available in Appendix A.

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3.2. Describe how the long-term goals and measurements of interim progress toward the long-term goals for academic achievement take into account the improvement necessary to make significant progress in closing statewide proficiency gaps.

~~By reducing the percentage of non-proficient students by one-third over the next six years, The “Base + Gap Closure” model incorporates a specific gap closure component for any group underperforming the All Students group, while applying the same formula to all groups. Additionally, because the gap closure component of the formula requires a ten percent decrease in the group’s gap, the students in subgroups with those baselines is farther behind the All-Students group have a more ambitious long term goal, and interim measures to reach that goal, which will close achievement gaps for all-student subgroups, using attainable targets.~~

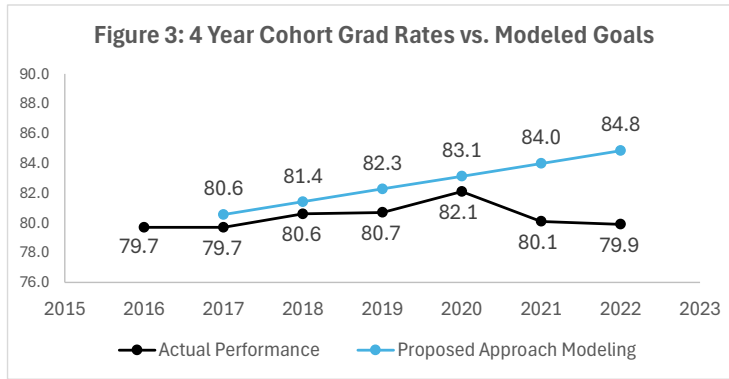
b. **Graduation Rate.** (ESEA section 1111(c)(4)(A)(i)(I)(bb))

1. Describe the long-term goals for the four-year adjusted cohort graduation rate for all students and for each subgroup of students, including: (1) the timeline for meeting the long-term goals, for which the term must be the same multi-year length of time for all students and for each subgroup of students in the State, and (2) how the long-term goals are ambitious.

Idaho’s long-term goals to increase our 4 year cohort graduation rates also use a “Base + Gap Closure” model, as described above. The State Board of Education, Department of Education, Accountability Oversight Committee, and stakeholders agreed on the need for long-term goals for the state that are balanced between being ambitious and achievable. Based on our historical data and stakeholder feedback, the base expectation is 6 percentage points improvement over 7 years, which is slightly lower than the expectation set for our achievement goals. The gap closure component establishes an expectation that groups with a baseline lower than the All Students group will close their by 10% in 7 years. The proposed length of time for the long-term goals– 7 years from 2023 – encompasses half of a student’s K-12 career and therefore achieving the goal would impact students that are currently in the K-12 education system.

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Based on Accountability Oversight Committee’s review of modeled data, if Idaho had used the proposed model beginning in 2016, the state would have met the goal for 1 year and some subgroups would have met the goals additional years. Since our historical data does not show a consistent upward trend in our cohort graduation rates, we are confident that these goals are appropriately ambitious, particularly given the longstanding challenges of closing achievement gaps and the built-in, focused gap closure component of this model. Figure 3 shows a comparison of our actual 4 year cohort graduation rates by year compared to modeled goals representing what targets would have been if we had adopted the proposed approach in 2016.



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Calculation: Long-term goal = (Class of 2022 baseline % proficient/advanced + 6) + (maximum 0 (All Students Class of 2022 baseline – group Class of 2022 baseline)) x 0.10)  
Interim progress goal = (group’s Class of 2029 long-term goal – group’s Class of 2022 baseline) / 7

Please note that due to the timing of Idaho’s graduation rate appeals window and the finalization of data, our graduation rate for a given year is always for the prior graduating class. Thus, the 2023 baseline is the Class of 2022.

The Idaho State Board of Education has established a goal that Idaho’s 4-year-

cohort graduation rate will be 95% by 2023. In seeking to align the long-term goal to this established goal, the state will reduce non-graduates by 75% over six years.

**Calculation:**

**Long-term goal** – Class of 2016 % graduating + (75% x (100 – Class of 2016 % graduating)

**Interim progress goal** – Difference between the long-term goal and the baseline / 6

Note: The all students graduation rate long-term goal has been rounded up to align with the Idaho State Board of Education’s existing graduation rate goal.

Due to disruptions related to COVID-19, the 2022 long-term goal has been extended to 2023.

**Table 5a: 4 year Graduation rate – Class of 2022 baseline, Class of 2029 long-term goal, and Class of 2023-Class of 2028 interim targets**  
**\*Reporting of 4 Year graduation rates lags 1 year**

4 year Graduation Rate	Class of 2022 <u>Baseline</u>	Class of 2023	Class of 2024	Class of 2025	Class of 2026	Class of 2027	Class of 2028	Class of 2029
All Students	79.9%	80.8%	81.6%	82.5%	83.3%	84.2%	85.0%	85.9%
Economically Disadvantaged	69.6%	70.6%	71.6%	72.6%	73.6%	74.6%	75.6%	76.6%
<u>English Learners</u>	65.4%	66.5%	67.5%	68.6%	69.7%	70.7%	71.8%	72.9%
<u>Students with Disabilities</u>	56.6%	57.8%	59.0%	60.2%	61.4%	62.6%	63.7%	64.9%
<u>American Indian or Alaskan Native</u>	73.4%	74.4%	75.3%	76.3%	77.2%	78.2%	79.1%	80.1%
Asian or Pacific Islander	85.4%	86.3%	87.1%	88.0%	88.8%	89.7%	90.5%	91.4%
<u>Black / African American</u>	69.1%	70.1%	71.1%	72.1%	73.1%	74.2%	75.2%	76.2%
Hispanic or Latino	73.0%	74.0%	74.9%	75.9%	76.8%	77.8%	78.7%	79.7%
Native Hawaiian / Other Pacific Islander	71.6%	72.5%	73.4%	74.2%	75.1%	76.0%	76.9%	77.8%
<u>Two or More Races</u>	76.5%	77.4%	78.3%	79.2%	80.1%	81.0%	81.9%	82.8%
<u>White</u>	81.9%	82.8%	83.6%	84.5%	85.3%	86.2%	87.0%	87.9%

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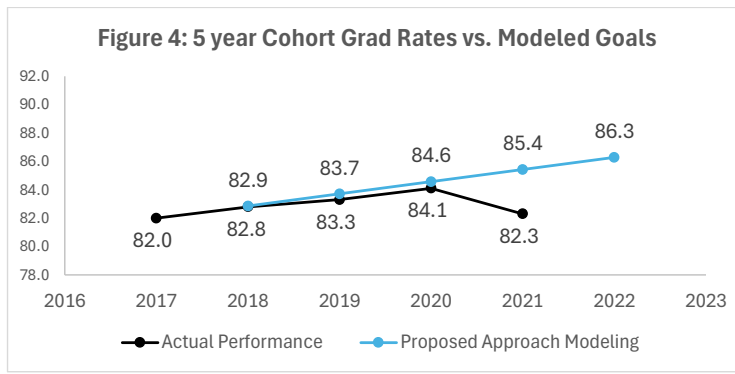
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2. If applicable, describe the long-term goals for each extended-year adjusted

cohort graduation rate, including (1) the timeline for meeting the long-term goals, for which the term must be the same multi-year length of time for all students and for each subgroup of students in the State; (2) how the long-term goals are ambitious; and (3) how the long-term goals are more rigorous than the long-term goal set for the four-year adjusted cohort graduation rate.

Idaho's 5 year cohort graduation rate long-term goals and measurements of interim progress were created using the same "Base + Gap Closure" calculation as the 4 year cohort graduation rate. Based on our historical data and stakeholder feedback, the base expectation is 6 percentage points improvement over 7 years with a 10% gap closure component. The proposed length of time for the long-term goals– 7 years from 2023 – encompasses half of a student's K-12 career and therefore achieving the goal would impact students that are currently in the K-12 education system.

Based on historical data trends and stakeholder feedback, we are confident the targets are appropriately ambitious, particularly for subgroups underperforming when compared to the All Students Group. Additionally, Idaho tracks and reports our 5 year cohort graduation rates because they are particularly applicable for alternative high schools. Since these schools are serving students who are not on track to graduate in four years at their time of enrollment, ensuring that students graduate within five years is challenging. Thus, we believe the improvement expected is appropriately ambitious. Figure 4 shows our historical 5 year cohort graduation rate data versus what the targets would have been if we adopted the proposed model in 2017.



Because the baselines (Class of 2021) are higher than the 4 year cohort graduation rate baselines, the proposed 5 year cohort graduation rate interim targets and long-term goals are all higher than the 4 year targets.

Calculation: Long-term goal = (Class of 2021 baseline % proficient/advanced + 6) + (maximum 0 (All Students Class of 2021 baseline – group Class of 2021 baseline)) x 0.10

Interim progress goal = (group's Class of 2028 long-term goal – group's Class of 2021 baseline) / 7

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Please note that due to the timing of Idaho’s graduation rate appeals window and the finalization of data, our 5 year cohort graduation rate for a given year is lags by two years. Thus, the 2023 baseline is the Class of 2021.

**Long term goal** = Class of 2017 % graduating + (75% x (100 – Class of 2017 % graduating))

**Interim progress goal** = Difference between the long-term goal and the baseline/5

**Table 5b: 5-Year graduation rate long term goals and interim progress goals**

\*Reporting of 5 Year graduation rates lags 2 years

5 year Graduation Rate	Class of 2021 Baseline	Class of 2022	Class of 2023	Class of 2024	Class of 2025	Class of 2026	Class of 2027	Class of 2028
All Students	82.3%	83.2%	84.0%	84.9%	85.7%	86.6%	87.4%	88.3%
Economically Disadvantaged	73.4%	74.4%	75.4%	76.4%	77.3%	78.3%	79.3%	80.3%
English Learners	66.2%	67.3%	68.4%	69.5%	70.5%	71.6%	72.7%	73.8%
Students with Disabilities	59.8%	61.0%	62.2%	63.3%	64.5%	65.7%	66.9%	68.1%
American Indian or Alaskan Native	72.7%	73.7%	74.7%	75.7%	76.7%	77.7%	78.7%	79.7%
Asian or Pacific Islander	87.5%	88.4%	89.2%	90.1%	90.9%	91.8%	92.6%	93.5%
Black / African American	73.9%	74.9%	75.9%	76.8%	77.8%	78.8%	79.8%	80.7%
Hispanic or Latino	75.6%	76.6%	77.5%	78.5%	79.4%	80.4%	81.3%	82.3%
Native Hawaiian / Other Pacific Islander	79.7%	80.6%	81.5%	82.4%	83.3%	84.2%	85.1%	86.0%
Two or More Races	78.0%	78.9%	79.8%	80.8%	81.7%	82.6%	83.5%	84.4%
White	84.2%	85.1%	85.9%	86.8%	87.6%	88.5%	89.3%	90.2%

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- Provide the measurements of interim progress toward the long-term goals for the four-year adjusted cohort graduation rate and any extended-year adjusted cohort graduation rate.

Interim progress goals are in Tables 5a and 5b above and in **Appendix A**.

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- Describe how the long-term goals and measurements of interim progress for the four-year adjusted cohort graduation rate and any extended-year adjusted cohort graduation rate.

cohort graduation rate take into account the improvement necessary to make significant progress in closing statewide graduation rate gaps.

As with goals for reading/language arts and mathematics assessments, Idaho's 4 year cohort and 5 year cohort graduation rate goals were created using our "Base + Gap Closure" model that incorporates a specific gap closure component for any group underperforming the All Students group, while applying the same formula to all groups. Additionally, because the gap closure component of the formula requires a ten percent decrease in the group's gap, subgroups with baselines farther behind the All Students group have a more ambitious long term goal, and interim measures to reach that goal, which will close achievement gaps for student subgroups using attainable targets. by reducing the number of non-graduating students by 75% over six years, student groups with lower rates of graduating students will be required to increase the number of graduates at a faster rate in order to meet the state's goals.

c. **English Language Proficiency.** (*ESEA section 1111(c)(4)(A)(ii)*)

Idaho determines a student's eligibility as an English Learner in a multi-step process, beginning with an initial home language survey, completed at registration. If the home language survey indicates a language other than English is the primary language spoken at home, the student is then screened using the WIDA Screener for Kindergarten or WIDA Screener. The student's results from this screener determine eligibility and inform the students plan for developing English language skills.

The ACCESS for ELL is administered to all identified English Learners, annually, and includes assessments in reading, writing, listening and speaking. A student receives an overall composite score and a scale score in each of the four domains.

The reading and writing domains are weighted 35% each in the overall composite, while the speaking and listening are weighted 15% each in the overall composite.

Following the 2020 ACCESS for ELL administration, a student is considered proficient when they receive a composite score equal to or greater than 4.2, with a minimum score of 3.5 in the domains of reading, writing and listening, and a minimum score of 1 in the speaking domain.

The change came after analysis of both Idaho and WIDA Consortium data, consultation with stakeholders and assessment measurement experts as well as considering the rigor of English Language assessed by the ACCESS for ELL.

After analyzing the 2016, 2017 and 2018 results from the WIDA ACCESS for ELL, Idaho has updated the measure of expected progress. The new measure of expected progress as captured in Table 6a, considers the student's initial ELP

level, and recognizes student’s English language development is not equal to the years served in an EL program, but influenced by their initial ELP level.

The expected time to English Language Proficiency also serves educators in the development of the student’s EL plan in setting realistic and attainable growth targets, with a focus on meeting students where they are and moving students where they need to be, so they can successfully access academic content and be college and career ready.

Initial ACCESS for ELL Proficiency Level Composite (2017 or later)	Calculated Growth Year 1*	Calculated Growth Year 2*	Calculated Growth Year 3*	Calculated Growth Year 4*	Calculated Growth Year 5*
6.0 Reaching	**	**	**	**	**
5.0 – 5.9 Bridging	**	**	**	**	**
4.0 – 4.9 Expanding	4.0+	4.2+	**	**	**
3.0 – 3.9 Developing	3.0+	3.6+	4.2+	**	**
2.0 – 2.9 Emerging	2.5+	3.0+	3.6+	4.2+	**
1.0 – 1.9 Entering	1.5+	2.0+	3.0+	3.6+	4.2+

\* Only years in which the student was continuously enrolled in Idaho schools count for the year counter in the first row of this table.

\*\* English learners must meet proficiency (Idaho Language Instruction Educational Program exit criteria) to be considered as making the expected progress.

1. Describe the long-term goals for English learners for increases in the percentage of such students making progress in achieving English language proficiency, as measured by the statewide English language proficiency assessment, including: (1) the State-determined timeline for such students to achieve English language proficiency and (2) how the long- term goals are ambitious.

~~Idaho will reduce the number of English learners who are not making expected progress to English proficiency, as defined above by 1/3 over five years. This five-year long-term goal has been reset to reflect the change to the expected progress, using 2018 data as the baseline.~~

The proposed length of time for English Learners’ progress long-term goals is the same as all other proposed goals– 7 years from 2023 – which encompasses half of a student’s K-12 career and achieves the goal of impacting students currently in the K-12 education system.

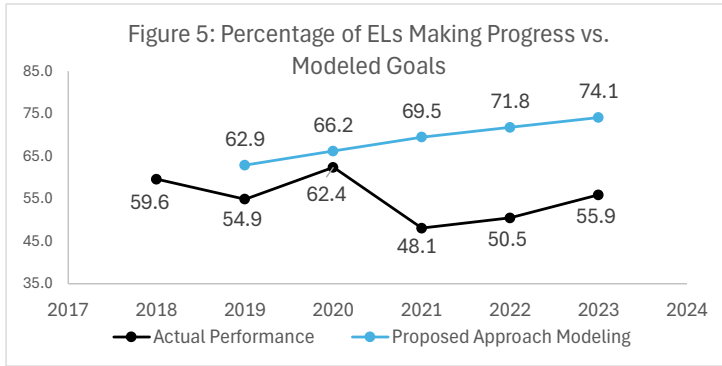
Based on changes made to Idaho’s exit criteria and, as a result, a shift in the student population taking the state’s English Language Proficiency Assessment, the percentage of students meeting their growth targets has changed in recent years.

We reviewed data since the change in exit criteria was implemented (in 2020) and considered pandemic impacts to identify our long-term goals for the percent of students making expected progress. We also engaged with stakeholders and gathered feedback directly from districts and educators with larger populations of

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English Learners. Figure 5 shows the actual percentage of ELs that have made expected progress as compared to modeling of what the state goals would have been if we had adopted the proposed approach in 2018.



Based on data trends and stakeholder feedback, we have set goals for the percentage of EL students meeting their growth targets to improve by a very ambitious 20 percentage points from the 2023 baseline (55.9%) to the 2030 long-term goal (75.9%). Recognizing that program improvements and student outcomes are more likely to see greater annual improvement initially with lower rates of improvement over time, we set the measurements of interim progress for 3.3 percentage points annually for 2024 through 2027 and 2.3 percentage points per year from 2028 to 2030.

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**Table 6b: Percent of Students Making Expected Progress toward English proficiency 2023 baseline, 2030 long-term goal, and 2024-2029 interim targets**

2023 Baseline	2024	2025	2026	2027	2028	2029	2030
55.9%	59.2%	62.5%	65.8%	69.1%	71.4%	73.7%	76.0%

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2. Provide the measurements of interim progress toward the long-term goal for increases in the percentage of English learners making progress in achieving English language proficiency in Appendix A.

Interim progress goals are in Table 6b above and Appendix A.

iv. **Indicators** (ESEA section 1111(c)(4)(B))

Idaho annually and publicly reports progress on all measures in the state's Accountability Framework (Appendix B), originally approved by the Idaho State Board of Education and the Idaho Legislature in 2017. These measures were agreed

upon by Idaho’s stakeholders as the next step forward in education accountability in the state to ensure that all students are college and career ready. Idaho believes defining success requires going beyond statewide test scores and should illustrate multiple measures reflecting the many facets of our students. All measures in the Accountability Framework reflect Idaho’s values and will further empower educators and parents to engage in educational decisions about their children.

The Accountability Framework is used to meet both state and federal school accountability requirements and is broken up by school categories.

A subset of the measures in the Accountability Framework is used as the accountability indicators required by ESSA, and described in this section. Idaho uses these indicators every three years to determine schools for comprehensive support and improvement, and each year to determine schools for targeted support and improvement, using the methodology described in sections A(4)(v) and A(4)(vi) of this plan.

It should be noted that the state accountability framework groups schools into three categories so meaningful differentiation can be made between like schools. The following school categories are outlined in the state accountability framework:

**School Categories**

- Kindergarten through grade eight (K-8): Schools in this category include elementary and middle schools as defined in IDAPA Rule 08.02.03.112.05.f.
- High Schools, not designated as alternative high schools, as defined in Subsection 112.05.f.
- Alternative High Schools

The indicators Idaho uses for school identification as required by ESSA are listed by school category.

**Academic Measures by School**

**Category K-8:**

- Achievement on Idaho Standards ~~Assessments-Achievement Test (ISAT)~~ in English Language Arts and Math
- Growth ~~on the Idaho Standards Achievement Test (ISAT),~~—as determined by the percentage of students ~~on track to be proficient within three years meeting their individual, annual growth targets.~~
- English Learners making progress towards English language proficiency.

**High School:**

- Achievement on Idaho Standards ~~Assessments-Achievement Test (ISAT)~~ in English Language Arts and Math
- English Learners making progress towards English language proficiency.
- Four (4) year cohort graduation rate

**Alternative High School:**

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- Achievement on Idaho Standards ~~Assessments~~ Achievement Test (ISAT) in English Language Arts and Math
- English learners making progress towards English language proficiency.
- Four (4) year cohort graduation rate

**School Quality Measures by School**

**Category K-8:**

- Chronic absenteeism rates for grades K-8.

**High School:**

- College and Career Readiness indicators, determined through a combination of students participating in advanced opportunities, earning industry recognized certification and/or participation in recognized high school apprenticeship programs.

**Alternative High School:**

- College and Career Readiness indicators, determined through a combination of students participating in advanced opportunities, earning industry recognized certification and/or participation in recognized high school apprenticeship programs.

- a. **Academic Achievement Indicator.** Describe the Academic Achievement indicator, including a description of how the indicator (i) is based on the long-term goals; (ii) is measured by proficiency on the annual Statewide reading/language arts and mathematics assessments;(iii) annually measures academic achievement for all students and separately for each subgroup of students; and (iv) at the State’s discretion, for each public high school in the State, includes a measure of student growth, as measured by the annual Statewide reading/language arts and mathematics assessments.

Idaho’s Academic Achievement Indicator is achievement on the statewide tests in Mathematics and English Language Arts/Literacy and meets the criteria for academic indicators as described in section A(4)(iv)(a) of this plan.

**Academic achievement indicator measures:**

- K-8 Schools
  - Idaho Student Achievement Test (ISAT) Mathematics grades 3-8
  - ISAT English Language arts (ELA)/Literacy grades 3-8
- High Schools
  - ISAT Mathematics
  - ISAT ELA/Literacy
- Alternative High Schools
  - ISAT Mathematics
  - ISAT ELA/Literacy

The academic achievement indicator represents the proficiency on statewide mathematics and ELA/Literacy tests. In the school identification system, academic

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achievement for K-8 schools is the actual, non-averaged achievement in that school year. For high school, students are allowed to demonstrate their mastery of the high school content standards by taking the assessment at least once in high school prior to or during their 11th grade year.

The state administers and reports the grade level assessments annually and provides comparative data across subgroups.

*Used for all schools in state:* Both academic indicators in this section are used for all schools in the state according to the school categories as outlined in Idaho's Accountability Framework.

*Same calculation for all schools:* The same calculation is used for all schools in the state for the academic indicators. This is further described in the process of annual meaningful differentiation methods later in this section.

*Validity and reliability:* The academic indicators are calculated using statewide test scores in Mathematics and English Language Arts. The Idaho Standard Achievement Tests, developed by Smarter Balanced, have met validity and reliability criteria as outlined in the Federal Assessment Peer Review.

*Based on long-term goals:* Both academic indicators are aligned directly to Idaho's long-term goals.

*Proficiency on statewide reading/language arts and mathematics assessments:* The academic indicators are based on the percentage of students scoring proficient or advanced on these assessments. Results from both content areas will be weighted equally. Please see annual meaningful differentiation of schools methodology for further explanation.

*Disaggregation:* Each academic indicator can be disaggregated for each student group.

*95% participation:* Both academic indicators measure the performance of at least 95% of all students and 95% of all students in each student group.

- b. **Indicator for Public Elementary and Secondary Schools that are Not High Schools (Other Academic Indicator).** Describe the Other Academic Indicator, including how it annually measures the performance for all students and separately for each subgroup of students. If the Other Academic Indicator is not a measure of student growth, the description must include a demonstration that the indicator is a valid and reliable statewide academic indicator that allows for meaningful differentiation in school performance.

Idaho's Other Academic Indicator is Academic Growth as defined below and meets the criteria for academic indicators as described in section A(4)(iv)(a) of this plan.

**Other Academic indicator measures:**

- Student Growth to proficiency in English Language Arts/Literacy, based on the percentage of students meeting their annual growth targets using a 3-year

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~~trajectory model~~

- Student Growth to proficiency in Mathematics, based on the percentage of students meeting their annual growth targets using a 3-year trajectory model

To set meaningful, achievable annual growth targets for students that keep them on a trajectory towards proficiency or appropriately maintaining proficiency, we have established different expectations for students based on their performance.

Expectations for Students Who Have Not Scored Proficient or Above

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First, we divided the non-proficient ISAT achievement levels (Level 1 and Level 2) into 3 sub-categories. Students' growth targets are then set based on the expectation to improve their performance spring-to-spring by 1 achievement sub-category or more, as shown below.

<b>Minimum Expected Growth for Non-Proficient Students</b>						
	<u>Level 1</u>			<u>Level 2</u>		
<u>Prior Year</u>	<u>1a</u>	<u>1b</u>	<u>1c</u>	<u>2a</u>	<u>2b</u>	<u>2c</u>
<u>Current year</u>	<u>1b</u>	<u>1c</u>	<u>2a</u>	<u>2b</u>	<u>2c</u>	<u>3a</u>

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Expectations for Students Who Have Scored Proficient

For students who have scored proficient, we again divided the proficient ISAT achievement level (Level 3) into 3 sub-categories. Because students have demonstrated proficiency, substantial upward movement is encouraged but not expected for the student to meet their growth target. Instead, for proficient students, the targets are designed to ensure they continue to expand their learning by at least one academic year. As a result, the growth targets for proficient students are set with the expectation that they will maintain their performance within their sub-category spring-to-spring or will improve performance. The minimum expectations are shown below.

<b>Minimum Expected Growth for Proficient Students</b>			
	<u>Level 3</u>		
<u>Prior Year</u>	<u>3a</u>	<u>3b</u>	<u>3c</u>
<u>Current year</u>	<u>3a</u>	<u>3b</u>	<u>3c</u>

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Expectations for Students Who Have Scored Advanced

For students who have scored advanced, we have maintained one ISAT achievement level (Level 4) rather than creating sub-categories. There are two primary reasons for this decision:

- We recognize that achieving a Level 4 is challenging
- We understand the nature of the assessment and the reality that scores at the top end of the scale are less precise, so students' movement within the category could be a result of normal testing error.

Because students who have scored advanced have exceeded proficiency expectations, the targets are designed to ensure they continue to expand their learning by approximately one academic year without backsliding into a lower performance category. As a result, the growth targets for advanced students are set with the expectation that they may have varying performance within Level 4, but are expected to stay at or above the Level 4 cut to meet their growth target.

<u>Maintenance Expectation for Advanced Students</u>	
	<u>Level 4</u>
<u>Prior Year</u>	<u>4</u>
<u>Current year</u>	<u>Maintain performance anywhere within Level 4</u>

~~The state determines the gap between a student's most recent scale score and the scale score necessary to reach proficiency in 3 years. From there, a linear path is created and the minimum score needed to be proficient in three years. A student is considered 'on track' if they meet their annual target on the path to proficiency. For example, a fourth grade student scored 2420 in third grade mathematics and requires 120 scale score points to reach proficiency in mathematics by sixth grade. The student must increase his or her scale score by at least 40 points in the current year to be on track. Student growth targets are calculated annually.~~

~~The percentage of students 'on track' to be proficient in three years is calculated for English Language Arts/Literacy and Mathematics separately and weighted equally.~~

*Disaggregation:* The other academic indicator can be disaggregated for each student group. Student growth can be disaggregated for each student group.

*Validity and reliability:* Student growth calculations are a valid and reliable measure and have been used by the U.S. Department of Education to understand and measure the growth of schools and districts.

*95% participation:* The growth rate indicator measures the performance of at least

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95% of all students and 95% of all students in each student group.

- c. **Graduation Rate.** Describe the Graduation Rate indicator, including a description of (i) how the indicator is based on the long-term goals; (ii) how the indicator annually measures graduation rate for all students and separately for each subgroup of students; (iii) how the indicator is based on the four-year adjusted cohort graduation rate; (iv) if the State, at its discretion, also includes one or more extended-year adjusted cohort graduation rates, how the four-year adjusted cohort graduation rate is combined with that rate or rates within the indicator; and (v) if applicable, how the State includes in its four-year adjusted cohort graduation rate and any extended-year adjusted cohort graduation rates students with the most significant cognitive disabilities assessed using an alternate assessment aligned to alternate academic achievement standards under ESEA section 1111(b)(2)(D) and awarded a State-defined alternate diploma under ESEA section 8101(23) and (25).

Table 7 below describes Idaho’s graduation rate indicators. Idaho uses the four-year adjusted cohort graduation rate for the graduation rate indicator, which follows federal guidelines. See section A(4)(v) for how the graduation rate indicator is used for meaningful differentiation of schools. Idaho does not award a state-defined alternate diploma. Based on stakeholder feedback, Idaho calculated a five-year cohort graduation rate for the first time in 2018/2019. The Five-year cohort graduation rate is reported for all high schools.

**Table 7: Graduation rate indicators**

Indicator	Measure	Description
Graduation Rate	The four-year cohort graduation rate	The percent of students graduating using the four-year graduation cohort rate calculation within a school reported <sup>4</sup> in the current school year.

*Used for all high schools in state:* The graduation rate indicator is used for all high schools in the state.

*Same calculation for all high schools:* The same calculation is used for all schools in the state for the graduation rate indicator.

*Based on long-term goals:* The graduation rate indicator is aligned directly to Idaho’s long-term goals.

*Disaggregation:* The graduation rate indicator can be disaggregated for each student group. The graduation rate indicator can be disaggregated for each student group.

*Validity and reliability:* The federally-required four-year cohort graduation rate has been shown to be valid and reliable.

- d. **Progress in Achieving English Language Proficiency (ELP) Indicator.** Describe the

Progress in Achieving ELP indicator, including the State’s definition of ELP, as measured by the State ELP assessment.

Idaho administers the ACCESS for ELL developed by WIDA as our English Language Proficiency Assessment. The progress in achieving ELP is defined in section [iv.c](#) above.

- e. **School Quality or Student Success Indicator(s).** Describe each School Quality or Student Success Indicator, including, for each such indicator: (i) how it allows for meaningful differentiation in school performance; (ii) that it is valid, reliable, comparable, and statewide (for the grade span(s) to which it applies); and (iii) of how each such indicator annually measures performance for all students and separately for each subgroup of students. For any school quality or indicator that does not apply to all grade spans, the description must include the grade spans to which it does apply.

**Table 8: School Quality Indicators**

School Category	Measure
K-8	Chronic absenteeism rates for grades K-8.
High School	College and Career Readiness indicators, determined through a combination of students participating in advanced opportunities, earning industry recognized certification and/or participation in recognized high school apprenticeship programs.
Alternative High School	College and Career Readiness indicators, determined through a combination of students participating in advanced opportunities, earning industry recognized certification and/or participation in recognized high school apprenticeship programs.

*Table 8 describes the school quality indicators used in our school identification methodology. Additional school quality indicators are found in Appendix B, described at the end of this section and included in annual reporting on the state, district and school report card used as our tool for annual meaningful differentiation.*

*Disaggregation:* Each school quality indicator can be disaggregated for each student group.

*Validity and reliability:*

The validity of chronic absenteeism is supported by numerous studies that have found strong linkages between chronic absenteeism and other key indicators of student performance and success such as improved academic achievement, increased graduation rates, and lower dropout rates. The reliability of the collected data is largely ensured by a consistent reporting methodology, the use of a standardized state definition of chronic

<sup>4</sup> Graduation rate lags by one school year.

absenteeism, and a singular data collection system that has already been established and used for reporting. Idaho is confident in the accurate reporting of attendance data because Idaho has used an average daily attendance (ADA) funding model for many years for all school districts.

All local education agencies in Idaho have been submitting chronic absenteeism data since the 2018-2019 school year to the state. Idaho defines chronic absenteeism the same as the definition provided by the U.S. Department of Education in the EDFacts file spec FS195:

“The unduplicated number of students absent 10% or more school days during the school year. A student was absent if he or she was not physically on school grounds and was not participating in instruction or instruction-related activities at an approved off-grounds location for at least half the school day”.

The college and career readiness indicator will be calculated for every student using data collected by the ISDE, State Board of Education, or the Idaho Division of Career and Technical Education (ICTE).

Students who demonstrate early success in college and career preparation opportunities have an increased likelihood of entry and success in education and career training after high school. College and career preparation is determined by calculating the percent of students who have demonstrated success preparation for education and/or career training after high school through advanced course work, technical skills attainment or work experience.

Advanced coursework includes advance placement courses, dual credit courses, and international baccalaureate programs. Students earn credit by passing the course. Technical Skills Assessment (TSA) is a pathway program that measures a student’s understanding of the technical requirements of the occupational pathway. The TSA is a nationally validated, industry- based assessment, administered by an approved vendor, such as Career Technical Education. All juniors and seniors enrolled in a capstone course are required to take the TSA. Work experience includes credit for internships and job shadowing. A student earns work experience credit by passing the established criteria for that experience. At a minimum, each work experience aligns to Idaho’s Content Standards. In this way, the work experience requirements for credit are consistent and comparable across the State. The LEA may require additional criteria above and beyond the Standards.

The three options in the college and career ready indicators in Idaho’s Accountability framework are equally accessible and reflective of stakeholder feedback and State Board of Education goals and allow for meaningful differentiation among all high schools and alternative schools in the state.

Each college and career indicator will include all 12<sup>th</sup> graders in the denominator providing a true measure of student’s access to advanced coursework and a measure of performance throughout their high school experience.

The numerator and denominator are summarized below:

The # of 12<sup>th</sup> grade students in a high school meeting one or more of the three College and Career options divided by the number of 12<sup>th</sup> grade students.

Idaho's high school students have equitable access to Advanced Opportunities. Idaho requires that all high schools offer Advanced Opportunities. Idaho rule 08.02.03.106.01 states: "All high schools in Idaho shall be required to provide Advanced Opportunities, as defined in Section 007, or provide opportunities for students to take courses at the postsecondary campus."

In addition, each student in Idaho has \$4,125 available to them to cover costs associated with Advanced Opportunities. These funds may be used to pay for dual credits, overload courses, or certificate exams.

**Additional school quality and student success indicators not used in school identification.** Additional school quality indicators in the state accountability framework include students enrolled in grade 8 taking pre-algebra or higher-level math courses and students in grade 9 taking algebra 1 or higher level math courses in our high schools and alternative high schools. Enrollment in math courses is based on the total population of students in the applicable grade and is disaggregated by sub-groups.

Research shows that students learn more in schools that emphasize high academic expectation and students that take higher-level academic courses learn more. This research supports the use of the enrollment in on-grade or above grade mathematics courses as an indicator of school quality and student success. This indicator also allows for evaluation of school programs in aligning curriculum and instruction in setting high expectation.

Credit recovery and accumulation in Idaho alternative schools as a measure of school quality and student success is predicated on the specific academic needs of students in alternative high schools. The state intends to identify the number of courses taken for credit recovery – which is defined as, any course for which a student received credit after previously attempting the same or equivalent course where credit was not earned. The State Department of Education is working with alternative schools to determine the most meaningful way of articulating this in our reporting of the indicators in the state, district and school report cards. Business rules for reporting will be finalized in May 2018.

The final indicator of school quality and student success; communication with parents on student achievement, which applies to all school configurations, was implemented in the 2018/2019 school year.

v. **Annual Meaningful Differentiation** (*ESEA section 1111(c)(4)(C)*)

- a. Describe the State's system of annual meaningful differentiation of all public schools in the State, consistent with the requirements of section 1111(c)(4)(C) of the ESEA, including a description of (i) how the system is based on all indicators in the State's accountability system, (ii) for all students and for each subgroup of students. Note

that each state must comply with the requirements in 1111(c)(5) of the ESEA with respect to accountability for charter schools.

Idaho annually and publicly reports progress on all measures in the state’s Accountability Framework (Appendix B), approved by the Idaho State Board of Education and the Idaho Legislature in 2017. These measures were agreed upon by Idaho’s stakeholders as the next step forward in education accountability in the state to ensure that all students are college and career ready. Idaho believes defining success requires going beyond statewide test scores and should illustrate multiple measures reflecting the many facets of our students.

All measures in the Accountability Framework reflect Idaho’s state values and further empower educators and parents to engage in educational decisions about student achievement. Idaho reports results for each indicator disaggregated by all student subgroups for all schools. Idaho’s stakeholders were outspoken in their opposition to a summative rating for each school. It was felt that the complex calculations required to produce a summative score are not transparent, sometimes misleading, and result in a system that is not useful for parents and educators. In order to produce a meaningful report card, Idaho has developed a user-friendly report card that allows for data to be summarized and visualized in ways most useful to parents and community members. The state also incorporated tools for comparing schools to each other. This allows all education stakeholders to use the multiple measures in the Accountability Framework to differentiate schools.

- b. Describe the weighting of each indicator in the State’s system of annual meaningful differentiation, including how the Academic Achievement, Other Academic, Graduation Rate, and Progress in ELP indicators each receive substantial weight individually and, in the aggregate, much greater weight than the School Quality or Student Success indicator(s), in the aggregate.

When identifying comprehensive and targeted support and improvement schools as described above, the school quality indicator is weighted at 10% for all schools, with the remaining indicators weighted evenly across the remaining 90%.

See Table 9 below for an outline of indicator weights for Idaho’s most common school configurations.

**Table 9: Indicator weights for Idaho’s most common Title I school configurations (percent)**

School Type (Title I Schools)	Math	ELA/Literacy	Student Growth – Math	Student Growth – ELA/Literacy	English Learner Proficiency	Graduation Rate	School Quality
K-8	18	18	18	18	18	NA	10
K-8 (no ELs)	22.5	22.5	22.5	22.5	NA	NA	10
High school	22.5	22.5	NA	NA	22.5	22.5	10
High school (no ELs)	30	30	NA	NA	NA	30	10

Alternative high school	22.5	22.5	NA	NA	22.5	22.5	10
Alternative high school (no ELs)	30	30	NA	NA	NA	30	10

- c. If the State uses a different methodology for annual meaningful differentiation than the one described in section 4(v)(a) above for schools for which an accountability determination cannot be made (e.g., P-2 schools), describe the different methodology, indicating the type(s) of schools to which it applies.

The CSI process for identifying the lowest performing schools relies on multiple measures of school performance to accurately identify schools with systemic challenges. Consequently, to progress through Step 6 above and receive a composite score, schools must meet the n size threshold of 20 students in a minimum number of key indicators.

For K-8 schools, the key indicators are:

- Academic Achievement
  - ISAT/IDAA Proficiency Rate in ELA/literacy
  - ISAT/IDAA Proficiency Rate in Mathematics
- Academic Growth
  - Student Growth toward Proficiency – ISAT ELA/Literacy
  - Student Growth toward Proficiency – ISAT Mathematics
  - English Learner Growth toward English Language Proficiency

K-8 schools must have a value for at least one academic achievement measure and one academic growth measure listed above to receive a composite score.

For High Schools and Alternative High Schools, the key indicators are:

- Academic Achievement
  - ISAT/IDAA Proficiency Rate in ELA/literacy
  - ISAT/IDAA Proficiency Rate in Mathematics
- Graduation Rate
  - Four-year cohort graduation rate (High Schools)

High Schools and Alternative High Schools must have a value for at least one academic achievement measure and a graduation rate to receive a composite score.

When schools meet the n size requirements for the key indicators described above, the SDE uses the results in the standard, Lowest-Performing CSI process with the weights distributed across the available indicators. However, if the school still fails to meet the n size requirements for the minimum number of indicators, the school will be subject to a qualitative review process.

**Qualitative Review Process**

In the qualitative review process, the SDE convenes a review committee to review the school's characteristics and performance using available data. This committee will review information about the school, including the following:

- Title I status
- Grades served
- Detailed school type (e.g. career technical school, adjudicated school, etc.)
- Number of students in the denominator of each accountability measure
- Performance in each measure
- Student achievement progress and growth based on criteria established by the State Technical Assistance Team (STAT)
- For schools serving grades not assessed in our accountability system, the review committee will consider the school's performance on the statewide early literacy assessment as a metric of comparison. While not a measure in our identification system, the statewide literacy assessment is a measure in our accountability framework and is a key performance indicator in annual meaningful differentiation in our report card.

The committee will use the information available during the qualitative review to determine if the school should be identified for comprehensive support and improvement.

vi. **Identification of Schools** (*ESEA section 1111(c)(4)(D)*)

- a. **Comprehensive Support and Improvement Schools.** Describe the State's methodology for identifying not less than the lowest-performing five percent of all schools receiving Title I, Part A funds in the State for comprehensive support and improvement.

Idaho identified schools in the beginning of the 2018-19 school year using data from 2015-16, 2016-17, and 2017-18. In the case of the student engagement survey, only data from the end of the 2017-18 school year was used. Idaho originally planned to identify schools every three years thereafter, using the same review of three prior years' data. Although this original identification schedule was delayed by COVID-19 disruptions, Idaho will return to a three-year identification cycle starting in the beginning of the 2022-2023 school year.

Feedback from stakeholders strongly emphasized a three-year identification cycle in order to build a system that supports the development of sustainable school improvement strategies. School leaders will be able to dedicate time to planning and early implementation in the first year of identification and will have an additional two full years to implement their school improvement strategies, with the intent of generating



sustainable change at the school.

ISDE reviews identification data annually to determine whether schools would be identified during an off-cycle year. If schools are found that are not currently identified but would have been identified if the current year were on-cycle will be notified and offered support and thought partnership from staff. Those schools will be added to a watch list and this will be noted on the school report card.

A subset of the measures in the Accountability Framework is used as accountability indicators as required by ESSA, described in section A(4)(iv) of this plan. Idaho uses these indicators every three years to identify schools for comprehensive support and improvement, and each year to determine schools for targeted support and improvement, using the methodology described in this section and section A(4)(vi) of this plan.

The steps below describe the calculation steps the state will use in identifying the lowest-performing five percent of all schools receiving Title I, Part A funds.

**Step 1:**

For each indicator used in school identification, combine the performance of students in the school for the most recent three years and calculate a weighted average. For indicators for which three years of statewide data is not available, the state combines performance for the number of years that are available.

The example below demonstrates the three-year average calculation for math achievement.

Math Assessment	2016		2017		2018		Three year average calculation for Math achievement	
# proficient	95	95.0%	100	78.7%	79	57.20%	274	75.07%
# tested	100	proficiency	127	proficiency	138	proficiency	365	proficiency

**Step 2:** Select a school and identify the three-year weighted average value of the first indicator (among the academic and school quality indicators described in section iv.)

As an example, the academic achievement indicator for Math, which is the percentage of students scoring at proficient or advanced. From the example calculation above, this value is 75% for a hypothetical school – School X.

**School X math performance**

Current year Proficient/Advanced
75%

**Step 3:** Determine the school’s rank on that indicator relative to all other public schools in the state in the same school category.

To continue our example, assume School X's math achievement was about in the middle relative to other schools in the state, ranking 197 of 378 schools.

There are 181 schools with lower Achievement than School X and 196 that have higher Achievement than School X.

**Step 4:** Calculate the school's percentile rank for the indicator. The percentile rank is a simple calculation: divide the number of schools below the school in question by the total number of public schools in the state in the same school category. This number is then multiplied by 100. This calculation provides the percent of schools in the state that fall below the target school in that indicator.

For our hypothetical school X, the calculation would be as follows:

School	Achievement	Rank
P	99%	1
F	98%	2
AA	96%	3
S	94%	4
-	●	●
-	●	●
<b>X</b>	<b>75%</b>	<b>197</b>
-	●	●
-	●	●
G	32%	378

**Math Achievement Percentile Rank**

Number of schools below School X (181)  
 Total Number of schools (378)

Using this calculation, we determine that 48 percent of schools in the state fall below School X in the math academic achievement indicator.

**Step 5:** Repeat steps 1-4 for all indicators.

**Step 6:** Calculate a composite value for the school based on the available indicators. The composite value is calculated by applying the weights described in section b (below) to the percentile ranks for each indicator (determined at the end of step 4) and summing these values.

**Step 7:** Repeat steps 1-6 for all schools in the state.

**Step 8** Rank schools from highest to lowest within their school category based on their composite value.

**Step 9** Identify the composite value that would capture the bottom 5% of Title I schools within the K-8, high school, and alternative high school categories.

Idaho designates both Title I and Non-Title I schools with composite scores at or below the relevant 5% threshold value as schools identified for comprehensive support and improvement.

**Step 10:** Idaho also celebrates schools for their work to meet the needs of their students by recognizing:

- Schools that meet or exceed the interim progress goals for each indicator.
- Schools that fall into the 90<sup>th</sup> percentile rank or above using the school identification methodology for each of the indicators in the framework.

- b. **Comprehensive Support and Improvement Schools.** Describe the State's methodology for identifying all public high schools in the State failing to graduate one third or more of their students for comprehensive support and improvement.

Beginning in 2019, the state calculates and reports both a 4-year cohort and a 5-year cohort graduation rate annually for all traditional and alternative high schools.

Beginning in 2021, Idaho identifies all high schools in the state with a 5-year cohort graduation rate less than 67%, based on a three year weighted average, for comprehensive support and improvement.

The change to using a 5-year rate specifically addresses the challenges and unique needs of our alternative high schools, which are required to serve students who are at risk for dropping out due to academic and social or emotional challenges. Using a 5-year cohort graduation rate average for all high schools recognizes the unique challenges and important work educators and students accomplish in preparing students for college and/or career.

The use of a 5-year cohort graduation rate also allows the state to meaningfully differentiate high schools in our accountability system.

- c. **Comprehensive Support and Improvement Schools.** Describe the methodology by which the State identifies public schools in the State receiving Title I, Part A funds that have received additional targeted support under ESEA section 1111(d)(2)(C) (based on identification as a school in which any subgroup of students, on its own, would lead to identification under ESEA section 1111(c)(4)(D)(i)(I) using the State's methodology under ESEA section 1111(c)(4)(D) and that have not satisfied the statewide exit criteria for such schools within a State-determined number of years.

If a Title 1 school is identified for additional targeted support under section A(4)(vi)(f) of this plan for three consecutive years (i.e., the school has not met the statewide exit criteria for two consecutive years immediately after the year in which it was identified for additional targeted support), that school will be identified as a comprehensive support and improvement school.

- d. **Year of Identification.** Provide, for each type of schools identified for comprehensive support and improvement, the year in which the State will first identify such schools and the frequency with which the State will, thereafter, identify such schools. Note that these schools must be identified at least once every three years.

Idaho began identifying comprehensive support and improvement schools for the 2018-19 school year and originally planned to repeat this process every three years. Due to COVID- 19 disruptions, the identification schedule was pause. Idaho re-identifies schools prior to the 2022-2023 school year and then continues to identify schools every three years thereafter.

- e. **Targeted Support and Improvement.** Describe the State’s methodology for annually identifying any school with one or more “consistently underperforming” subgroups of students, based on all indicators in the statewide system of annual meaningful differentiation, including the definition used by the State to determine consistent underperformance. (*ESEA section 1111(c)(4)(C)(iii)*)

While the lowest-performing five percent of schools will be identified as comprehensive support and improvement schools every three years, the methodology for identifying these schools will be calculated annually for the purpose of identifying schools for targeted support and improvement.

The comprehensive support and improvement calculations will be run for all students to identify the lowest-performing five percent of schools. The same calculations will then be run for each subgroup of students (when meeting the n size requirements). Idaho identifies targeted support and improvement schools based on a student group composite below the bottom 5% of state average composite for all students and in the bottom five (5) percent of the corresponding student group composites.

The composite score is calculated based on three most recent years of data. For indicators for which three years of statewide data is not available, Idaho combines performance for the number of years that are available.

Each targeted support and improvement school will be required to develop and implement an improvement plan that is aligned to the long-term goals for the state, and approved by their LEA.

To exit targeted support and improvement, a school must not be identified using the methodology described above.

- f. **Additional Targeted Support.** Describe the State’s methodology for identifying schools in which any subgroup of students, on its own, would lead to identification under ESEA section 1111(c)(4)(D)(i)(I) using the State’s methodology under ESEA section 1111(c)(4)(D), including the year in which the State will first identify such schools and the frequency with which the State will, thereafter, identify such schools. (*ESEA section 1111(d)(2)(C)-(D)*)

The methodology for identifying additional targeted support schools will be calculated annually.

The same calculations as used for comprehensive support and improvement identifications will be run among targeted support and improvement schools for all subgroups of studentis (when meeting the n size requirements). The final, weighted composite value for each student group will be compared with that for schools that are (or would be) identified for comprehensive support and improvement.

If the composite value for any of the subgroups is below that for the highest performing school in the bottom 5% of the comprehensive identification schools, the school will be identified for additional targeted support and improvement.

The composite score is calculated based on three most recent years of data. For indicators for which three years of statewide data is not available, Idaho combines performance for the number of years that are available.

To exit additional targeted support, a school must not be identified using the methodology described above.

- g. **Additional Statewide Categories of Schools.** If the State chooses, at its discretion, to include additional statewide categories of schools, describe those categories.

The state does not identify additional statewide categories of schools.

- vii. **Annual Measurement of Achievement** (*ESEA section 1111(c)(4)(E)(iii)*): Describe how the State factors the requirement for 95% student participation in statewide mathematics and reading/language arts assessments into the statewide accountability system.

Idaho understands that in order to provide a fair and accurate picture of school success, and to help parents, teachers, school leaders, and state officials understand where students are struggling and how to support them, the state must ensure high participation in statewide assessments.

According to current Idaho Administrative Code (IDAPA 08.02.03.112(e), “failure to include ninety-five percent (95%) of all students and ninety-five percent (95%) of students in designated subgroups automatically identifies the school as not having achieved measurable progress in ISAT proficiency.” For the purposes of this plan, “measurable progress on ISAT proficiency” is defined as not having met the school’s interim progress measure toward its long-term goals in any group where 95% participation is not attained.

Additionally, “If a school district does not meet the ninety-five percent (95%) participation target for the current year, the participation rate can be calculated by the most current three (3) year average of participation.”

Should a school or LEA not meet the 95% participation minimum standard, the local school

board will be notified by the State Board of Education that the school or district has failed to meet the minimum standard of reporting and that this will be reflected on the state report card. The ISDE will support the school or LEA to write a parent outreach plan that addresses how it will engage parents and community members in order to meet the 95% participation minimum standard. In addition, ISDE will develop policies requiring the LEA to use a portion of its funds pursuant to 33-320, Idaho Code (Continuous Improvement Plans) for local school board and superintendent training on data-driven decision-making and assessment literacy.

If a school has at least 95% participation in any year, the school is not required to submit a parent outreach plan for the following year.

viii. **Continued Support for School and LEA Improvement** (*ESEA section 1111(d)(3)(A)*)

- a. **Exit Criteria for Comprehensive Support and Improvement Schools.** Describe the statewide exit criteria, established by the State, for schools identified for comprehensive support and improvement, including the number of years (not to exceed four) over which schools are expected to meet such criteria.

**Lowest performing 5% of schools:**

To exit comprehensive support and improvement a school identified in the lowest performing 5% of schools must:

- No longer meet the eligibility criteria for comprehensive support and improvement (no longer be in the lowest 5%), and
- Achieve ELA and Math results above the 10<sup>th</sup> percentile within each school category for the all student group, and
- Articulate in writing a plan for sustaining improved student achievement. The plan will be submitted to and approved by the State Technical Assistance Team (STAT). This plan will articulate measurable goals, aligned strategies, and a robust monitoring plan. This sustainability plan must explain how the school will maintain a strong rate of growth and change for students while addressing how the school intends to ensure sustainability without additional improvement funds.

A school may not exit if student outcomes (e.g. proficiency rates) have not improved from the point of identification.

**Schools with graduation rate below 67%:**

Schools identified for comprehensive support and improvement by failing to graduate two-thirds of its graduating cohort may exit from comprehensive status if:

- The school's average graduation rate over the previous 3 years exceeds 67%, or
- The school's graduation rate for two consecutive years exceeds 67%.

- b. **Exit Criteria for Schools Receiving Additional Targeted Support.** Describe the statewide exit criteria, established by the State, for schools receiving additional targeted support under ESEA section 1111(d)(2)(C), including the number of years over which schools are expected to meet such criteria.

Schools identified for additional targeted support will be assigned school improvement goals with a three-year timeline for the student group for which the school was identified for additional targeted support. These goals will be aligned with a long-term goal for that student group to reduce the gap to 100% proficiency in each indicator by half over 6 years with 2016 as the baseline year. To exit, a school must:

- No longer meet the eligibility criteria for additional targeted support, and
- Achieve ELA and Math results above the 10<sup>th</sup> percentile within each school category, for all subgroups for which the school was identified for targeted support and improvement.

A school may not exit if student outcomes (e.g. proficiency rates) have not improved from the point of identification.

- c. **More Rigorous Interventions.** Describe the more rigorous interventions required for schools identified for comprehensive support and improvement that fail to meet the State’s exit criteria within a State-determined number of years consistent with section 1111(d)(3)(A)(i)(I) of the ESEA.

More rigorous interventions in a school failing to meet Idaho’s exit criteria after three years will be led by the State Technical Assistance Team (or STAT, see section A(4)(viii)(e) for a complete description), who will facilitate the completion of a Comprehensive and Integrated Field Review (CIFR) that will lead to next steps for the school. Below is a description of the steps the STAT will complete to determine more rigorous interventions.

**Next steps include:**

- The ISDE conducts a Comprehensive and Integrated Field Review (CIFR) during the fall following the third year of identification (see below for membership and protocol).
- The State Board of Education may direct the use of some of the LEA’s continuous improvement funds pursuant to 33-320, Idaho Code for local school board training in school improvement.
- A leadership coach may be assigned to the local school board and LEA leader to inform school improvement at the local level.

**Membership of the Comprehensive and Integrated Field Review Team may include:**

- STAT Team; including the superintendent, building administrators and school leadership team
- ISDE representatives as needed
- LEA/school administrators from the region with similar demographics

**Comprehensive and Integrated Field Review protocol:**

- Observe a stratified sample of faculty including teachers of special populations, using a standard protocol. The protocol will include a subset of the indicators that align with the state’s current teacher evaluation system.
- Interview focus groups; which may include teachers, parents, students, and

noncertified staff (e.g. food service, custodians and paraprofessional).

- Interview LEA and school administrators.
- Collect and interpret data.
- Recommend additional school interventions to school, LEA, and state leadership.
- School, LEA, and state leaders agree upon and implement new interventions for the school.

- d. **Resource Allocation Review.** Describe how the State will periodically review resource allocation to support school improvement in each LEA in the State serving a significant number or percentage of schools identified for comprehensive or targeted support and improvement.

Idaho will identify all LEAs with 50% or more of comprehensive and targeted support and improvement schools every year.

For LEAs with 50% or more comprehensive and targeted support and improvement schools the state will annually review ESSA Federal program resource allocations from the LEA to the school through the Consolidated Federal and State Grant Application (CFSGA). Budget and expenditure information, supports and resources, and student performance will be analyzed to determine the effectiveness of those supports.

ISDE has access to a wide variety of resources, including funding, expertise, math and ELA coaches, leadership training, and assessment development. The allocation of these resources will first be applied to those comprehensive and targeted schools, especially the LEAs that have more than 50% of schools identified for comprehensive or targeted support.

- e. **Technical Assistance.** Describe the technical assistance the State will provide to each LEA in the State serving a significant number or percentage of schools identified for comprehensive or targeted support and improvement.

Idaho is committed to a robust statewide system of support. Our system of support is designed to pair local issues with local solutions and draws from a variety of resources and programs to build the capacity of schools and LEAs for continuous and sustainable improvement. The statewide system of support is managed and coordinated by the State Technical Assistance Team (STAT). This team is responsible for overseeing all school improvement grants for comprehensive and targeted schools. The STAT works with LEAs to ensure that improvement plans are evidence-based and managed for high performance.

The STAT will provide a network approach to improving instruction and achievement for each school identified as comprehensive support and improvement. The STAT will include members of the Idaho Department of Education, LEA Team, and other specialists as necessary to meet the unique needs of the LEA/District.

As shown in Table 10 below, the statewide System of Support includes strategies



and activities that LEAs and schools can select based on need. Schools identified for comprehensive support and improvement will likely need to draw on multiple strategies, whereas schools identified for targeted support and improvement may apply focused resources on meeting the needs of identified groups of students.

The STAT will ensure that school improvement plans meet evidence-based requirements under ESSA, and that the state interventions being applied to schools are evaluated to ensure that they are high quality and resulting in improved outcomes for students.

State-led school improvement activities are funded through the state administrative set-aside for 1003(a) funds. Services are provided directly to schools identified for improvement, when requested by the LEA as an optional part of the 1003(a) funding formula.

**Table 10: Strategies used in the Idaho statewide System of Support**

<b>Strategy</b>	<b>Activity</b>	<b>Provider/program</b>	<b>Funding source</b>
Creating/implementing comprehensive and targeted school improvement plans	Diagnostic evaluation/needs assessment to determine key challenges and root causes	Idaho Building Capacity Project	Title I-A  School Improvement funds
Creating/implementing comprehensive and targeted school improvement plans	Comprehensive school improvement and leadership coaching	Idaho Building Capacity Project	Title I-A  School Improvement funds
Improving leadership effectiveness	Training/Mentoring for School Board Members	ISDE, Idaho School Boards Association, Idaho Building Capacity Project	School Improvement funds
Improving leadership effectiveness	Mentoring and support for principals	Idaho Principals Network Idaho Principal Mentoring Project	School improvement funds  Title II-A
j	Mentoring and support for superintendents	Idaho Superintendents Network, Idaho Superintendent Mentoring Project	School Improvement Funds

Aligning curriculum and improving instruction	Professional development and technical assistance in curriculum and standards development and alignment and research-based instructional improvement	ISDE, Content and Curriculum Coaches	State funds
Aligning curriculum and improving instruction	Training on the Idaho Content Standards and technical assistance with how to align curriculum, instruction, and assessment practices	ISDE, Content and Curriculum Coaches	State funds
Aligning curriculum and improving instruction	Educator evaluation training and coaching	ISDE and SBOE Educator Effectiveness Coordinators	Title II-A State funds
Aligning curriculum and improving instruction	Training on Assessment and Data Literacy	ISDE	State funds
Supporting English learners	Technical assistance with EL program design	Idaho English Learner Program	State and federal funds
Supporting English learners	Training on WIDA standards and technical assistance on aligning WIDA standards with Response to Intervention (RTI) practices	Idaho English Learner Program	State and federal funds
Supporting Special Education students	Multi-tiered instructional training and coaching	SESTA team of Special Education  Idaho Center on Disabilities and Human Development	State funds, special education funds

Supporting Special Education students	Training on intensive interventions, assessments and strategies related to special education	SESTA team of Special Education  Idaho Center on Disabilities and Human Development	Special education funds
Family and community engagement	Technical assistance in the inclusion of families and the community in the school improvement planning and implementation process	ISDE-Family Engagement Coordinator	State funds

The following describes each of these strategies and activities in greater detail:

**Management of Comprehensive and Targeted School Improvement**

LEAs and schools need guidance and support in conducting needs assessments, prioritizing goals and needs, and developing improvement plans that are actionable and effective. ISDE partners with local and regional organizations to provide this assistance.

*Comprehensive needs assessment and action plan:* As part of the state’s support, all comprehensive support and improvement schools will conduct a comprehensive needs assessment. The needs assessment may include an examination of four key components of each school: climate and culture, student engagement, leadership, and stakeholder perspectives and experiences. Data will be collected and analyzed using key performance and improvement indicators for school quality and learner outcomes. Areas of improvement will include a root-cause analysis to determine appropriate solutions.

Improvement areas will be prioritized, and this information will help guide LEAs in writing their comprehensive support and improvement plans and will help the STAT provide ongoing support assistance. If the LEA would like assistance from ISDE in either conducting the diagnostic evaluation or recommending an external provider, the school improvement coordinator will provide the information and resources.

Action plans from the diagnostic evaluation will address the why, who, what, when, and resource allocation for making improvement changes. A vision for the school will be developed and the school’s strategic direction—setting short-term (one year) and long-term (three to five years) goals—will be identified. An important component of the plan will include external stakeholder involvement in the development process and during the implementation of the plan. External stakeholders will include, at a minimum, the principal and other school leaders,

teachers, and parents. The LEA will address in the plan how it will monitor and oversee the plan's implementation, as well as how the effectiveness of the plan will be evaluated. Title I-A school improvement funds may be used to fund a comprehensive needs assessment if the LEA chooses to use an external provider.

Additionally, grant funds will be available for all Title I schools identified as comprehensive support and improvement for the purpose of implementing system changes, strategies, and interventions as identified in the school's improvement plan based on the results of the comprehensive needs assessment.

*STAT Team:* The STAT will meet regularly either in person or via web conference. The state school improvement coordinator will develop the agenda and facilitate the meetings. One of the key responsibilities of this group will be to review data to inform strategies for improvement. The purpose of the meeting will be to review progress of schools in CSI-Up and align the statewide System of Support for continuous improvement.

If a school no longer falls in the category of comprehensive support due to the *significant increase in achievement and/or growth* or it is the conclusion of the STAT that the school's processes and procedures will result in higher levels of student outcomes, ISDE and the LEA will discuss termination of designation and a plan for interim measures of progress, student data, and scaffolded support. The school will be considered exited, but the additional funding allocated for support will no longer be distributed.

*Idaho Building Capacity Project:* Central to the strategy of providing assistance with the management of school improvement is the Idaho Building Capacity (IBC) Project. The project began in 2008 and is now a cornerstone of ISDE's statewide System of Support and its approach to school improvement. Idaho Capacity Builders are experienced educators who have in-depth knowledge of school improvement processes and demonstrated experience implementing change processes. All schools identified for comprehensive support and improvement may receive support from a Capacity Builder. Capacity Builders coach leaders and leadership teams through the tasks of improvement with ongoing training.

Capacity Builders are provided with a toolkit of evidence-based school improvement resources and, in partnership with school and LEA leaders, help create and implement a customized school improvement plan. The Capacity Builders are managed by regional school improvement coordinators at Boise State University, Idaho State University, and University of Idaho.

**Improving Leadership Effectiveness**

The statewide System of Support includes several activities to increase the effectiveness of school leadership. The following activities draw on the strengths and assets of Idaho's educators while providing focused support to leaders of schools identified for comprehensive or targeted support and improvement.

*Idaho Principals' Network (IPN):* The IPN brings school principals together in a

professional learning community that is singularly focused on improving outcomes for all students by improving the quality of instruction in all schools. Through the IPN, principals participate in a balance of content, professional conversation, and collegial instructional rounds related directly to instructional leadership, managing change, and improving the overall effectiveness of the instructional core. For schools identified for comprehensive support and improvement, the IPN is recommended and provides coaching and support unique to the leadership needs of each principal. Data collected in July 2017 indicated that IPN participants overwhelmingly indicated satisfaction with the program. Over 95% of participants would either recommend or strongly recommend the program and indicated that the workshops are useful and directly impact their work.

*Idaho Superintendents' Network (ISN):* The ISN was developed by ISDE in partnership with Boise State University's Center for School Improvement and Policy Studies. The purpose of this project is to support the work of superintendents in improving outcomes for all students. The network is comprised of committed superintendents who work together to develop a cohesive and dedicated leadership community focused on teaching and learning. The ISN is a key resource for superintendents in LEAs with schools that are in comprehensive and targeted designation in order to support and build their capacity in specific aspects of leadership. The ISN is recommended for district superintendents with one or more schools identified for comprehensive support and improvement.

*The Idaho Principal Mentoring Project (IPMP):* The IPMP is designed for early career principals in Idaho. This project is voluntary and will provide principals in their first or second year multiple levels of support. The program hires highly distinguished principals and/or superintendents trained by the state to mentor school leaders. Principal mentors are assigned to principal mentees based on need and experience. Mentors coach leaders through the tasks of improvement with regular high-performance phone calls. Principal mentors are provided with a toolkit of mentoring resources and work with mentees to create a customized mentoring plan that focuses on developing the skills and dispositions in four critical areas of school level leadership: interpersonal and facilitation skills, teacher observation and feedback, effective school-level practices and classroom-level practices, and using data to improve instruction. Data collected in July 2017 showed that 100% of IPMP participants indicated satisfaction with the program and that it directly impacts their work.

*Idaho Career & Technical Education (CTE) Leadership Institute:* Leadership Institute was developed to foster professional development and provide leadership training and opportunities for Idaho professionals in career and technical education. The goal is to train individuals to become local, district, or state-level administrators of career and technical programs. CTE programs in Idaho exist at the middle, secondary, and postsecondary levels, and workforce training exists in noncredit settings such as community colleges and correctional facilities. Each year applicants for Leadership Institute are nominated by a peer, supervisor, or other CTE administrator who recognize the leadership potential of the nominee. New selected members are placed into a cohort to join other cohorts in a rolling 27-month

professional development journey that includes training on state and national policy, CTE funding and governance, administration of CTE programs and schools, introduction to national CTE professional associations and advocacy, and personal leadership discovery and growth. Professional staff at ICTE lead the cohorts and act as mentors for the Leadership Institute participants throughout their time in the cohort and beyond.

#### **Aligning Curriculum and Improving Instruction**

*Professional development and technical assistance from state content*

*specialists:* Idaho has a network of local teacher leaders and content specialists who provide high-quality professional development across the state. The Idaho Regional Mathematics Centers are housed within the colleges of education at each of Idaho's four-year institutions of higher education: Boise State University, Lewis Clark State College, Idaho State University and University of Idaho. The staff of each Regional Mathematics Center provides both regional, district and school-specific support in mathematics education. Each center has developed and utilizes a systematic method to gauge regional, district or school needs and readiness in order to provide equal opportunity to services. To ensure a lasting change in Idaho educators' instructional practice, center programs are of sufficient quality, duration and frequency.

The Idaho Content Literacy Coaches are a group of more than 600 teacher leaders who provide professional development on the Idaho Content Standards, along with lessons, units, and assessments aligned to the Idaho Content Standards. For schools identified as in need of comprehensive or targeted support and improvement, regional mathematics and literacy specialists provide job-embedded coaching.

For schools that are implementing mastery education, expertise from the Idaho Mastery Education Network will be a critical resource for implementing this important but challenging shift in how students learn and are assessed. In addition, mastery education may be used as a strategy for school improvement in schools that are not yet implementing mastery education.

*Educator effectiveness coordinator:* Educator effectiveness is a program that provides LEAs with standards, tools, resources, and support to increase teacher and principal effectiveness and consequently increase student achievement. ISDE's and OSBE's educator effectiveness coordinators integrate educator effectiveness policies and resources within Idaho's statewide system of support. Schools identified for comprehensive or targeted support and improvement may utilize the educator effectiveness program for the following: integrating observation and evaluation into continuous school and LEA improvement; technical assistance and professional development on effective instructional strategies and interventions; and creating school and LEA improvement plans that integrate educator observation and evaluation practices with resources, strategies, assessments, and evaluation procedures that will adequately address the needs of all learners.

#### **Supporting English Learner Students**

Schools identified for comprehensive or targeted support and improvement may serve disproportionately high percentages of EL students compared with other

schools in the state. ISDE is part of the WIDA Consortium and provides the following supports:

*Technical assistance with EL program design and implementation:* The Idaho English Learner Program assists school districts with federal and state requirements of ELs. Program staff works with LEAs to create, implement, and maintain language development programs that provide equitable learning opportunities for ELs. The Idaho EL and Title III Program also provides support for all Idaho educators of EL students through professional learning opportunities that are intentionally designed based on evidence about student and teacher needs.

*Training on WIDA standards and technical assistance on aligning WIDA standards with RTI practices:* The Idaho State EL and Title III Program partners with the WIDA consortium to provide training and technical assistance in implementing the WIDA standards and assessments for English language development and in using data to design and manage instruction and support for EL students.

#### **Extended Learning Time**

Adjusting the frequency and intensity of interventions can be facilitated by the provision of extended learning time for students and educators. The state encourages LEAs to review school schedules for efficient use of available time and to ensure that available time is effectively used for instruction and academic intervention. LEAs are encouraged to determine how—within existing frameworks and resources—schools can provide interventions and supports beyond scheduled instructional time and how they might use school improvement funds to extend learning time beyond the school day. In particular, schools may leverage school or public libraries in order for students to access additional education resources outside of regular class time during the regular school day.

Additionally, LEAs are encouraged to evaluate and determine how extended professional learning time can be made available for educators within schools identified for comprehensive improvement.

#### **Family and Community Engagement**

ISDE provides resources to support LEAs and schools in taking an evidence-based approach to involving families and the community in improving student outcomes.

*Family and community engagement coordinator:* ISDE has built a system to engage parents within the improvement process. The family and community engagement coordinator identifies, plans, and implements methods that would support LEA leaders and their schools in engaging families and the community at large in the discussion of continuous school improvement.

*Family engagement tool:* Idaho has collaborated with the Academic Development Institute, the parent organization for the Center on Innovation and Improvement, to provide the Family Engagement Tool (FET) as a resource to all Idaho schools. The FET guides school leaders through an assessment of indicators related to family engagement policies and practices. The resulting outcome is a set of recommendations that can be embedded in the school's improvement plan. As described on the FET website ([www.families-schools.org/FETindex.htm](http://www.families-schools.org/FETindex.htm)), the tool provides: a structured process for school teams working to strengthen family

engagement through the school improvement plan; rubrics for improving LEA and school family engagement policies, the home-school compact, and other policies connected to family engagement; documentation of the school's work for the LEA and state; and a reservoir of family engagement resource for use by the school.

*Career & Technical Student Organizations (CTSOs):* CTSOs are an integral, co-curricular part of all CTE programs. They provide opportunities for students to learn and practice leadership skills in the classroom, the school, the community, and within their organization. CTSO members perform community service projects. They may also engage with business and industry community leaders during board meetings, fundraising, and CTSO conferences where the community leaders attend to act as judges for competitive events. CTOS are, in effect, the part of CTE programs that is visible to the community.

*Technical Advisory Committees (TACs):* TACs support CTE programs by providing input on curriculum and projects, collaborating on and/or securing equipment and other program needs, and supporting the educators and schools where CTE programs are housed, as practical and appropriate. TAC members become involved not only for CTE programs but also the school and the community to advocate for program improvement and student success.

**Fiscal Management**

Idaho's Public School Finance Department provides technical support to LEAs. Finance department staff also prepares reports about revenues, expenditures, budgets, attendance and enrollment, staffing, and school property taxes with information provided by LEAs. For LEAs seeking support on fiscal management and budgetary issues, the State Assistance Team will help coordinate support from the finance department.

ICTE provides technical assistance and oversight to administrators, managers, and teachers regarding the funding distributed through its office. This funding includes, but is not limited to, CTE added-cost funds, career technical school funds, and Idaho Quality Program Standards (IQPS) grants for secondary programs, postsecondary program funding, and Perkins funding for middle, secondary, and postsecondary programs.

- f. **Additional Optional Action.** If applicable, describe the action the State will take to initiate additional improvement in any LEA with a significant number or percentage of schools that are consistently identified by the State for comprehensive support and improvement and are not meeting exit criteria established by the State or in any LEA with a significant number or percentage of schools implementing targeted support and improvement plans.

Not applicable.



5. **Disproportionate Rates of Access to Educators** (*ESEA section 1111(g)(1)(B)*): Describe how low-income and minority children enrolled in schools assisted under Title I, Part A are not served at disproportionate rates by ineffective, out-of-field, or inexperienced teachers, and the measures the SEA agency will use to evaluate and publicly report the progress of the State educational agency with respect to such description.<sup>5</sup>

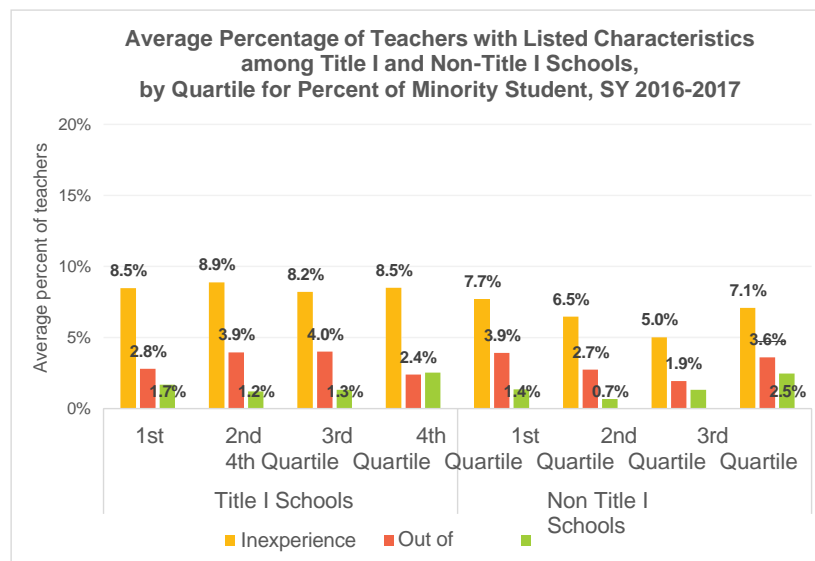
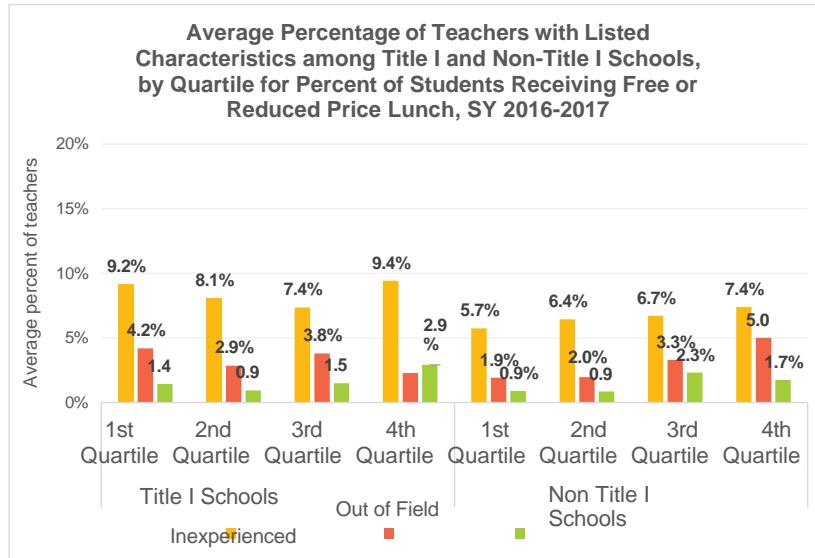
ISDE created a cross-agency workgroup in 2015 to measure the equitable distribution of educators across the state. ISDE works to analyze educator experience, credentials, and need. The data analysis does not point to disparities in terms of the distribution of personnel who are working with low-income or minority students. The data analysis did identify a shortage of personnel and a higher than desired amount of inexperienced teachers across all areas. The findings became part of Idaho's Equity Plan submitted to the

U.S. Department of Education on June 1, 2015, and sparked a statewide effort to study recruitment and retention. *ISDE continues to monitor and support LEAs as they continue to deal with the challenge of recruiting and retaining teachers. This workgroup continues to meet monthly to address various needs around teacher workforce strategies to recruit, retain, and equitably distribute teachers.*

As illustrated in the approved Equity Plan, Idaho has found that there is little to no correlation between student group and educator quality in the state. *Instead*, Idaho is continuing *working* to address a general challenge with teacher recruitment and retention statewide, especially in Idaho's rural and remote school districts. Recruitment and retention of effective educators is a cornerstone focus in both school improvement (using state funds, supplemented by Title I-A school improvement funds) and Effective Educators (Title II-A state activities and set-aside funds). The goal is to support educators at every level of the system.

In addition, the State Board of Education convened an educator pipeline workgroup in 2016, which is working to release recommendations for addressing Idaho's teacher recruitment and retention challenge this year (2017). This workgroup has representation from diverse stakeholder groups, including ISDE, teachers, school administrators, school board members, parents, and the business community. In 2017, the ISDE ran the data for inexperienced, out-of-field, and unqualified teachers in relation to minority and low-income students in Title I-A and non-Title I-A schools to determine to what extent, if any, there may be gaps. The results of this data for the 2016- 2017 school year are included below. While this updated data shows some disparity in the distribution of teachers, the gaps are small and will be monitored annually.

<sup>5</sup> Consistent with ESEA section 1111(g)(1)(B), this description should not be construed as requiring a State to develop or implement a teacher, principal or other school leader evaluation system.



For the purpose of regularly analyzing the rates at which low-income and minority students are taught by ineffective, out-of-field, and/or inexperienced teachers, the following definitions are used:

- Ineffective teacher:
  - Majority (50% +1 student) of his/her students have NOT met their measurable student achievement targets (pursuant to 33-1001, Idaho Code), or
  - Has a summative evaluation rating of unsatisfactory.
- Out-of-field teacher: not appropriately certificated or endorsed for the area in which he/she is teaching
- Inexperienced teacher: in his/her first year of practice
- Low-income student: from economically disadvantaged families
- Minority student: identified as a member of a minority race or ethnicity

Note that Idaho's ineffective teacher definition is in alignment with the requirements in the state's salary apportionment law (Career Ladder) found in 33-1001, Idaho Code, for educators to advance on the compensation table. The ineffective teacher definition went into effect July 1, 2017 ~~so this data will not be officially in place until after the 2017-2018 school year.~~

Beginning with the 2017-2018 school year, ISDE will annually run data to analyze these rates and to assess whether or not low income and minority students are taught at a higher rate by teachers deemed to be ineffective, out-of-field, or inexperienced. If gaps arise or are identified, the ISDE will provide specific support and assistance to the building, LEA, and/or region where the disparity exists. Each LEA will identify and address any disparities that result in low-income students and minority students being taught at higher rates than other students by ineffective, out-of-field, or inexperienced teachers. Progress will be evaluated annually, as described in Idaho's Educator Equity Plan.

Progress on rates at which low-income and minority students in schools assisted under Title I, Part A are taught by ineffective, out-of-field, and/or inexperienced teachers will be publicly reported when published annually on the ISDE [State](#) Report Card.

6. **School Conditions** (*ESEA section 1111(g)(1)(C)*): Describe how the SEA will support LEAs receiving assistance under Title I, Part A to improve school conditions for student learning, including through reducing: (i) incidences of bullying and harassment; (ii) the overuse of discipline practices that remove students from the classroom; and (iii) the use of aversive behavioral interventions that compromise student health and safety.

Existing state supports will be leveraged to increase the impact of Title IV-A funds. After multiple years of stakeholder organizing and working with the Idaho Legislature, a law was passed during the 2015 session that increased the requirements of LEAs to address bullying and harassment including: ongoing professional development for all staff at the school building level, the expectation that all staff intervene when bullying/harassment occurs, the implementation of a graduated series of consequence for policy violators, and annual reporting of bullying incidents to ISDE.

The Idaho Legislature has also appropriated \$4 million ongoing in formula funds to establish safe and drug free schools. These funds can be leveraged to establish optimal conditions for learning, improve school climate, implement special programs, and

explore alternatives to suspension and expulsion. To maximize these resources and assist LEAs in implementing best practices, ISDE hosts an annual *Idaho Prevention and Support Conference*. The conference provides professional development that focuses on innovation, best practices, collective problem-solving, and motivation techniques to effectively support historically underserved and at-risk students. Approximately 700 school counselors, teachers, administrators (including charter and alternative), school resource officers, juvenile probation officers, judiciary representatives, school psychologists, and other stakeholders attend every year. Recent conference themes include addressing bullying/harassment and Adverse Childhood Experiences (ACEs). ISDE has focused heavily on ACEs as this research makes a strong case for trauma-informed disciplinary policy and practice.

Additionally, ISDE was awarded a Garrett Lee Smith State/Tribal Youth Suicide Prevention and Early Intervention Grant from the Substance Abuse and Mental Health Services Administration from 2014 through 2016, and again in 2020 through 2025. As part of both grant awards, ISDE Idaho Youth Suicide Prevention Program (IYSP) assisted LEAs with implementation of Sources of Strength (an upstream, evidence-based youth suicide prevention program) in select schools. This program has demonstrated efficacy not only in preventing suicide but also a wide range of risk behaviors, including bullying and school climate by focusing on developing internal strengths (protective factors) such as resilience, hope, and connectedness.

In addition, IYSP provides free, statewide suicide prevention gatekeeper training to adults that teaches them how to understand risk factors, recognize warning signs, ask whether a student is thinking about suicide, and how to safely connect that student to help and support. As part of this training, IYSP provides information about the importance of Trusted Adults, which is also a known protective factor against both suicide and bullying.

ISDE received a separate Substance Abuse and Mental Health Services Administration Project AWARE (Advancing Wellness and Resiliency in Education) five-year grant from 2020 through 2025. This grant allows the Idaho AWARE Project to increase awareness of mental health issues among school-aged youth, provide training for school personnel and other adults who interact with school-aged youth to detect and respond to mental health issues, and connect school-aged youth and their families, who may have behavioral health issues, to needed services. Three participating LEAs use Positive Behavior Interventions and Supports (PBIS) to implement a wide array of evidence-based programs that in part, reduce the overuse of discipline practices that remove students from the classroom and the use of aversive behavioral interventions that compromise student health and safety.

These supports will be used to increase the impact of Title IV-A funds appropriated for LEA and ISDE efforts to address bullying and harassment, the overuse of discipline practices that remove students from the classroom; and the use of aversive behavioral interventions that compromise student health and safety. The strategies in Table 11 below already have a presence and existing supports in Idaho, and ISDE will encourage

LEAs to use Title IV-A funds for these purposes if local data merits the need.

**Table 11: Strategies for addressing behavior, discipline, and bullying/harassment**

Strategy	Timeline	Funding sources
Idaho Prevention and Support Conference	Spring annually	Title IV-A
Support LEAs with existing initiatives: <ul style="list-style-type: none"> <li>• Positive Behavior Interventions and Supports (school-wide, systemic approach to improved culture and supports based on data)</li> <li>• Restorative justice practices</li> <li>• Mentoring programs such as Big Brothers, Big Sisters</li> <li>• Alternatives to suspension/expulsion (special programs)</li> <li>• Sources of Strength (primary and secondary level)</li> <li>• Suicide Prevention Gatekeeper Training</li> <li>• Youth Mental Health First Aid</li> <li>• Mental Health assessment and referral</li> <li>• Crisis response/de-escalation training for school staff</li> <li>• School nurse position with student health room</li> <li>• Wellness programs (Coordinated School Health)</li> <li>• Multi-Tiered Systems of Support</li> <li>• Development of risk assessment protocols and policies</li> <li>• Parenting programs such as Nurturing Parenting</li> <li>• Child sexual abuse prevention initiatives such as Stewards of Children</li> </ul>	Ongoing	Title IV-A

The ISDE will also access—and encourage LEAs to access—the expertise of the regional Equity Assistance Center funded by the U.S. Department of Education to promote greater understanding of equity and to ensure equal access to educational opportunities for all students, regardless of race, ethnicity, gender, or national origin.

7. **School Transitions** (*ESEA section 1111(g)(1)(D)*): Describe how the State will support LEAs receiving assistance under Title I, Part A in meeting the needs of students at all levels of schooling (particularly students in the middle grades and high school), including how the State will work with such LEAs to provide effective transitions of students to middle grades and high school to decrease the risk of students dropping out.

The ISDE was deliberate in including a wide range of stakeholders in informing this Consolidated State Plan, in particular, the Title IV part A section includes feedback from representatives focused on suicide prevention, foster youth, homeless youth, families living in poverty,, children of military families, rights of disabled students, Native American advocacy, neglected youth, migratory families and English learners.

**Increasing Opportunities and Outcomes for College and Career:** Idaho has a single State Board of Education (SBOE) that oversees its entire P–20 education system. This structure promotes consistency and allows for strategic planning across the entire P–20 education continuum, from kindergarten through college or career attainment. The SBOE sets benchmarks for the percentage of Idaho students graduating from high school, attending postsecondary institutions, and completing college and/or being ready to assume careers. Examples of the implementation of these goals include the support for advanced opportunities (with specific goals for the percentages of students completing advanced opportunities), Next Steps Idaho, which provides web-based guidance through the admissions process and funding streams, as well as efforts at the high school level, such as Idaho College Application Week.

Idaho SBOE policies are established to create a seamless transition from middle school to career. Enacted in 2023, each Idaho public middle school student will receive instruction in career exploration. Funds have been made available to every 7-12 grade student to be utilize toward career advancement. The Idaho SBOE has assisted in the alignment of high school graduation requirements to college admission requirements, created an aligned framework (called the GEM framework) for easy transfer of college credits taken in high school, along with alignment of degree programs and transparency through [coursetransfer.idaho.gov](https://coursetransfer.idaho.gov). The Idaho Workforce Development Council has assisted with the creation and alignment of numerous registered apprenticeships, availability of career pathways and licensures and the support of funding to post-high school goals through the Idaho Launch program. Additionally, the SBOE adopted a statewide definition of college and career readiness, which was operationalized with college and career readiness standards for high school students that are now in place. All of which would not be possible without the collaboration and continued professional development of staff with a coordinated and on-going effort of providing webinars, conferences and in-person visits.

**Transition to School:** Idaho does not currently offer state-sponsored prekindergarten, although some LEAs use their Title I and local funds to support this effort. Transitions from prekindergarten to kindergarten are clearly articulated in the State Special Education Manual for students with disabilities. This guidance also addresses student progress through the grade continuum.

Idaho assesses all K–3 students on foundational literacy skills at least twice per year. Any student who is identified as “at risk” must receive a minimum of 30 hours (if slightly below grade level) or 60 hours (if below grade level) of additional intervention. The intervention must meet the evidence-based standard, and LEAs must write plans and identify progress annually to the state. During the 2016 session of the Idaho Legislature, funding for the intervention was increased from approximately \$2 million to \$9.3 million. During the 2017 legislative session, funding was increased again to \$11.4 million.

**Middle Level:** Idaho recognizes that decisions about college and career are often made prior to high school. To this end, the Middle-Level Credit System was instituted in May 2007 with the purpose of improving rigor, relevance, and relationships in the middle

grades; identifying pockets of success throughout Idaho to develop best practices for all middle schools; and ensuring every Idaho student is prepared to be successful in high school and beyond. The Middle-Level Credit System focuses on five key areas: student accountability, middle-level curriculum, academic intervention, leadership among staff at the middle level, and student transitions between the middle and high school grades. This system provides the flexibility for LEAs to meet the unique needs of their students while maintaining quality.

By 8<sup>th</sup> grade, students are required to complete a career pathway plan and receive instruction in career exploration by teachers, who have received professional development in career exploration. The state has developed a career information system for middle school and high school students that enables a student to learn about the skills and dispositions required in a wide range of jobs and professional fields.

**High School:** ISDE supervises K–12 education and has identified priorities that are aligned with the vision of the SBOE. The first goal of ISDE’s plan is ensure that all Idaho students persevere in life and are ready for college and careers. Every high school student is required to take a set of required courses, and every junior has the opportunity to take a nationally recognized college admission assessment, currently the Scholastic Aptitude Test, which is paid for by the state.

overload courses. Each student is eligible for \$4,125.00 to use beginning in 7<sup>th</sup> grade. Idaho’s dual credit participation has increased dramatically in recent years, with more students entering a two- or four-year university with transferable credits toward major or general education requirements. Over 55% of juniors and seniors utilize Advanced Opportunities, with nearly 5,500 career technical education (CTE) licensures/exams and over 259,000 college credits (both CTE and Academic) paid for by the State of Idaho in 2023.

**Career Technical School (CTS):** Idaho has highly invested in career technical education (CTE). In the 2023-24 school year, Idaho created a Career Ready Student program that has provided \$45 million for career technical facilities improvements in public schools, in addition to funding provided by Idaho’s Division of Career Technical Education (ICTE) and school discretionary funds. Idaho provides flexibility in local education agency design and creation and thus has schools designed to provide high-end, state-of-the-art technical programs, meet high school graduation requirements, and provide field experience and opportunities for students across many traditional public schools. Career Technical Schools provide postsecondary alignment for all of their programs, giving students the opportunity to earn technical competency credits (credits granted upon matriculation to a post-secondary institution), be acknowledged with a Workforce Readiness Diploma and recognized credentials through Idaho’s Skill Stack badging system.

**Alternative Schools:** Idaho’s alternative schools help students find success through a personalized approach. The supports and flexibility provided to alternative schools emphasize the specific needs of at-risk students. The alternative schools work with students in grades 6-12 transitioning from elementary to middle/junior high and

middle/junior high to high school to help them be successful at the next level.

Students enrolled in alternative schools in Idaho receive additional support not always found in traditional secondary schools. This may include assigning fewer classes per day and tailoring instruction to students' individual needs. Students are provided the opportunity to attend summer school to make up credits or to get a head start on the coming school year. In addition to the academic requirements, alternative schools are required to provide services based on student needs, including daycare centers for students who are parents and direct social services such as social workers and specialized counselors and psychologists.

ISDE provides specific support for alternative schools, in addition to traditional secondary schools. In order to provide specialized instruction and additional supports, alternative schools are provided more funding per student than a traditional secondary school. Alternative schools are also reimbursed for the cost of providing summer school. Alternative schools are invited to participate in the Idaho Prevention and Support Conference and are encouraged to participate in a strand of workshops specifically focused on alternative school best practices and needs. They have also been specifically targeted to participate in programs that provide innovative instructional practices, such as the Idaho Mastery Education Network.

**English Learners:** ISDE supports the efforts of LEAs to help English learner students (ELs) gain English proficiency while simultaneously meeting challenging state academic content and student academic achievement standards. The Idaho English Learner Program assists LEAs with federal and state requirements related to ELs. The program helps LEAs create, implement, and maintain language development programs that provide equal learning opportunities for ELs. The goal is to develop curricula and teaching strategies that embrace each learner's unique identity to help break down barriers that prevent ELs from succeeding in school.

The Idaho State EL and Title III Program provides support for all Idaho educators of ELs through professional learning opportunities that are intentionally designed based on the timely needs of EL educators. We recognize that as the number of ELs grows, all educators must be mutually responsible for the language development and academic success of ELs and, therefore, all teachers are language teachers. Partnerships with Idaho's institutes of higher education are essential for incorporating components of EL education into preservice teacher education in an effort to prepare teachers with appropriate instructional strategies for the ELs in their classrooms.

**Students with Disabilities:** The ISDE Special Education Department works collaboratively with LEAs, agencies, and parents to ensure students with disabilities receive quality, meaningful, and needed services. The department has program coordinators for dispute resolution, funding, program monitoring, results-driven accountability, special populations, secondary transition, and data management. The department also works collaboratively with the Special Education Support and Technical Assistance (SESTA) project through Boise State University. SESTA provides statewide professional development, training, and support to LEA leaders, teachers, and paraprofessionals who support students with disabilities.



**Student College and Career Supports:**

The state recognizes the need for additional supports in aligning preschool to career as well as providing equitable opportunities for students who may be disadvantaged by their location. As such Idaho maintains a comprehensive statewide college and career exploration tool, teacher education resource and communication platform called Next Steps Idaho. In addition, Idaho schools are supported with content and course instruction through Idaho's Digital Learning Academy.

The State Board of Education has set a goal that 60% of Idahoans ages 25-34 will have some sort postsecondary degree or certificate. While there is much work to be done to meet or exceed this goal, the state is committed to providing high quality educational opportunities and outcomes for all Idahoans.

**B. Title I, Part C: Education of Migratory Children**

1. **Supporting Needs of Migratory Children (ESEA section 1304(b)(1)):** Describe how, in planning, implementing, and evaluating programs and projects assisted under Title I, Part C, the State and its local operating agencies will ensure that the unique educational needs of migratory children, including preschool migratory children and migratory children who have dropped out of school, are identified and addressed through:

**Planning**

*State Comprehensive Needs Assessment Process:* As part of the continuous improvement cycle, Idaho completed a new Comprehensive Needs Assessment (CNA) spring 2016, based on the Office of Migrant Education Comprehensive Needs Assessment Toolkit. This process included stakeholders, appropriate ISDE and LEA staff, and parents. Results of the needs assessment surveys for staff, parents, and secondary students provided a snapshot of perceived needs from the stakeholders most directly involved in the education of migrant children and from the children themselves. Intensive analysis of student performance data also informed the process. Finally, Parent Advisory Council (PAC) feedback throughout the process provided ongoing parent insight into student and family needs, especially those of preschool students and out-of-school youth. The CNA is the foundation of the Service Delivery Plan (SDP) and its measurable program outcomes and objectives. Idaho will complete this process every three years starting in 2016 or more often if there is a dramatic shift in migratory populations.

*LEA Comprehensive Needs Assessment Process and Toolkit:* ISDE provides tools to the LEAs for performing local needs assessments. The Idaho needs assessment surveys, suggestions for conducting a local CNA, and strategies for collecting and reporting needs data are found in the Idaho LEA Migrant Education Program (MEP) Comprehensive Needs Assessment Toolkit. The toolkit can be found on the Migrant webpage under Resource File in Migrant Services <https://sde.idaho.gov/federal-programs/migrant/index.html>. LEAs are provided with technical assistance in performing the CNA process and are monitored to ensure that local needs assessments are taking place.

*State Service Delivery Plan:* Idaho completed a new Service Delivery Plan (SDP) in the spring of 2017 based on concerns raised in the Comprehensive Needs Assessment that included migrant stakeholders. All migrant funded LEAs have received new Measurable Program Objectives (MPOs) and have provided assurances to the Idaho MEP through the consolidated grant application process that they will work to implement the strategies and evaluate the results as measured by the MPOs. Data is collected at the end of the performance period from every project LEA, showing their self-evaluation of their progress at meeting the MPOs. The Idaho MEP will aggregate this data to evaluate the progress of the Idaho MEP at serving the unique needs of migrant students. Every three years, Idaho will update the Service Delivery Plan in the year following the Comprehensive Needs Assessment.

**Implementation**

The State Department of Education implements the Service Delivery Plan through the Consolidated Federal and State Grant Application completed by LEAs each year, which includes the MPOs from the

state Service Delivery Plan. In Idaho, one-third of LEAs have small migrant programs and receive minimal funding, therefore MPOs that are more appropriate to larger programs are optional for smaller programs. LEAs select which of the optional MPOs they will implement for the coming year. Required MPOs are pre-selected for all LEAs. LEAs then briefly describe their plan for implementing each MPO selected in the grant application.

**Evaluation**

Idaho has a Migrant Student Information System (MSIS), created by in-house developers. In this system, each LEA reports whether or not it has achieved the selected MPO from the submitted consolidated plan. They also report supporting information for each MPO. LEAs are required to submit this information in the fall so services delivered in the summer may be included. ISDE uses this data to evaluate the overall program success at meeting MPOs and for analyzing the Service Delivery Plan and data collection methods for needed revisions.

In addition, Idaho has a six-year cycle of monitoring that includes a site visit, interviews with parents, secondary students, teachers, the family liaison, administrators, the local migrant director, other migrant staff, and business manager. Monitoring occurs as a consolidated process with all federal programs represented. The Migrant Program also conducts informal monitoring of migrant summer school programs through site visits.

- i. The full range of services that are available for migratory children from appropriate local, State, and Federal educational programs;

It is critical that migratory students in Idaho have equal access to all appropriate local State, and Federal programs in addition to supplemental MEP services designed to meet the Measurable Program Outcomes (MPOs) identified in the Service Delivery Plan (SDP).

In order to ensure that this takes place, the Idaho MEP has a two-pronged approach. First, ISDE MEP staff has provided, and continues to provide, intensive training and technical assistance to LEAs to ensure that they do not use migrant funds to provide services to migratory students that they would normally be eligible to receive, regardless of migrant status (supplanting). By ensuring that LEAs understand that migrant funds must be used after other programs provide services, we ensure that migratory students receive every service that they are entitled to under other programs, in addition to migrant services. Second, collaboration by migrant and other program staff at both a state and local level is a clear expectation shared with local migrant directors in training and is part of the ISDE monitoring process. State monitoring includes an indicator that requires proof that LEA migrant staff collaborate with other local, State and Federal educational programs, including Title I-A, III-A, McKinney-Vento and others. Indeed, many Idaho LEA migrant programs are small enough that the family liaison is the only migrant staff person. He or she often provides services through advocacy (support services) both within the school and in the community, ensuring that the children receive the services they need from school, health and other social services in the community (referred services). This collaboration ensures that migratory students' needs are addressed in schools by multiple programs.

**Preschool Children**

Services provided to preschool-aged students are included in two MPOs in the category of School Readiness. Since Idaho does not have state-funded preschool, LEAs generally do not serve these students through local, State and other Federal

programs. In Idaho, Migrant funds may be used to pay fees for migratory students to attend developmental preschool programs as peer models, who would not otherwise be able to attend. Some LEAs with larger migrant populations provide preschool as a site-based migrant preschool. Other LEAs offer programs including home visits with materials and training provided to parents. Many LEAs offer preschool services through summer programming.

**Out of School Youth (OSY)**

Idaho uses materials developed by the Office of Migrant Education’s Consortium Incentive Grant (CIG) “Solutions for Out of School Youth” (SOSY), including the OSY Profile adapted for Idaho. LEAs fill out this profile gathering data on the needs of the out of school youth and dropouts and provide referrals to other agencies, such as the High School Equivalency Program (HEP), agencies that can provide training opportunities, and social and health services to these youth. These profiles are submitted to the ISDE. In addition, the state provides MP3 players with intensive English curriculum for LEAs to use with out of school youth and dropouts who need help with learning English.

**Drop-outs**

Services provided to secondary migratory students are focused on keeping students in school until they graduate. Our approach is to provide services and activities to keep students on track for graduation. For all migratory secondary students, including those who are at-risk for dropping out, we implement the services and activities mentioned above for out of school youth. In addition, many Migrant-funded districts employ Migrant graduation specialists to prevent students from dropping out of school. They also connect students with local and state funded credit accrual and credit recovery opportunities. If a Migrant funded district does not have a migrant graduation specialist, the Migrant Family Liaison either provides the service or coordinates with the districts’ counseling staff to ensure migrant students receive the necessary supports for academic success. The Migrant Family Liaison ensures parents are kept informed of their child’s progress. Lastly, Idaho’s State MEP hosts a Migrant Student Leadership Institute for migratory high school students every Summer. Migratory students who are considered at-risk of dropping out are encouraged to apply for the Institute. The Institute is housed at an Idaho university, in collaboration with the local College Assistance Migrant Program (CAMP). The institute focuses on college, career, and leadership skills.

If our efforts to keep students in school are unsuccessful, district migrant personnel attempt to contact the student to identify reasons for dropping out. Each situation is unique, thus assistance and support will vary with each student. At times, migrant staff are able to help students re-enroll in school. Other times, staff are able to help students by referring them to High School Equivalency (HEP) programs or other local GED programs, referrals to vocational training, and other health and social services if applicable.

- ii. Joint planning among local, State, and Federal educational programs serving migratory children, including language instruction educational programs under

Title III, Part A;

The SEA collaborates across all Federal Program. The Idaho Migrant Education Program (MEP) has an Advisory Committee of Practitioners with rotating members of State and LEA federal programs staff, family liaisons, K-12 teachers, migrant preschool teachers, parents, and representatives from other agencies who work with migrant families, including the High School Equivalency program (HEP), College Assistance Migrant Program (CAMP) and Migrant Seasonal Head Start (MSHS). Other possible members include representatives from the Idaho Commission on Hispanic Affairs, Institutes of Higher Education, and the State Board of Education. This collaborative group will address concerns and provide advice to continue program development.

LEAs are trained to coordinate Title I-C with Title III in parent outreach, parent advisory councils (PACs), and afterschool programming. For example, LEAs are trained to include migrant program staff in planning and implementing of non-migrant programs to ensure that migrant students are a priority and that those programs meet migrant students' needs. Since many migrant families also use a language other than English in the home and have children who are designated as English learners, these families provide planning, implementing and evaluative feedback to LEAs for both programs.

- iii. The integration of services available under Title I, Part C with services provided by those other programs; and

After identifying the needs of migratory students, migrant staff also assess the availability of non-migrant programming to meet those needs and use migrant funds to provide supplemental programs that meet unmet needs. For example, Idaho does not provide state-funded preschool, so migrant LEAs have implemented a variety of preschool programs, including summer programs, to meet the school readiness needs of our migratory children. In cases where other programs offer services, the migrant programs in LEAs support migrant families by enhancing home school communication and by advocating for migrant students and families to participate in all other programs.

Collaboration between MEP staff, Federal Programs staff, Special Education staff, and general education teachers in LEAs is a program monitoring indicator for the Migrant Program.

- iv. Measurable program objectives and outcomes.

This section outlines how Idaho's Measurable Program Outcomes (MPOs) will produce statewide results through specific educational or educationally-related services. The MPOs will allow the Migrant Education Program (MEP) to determine whether, and to what degree, the program has met the unique educational needs of migratory children and youth as identified through the Comprehensive Needs Assessment (CNA). It should be noted that some MPOs are required of all project LEAs, while others are optional. This determination is made by the ISDE staff in order to accommodate funded LEAs that serve very few students by providing non-

instructional support and referred services. Complete and updated MPOs and strategies can be found on the Idaho MEP website at <https://sde.idaho.gov/federal-programs/migrant/index.html>.

**School Readiness for Children Ages 3-5**

**MPOs for school readiness support strategies for training parents in supporting their children’s pre-literacy and pre-numeracy skills and for providing direct preschool services through regular and summer programs for preschool children.**

Measurable Program Outcomes (MPOs)	Key Strategies	LEA Options
1.1) By the end of program year 2017-2018, 80% of migrant parents attending parent involvement activities will report on a pre/post survey that they have an increased ability to support school readiness activities in the home.	1.1) Provide migrant parents with ideas, activities, and materials for use at home with their children to promote first language development and school readiness through site-based or home-based family literacy opportunities (e.g., language acquisition, packets with school supplies, books, and activities).	Required
1.2) By the end of program year 2017-2018, 90% of students attending at least 40 hours of migrant preschool will show a gain on a pre/post-test of school readiness skills.	1.2) Provide migrant funded site-based preschool services to migrant children ages 3- 5 (e.g., during the regular school day, as an evening program, or as part of a summer school program).	Optional
1.3) By the end of program year 2017-2018, 30% of all identified migrant-eligible preschool-aged children will be served.	1.3) Participate in the activities of the Preschool Initiative Consortium Incentive Grants (CIG) and share materials, strategies, and resources with migrant families.	Optional

**English Language Arts/Mathematics**

**MPOs for English Language Arts and Mathematics focus on training parents to support their children academically in the home, in providing direct instructional services during the regular school year, and in summer programs.**

**English Language Arts**

Measurable Program Outcomes (MPOs)	Key Strategies	LEA Options
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<p>2.1) By the end of program year 2017-2018, 80% of migrant K-2 students will receive resources to promote early literacy as measured by resource distribution logs.</p>	<p>2.1) Provide resources through migrant funds to promote early literacy (e.g., extended day kindergarten, backpacks and school supplies, family literacy nights and opportunities, individual libraries, migrant summer school expeditionary opportunities, tutoring, after school programs),.</p>	<p>Optional</p>
<p>2.2a) By the end of program year 2017-2018, 80% of migrant students who participate in an extended school service taught by qualified migrant staff will show gains of at least 20% or grade level proficiency on a pre/post assessment of grade-level ELA skills for students in grades 3-12.</p> <p>2.2b) By the end of program year 2017-2018, 80% of migrant students who participate in an extended school service taught by qualified migrant staff will earn at least one secondary English credit for students in grades 7-12.</p>	<p>2.2 Use qualified staff to provide supplemental ELA extended school services aligned with state standards and proficiencies (e.g., summer school for ELA, IDLA-advancement, Plato, dual enrollment, community colleges, academies offered by Institutes of Higher Education (IHEs), Portable Assisted Study Sequence (PASS), after school tutoring, home-based instruction).</p>	<p>Optional</p>
<p>2.3) By the end of program year 2017-2018, 80% of teachers participating in migrant-sponsored ELA professional development will report on a survey that they successfully applied the research-based instructional strategies on supplemental literacy instruction.</p>	<p>2.3) Provide opportunities for migrant staff to attend LEA, regional, state, and/or national level ELA professional development (e.g., migrant funds are used to send staff to PD events).</p>	<p>Optional</p>
<p>2.4) By the end of program year 2017-2018, 80% of migrant parents attending parent involvement activities (one-on-one or in groups) will report on a pre/post survey that the resources they received have increased their ability to provide ELA academic support at home.</p>	<p>2.4) Provide ongoing (year-round) access and training on specific resources (e.g., school supplies, educational materials, books and multicultural literature) needed by migrant parents and students.</p>	<p>Required</p>

**Mathematics**

Measurable Program Outcomes (MPOs)	Key Strategies	LEA Options
3.1) By the end of program year 2017-2018, 80% of migrant K-2 students will receive resources to promote early numeracy as measured by resource distribution logs.	3.1) Provide resources through migrant funds to promote early numeracy (e.g., extended day kindergarten, backpacks and school supplies, family math nights and opportunities, mathematics manipulatives, migrant summer school, expeditionary opportunities, tutoring, after school programs).	Optional
3.2a) By the end of program year 2017-2018, 80% of migrant students who participate in an extended school service taught by qualified migrant staff will show gains of at least 20% or grade level proficiency on a pre/post assessment of grade-level math skills for students in grades 3-12.	3.2) Use qualified staff to provide supplemental math extended school services aligned with state standards and proficiencies (e.g., summer school for math, IDLA-advancement, Plato, dual enrollment, community colleges, Idaho National Lab, math camps, academies offered by IHEs).	Optional
3.2a) By the end of program year 2017-2018, 80% of migrant students who participate in an extended school service taught by qualified migrant staff will earn at least one secondary math credit for students in grades 7-12.		Optional
3.3) By the end of program year 2017-2018, 80% of migrant staff participating in migrant-sponsored math professional development will report on a survey that they successfully applied the research-based instructional strategies during supplemental math instruction.	3.3) Provide opportunities for migrant staff to attend LEA, regional, state, or national level math professional development (e.g., migrant funds are used to send staff to PD events).	Optional



<p>3.4) By the end of program year 2017-2018, 80% of migrant parents attending parent involvement activities will report on a pre/post survey that they have an increased ability to support math education at home.</p>	<p>3.4.a) Identify organizations, experts, and resources to provide family math engagement opportunities and share information with parents (e.g., Parent Math Night, manipulatives, guest speakers, community and job outings focused on math in their world).</p> <p>3.4.b) Provide opportunities for migrant parents to attend local, regional, state, and national math family engagement events and activities.</p>	<p>Required</p>
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**High School Graduation and Services to Out of School Youth (OSY)**

The MPOs for High School Graduation and OSY focus on strategies for mentoring secondary students, tracking student progress towards graduation, improving parent-school communication, and other services to support college/career readiness.

Measurable Program Outcomes (MPOs)	Key Strategies	LEA Options
<p>4.1) By the end of 2019-2020 program year, the migrants' graduation rate will increase by 3%.</p>	<p>4.1a) Develop and implement a student monitoring system to follow migrant secondary students' progress toward grade promotion and graduation.</p> <p>4.1b) Implement an individual plan for any migrant secondary student, who is at-risk for dropping out as demonstrated by lost credits.</p> <p>4.1c) Provide a secondary migrant graduation specialist or other migrant staff to support migrant students towards grade promotion and graduation for 7<sup>th</sup> – 12<sup>th</sup> grades.</p>	<p>Optional</p>

<p>4.2) By the end of the program year 2017-2018, the percentage of secondary migrant students receiving an instructional and/or support service will increase by 20% (or 80% served overall if already serving most of their students).</p>	<p>4.2.a) Provide instructional services during the school day, before or after school, or during summer school for credit accrual for secondary migrant students (e.g., tutoring, study skills elective classes, PASS, credit recovery classes, internships).</p> <p>4.2.b) Provide support services (e.g., supplemental supplies and fees, advocacy etc.).</p>	<p>Required</p>
<p>4.3) By the end of program year 2017-2018, 80% of migrant students or parents participating, will report on a pre/post survey that the information gained was useful in promoting the goal of high school graduation and/or college and career readiness.</p>	<p>4.4) Provide parents and students with information and supportive events related to high school graduation and/or college and career readiness at a minimum of twice per year (e.g., Migrant Summer Leadership Institute, college visits, presentations at Parent Advisory Committee (PAC) meetings, College Assistance Migrant Program (CAMP) collaborations, leadership institutes, career fairs/speakers, Career Information System (CIS) software training).</p>	<p>Required</p>

<p>4.4) By the end of the program year 2019-2020, 90% of migrant dropouts who can be located will receive educational, support, or referral services.</p>	<p>4.4a) Make every effort to contact every student who has not enrolled in school as expected (e.g. multiple attempts using all available resources, such as school records, MSIX Missed Enrollment Report, MSIS Discrepancy Report, etc.).</p> <p>4.4b) For any student who has dropped out of school in grades 7-12, conduct an exit interview with the student and the parents to determine and alleviate barriers to re-enrollment.</p> <p>4.4c) Providing educational counseling support services to provide students with multiple options for continuing their education (e.g. alternative schools, online opportunities, GED programs, job-training programs).</p>	<p>Required</p>
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**Non-instructional Support Services**

**The MPOs for Non-instructional Supports focus training non-MEP school staff, supports for increased school engagement and access to health and other social services.**

Measurable Program Outcomes (MPOs)	Key Strategies	LEA Options
<p>5.1) By the end of program year 2017-2018, 80% of migrant staff participating will report an increase in student engagement based on staff surveys.</p>	<p>5.1) Provide professional development (PD) on migratory lifestyle and unique needs of migrant students (e.g., program and cultural awareness presentation, field or home visits for teachers and administrators, training on mobility /academic/social gaps).</p>	<p>Required</p>

5.2) By the end of program year 2017-2018, 80% of migrant parents participating will report an increase in student engagement based on parent surveys.	5.2) Provide workshops, meetings, and resources to parents and the community on ways to support and involve migrant students (e.g., extra-curricular activities, parenting classes, parent literacy workshops, instructional home visits).	Required
5.3) By the end of program year 2017-2018, at least two local partnerships and/or agreements among the school LEA and community healthcare providers and public health agencies will be established to provide health services to migrant families.	5.3) Establish partnerships and/or agreements among the school LEA and community healthcare providers (such as Lions Club and the regional health district) and public health agencies to provide health services to migrant families, such as Memoranda of Understanding.	Required
5.4) By the end of program year 2017-2018, 80% of migrant parents participating in parent involvement activities will report on a pre/post survey that they have an increased understanding of how to access community health services.	5.4) Provide information on, and referrals to, individualized health advocacy services to benefit migrant families needing health services (e.g., glasses, dental, immunizations).	Required

2. **Promote Coordination of Services** (*ESEA section 1304(b)(3)*): Describe how the State will use Title I, Part C funds received under this part to promote interstate and intrastate coordination of services for migratory children, including how the State will provide for educational continuity through the timely transfer of pertinent school records, including information on health, when children move from one school to another, whether or not such move occurs during the regular school year.

Idaho ensures that accurate and complete records are being uploaded to MSIX in order to give liaisons access to up-to-date information on students' academic risk and progress. Further, training has been provided and will continue to be provided in using MSIX information to better serve migratory students. LEAs also receive training in accessing data from Idaho's Migrant Student Information System (MSIS), which provides extensive information on Idaho migrant students, facilitating intrastate transfer of records.

**Table 12: Migrant Student Information Exchange agreements**

<b>Intrastate Coordination and Records Transfer</b>	<b>Interstate Coordination and Records Transfer</b>
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<ul style="list-style-type: none"> <li>• Idaho’s MSIS includes individual immunization records with dates and health alerts</li> <li>• MSIS includes historical information on movement history, enrollment, course history, and Idaho assessments..</li> <li>• MSIX Consolidated Records includes course history</li> </ul>	<ul style="list-style-type: none"> <li>• MSIX Consolidated Records report for assessments, course history, and move history assist LEAs in accurately placing students in courses.</li> <li>• MSIX for Move Notifications to other states and LEAs.</li> <li>• MSIX for Data Requests</li> <li>• MSIX Worklists for mergers, splits and regular reconciliation to ensure accurate data for all students in MSIX.</li> </ul>
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As part of its consolidated plan, each LEA must attest that the LEA “will use MSIX to send Move Notices within 48 hours of being notified that the student is leaving” and “will respond to MSIX Data Requests within 48 hours of receipt”.

In the event that an MSIX Data Request is received at a time of year when the family liaison and regional ID&R coordinator are not available (school breaks), the request will escalate to the Idaho MEP and data will be provided directly to the requestor by state migrant staff.

Idaho’s MEP promotes intrastate and interstate coordination by participating in the following:

- ISDE collaborates with the Community Council of Idaho, Idaho’s Migrant Seasonal Head Start provider to create a Memorandum of Understanding completed by LEAs with the local Head Start every two years to promote recruiting and services provided to preschool students.
- ISDE MEP staff and many LEA staff participate in the National Association of State Directors of Migrant Education (NASDME) conference annually.
- ISDE is a member of the Interstate Migrant Education Council (IMEC).
- ISDE MEP Director and staff attend Migrant Annual Director’s Meeting (ADM) to learn and collaborate with Office of Migrant Education (OME) and other State MEP Directors.
- The state provides statewide Parent Advisory Council (PAC) meetings six times per year in the fall and spring in three locations across the state.
- Idaho’s MEP director is part of the MSIX State User Group for Analysis and Recommendations (SUGAR), a national committee providing feedback to MSIX developers and Office of Migrant Education Staff.
- The Idaho MEP provides training/collaboration meetings to migrant directors. .
- The state participates in the Bi-National program and contracts with an experienced person to administer the program. LEAs use the Mexican Transfer Document to ensure that students leaving the United States to Mexico will be able to register their students in school.
- Idaho participates in an Office of Migrant Education Consortium Incentive Grant (CIG) during each three year cycle.

3. **Use of Funds** (ESEA section 1304(b)(4)): Describe the State’s priorities for the use of Title I, Part C funds, and how such priorities relate to the State’s assessment of needs for services in the State.

Title I, Part C Funds are used to implement the strategies identified in our Service Delivery Plan to meet the Measurable Performance Outcomes. Funding is also used to support parent advisory councils and other parent involvement activities at both the state and local level. Finally, funds are used for statewide efforts in identification and recruitment of migrant children and youth.

The State’s Comprehensive Needs Assessment completed in 2016-2017 defines concerns and proposed solutions. The Service Delivery Plan responded to the concerns and incorporated proposed solutions to create appropriate strategies and Measurable Performance Outcomes.

**C. Title I, Part D: Prevention and Intervention Programs for Children and Youth who are Neglected, Delinquent, or At-Risk**

1. **Transitions Between Correctional Facilities and Local Programs** (*ESEA section 1414(a)(1)(B)*): Provide a plan for assisting in the transition of children and youth between correctional facilities and locally operated programs.

Transitional services to support students transitioning from the LEA to the correctional facility enables students to continue their education. Transitional services to support the transition of students from correctional facilities to LEAs ensure a planned and smooth transition for students returning to school.

Participating schools coordinate with facilities working with delinquent children and youth to ensure that each student is participating in an education program comparable to the one operating in the student's school. Schools make every effort to ensure the correctional facility working with students are aware of a student's existing individualized education program.

Procedures based on the needs of the student, including the transfer of credits that such student earns during placement; and opportunities for such students to participate in credit-bearing coursework while in secondary school, postsecondary education, or career and technical education programming for each of the two types of programs Title I-D Subpart 1 and 2 are outlined below. The state will place a priority for such children to attain a regular high school diploma, to the extent feasible. The ISDE has established the following procedures to ensure the timely re-enrollment of each student who has been placed in the juvenile justice system in secondary school or in a re-entry program.

Idaho has two state agency programs under Title I, Part D Subpart 1: The Idaho Adult Correctional Program and the Idaho Juvenile Correctional Program. Both programs are required to identify through Idaho's annual Title I-D Subpart 1 application the transition activities that take place at their respective programs and meet the 15 to 30 percent reservation of funds for re-entry or transition services as required by law. Additionally, both programs are required to provide a detailed explanation on how the facility will coordinate with counselors, school districts, and/or postsecondary educational institutions or vocational/technical training programs in assisting student transition.

Under Title I, Part D Subpart 2 Idaho has 16 local programs, serving either neglected or delinquent students. Subpart 2 programs are required to provide transitional services (although no specific funding percentage is required by law) to assist students in returning to locally operated schools and to promote positive academic and vocational outcomes for youth who are neglected and/or delinquent. These Subpart 2 programs are also required to annually identify their transition services through the annual application for Subpart 2 funding

Upon a student's entry into the Neglected, Delinquent or At-Risk facility, the staff will work with the youth's family members and the local educational agency that most recently provided services to the student (if applicable). This process will include ensuring that the relevant and appropriate academic records and plans regarding the continuation of educational services for the child or youth are shared jointly between the facility and LEA to facilitate the transition of such children and youth between the

LEA and the correctional facility. The facility will consult with the LEA (for a period jointly determined necessary by the facility and LEA) upon the student's discharge from that facility the coordination of educational services to minimize disruption to the child's or youth's achievement.

- A. **Program Objectives and Outcomes** (*ESEA section 1414(a)(2)(A)*): Describe the program objectives and outcomes established by the State that will be used to assess the effectiveness of the Title I, Part D program in improving the academic, career, and technical skills of children in the program.

**Objective 1:** Title I, Part D programs will provide for individualization of instructional experience beginning with an intake process that includes the identification of each student's academic strengths and weaknesses in reading and math. Outcome: Each Title I, Part D program will provide educational services for children and youth who are neglected or delinquent to ensure that they have the opportunity to meet challenging State academic content and achievement standards.

**Objective 2:** Title I, Part D programs will ensure that all neglected and delinquent students accrue school credits that meet state requirements for grade promotion and secondary school graduation. Outcome: Each Title I, Part D program will administer pre and post-tests for each student using a standards-based test to determine academic growth during the student's placement in the academic program.

**Objective 3:** Title I, Part D programs will ensure that all neglected and delinquent students have the opportunity to transition to a regular community school or other education program operated by an LEA, complete secondary school (or secondary school equivalency requirements), and/or obtain employment after leaving the facility. Outcome: Title I, Part D programs will annually report on the types of transitional services and the number of students that have transitioned from the facilities to the regular community schools or other education programs, completed secondary school (or secondary school equivalency requirements), and/or obtained employment after leaving the facility.

**Objective 4:** Title I, Part D programs will ensure (when applicable) that neglected and delinquent students have the opportunity to participate in postsecondary education and job training programs. Outcome: Title I, Part D programs will annually report on the number of neglected and delinquent students who were given the opportunity to participate in postsecondary education and job training programs.



**D. Title II, Part A: Supporting Effective Instruction**

1. **Use of Funds** (*ESEA section 2101(d)(2)(A) and (D)*): Describe how the State educational agency will use Title II, Part A funds received under Title II, Part A for State-level activities described in section 2101(c), including how the activities are expected to improve student achievement.

**State Level Activities – Administrators and Libraries**

*Idaho Principal Mentoring Project:* According to the 2012 Rand Corporation (Burkauser, et. al, 2012) study on first year principals, “improving the principal placement process to ensure that individuals are truly ready for and supported in their new roles could have important implications for student achievement—particularly in low-performing schools.” The Idaho Principal Mentoring Project seeks to provide this support with the ultimate goal of principal retention and increased student achievement.

Title II-A funds are used to implement the Idaho Principal Mentoring Project , which was a new program in 2016-2017 and designed for early career principals. See section A(4)(viii)(e) of the plan for a complete description of the IPMP . The project provides another level of support to those entering a leadership position. While participation has been voluntary, new principals serving in schools identified for comprehensive support and improvement are encouraged to take advantage of the program.

Whereas the Idaho Building Capacity (IBC) project (see section A(4)(viii)(e) of this plan) is designed to build local capacity at a systems level, IPMP is designed to provide one-on-one mentoring to new leaders. The mentors are highly distinguished principals or superintendents, selected and trained by the state to mentor new school leaders. A needs assessment administered to mentees and principal mentors determines the assignment of principal mentors to mentees based on need and experience. Mentors coach new leaders through the tasks of improvement with regular structured virtual or in-person check-ins.

Each mentor/mentee team creates a customized mentoring plan that focuses on developing the skills and dispositions in four critical areas of school level leadership: interpersonal and facilitation techniques, teacher observation and feedback, effective school-level and classroom-level practices, and the use of data to improve instruction. The program has two main objectives: to increase the rate of effectiveness of new administrators and to decrease turnover among rural and struggling schools.

Title II-A funds continue to support IPMP. The project has been expanded to now also include the Idaho Superintendent Mentoring Project.

*Support for School Libraries:* Title II-A funds are used to partner with the Idaho Commission for Libraries to expand the annual Idaho School Libraries professional development. In schools where full-time school librarians are properly trained and supported, students achieve at significantly higher levels than students in schools with no full-time librarian (see: School Libraries Work! A Compendium of Research Supporting the Effectiveness of School Libraries). Title II-A funds will ensure more librarians are able to benefit from this valuable training, and more students will have

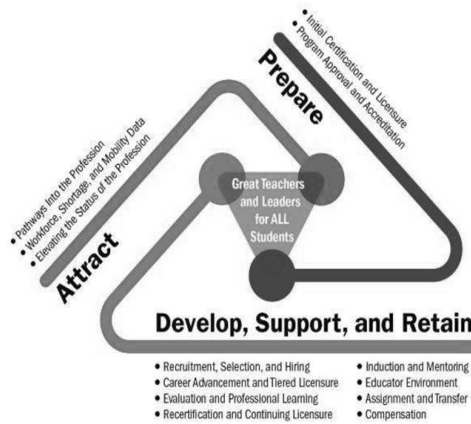
access to a trained school librarian.

**State Level Activities – Educators**

Recruitment and Retention of Educators

Idaho Department of Education hosts regional career fairs to provide technical assistance to LEAs. In addition, each LEA can showcase their district to recruit educators. Beginning in 2024, the IDE career fair will also provide a one-day training to potential educators to help navigate routes to teaching.

The Idaho State Board of Education established an Educator Pipeline Work Group in 2016 to explore teacher pipeline issues across the state. Some of the early recommendations are aligned to allowable Title II-A projects. The Talent Development Systems graphic below, produced by American Institutes for Research (AIR), illustrates a three-pronged approach to addressing teacher shortages that guides Idaho’s work.



In order to address teacher retention the Work Group first recommends increased professional development opportunities and support for teachers across the continuum, including induction programs, evaluation feedback for the purpose of professional growth and learning, and teacher leadership pathways. The following state level activities are aligned with these goals:

*Continued Support for the Idaho Instructional Framework:* Title II-A funds are used to support training and deepen understanding of Idaho’s Instructional Framework through in- person workshops delivered around the state. A new approach under the flexibility of ESSA will be to deliver more of this training directly to LEAs in rural parts of the state. Workshops may include but not be limited to the following:

- Advanced Instructional Coaching Using the Framework for Teaching
- Calibration and Collaborative Self-Assessment of Observation Skills
- Data Literacy Using Assessment in Instruction

- Designing a Quality Teacher Evaluation Model
- Engagement for Student Learning
- Exploring Domains 1 and 4 of the Framework for Teaching
- Introduction to the Framework for Teaching and Deeper Understanding
- Instructional Coaching Using the Framework for Teaching
- Instructional Rounds
- Learning-Focused Conversations
- Mentoring Using the Framework for Teaching
- Observation Skills Using the Framework for Teaching
- Special Education: Introduction to the Framework for Teaching
- Special Education: Observation Skills Using the Framework for Teaching
- State of Idaho Framework Facilitators, Level 1
- Talk About Teaching: Clustering the Components

Facilitated conversations around the state’s instructional framework – dialogue among teachers, instructional coaches, mentors, peer coaches, consulting teachers, preservice teachers, cooperating teachers, administrators, higher education faculty, teacher leaders, superintendents, and other district leaders – creates opportunities for deeper collaboration in and across the education system, impacting teacher growth and ultimately student achievement.

*Mentoring and Coaching:* In 2013 the Governor’s Task Force for Improving Education made 21 Recommendations creating a strategic plan for education systems across the state. One of these recommendations was that each district develop a mentoring and induction program for the support of new teachers based on the Idaho Mentor Program Standards. Recommendations put forth in 2017 from the Educator Pipeline Work Group echoed the call, and outlined an even greater need since moving to a certification system in which new teachers have three years to move from Residency to Professional status.

Comprehensive induction and mentoring programs have been associated with first-year teachers showing student performance gains equivalent to those of fourth-year teachers who did not have this support (Strong, 2006). Though Title II-A funds alone will not be sufficient to establish robust mentoring and induction programs statewide, ISDE and the State Board of Education will continue to examine how we may use Title II-A funds to support and expand upon the foundation that is in place with the goal of increased student learning. See Appendix D for additional research supporting a focus on educator mentoring.

An AIR policy brief published in May 2014 (Potemski & Matlach, 2014) noted that effective state induction policies include program standards to establish consistent expectations for mentoring and induction activities across the state. In 2009 the State Board of Education, in conjunction with ISDE, established and published such standards. Using these standards to provide a vision and guidelines for local planners to use in the design and implementation of a high-quality mentoring program for beginning teachers, the state hopes to increase the number of effective induction programs in every region of Idaho. Partnering with higher education institutions, Title II-A funds would allow university partners to facilitate induction support for new teachers in high need LEAs

across the state of Idaho. Faculty from higher education institutions in Idaho (public and private, four-year and two-year) are interested in the performance of their graduates in their early years of teaching. Investigating new teacher performance serves two main goals: continuous improvement for educator preparation programs and the identification of key supports for new teachers in terms of induction communities, practice, strategies, and outcomes. This project would study how the structures of one induction program in identified high need LEAs influences teacher performance and PK-12 student learning to inform future programs. Additionally, the state strongly encourages and supports LEAs using Title II-A funds to recruit and train mentors within those LEAs identified for comprehensive and targeted support.

**LEA Optional Use of Funds Aligned with State Level Activities**

The uses of funds described below are not required of LEAs but are encouraged as we work to attract and certify more teachers for Idaho’s classrooms. The Educator Pipeline Work Group has supported the development of alternative paths to certification that will not sacrifice rigor.

*Grow Your Own:* Idaho is experiencing teacher shortages in various content areas and geographic areas, and especially in rural parts of the state. To ensure that LEAs with schools identified for comprehensive and targeted support are fully staffed by effective educators, ISDE encourages LEAs use of Title II-A funds to embrace Grow Your Own programs. LEAs can actively recruit current classified staff (paraprofessionals) into the teaching profession, using Title II-A funds to support them in their attainment of full certification. In addition, the state recognizes the need for more teachers and leaders of color and is committed to increasing the number of American Indian and Hispanic/Latino teachers and recommends that LEAs support the full certification of teachers of color through available routes.

Idaho currently provides financial support for concurrent high school and college credit but, at present, no courses are offered that fulfill requirements for an education degree. While Idaho explores increasing the opportunities for high school students in this area, ISDE is investigating scholarship opportunities for high school students who commit to teaching in high-need areas for a designated amount of time.

**Partnership Supports**

Idaho Division of Career and Technical Education (ICTE) offers a program to recruit and retain career and technical education (CTE) teachers who have qualified for endorsements in a CTE area based on their professional work experience. These occupational teaching certifications begin as a Limited Occupational Specialist (LOS), then after completion of coursework and/or teacher training, advance to a Standard Occupational Specialist, and finally to an Advanced Occupational Specialist. The LOS certification is a three-year interim certificate, and during that time, ICTE provides statewide and regional training for the LOS teachers through the Inspire Cohort. The goal of the Inspire Cohort program is to not only recruit and train new occupationally endorsed teachers but also to assimilate them into the teaching profession with connections to other LOS colleagues and a fully supported first- year experience and beyond. Inspire faculty, personal mentors, and state-level program managers provide the foundation for these new teachers at no out-of-pocket expense to the teacher. Oversight of the Inspire Cohort is maintained by ICTE, thus ensuring consistent training

and mentoring, with a goal to produce a greater impact on student achievement sooner in their teaching careers. The Inspire Cohort is open to all LOS teachers employed in a CTE program and is funded with state funds for the purpose of encouraging completion of the program.

2. **Use of Funds to Improve Equitable Access to Teachers in Title I, Part A Schools (ESEA section 2101(d)(2)(E)):** If an SEA plans to use Title II, Part A funds to improve equitable access to effective teachers, consistent with ESEA section 1111(g)(1)(B), describe how such funds will be used for this purpose.

Idaho does plan to use some Title II-A funds to improve equitable access to effective teachers, as described above. Idaho will target Title II-A funds to schools in comprehensive support and improvement through the IPMP, in addition to the Title I-A funds used for the Idaho Superintendents Network and Idaho Principals Network (as described in section A(4)(viii)(e) of this plan). Title II-A funds will also be used to train teachers in Idaho’s instructional framework and address educator mentoring. These strategies will help to ensure that all students have access to effective teachers.

ISDE created a cross-agency workgroup in 2015 to study the equitable distribution of educators across the state. ISDE worked with REL Northwest to analyze educator preparedness (inexperienced), content knowledge (teaching outside of field), and need (grade spans or content area). While the data analysis did not point to disparities in terms of the distribution of personnel who are working with low-income or minority students, it did identify a shortage of personnel across all areas, including areas not previously identified.

The findings became part of Idaho’s Equity Plan submitted to the U.S. Department of Education on June 1, 2015, and they sparked a statewide effort to study recruitment and retention.

ISDE again partnered with REL Northwest to conduct surveys and interviews of a sampling of Idaho LEAs. The process was completed in June 2016. The salient challenge reported by the superintendents interviewed was recruitment and retention of staff. Many of the superintendents are taking short-term measures (e.g., Teach for America, Idaho Digital Learning Academy for secondary coursework, multi-grade classrooms) to meet their needs but expressed concern that the issue was larger than any one LEA could tackle. One superintendent remarked, “*We are one teacher away from losing several programs.*” LEAs expressed concern that the issue was not limited to teachers, but also affected administrative personnel.

**Table 13: Proposed programs for supporting educators**

*Timeline: July 2017 to September 2022*

<b>Strategy</b>	<b>Funding sources</b>
Idaho Building Capacity Network	Title I: School improvement
Idaho Superintendents Network	Title I: School improvement
Idaho Superintenden Mentoring Project	Title II-A

Idaho Principals Network	Title I: School improvement
Idaho Principal Mentoring Project	Title II-A
Mentoring and Coaching	Title II-A
School Libraries	Title II-A
Instructional Framework	Title II-A

**3. System of Certification and Licensing (ESEA section 2101(d)(2)(B)):** Describe the State’s system of certification and licensing of teachers, principals, or other school leaders.

Educator certification in the state of Idaho is clearly defined within Idaho Administrative Code (IDAPA) and State Board of Education policy (Board policy), which put forth rigorous expectations for teachers, pupil service staff, principals, directors of special education, and superintendents who are prepared by both Idaho and out-of-state institutions of higher education. IDAPA and Board policy ensure that educators are prepared not only with the necessary knowledge gained through course work, but through clinical field experiences as well. Alternative routes to certification are also clearly defined and available to those who wish to enter the education profession through non-traditional means. IDAPA specifically outlines alternative routes to ensure all educators within Idaho, regardless of certification route, are prepared to the fullest extent. Specifics within IDAPA and Board Policy for educator certification are described in the following paragraphs:

**A Standard Instructional Certificate** requires: A minimum of 20 semester credit hours in the philosophical, psychological, and methodological foundations, instructional technology, and in the professional subject matter of education which shall include demonstration of competencies in the Idaho Comprehensive Literacy Plan. [IDAPA [08.02.02.015.01.a.i](#)] The certificate must include an endorsement area as well. Some endorsement requirements are as follows:

**An All Subjects Endorsement** requires: A minimum of 30 semester credit hours to include coursework in discipline-specific methods of teaching elementary subject areas, cognitive processes, learner development, learning differences, literacy and language development, K-8 subject content, classroom management and behavioral supports, instructional strategies and interventions, and formative and summative assessments. [[Board Policy IV.D.2.a](#)]

**A Blended Early Childhood/Early Childhood Special Education Endorsement** requires: A minimum of 30 semester credit hours to include coursework in methods of teaching early childhood and special education, child development and learning, curriculum development and implementation, family and community relationships, assessment and evaluation, central concepts of birth – grade 3 subjects, professionalism, and clinical experience including a combination of general and special education in the following settings: birth to age three (3), ages three to five (3-5), and grades K-3 general education. [[Board Policy IV.D.2.t](#)] Policy IV.D.2.f]

**An Exceptional Child Education Endorsement** requires: a minimum of 30 semester credit hours to include coursework in methods of teaching the exceptional child, learner development and individual learning differences, assessment and evaluation, designing and monitoring individualized education programs, central concepts of academic subjects, individual behavioral supports, instructional strategies and interventions, special education law, family and community relationships, and accommodations and modifications. [Board Policy IV.D.2.t]

**A Secondary Content Area Endorsement** requires preparation in two fields of teaching, one of which consists of at least 30 semester credit hours, and one of which consists of at least 20 semester credit hours; or preparation of at least 45 semester credit hours in a single subject area. [IDAPA [08.02.02.015.01.c](#)]

**Clinical Requirements** Idaho Administrative Code articulates clinical requirements for teacher candidates. There are no specific state requirements regarding preservice teaching experience in diverse settings or with special student populations. For the Standard Instructional Certificate, which includes all instructional endorsements, at least 10 undergraduate or 6 graduate semester credit hours of student teaching in the grade range and subject areas as applicable to the endorsement are required. [IDAPA ]

**Administrator Certification** requires at least 30 semester credit hours of graduate study in school administration based on the specific administrator area (school principal, director of special education, or superintendent). The program must include the competencies of the Idaho Standards for School Administrators. [IDAPA [08.02.02.015.03](#)]

**Alternative Routes to Certification** When a professional position cannot be filled by an LEA with someone who has the correct endorsement/certification, the LEA may request an alternative authorization for certification. The LEA must provide supportive information attesting to the ability of the candidate to fill the position. [IDAPA [08.02.02.042](#)]

**Alternative Authorization – Teacher to New Endorsement** This alternative authorization allows an LEA to request additional endorsement for a candidate who already holds a current Idaho certificate in good standing. Option 1 – The candidate works toward completion of a state board-approved preparation program. The candidate will receive a one-year certificate that may be renewed for two additional years with evidence of satisfactory progress toward completion of the preparation program.

Option 2 – A candidate with a master’s degree may add an endorsement in the same content-specific area to a standard instructional certificate. The candidate will receive a one-year, nonrenewable certificate. Successful completion of a one-year, state board-approved mentoring program must occur in the year of authorization.

Option 3 – A candidate may add an endorsement to a valid instructional certificate by successfully completing a state board-approved content area assessment. The candidate will receive a one-year, nonrenewable certificate. Successful completion of a one-year, state board-approved mentoring program, must occur in the year of

authorization.

In addition, this alternative authorization allows a candidate to use the National Board certification process to gain an endorsement in a corresponding subject area.

**Alternative Authorization – Teacher to New Certification**

This alternative authorization allows an LEA to request an additional certificate in a new certification area for a candidate who already holds a current Idaho certificate in good standing. The candidate will work toward completion of a preparation program in conjunction with the employing LEA and the participating teacher preparation program (college/university or nontraditional route). The candidate will receive a three-year, nonrenewable interim certificate to complete the preparation program. The participating educator preparation program shall provide procedures to assess and credit equivalent knowledge, dispositions, and relevant life/work experiences.

**Alternative Authorization – Content Specialist** This alternative authorization allows an LEA to request certification for a candidate who is highly and uniquely qualified in a subject area to teach in an LEA. Prior to application, a candidate must hold a bachelor's degree or have completed all the requirements for a bachelor's degree except for student teaching. A consortium comprised of a designee from the educator preparation program, a representative from the LEA, and the candidate shall determine preparation needed for the candidate to meet the Idaho Standards for Initial Certification of Professional School Personnel. This preparation must include mentoring and a minimum of one classroom observation per month until certified. The candidate will receive a three-year, nonrenewable interim certificate to complete the preparation program. [IDAPA [08.02.02.042.02](#)]

**CTE Occupational Specialist** The purpose of the occupational specialist certification is to permit individuals with several years of industry experience, and often industry certification, in a CTE-related occupation to teach secondary and postsecondary CTE students. These occupational teaching certifications most often begin as a Limited Occupational Specialist (LOS) for individuals with a bachelor's degree, 2,000-6,000 hours of recent gainful employment, and/or industry certifications. After completion of coursework and teacher training at each level over the three-year validity period of the LOS certificate, teachers advance to a Standard Occupational Specialist Certificate. With a master's degree or an additional 18 credit hours in the endorsement content area or educational pedagogy, the candidate can advance to an Advanced Occupational Specialist Certificate. All teachers entering the profession from industry must meet the Idaho Standards for Initial Certification of Professional School Personnel. [IDAPA [08.02.02.021.02.c](#)]

**Content Knowledge, Pedagogy, and Performance** State Board of Education approved content, pedagogy, and performance area assessments shall be used to ensure qualified teachers are employed in Idaho's classrooms. [IDAPA [08.02.02.017](#)] The state approved assessment for demonstration of content knowledge is the Praxis II assessment. Candidates must have a passing score on the Praxis II assessment for the content area they are seeking certification and endorsement.



**Teacher Preparation Standards** All Idaho teacher preparation programs are guided by the *Idaho Core Teaching Standards* (see Table 14 below). These standards provide guidelines for what all Idaho teachers must know and be able to do.

**Table 14: Idaho Core Teaching Standards**

*The Learner and Learning*

<b>Standard number and title</b>	<b>Standard description</b>
Standard 1: Learner Development.	The teacher candidate understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.
Standard 2: Learning Differences.	The teacher candidate uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.
Standard 3: Learning Environments.	The teacher candidate works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

*Content Knowledge*

<b>Standard number and title</b>	<b>Standard description</b>
Standard 4: Content Knowledge.	The teacher candidate understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.
Standard 5: Application of Content	The teacher candidate understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

*Instructional Practice*

<b>Standard number and title</b>	<b>Standard description</b>
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Standard 6: Assessment.	The teacher candidate understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher’s and learner’s decision making.
Standard 7: Planning for Instruction	The teacher candidate plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.
Standard 8: Instructional Strategies.	The teacher candidate understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

*Professional Responsibility*

<b>Standard number and title</b>	<b>Standard description</b>
Standard 9: Professional Learning and Ethical Practice.	The teacher candidate engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.
Standard 10: Leadership and Collaboration.	The teacher candidate seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

*State Specific Standards*

<b>Standard number and title</b>	<b>Standard description</b>
Standard 11: American Indian Tribes in Idaho.	The teacher candidate should be able to distinguish between each of the federally recognized tribes with respect to the retention of the ancestral lands in Idaho: Coeur d’Alene Tribe, Kootenai Tribe of Idaho, Nez Perce Tribe, Shoshone-Bannock tribes, and The Shoshone-Paiute Tribes. Teacher candidates build capacity in learners to utilize the assets that each learner brings to the learning community based on their backgrounds and experiences.

Standard 12: Code of Ethics for Idaho Professional Educators	The teacher candidate understands the Code of Ethics for Idaho Professional Educators and its place in supporting the integrity of the profession.
Standard 13: Digital Technology and Online Learning.	The teacher candidate knows how to use digital technology to create lessons and facilitate instruction and assessment in face-to-face, blended, and online learning environments to engage students and enhance learning.

**Supplemental Standards**

In addition to the Idaho Core Teaching Standards, the Idaho Comprehensive Literacy Standards apply in whole or in part, depending on the endorsement area, to each program leading to initial certification and a Standard Instructional Certificate. Programs leading to endorsement in Blended Early Childhood/Early Childhood Special Education, Exceptional Child Education, Blind and Visually Impaired, and Deaf/Hard of Hearing meet additional standards applicable to each endorsement area.

**Pupil Service Staff and Administrator Certification Standards** The standards for initial certification of pupil service staff and school administrators are independent of the Idaho Core Teaching Standards. The Idaho Standards for School Administrators articulate the knowledge and performance required of the School Principal, the Superintendent, and the Director of Special Education. The Idaho Standards for Pupil Service Staff require that the preparation program receive national accreditation to meet the Idaho Standards for Pupil Service Staff:

- Audiology and Speech Language Pathologist - Council on Academic Accreditation, American Speech-Language-Hearing Association
- Nursing (School Nurse) - Commission on Collegiate Nursing Education
- School Counselor - Council for Accreditation of Counseling and Related Educational Programs
- School Psychologist - National Association of School Psychologists
- School Social Worker - Council on Social Work Education

4. **Improving Skills of Educators** (*ESEA section 2101(d)(2)(J)*): Describe how the SEA will improve the skills of teachers, principals, or other school leaders in order to enable them to identify students with specific learning needs, particularly students with disabilities, English learners, students who are gifted and talented, and students with low literacy levels, and provide instruction based on the needs of such students.

Idaho addresses the identification of high need students through a variety of supports.

The Special Education Department in partnership with the Special Education Support and Technical Assistance team, provides professional development to teachers and administrators in meeting the needs of students with disabilities. This professional development includes identifying and qualifying students for services under the

Individuals with Disabilities in Education Act (IDEA).

Idaho has standardized procedures for identifying English (EL) students. Idaho recognizes that all educators are responsible for the language development and academic success of ELs, therefore, the ISDE Title III Department, provides professional development support for all educators in the area of language development through content instruction. Additional information is available at <https://www.sde.idaho.gov/federal-programs/el/index.html>

Idaho law requires LEA's to identify and serve gifted students. The state provides funds to support the professional development in the area of identification. The funds also support services provided to students once identified. Under IDAPA 08.02.03.999, districts are required to write a three-year plan for each student identified as gifted and talented in the areas of academics, visual/performing arts, creativity, and leadership. Teachers of these students receive annual training through the Edufest summer conference featuring nationally recognized experts in the field of gifted and talented education. Additional information is available at <http://www.sde.idaho.gov/academic/gifted-talented>.

Commissioned in December 2012 by Governor C.L. "Butch" Otter, the Task Force for Education recognized reading proficiency is a major benchmark in a student's education and that students must learn to read before they can read to learn content in other subject areas. The task force was assembled to study and collaborate on how Idaho's education system could better prepare its children for success. One focus of the Task Force was the recommendation that students demonstrate mastery of literacy before moving on to significant content learning. The task force also recommended a better tool for identifying students with low literacy levels.

To support these recommendations, the legislature has appropriated more than \$11 million dollars to support research based intervention strategies to improve outcomes for students. Funds can be used in a variety of ways, including professional development for educators to identify students with literacy deficiencies. The new assessment to identify struggling readers includes a screener, diagnostic and progress monitoring system to provide teachers with rich data that focuses on specific deficiencies in literacy skills for students in Kindergarten through third grade. Fifty-seven schools across the state are implementing the new reading assessment in a pilot administration in the 2017-2018 school year. A statewide implementation is scheduled for the 2018-2019 school year.

5. **Data and Consultation** (*ESEA section 2101(d)(2)(K)*): Describe how the State will use data and ongoing consultation as described in ESEA section 2102(d)(3) to continually update and improve the activities supported under Title II, Part A.

Data are collected on all state-led professional development activities to assess the quality and efficacy of those experiences. For example, the IPMP and Idaho Instructional Framework components of section A(4)(viii)(e) of this plan include survey data collected from participants of these programs in 2017.

Meaningful consultation was conducted with stakeholders, including teachers, principals, other school leaders, paraprofessionals, specialized instructional support personnel, charter school leaders, parents, community partners, and other organizations or partners with relevant and demonstrated expertise in the development of this program plan. ISDE will seek advice, based on statewide data review, regarding equity data and student achievement data, and consult with this group of stakeholders at least annually on how to best improve the activities to meet the purpose of this program. Additionally, LEAs annually submit a Consolidated Federal and State Grant Application (CFSGA) for Title II-A, which includes listing professional development program activities, describing how each is expected to improve academic achievement, and identifying the evidence level of criteria each activity meets. The application is reviewed and then approved after all application criteria are met. During monitoring visits, each LEA provides documentation evidencing how the professional development activities improved academic achievement. As evident in the plan, activities under this part are coordinated with other related strategies, programs, and activities being conducted by ISDE.

6. **Teacher Preparation** (*ESEA section 2101(d)(2)(M)*): Describe the actions the State may take to improve preparation programs and strengthen support for teachers, principals, or other school leaders based on the needs of the State, as identified by the SEA.

Idaho is currently focusing its Title II-A funds toward supporting educators in rural, high-poverty, and high-minority schools. However, as stated above in section D(1), ISDE and the State Board of Education will investigate how we may use Title II-A funds to support teacher preparation and mentoring.

The Office of the Idaho State Board of Education is committed to supporting Educator Preparation Providers to develop learner-ready educators. A learner ready educator is one who is ready on day one of his or her career to model and develop in students the knowledge and skills they need to succeed today including the ability to think critically and creatively, to apply content to solving real-world problems, to be literate across the curriculum, to collaborate and work in teams, and to take ownership of their own continuous learning.

More specifically, learner-ready teachers have deep knowledge of their content and how to teach it; they understand the differing needs of their students, hold them to high expectations, and personalize learning to ensure each learner is challenged; they care about, motivate, and actively engage students in learning; they collect, interpret, and use student assessment data to monitor progress and adjust instruction; they systematically reflect, continuously improve, and collaboratively problem solve; and they demonstrate leadership and shared responsibility for the learning of all students.

The Office of the Idaho State Board of Education strives to approve and hold accountable teacher preparation programs that produce learner-ready teachers. Each year Idaho approved teacher preparation program's report data on admission requirements, standards and assessments. That data is currently collected in the [Federal Title II Reports](#).

The Office of the Idaho State Board of Education and the State Department of Education are working together to innovate state systems and progress in the field to improve teacher preparation. Together, the development of the Idaho Standards for Educator Preparation Providers was created and approved by the State Board of Education on August 23, 2023. The Standards are as follows:

- STANDARD ONE: CONTENT, PEDAGOGICAL, AND PROFESSIONAL KNOWLEDGE
  - Educator Preparation Providers ensure candidates develop an understanding of the critical concepts, principles, and practices of their discipline, and are able to use practices flexibly to advance the learning of all students.
    - Standard 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.
    - Standard 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.
    - Standard 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.
- STANDARD TWO: CLINICAL EXPERIENCE
  - Educator Preparation Providers ensure diverse high-quality clinical experiences to develop knowledge, skills, and professional dispositions in candidates and educators.
    - Standard 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.
    - Standard 2.2 Clinical Partnerships: Educator Preparation Providers develop and implement quality clinical experiences in the context of documented and effective partnerships with Local Education Agencies.
- STANDARD THREE: CANDIDATE ASSESSMENT AND SUPPORT

- Educator Preparation Providers demonstrate the development of candidate quality throughout the preparation program.
  - Standard 3.1 Admission Standards for Academic Achievement and Ability: Educator Preparation Providers define admissions requirements, collect, and evaluate applicant data, and admit eligible candidates.
  - Standard 3.2 Monitor and Support Progress: Educator Preparation Providers establish criteria to assess and monitor candidate progression throughout the preparation program to support candidate growth and competency at completion.
  - Standard 3.3 Recommendation for Certification: Educator Preparation Providers demonstrate candidates meet the Idaho Assurances listed on the Institutional Recommendation.
- STANDARD FOUR: CONTINUOUS PROGRAM IMPROVEMENT
  - Educator Preparation Providers maintain a system that consists of valid and trustworthy data from multiple measures that support continuous improvement. The system is sustainable over time and includes input from internal and external stakeholders.
    - Standard 4.1 Completer Data: Educator Preparation Providers analyze data provided via Annual Performance Measures for Continuous Improvement.
    - Standard 4.2 Internal and External Stakeholder Engagement: Educator Preparation Providers involve appropriate internal and external stakeholders (e.g. alumni, employers, practitioners, school/community partners, etc.) in program design, evaluation, and improvement.
    - Standard 4.3 Continuous Improvement: Educator Preparation Providers document use of data-driven decision-making processes to guide program modification and continuous improvement.

New Educator Preparation Provider annual performance measures were created and approved by the State Board of Education on August 23, 2023. These measures identify at-risk and low performing teacher preparation programs across Idaho’s traditional and non-traditional programs. These measures provide transparency into the performance of teacher preparation programs, creating a feedback loop between the Office of the Idaho State Board of Education and the Educator Preparation Providers with an emphasis on continuous improvement. The measures are as follows:

- Pedagogical Knowledge: The percentage of candidates who, at exit of program, passed the Common Summative Assessment (Idaho Framework for Teaching Evaluation) at a basic or better in all 22 components.
- Content Knowledge: The percentage of overall completer pass rate of Idaho State Board Approved content assessment for which the EPP has at least ten candidates complete the assessment during the academic year.

- **Completer Effectiveness on Professional Practice:** The percentage of teachers of record and completers who signed an Idaho teaching contract in their first year after completion were eligible for and obtained the Idaho Professional Endorsement.

**Persistence in an Idaho Local Education Agency:** The percentage of teachers of record and completers who signed an Idaho teaching contract in their first year after completion working full-time in an Idaho Local Education Agency who persist for three years.



**E. Title III, Part A, Subpart 1: English Language Acquisition and Language Enhancement**

1. **Entrance and Exit Procedures** (*ESEA section 3113(b)(2)*): Describe how the SEA will establish and implement, with timely and meaningful consultation with LEAs representing the geographic diversity of the State, standardized, statewide entrance and exit procedures, including an assurance that all students who may be English learners are assessed for such status within 30 days of enrollment in a school in the State.

**Entrance Procedures:** Idaho's ESSA EL Workgroup has established the following EL Program Entrance Procedures and Criteria:

*Step 1:* All LEAs administer the Statewide Home Language Survey (HLS) to all newly enrolling students in the district/charter. They then use the "Decision to Assess" Matrix to determine whether the student is a potential EL. Original HLSs are filed in students' cumulative files.

Statewide Home Language Survey Questions:

1. What language(s) are spoken in the home?
2. What language(s) does your student speak most often?
3. What language(s) did your student first learn?
4. Which language does your child speak with you?
5. Which language do you use when speaking with your child?
6. Which language do you want phone calls and letters?
7. What is your relationship to the child?
8. Is there any additional information you would like the school to know about your child?

The Home Language Survey is currently available in Spanish and Russian and is being translated in additional languages represented in the state. English and translated HLS forms are available on the Idaho State EL and Title III Programs website for all LEAs to download.

*Step 2:* If a student is identified as a potential EL, LEAs use additional resources and data to determine whether the student has already been identified as an EL in another LEA. If the following resources indicate that the student either has screened out of EL eligibility or has previously exited from EL programming, then the student does not qualify for EL program placement.

- Idaho's English Learner Management System (ELMS)
- Cumulative file review for WIDA assessments
- Cumulative file review for English Learner Plans
- Cumulative file review for EL exit forms
- Communication with previous district (if necessary)

*Step 3:* LEAs proceed with an English Language Proficiency (ELP) Screener Assessment administration, either WIDA Screener for Kindergarten or WIDA Screener, depending on the student's grade level and time of year of enrollment. They use the following Statewide EL Entrance Criteria to determine whether a student qualifies for EL or

whether they screen out of EL eligibility.

**Table 15: Idaho’s Statewide EL Entrance Criteria**

Grade	First semester	Second semester
Kindergarten	<p><u>WIDA Screener for Kindergarten</u></p> <ul style="list-style-type: none"> <li>• <u>≥ 5.0 Oral Language Proficiency Level</u></li> <li>• <u>≥ 4.0 Listening Proficiency Level</u></li> <li>• <u>≥ 4.0 Speaking Proficiency Level</u></li> </ul>	<p><u>WIDA Screener for Kindergarten</u></p> <ul style="list-style-type: none"> <li>• <u>≥ 5.0 Oral Language Proficiency Level</u></li> <li>• <u>≥ 4.0 Listening Proficiency Level</u></li> <li>• <u>≥ 4.0 Speaking Proficiency Level</u></li> <li>• <u>≥ 2.0 Literacy Score</u></li> </ul>
1 <sup>st</sup> Grade	<p><u>WIDA Screener for Kindergarten</u></p> <ul style="list-style-type: none"> <li>• <u>≥ 5.0 Oral Language Proficiency Level</u></li> <li>• <u>≥ 4.0 Listening Proficiency Level</u></li> <li>• <u>≥ 4.0 Speaking Proficiency Level</u></li> <li>• <u>≥ 4.0 Literacy Score</u></li> </ul>	<ul style="list-style-type: none"> <li>• <u>(Same as 2nd-12th grade)</u></li> </ul>
2 <sup>nd</sup> – 12 <sup>th</sup> Grade	<p><u>WIDA Screener</u></p> <ul style="list-style-type: none"> <li>• <u>≥ 5.0 Overall Proficiency Level Score</u></li> <li>• <u>≥ 4.0 Speaking Proficiency Level</u></li> <li>• <u>≥ 4.0 Reading Proficiency Level</u></li> <li>• <u>≥ 4.0 Writing Proficiency Level</u></li> </ul>	<p><u>WIDA Screener</u></p> <ul style="list-style-type: none"> <li>• <u>≥ 5.0 Overall Proficiency Level Score</u></li> <li>• <u>≥ 4.0 Speaking Proficiency Level</u></li> <li>• <u>≥ 4.0 Reading Proficiency Level</u></li> <li>• <u>≥ 4.0 Writing Proficiency Level</u></li> </ul>

Screener assessment and program placement must occur within 30 days of the student’s enrollment in the LEA. In order to ensure that potential ELs with special needs are correctly identified, the EL advisory panel will collaborate with special education stakeholders to establish alternate entrance criteria and processes for identifying ELs with special needs.

The ESSA EL Workgroup created a statewide process for identifying students whose parents may have indicated “English Only” on their Home Language Survey but who have exhibited characteristics of second language learners necessitating a need to amend the original HLS. In addition, the workgroup developed a statewide process to

remove the EL designation from a student who was erroneously identified. Lastly, the workgroup has assisted the ISDE with revising the parental notification form including an option to waive ELD services.

**Exit Procedures:** Idaho's ESSA EL Workgroup has established the following EL Program Exit Procedures and Criteria first implemented in the 2019/2020 school year, based on the 2020 ACCESS for ELL results:

*Step 1:* LEAs review annual EL proficiency assessment data to determine which students have met Idaho's EL Exit Criteria. Idaho administers the WIDA ACCESS for ELL or Alternate ACCESS for ELL to annually assess for EL proficiency.

The ACCESS for ELL is administered to all identified English Learners, annually, and includes assessments in reading, writing, listening and speaking. A student receives an overall composite score and a scale score in each of the four domains.

The reading and writing domains are weighted 35% each in the overall composite, while the speaking and listening domains are weighted 15% each, in the overall composite.

A student is considered proficient when they receive a composite score equal to or greater than 4.2, with a minimum score of 3.5 in the domains of reading, writing and listening, and a minimum score of 1 in the speaking domain.

*Step 2:* When students meet the exit criteria on the English language proficiency assessment, LEA staff members re-designate students to "exited year 1 monitoring" status in their school information systems. LEAs are required to complete the exiting process for eligible students before the end of the school year in which the student met the exit criteria. In other words, LEAs must use the results from the spring ACCESS for ELL and Alternate ACCESS for ELL assessment to update students' EL status in their school information system and inform parents by the end of the school year.

*Step 3:* LEAs will use a statewide exit form that is shared and explained to parents/families in a language they can understand to inform them of their child's program exit. In addition LEAs inform parents/families of the child's transition into a monitoring status for two years.

In order to ensure that ELs with special needs are correctly exited, the EL advisory panel collaborated with special education stakeholders to establish criteria and processes for exiting ELs with special needs taking the Alternate ACCESS for ELL. The following is a result of this collaboration:

- ALT-ACCESS for ELL exit criteria
- P2 Composite Proficiency Level

English learners with significant disabilities as documented by an Individualized Education Plan (IEP) will exit from the EL program when reaching P2 composite proficiency level on the ALT-ACCESS for ELL.

2. **SEA Support for English Learner Progress** (*ESEA section 3113(b)(6)*): Describe how the

SEA will assist eligible entities in meeting:

- i. The State-designed long-term goals established under ESEA section 1111(c)(4)(A)(ii), including measurements of interim progress towards meeting such goals, based on the State's English language proficiency assessments under ESEA section 1111(b)(2)(G); and
- ii. The challenging State academic standards.

**Assistance to LEAs for Long-Term Language Proficiency and Academic Goals**

The State English Learner/Title III Department exists to assist LEAs with creating, implementing, and improving language instruction educational programs that provide equal learning opportunities for ELs. In order to achieve this, the State EL/Title III Department will analyze the long-term goals and interim progress for English language proficiency and academic standards established under ESEA section 1111(c)(4)(A)(ii). This ongoing and annual analysis will assist the department in determining statewide and individualized support needed for LEAs.

Moreover, with EL accountability now housed under Title I, the State EL/Title III Department staff are critical members on the previously mentioned State Technical Assistant Team (STAT). This group will be responsible for tracking progress, discussing data, and identifying needs and resources.

Additionally, the department will continue to review and monitor LEAs' annual EL plan within the Consolidated Federal and State Grants Application (CFSGA). LEAs must describe their Language Instruction Educational Program(s) (LIEP) to serve their ELs. These plans also include an opportunity for the LEA to describe linguistic and academic goal(s) for their English learners. Furthermore, LEAs describe within their State EL Plans their methods for meeting these linguistic and academic goals by describing coordination of services with other supporting programs, method for incorporating WIDA English Language Development Standards within instruction, and professional learning opportunities provided to all staff in the LEA on best practices in teaching English learners. The State EL/Title III Department will review the LEAs linguistic and academic goals for alignment to the long-term goals and interim progress for English language proficiency and academic standards established under ESEA section 1111(c)(4)(A)(ii). Additionally, the department uses this information to support LEAs in their individualized efforts. For example, if neighboring LEAs have similar goals, ISDE can target support regionally.

Currently, the ISDE has the following supports in place for schools and LEAs that can be tailored to address the specific linguistic and academic needs of their ELs:

**Cross Collaboration**

The EL/Title III Department engages in state-level collaboration with other ISDE programs such as Special Education, Migrant, Title I, Assessment, and others to address the needs of English Learners. Examples of state-level collaboration include professional learning opportunities for administrators, teachers, and paraprofessionals of English Learners as well as a consolidated grant application and program monitoring for LEAs. The STAT team is another example of cross collaboration.

#### **Ongoing Technical Assistance**

Ongoing technical assistance for all LEAs is provided in a variety of ways listed below. However, individualized technical assistance can be requested by an LEA at any time and may be delivered through a variety of methods:

1. Phone, email, and individual site visits
2. The EL Department webpage <http://sde.idaho.gov/el-migrant/el/index.html>
3. Quarterly webinars
4. Regional trainings
5. Yearly Summer English Learner Institute

#### **Idaho Legislature**

The Idaho Legislature provides funding to LEAs for ELs. House Bill 287 appropriates \$450,000 for three-year grants to assist LEAs with meeting the academic needs of English Learners. House Bill 289 provides over 1 million dollars for research-based programs for ELs.

#### **State Title III Consortium**

State Title III Consortium provides members with additional technical and instructional support. The Idaho State EL/Title III program employs an EL program assistant who coordinates various professional development opportunities. LEAs have access to various trainings which include all training costs and materials. The State EL coordinator also provides on-site technical assistance and employs two (2) regional EL coaches who travel to LEAs around the state to support them and provide onsite technical assistance personalized to their needs.

#### **EL Advisory Panel**

The EL advisory panel assists the ISDE with state-wide planning and support on EL-related topics such as creating state-wide identification and exiting criteria for all LEAs.

#### **Professional Development/Training**

The Idaho State EL/Title III Department provides support for all Idaho educators of ELs through professional learning opportunities that are intentionally designed based on the timely needs of EL educators. IDE recognizes that as the number of ELs grows, all educators must be mutually responsible for the language development and academic success of ELs and, therefore, all teachers are language teachers. The EL/Title III Department provides a menu of professional development options to ensure a wide variety of instructional frameworks and strategies are being covered based on local LIEP determination. This includes the Go-To Strategies, Sheltered Instruction, English Language Development (ELD) Standards, and pertinent English language acquisition topics.

#### **State and National Partnerships**

The State/Title III Department staff participates in and collaborates with multiple national partners and other state agencies for support in trending EL topics: Teaching English to Speakers of Other Languages (TESOL), Center for Applied Linguistics (CAL), WIDA, Wisconsin Center for Educational Research (W-CER), Regional Educational Laboratory (REL), Chief Counsel of State School Officers

(CCSSO), EL State Collaborative on Assessment Student Standards (SCASS), National Association for Bilingual Education (NABE), and Idaho Association for Bilingual Education (IABE). . Lastly, additional partnerships with Idaho’s institutes of higher education provide components of EL education in preservice teacher education in an effort to prepare teachers with appropriate instructional strategies for the ELs in their classrooms.

The ISDE will continue to adapt, create, and implement additional supports for ELs in Idaho’s schools based on need as identified through data.

3. **Monitoring and Technical Assistance** (ESEA section 3113(b)(8)): Describe:
- i. How the SEA will monitor the progress of each eligible entity receiving a Title III, Part A sub- grant in helping English learners achieve English proficiency; and
  - ii. The steps the SEA will take to further assist eligible entities if the strategies funded under Title III, Part A are not effective, such as providing technical assistance and modifying such strategies.

Monitoring the implementation of Federal programs and the use of funds is a requirement of each of the Federal programs and an essential function of the ISDE. The ISDE monitors all LEAs thoroughly and in a variety of ways to ensure that all children have a fair, equitable, and significant opportunity to obtain a high-quality education. Moreover, the ISDE provides leadership and guidance to LEAs through technical assistance for the purpose of assisting LEAs with implementing highly effective educational programs to increase student achievement in Idaho. ISDE implements the following processes for monitoring federal programs including Title III-A:

**Consolidated Federal and State Grant Application (CFSGA)**

The Idaho Consolidated Federal & State Grant Application serves as an LEA’s application for federal program funds. A consolidated approach, instead of separate applications for each of the individual programs, allows the programs to be cooperatively planned and implemented, and also helps to reduce the administrative burden. In addition, the CFSGA allows the EL/Title III Coordinator to monitor/review annual applications for Title III compliance, linguistic and academic goals, and use of funds. If an LEA’s plan does not meet the criteria for approval, the coordinator coaches the LEA until the plan meets all the requirements. This approach is proactive in that it provides assistance before the LEA receives funding.

**Selection Process for Onsite and Desk Monitoring of LEAs**

In determining the list of LEAs to be monitored for the upcoming school year, the ISDE reviews several considerations:

1. The list of LEAs considered for monitoring in the upcoming year are derived from the ISDE’s Ongoing LEA Master List, which identifies the year each LEA was last monitored.
2. Each federal program identifies risk factors for the LEAs identified for potential monitoring. Risk factors may be determined using data including

the following:

- State assessment performance data
  - Date/Year the LEA was previously monitored
  - Number and type of findings from the previous monitoring visit (such as programmatic, fiscal, policy, repeat findings)
  - Results of previous findings
  - Personnel turnover – new or inexperienced federal programs director or new superintendent
  - Audit Findings (such as incomplete audits or type of audit findings)
  - Significant carryover balances Other “high-risk” factors identified by ISDE program coordinators (such as sudden and/or significant increase in English Learners, formal compliance complaint filed with the ISDE, SBOE, and/or U.S. Department of Education - Office for Civil Rights)
3. Approximately 25 LEAs are identified for monitoring annually. Monitoring is conducted by ISDE program staff either through on-site or desk monitoring.

**Monitoring Process for Title III –A**

During the monitoring visit, the EL/Title III Coordinator conducts classroom observations, interviews with staff, principals, students, and parents to determine if the LEA is addressing the linguistic and academic needs of their ELs. Additionally, the coordinator seeks evidence of support for the linguistic and academic goals described in the CFSGA.

**Consolidated State Performance Report (CSPR)**

Annual CSPR data submitted by the LEA for federal reporting is another opportunity for monitoring and possible technical assistance. LEA data is reviewed for accuracy as well as for state and local level trends.

**Participation in STAT Team**

As mentioned before, the State EL/Title III department will work with the STAT team to monitor the progress of LEAs and provide technical assistance based on the recommendations of this team.

The above-mentioned activities and processes will assist the ISDE in identifying LEAs that may need more specific and individualized support in identifying effective strategies for their ELs. If an LEA continues to struggle with implementing effective strategies for EL English proficiency, the ISDE will convene with the STAT team to determine additional resources needed to provide intensive support. Resources could include, but not limited to, in-depth professional development, recommendations for Title III program revisions and opportunities for peer observations with successful Title III districts.

**F. Title IV, Part A: Student Support and Academic Enrichment Grants**

1. **Use of Funds** (*ESEA section 4103(c)(2)(A)*): Describe how the SEA will use funds received under Title IV, Part A, Subpart 1 for State-level activities.

**State Level Activities**

Four percent of Idaho's Title IV-A allocation targeted for state activities will be directed toward required activities including training LEAs on applying for Title IV-A funds through the ISDE's Consolidated State and Federal Grant Application and compliance monitoring.

**LEA Optional Use of Funds Aligned with State Level Activities**

Idahoans understand that a well-rounded, community-oriented, student-focused education provides the knowledge and skills to live, learn, work, create, and contribute to society. In supporting a community-oriented and student focused education, the ISDE supports college and career readiness through academic readiness and advising including Advanced Opportunities, Next Steps Idaho and collaborative statewide partnership. Additionally, the ISDE supports STEM experiences which enhance 21st century workforce skills such as collaboration, innovation, problem-solving, critical and creative thinking, and teamwork. All students should have the opportunity to learn these critical 21st century workforce skills. Title IV-A state funds support ISDE staff in providing technical assistance for LEAs in the creation of local Title IV-A plans and applying for funding as well as monitoring for compliance with federal rules and regulations. While compliance monitoring visits focus on adherence to the rules and regulations, the ISDE aims to use these visits as opportunities to provide technical assistance in addressing deficiencies and offering best practices in supporting students.

The ISDE will support LEAs in directing their Title IV-A allocations to provide equitable access to a well-rounded education and rigorous coursework in subjects in which female students, minority students, English learners, students with disabilities, or low-income students are underrepresented. Such subjects could include English, reading/language arts, writing, science, technology, engineering, mathematics, world languages, civics and government, economics, arts, history, geography, computer science, music, career and technical education, health, or physical education.

Existing state support will be leveraged to increase the impact of LEA Title IV-A funds around strengthening the instructional core and increasing access to a broad range of educational opportunities. Idaho currently has robust supports in place focused on a well-rounded education that includes professional development for teachers, instructional coaches, and mastery education funded by state dollars.

Regarding supporting safe and healthy students, LEA Title IV-A funds are used to train and equip LEA personnel with best practices specific to safe schools, crisis intervention, school violence prevention, suicide prevention, and alternatives to suspensions and expulsions through existing statewide trainings and resources. In addition, Title IV-A



funds may be used to provide schoolwide services that contribute to a positive and safe school environment by promoting mental wellness and suicide prevention among students.

2. **Awarding Subgrants** (*ESEA section 4103(c)(2)(B)*): Describe how the SEA will ensure that awards made to LEAs under Title IV, Part A, Subpart 1 are in amounts that are consistent with ESEA section 4105(a)(2).

To ensure the requirement was accurately interpreted, the ISDE used a manual compiled and released by the US Department of Education on June 30, 2017. A link to the manual can be found here:

[https://safesupportivelearning.ed.gov/sites/default/files/Subgranting\\_FY\\_2017\\_Title\\_IV\\_A\\_LEAs\\_QA.pdf](https://safesupportivelearning.ed.gov/sites/default/files/Subgranting_FY_2017_Title_IV_A_LEAs_QA.pdf)

An Excel template was created consistent with scenario 1 from the manual (p 2). The template has built in formulas, which include the following steps:

1. Determine initial formula allocations based on LEA shares of Title I, Part A funds for the preceding fiscal year.
2. Adjust upward allocations for LEAs whose initial allocation is below \$10,000.
3. Adjust downward, on a proportional basis, the initial formula allocations for all LEAs receiving more than \$10,000.
4. Repeat steps (iterations) as many times as necessary until there is no grant award with less than \$10,000.

The initial calculation is performed by the Federal Programs Department at the same time Title I, Part A allocations are calculated.

Once Federal Programs Title allocations are finalized, the allocations are populated into the Idaho State Department Consolidated Federal and State Grant Application (CFSGA). After an LEA's CFSGA plan is approved for all programs, the funds are sent to the Grant Reimbursement Application (GRA). All LEAs receiving Title IV-A allocations receive no less than the minimum amount of \$10,000.

Once finalized, the allocations are populated into the Idaho State Departments online mechanism for LEA to submit plans and request funds for all title programs (Consolidated Federal and State Grant Application- CFSGA). Once populated LEAs are not able to request less than the populated amount, thereby assuring all LEAs receive no less than \$10,000 in Title IVA funds.

**G. Title IV, Part B: 21<sup>st</sup> Century Community Learning Centers**

- 1. Use of Funds (ESEA section 4203(a)(2)):** Describe how the SEA will use funds received under the 21st Century Community Learning Centers program, including funds reserved for State- level activities.

ISDE reserves 2 percent of the appropriated amount for administration (approx. \$130,000), which supports 1.08 FTE: partial salaries for a director, state coordinator, program specialist, and administrative assistant. The administration funds for Title IV-B are used to support eligible LEAs, Community-Based Organizations, Indian tribes or tribal organizations, and other public/private entities. Each year the ISDE provides regional training for interested organizations in applying for Title IV-B grant funds. The ISDE also use administrative funds for costs associated with the peer review process and required USED meetings.

ISDE reserves 5 percent of the appropriated amount for state activity (approx. \$325,000), which supports 0.9 FTE: partial salaries for a director, state coordinator, program specialist, and administrative assistant. The state activity funds for Title IV-B are used to support current grantees in providing monitoring and technical assistance. The ISDE partners with the Idaho Afterschool Network in developing and implementing school age quality standards, . The ISDE also uses state activity funds to perform a statewide evaluation to assess the program’s effectiveness in meeting performance measures.

**Table 17: Title IV-B use of funds**

<b>Strategy</b>	<b>Timeline</b>	<b>Funding sources</b>
New Grantee Training	Summer Annually	Title IV-B State Administrative Funds
21 <sup>st</sup> CCLC Directors Meeting	Fall Annually	Title IV-B State Activity Funds
Request For Application (RFA) Training	Fall Bi-Annually	Title IV-B State Activity Funds
Grant Competition	Winter Bi-Annually (dependent on available funding)	Title IV-B State Activity
Peer Review Process Meeting	Spring Bi-Annually	Title IV-B State Administrative Funds
21 <sup>st</sup> CCLC Directors Meeting	Spring Annually	Title IV-B State Activity Funds
21 <sup>st</sup> CCLC Summer Institute	Summer Annually	Title IV-B State Administrative Funds
Grantee Monitoring & Technical Assistance	Ongoing	Title IV-B State Activity Funds

2. **Awarding Subgrants** (*ESEA section 4203(a)(4)*): Describe the procedures and criteria the SEA will use for reviewing applications and awarding 21st Century Community Learning Centers funds to eligible entities on a competitive basis, which shall include procedures and criteria that take into consideration the likelihood that a proposed community learning center will help participating students meet the challenging State academic standards and any local academic standards.

ISDE reserves not less than 93 percent of the appropriated amount for subgrants (approx. \$6.5 million). Each year the ISDE hosts a grant competition (as unallocated funds allow) to applicants according to ESEA Sec. 4201(b)(3). The ISDE awards 5-year grants with a minimum of \$50,000 per award. Award amounts are based on the applicant’s needs and services provided to students; however, the ISDE provides guidance to applicants on typical award amounts based on per-pupil expenditures.

The ISDE awards subgrants through a competitive process based on the merit of an applicant’s grant application; needs assessment for before and after-school programs, project design, measures of effectiveness, budget, and other assurances as outlined in ESEA Sec. 4204. The ISDE awards additional points for entities that target students: (1) attending schools that are implementing comprehensive support and improvement activities or targeted support and improvement activities under ESEA Sec. 1111(d); and (2) who may be at risk for academic failure, dropping out of school, involvement in criminal or delinquent activities, or who lack strong positive role models.

The ISDE provides technical assistance and facilitates the grant application process; however, it does not participate in the decision making of the awards to applicants. The ISDE recruits a variety of peer reviewers (via email, newsletter, website, press release), which consists of individuals with diverse expertise, organization representation, geographic location, gender, racial and ethnic representation. The ISDE trains all reviewers and hosts a 1-day virtual meeting to discuss submitted applications. The peer reviewers make the decision of awarded applications based on the applicant’s grant application and established scoring rubric.

**Table 18: Title IV-B awarding subgrants timeline**

<b>Strategy</b>	<b>Timeline</b>	<b>Funding sources</b>
Request For Application Training Workshops	Fall Bi-Annually 2017	Title IV-B State Administrative Funds
Grant Application Opens	Fall Annually	-
Grant Application Closes	January Annually	-
Peer Review	Spring Annually	-
Peer Review Process Meeting	Spring Annually	Title IV-B State Administrative Funds
Grant Awards Announced	April Annually	-
Funding to Grantees Begins	July 1	Title IV-B Subgrants

**H. Title V, Part B, Subpart 2: Rural and Low-Income School Program**

- 1. Outcomes and Objectives (ESEA section 5223(b)(1)):** Provide information on program objectives and outcomes for activities under Title V, Part B, Subpart 2, including how the SEA will use funds to help all students meet the challenging State academic standards.

Rural schools defined by Idaho Code are schools that have fewer than 20 enrolled students per square mile, or school districts within a county that contain less than 25,000 residents. The goal for students in rural schools is the same for all students—to achieve at the same level of proficiency and have access to higher education resources to be successful after high school. In order to achieve equity for rural students, the state has designated staff to support rural and low-income school programs and has created a working state plan for these programs <http://www.sde.idaho.gov/federal-programs/rural/index.html>. The plan was created in consultation with LEAs. The process for grant applications includes the Consolidated Federal and State Grant Application (CFSGA) online reporting system for LEAs to submit an application that includes budget, selected activities for use of funds, and measurable goals. The state also has an electronic evaluation report that is due in June each year.

**Table 19: Title V-B objectives and outcomes**

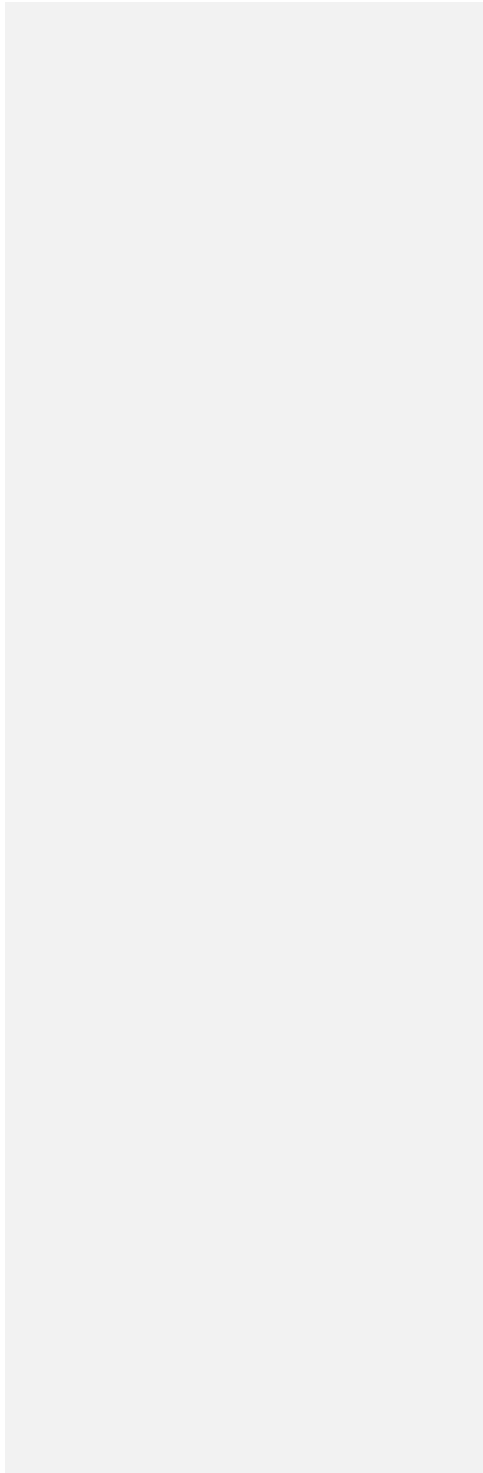
<b>Objective</b>	<b>Outcome</b>
Objective 1: Rural school students achieve at the same level of proficiency as all other students, and have access to higher education resources to be successful after high school.	Outcomes: Each Rural Low Income School (RLIS) grantee program will provide educational services for children and youth as described in the CFSGA to ensure that they have the opportunity to meet challenging State academic content and achievement standards.
Objective 2: ISDE has a method and annual timeline for providing annual technical assistance to RLIS eligible LEAs.	Outcomes: All RLIS LEA Federal Program directors and business managers attend training on RLIS requirements and eligibility at annual regional meeting.

- 2. Technical Assistance (ESEA section 5223(b)(3)):** Describe how the SEA will provide technical assistance to eligible LEAs to help such agencies implement the activities described in ESEA section 5222.

The state coordinator collaborates with Title I, Title II, Title III, and family and community coordinators; the charter school coordinator; and 21st Century Learning Center division to ensure program alignment and access to resources as well as training at least twice per year with LEA technical assistance as needed. Idaho rural LEAs have participated in Northwest Rural Innovation and Student Engagement (NW RISE), a multi-state project that creates learning communities among schools in the rural northwest. Educators from Alaska, Idaho, Montana, and Washington can participate in NW RISE.

The project is part of the Comprehensive Center 17 and includes two face-to-face

meetings per year as well as monthly opportunities for members to collaborate through video conference and a dedicated social media account . In addition, consultation and technical assistance is provided through the state’s system of support which includes both on-site support through projects like Idaho Building Capacity, Idaho Regional Math Centers, Idaho Content ELA Coaches, and opportunities to network with peers through various networks including the Idaho Superintendents Network and Idaho Principals Network.



**I. Education for Homeless Children and Youth program, McKinney-Vento Homeless Assistance Act, Title IX, Subtitle A**

1. **Student Identification** (722(g)(1)(B) of the McKinney-Vento Act): Describe the procedures the SEA will use to identify homeless children and youth in the State and to assess their needs.

All LEAs are required to have a local board-approved homeless policy that describes how the LEA will implement the following: definitions, identification, school selection, enrollment, transportation, services, disputes, free meals, eligibility for Title I services, training, coordination, and preschool. To assist in the identification of children and youth without housing, public notice of the education rights of homeless children and youth are to be disseminated and posted where such children and youth receive services. ISDE provides free brochures and posters. The state coordinator and local liaison contact information is listed on each poster to provide technical assistance regarding enrollment, identification, and other issues affecting students in homeless situations. Liaisons are also provided assistance from the National Center for Homeless Education toll-free help line. ISDE requires a Housing Questionnaire in which the nighttime living status of every student is assessed by enrollment documentation. Each LEA has an identified liaison responsible for conducting the assessment and verification of homeless children and youth. Once the liaison verifies eligibility of the child or youth, they are reported in the LEA student management system that uploads to the Idaho System for Educational Excellence (ISEE) K–12 longitudinal data management system. Samples are available at <http://www.sde.idaho.gov/federal-programs/homeless/index.html>

The identification of children and youth experiencing homelessness and assessing their needs is primarily the responsibility of the Local Educational Agencies (LEAs). The ISDE supports identification and needs assessment by:

- i. Providing annual regional training to local liaisons on the implementation of policies and regular processes for identification of homeless students and assessment of their needs and tracking liaison training;
- ii. Regularly notifying LEAs of training opportunities through the National Center for Homeless Education (NCHE);
- iii. Annually monitoring the needs assessment process for LEAs through monitoring and the completion of a self-assessment application;
- iv. Providing a best practice needs assessment worksheet and summary tool from NCHE on the ISDE website at <http://www.sde.idaho.gov/federal-programs/homeless/index.html>;  
Assuring that the ISDE State Coordinator is a participating member of the Idaho Continuum of Care, Special Education Advisory Panel, and Idaho HUD Homeless Advisory Council so that identification and needs assessment issues that merge in non-school contexts are appropriately addressed.

2. **Dispute Resolution** (722(g)(1)(C) of the McKinney-Vento Act): Describe procedures for the prompt resolution of disputes regarding the educational placement of homeless children and youth.

All LEA liaisons are familiar with the ISDE dispute resolution policy posted on the ISDE website ([www.sde.idaho.gov/federal-programs/homeless/index.html](http://www.sde.idaho.gov/federal-programs/homeless/index.html)) through annual trainings provided by the state coordinator. All LEAs must have a written dispute resolution process that aligns with the state policy. This requirement is checked during federal program monitoring visits, and when LEAs submit assurances during their annual application for funding through the CFSGA process. All LEAs must also have a written notice of decision. Sample letters are provided on the ISDE website. Homeless children and youth are provided all services during the dispute resolution process.

3. **Support for School Personnel** (722(g)(1)(D) of the McKinney-Vento Act): Describe programs for school personnel (including the LEA liaisons for homeless children and youth, principals and other school leaders, attendance officers, teachers, enrollment personnel, and specialized instructional support personnel) to heighten the awareness of such school personnel of the specific needs of homeless children and youth, including runaway and homeless children and youth.

ISDE provides staff development to LEA liaisons, including provisions of the McKinney-Vento Education for Homeless Children and Youth program; related state laws; the special needs of students experiencing homelessness; resource materials; and strategies for training teachers, counselors, support staff, administrators, homeless service providers, advocates, and others.

All liaisons are required to attend annual training on McKinney-Vento to heighten the awareness of the specific needs of children and youth experiencing homelessness, unaccompanied homeless youth. Webinars and trainings are offered by the state and liaisons are regularly notified of trainings throughout the year. Local designated liaisons are required to have annual training for all staff including those in administration, transportation, nutrition, janitorial, nursing, and secretarial work on the specific needs of homeless children and youth.

4. **Access to Services** (722(g)(1)(F) of the McKinney-Vento Act): Describe procedures that ensure that:
  - i. Homeless children have access to public preschool programs, administered by the SEA or LEA, as provided to other children in the State;
  - ii. Homeless children and youth are identified and accorded equal access to appropriate secondary education and support services, including by identifying and removing barriers that prevent youth described in this clause from receiving appropriate credit for full or partial coursework satisfactorily completed while attending a prior school, in accordance with State, local, and school policies; and
  - iii. Homeless children and youth who meet the relevant eligibility criteria do not face barriers to accessing academic and extracurricular activities, including magnet school, summer school, career and technical education, advanced placement, online learning, and charter school programs, if such programs are available at the State and local levels.

**Public preschool programs:** Idaho Code 33-201 identifies school-aged children as

between the ages of five and twenty-one. Idaho does not fund pre-school programs. ISDE's Student Housing Survey (nighttime living status of every student) includes questions about siblings in the family and assists with students eligible for secondary education who may not be currently identified. LEA liaisons collaborate with various agencies and service providers who work with homeless children and youth such as the Idaho Department of Health & Welfare, Salvation Army, area shelters, and Community Action Partnership Association of Idaho to make them aware of protections available to homeless, unaccompanied youth. LEA liaisons collaborate with service providers to advocate on behalf of these children and youth to ensure that the students have the opportunity to return to school and participate in these programs. ISDE has established collaboration with Head Start, and the ISDE state coordinator has been appointed to the Idaho Infant and Toddler Council.

- b. **Equal Access to Appropriate Secondary Education and Support Services:** The state coordinator provides training with LEA liaisons pertaining to the critical element of identification of youth who are separated from public schools with equal access, without barriers to full or partial credit. Partnerships with Title I-A and other federal programs are used when available to access online courses, summer school, and tutoring for credit recovery.

In addition to training, Idaho conducts annual monitoring and requires the submission of an annual self-assessment. Part of the monitoring process includes requiring evidence that the LEA policy and school processes and procedure ensure that homeless youth receive appropriate credit for full or partial coursework satisfactorily completed while attending public school.

**Eligible Children and Youth Do Not Face Barriers:** Every effort is made by all homeless liaisons and the state coordinator to include students in all academic and extracurricular activities. LEAs have policies to ensure homeless children and youth who meet the relevant eligibility criteria do not face barriers to accessing academic and extracurricular activities. Outreach is made by the liaison as needed to local support groups to assist with needs students might have to participate in extracurricular activities.

5. **Strategies to Address Other Problems (722(g)(1)(H) of the McKinney-Vento Act):** Provide strategies to address other problems with respect to the education of homeless children and youth, including problems resulting from enrollment delays that are caused by—
  - i. requirements of immunization and other required health records;
  - ii. residency requirements;
  - iii. lack of birth certificates, school records, or other documentation;
  - iv. guardianship issues; or
  - v. uniform or dress code requirements.

Idaho state and local policies prohibit LEAs from denying a child enrollment for lack of records and include short timelines for obtaining needed records, certifications, and other documents. All LEAs are required to set aside a minimum of 0.25 of 1% of their Title I allocation for homeless students. This can be used for all the above, as needed. ISDE and LEAs use the results of surveys, focus groups, and training evaluations to



identify additional barriers caused by enrollment delays. ISDE disseminates information and provides technical assistance on how to remove barriers to school access throughout the state in its resource documents and trainings. ISDE encourages LEAs to seek aid from local service or charitable organizations to help provide assistance that helps meet these needs. TLEA's requiring uniforms must provide these items to enrolled homeless youth. In addition, MV Homeless Education Grant funds and homeless set aside funds can be used to provide necessary clothing for school dress codes or school activities.

6. **Policies to Remove Barriers** (722(g)(1)(I) of the McKinney-Vento Act): Demonstrate that the SEA and LEAs in the State have developed, and shall review and revise, policies to remove barriers to the identification of homeless children and youth, and the enrollment and retention of homeless children and youth in schools in the State, including barriers to enrollment and retention due to outstanding fees or fines, or absences.

The ISDE and all LEAs must have a current homeless education policy that removes barriers to identification, enrollment, and retention including those due to outstanding fees, fines, or absences of homeless children and youth.

The ISDE State Coordinator for the Education of Homeless Children and Youth will review and recommend revisions to state-level policies or procedures that may create barriers to the identification, enrollment, and retention of students identified as homeless. This review will be conducted in collaboration and coordination with other state and federally funded programs. The state coordinator will provide regular trainings and ongoing technical assistance to LEA Liaisons on all provisions of the McKinney-Vento Homeless Education Act.

The state coordinator will provide written guidance documents regarding the needs to enroll and retain children and youth who are homeless, including the unique needs of various at-risk and diverse subgroups of students.

Statewide and regional-level trainings will address policies and procedures to assure students remain enrolled in their school of origin for the duration of the school year, regardless of attendance status. These trainings will also focus on strategies to minimize barriers to enrollment and retention related to outstanding fees, fines, or absences.

During annual trainings, local liaisons will bring their current policies to be reviewed. The policies will be examined to determine if these are legal, and clear. If needed, policies will be revised to be ready for local board approval. The ISDE requires that LEAs regularly review policies as a best practice, and revise as necessary. Many school districts are working with the Idaho School Boards Association on writing and revising policies.

The ISDE has added monitoring indicators reflecting this requirement to the Federal Programs Monitoring Tool. LEA policies and school processes and procedures are monitored through the federal program monitoring process, which requires specific evidence of compliance, and include a review of district policies and procedures to ensure that homeless students and their families receive education services for which they are eligible.

The state coordinator tracks concerns and requests for assistance. These technical assistance queries, along with data gathered through monitoring of compliance with the

McKinney-Vento Act during the Federal Programs monitoring process, are regularly evaluated to search for areas of improvement in the State's implementation of the statute. These areas provide topics for targeted technical assistance and training activities in the state.

7. **Assistance from Counselors (722(g)(1)(K)):** A description of how youths described in section 725(2) will receive assistance from counselors to advise such youths and prepare and improve the readiness of such youths for college.

The state coordinator works with LEA liaisons and school counselors at the secondary level to make sure homeless youth are receiving appropriate credit for full or partial coursework satisfactorily completed while attending a prior school, in accordance with state, local, and school policies. An indicator has been added to the monitoring tool to address how youth will receive assistance from counselors to prepare and improve the readiness for college. It is a requirement and an expectation from the ISDE that counselors/liaisons will inform unaccompanied homeless youth of their status as independent students under section 480 of the Higher Education Act of 1965, and that they may obtain assistance from the liaison to receive verification of such status for the purposes of the Free Application for Federal Student Aid.

**Appendix A**      Measurements of Interim Progress

*Instructions: Each SEA must include the measurements of interim progress toward meeting the long-term goals for academic achievement, graduation rates, and English language proficiency, set forth in the State’s response to Title I, Part A question 4.iii, for all students and separately for each subgroup of students, including those listed in response to question 4.i.a. of this document. For academic achievement and graduation rates, the State’s measurements of interim progress must take into account the improvement necessary on such measures to make significant progress in closing statewide proficiency and graduation rate gaps.*

**a. Academic Achievement**

**Mathematics - 2016 baseline, 2024 long-term goal, and 2017-2023 interim targets**

Mathematics	2016	2017	2018	2019	2020	2021	2022	2023	2024
All Students	41.6%	44.8%	48.1%	51.3%	54.6%	57.8%	61.1%	61.1%	61.1%
Economically Disadvantaged	30.3%	34.2%	38.0%	41.9%	45.8%	49.7%	53.5%	53.5%	53.5%
Students with Disabilities	15.2%	19.9%	24.6%	29.3%	34.0%	38.8%	43.5%	43.5%	43.5%
English Learners	7.1%	12.3%	17.4%	22.6%	27.7%	32.9%	38.1%	38.1%	38.1%
Black / African American	22.2%	26.5%	30.8%	35.2%	39.5%	43.8%	48.1%	48.1%	48.1%
Asian or Pacific Islander	56.8%	59.2%	61.6%	64.0%	66.4%	68.8%	71.2%	71.2%	71.2%
American Indian or Alaskan Native	19.4%	23.9%	28.4%	32.8%	37.3%	41.8%	46.3%	46.3%	46.3%
Hispanic or Latino	22.0%	26.3%	30.7%	35.0%	39.3%	43.7%	48.0%	48.0%	48.0%
Native Hawaiian / Other Pacific Islander	33.6%	37.3%	41.0%	44.7%	48.4%	52.0%	55.7%	55.7%	55.7%
White	46.6%	49.6%	52.5%	55.5%	58.5%	61.4%	64.4%	64.4%	64.4%
Two Or More Races	42.2%	45.4%	48.6%	51.8%	55.0%	58.3%	61.5%	61.5%	61.5%

**English Language Arts/Literacy - 2016 baseline, 2024 long-term goal, and 2017-2023 interim targets**

ELA/Literacy	2016	2017	2018	2019	2020	2021	2022	2023	2024
All Students	53.0%	55.6%	58.2%	60.8%	63.4%	66.1%	68.7%	68.7%	68.7%
Economically Disadvantaged	40.6%	43.9%	47.2%	50.5%	53.8%	57.1%	60.4%	60.4%	60.4%

<b>ELA/Literacy</b>	<b>2016</b>	<b>2017</b>	<b>2018</b>	<b>2019</b>	<b>2020</b>	<b>2021</b>	<b>2022</b>	<b>2023</b>	<b>2024</b>
Students with Disabilities	15.0%	19.7%	24.4%	29.2%	33.9%	38.6%	43.3%	43.3%	43.3%
English Learners	6.9%	12.1%	17.2%	22.4%	27.6%	32.8%	37.9%	37.9%	37.9%
Black / African American	34.1%	37.8%	41.4%	45.1%	48.7%	52.4%	56.1%	56.1%	56.1%
Asian or Pacific Islander	65.0%	66.9%	68.9%	70.8%	72.8%	74.7%	76.7%	76.7%	76.7%
American Indian or Alaskan Native	30.6%	34.5%	38.3%	42.2%	46.0%	49.9%	53.7%	53.7%	53.7%
Hispanic or Latino	33.6%	37.3%	41.0%	44.7%	48.4%	52.0%	55.7%	55.7%	55.7%
Native Hawaiian / Other Pacific Islander	46.7%	49.7%	52.6%	55.6%	58.5%	61.5%	64.5%	64.5%	64.5%
White	57.9%	60.2%	62.6%	64.9%	67.3%	69.6%	71.9%	71.9%	71.9%
Two Or More Races	54.5%	57.0%	59.6%	62.1%	64.6%	67.1%	69.7%	69.7%	69.7%

**b. Graduation Rates**

**4 year Graduation rate Class of 2016 baseline, Class of 2024 long-term goal, and Class of 2017-Class of 2023 interim targets**

<b>4 year Graduation Rate</b>	<b>Class of 2016</b>	<b>Class of 2017</b>	<b>Class of 2018</b>	<b>Class of 2019</b>	<b>Class of 2020</b>	<b>Class of 2021</b>	<b>Class of 2022</b>	<b>Class of 2023</b>	<b>Class of 2024</b>
All Students	79.7%	82.2%	84.8%	87.3%	89.9%	92.4%	94.9%	94.9%	94.9%
Economically Disadvantaged	71.9%	75.4%	78.9%	82.4%	86.0%	89.5%	93.0%	93.0%	93.0%
Students with Disabilities	60.5%	65.4%	70.4%	75.3%	80.3%	85.2%	90.1%	90.1%	90.1%
English Learners	73.3%	76.6%	80.0%	83.3%	86.7%	90.0%	93.3%	93.3%	93.3%
Black / African American	77.8%	80.6%	83.4%	86.1%	88.9%	91.7%	94.5%	94.5%	94.5%
Asian or Pacific Islander	83.1%	85.2%	87.3%	89.4%	91.6%	93.7%	95.8%	95.8%	95.8%
American Indian or Alaskan Native	58.5%	63.7%	68.9%	74.1%	79.3%	84.4%	89.6%	89.6%	89.6%
Hispanic or Latino	73.7%	77.0%	80.3%	83.6%	86.9%	90.1%	93.4%	93.4%	93.4%
Native Hawaiian / Other Pacific Islander	69.7%	73.5%	77.3%	81.1%	84.9%	88.6%	92.4%	92.4%	92.4%
White	81.3%	83.6%	86.0%	88.3%	90.7%	93.0%	95.3%	95.3%	95.3%
Two Or More Races	77.3%	80.1%	83.0%	85.8%	88.7%	91.5%	94.3%	94.3%	94.3%

**5 year Graduation rate – Class of 2017 baseline, Class of 2023 long-term goal, and Class of 2018 - 2022 interim targets.**

<b>5 year Graduation Rate</b>	<b>Baseline Class of 2017</b>	<b>Class of 2018</b>	<b>Class of 2019</b>	<b>Class of 2020</b>	<b>Class of 2021</b>	<b>Class of 2022</b>	<b>Class of 2023</b>
All Students	82.00%	84.7%	87.4%	90.1%	92.8%	95.5%	95.5%

<b>5 year Graduation Rate</b>	<b>Baseline Class of 2017</b>	<b>Class of 2018</b>	<b>Class of 2019</b>	<b>Class of 2020</b>	<b>Class of 2021</b>	<b>Class of 2022</b>	<b>Class of 2023</b>
Economically Disadvantaged	75.00%	78.8%	82.5%	86.3%	90.0%	93.8%	93.8%
Students with Disabilities	65.50%	70.7%	75.9%	81.0%	86.2%	91.4%	91.4%
English Learners	79.30%	82.4%	85.5%	88.6%	91.7%	94.8%	94.8%
Black / African American	75.60%	79.3%	82.9%	86.6%	90.2%	93.9%	93.9%
Asian or Pacific Islander	88.00%	89.8%	91.6%	93.4%	95.2%	97.0%	97.0%
American Indian or Alaskan Native	67.50%	72.4%	77.3%	82.1%	87.0%	91.9%	91.9%
Hispanic or Latino	78.40%	81.6%	84.9%	88.1%	91.4%	94.6%	94.6%
Native Hawaiian / Other Pacific Islander	79.70%	82.7%	85.8%	88.8%	91.9%	94.9%	94.9%
White	83.10%	85.6%	88.2%	90.7%	93.2%	95.8%	95.8%
Two Or More Races	79.30%	82.4%	85.5%	88.6%	91.7%	94.8%	94.8%

**c. Progress in Achieving English Language Proficiency English proficiency – 2018 baseline, 2024 long term goal and 2019-2023 interim targets**

<b>2018 Baseline</b>	<b>2019</b>	<b>2020</b>	<b>2021</b>	<b>2022</b>	<b>2023</b>	<b>2024</b>
74.07%	75.80%	77.53%	79.26%	80.98%	82.71%	82.71%

## Appendix B Idaho's Accountability Framework

State satisfaction and engagement survey administered to parents, students, and teachers

### 01. School Category.

- a. Kindergarten through grade eight (K-8): Schools in this category include elementary and middle schools as defined in Subsection 112.05.f.
- b. High Schools, not designated as alternative high schools, as defined in Subsection 112.05.f.
- c. Alternative High Schools

### 02. Academic Measures by School Category.

- a. K-8:
    - i. Idaho Standards Achievement Tests (ISAT) Proficiency.
    - ii. ISAT growth toward proficiency based on a trajectory model approved by the State Board of Education.
    - iii. ISAT proficiency gap closure.
    - iv. Idaho statewide reading assessment proficiency.
    - v. English Learners achieving English language proficiency.
    - vi. English Learners achieving English language growth toward proficiency.
  - b. High School:
    - i. ISAT proficiency.
    - ii. ISAT proficiency gap closure.
    - iii. English Learners achieving English language proficiency.
    - iv. English Learners achieving English language growth toward proficiency.
    - v. Four (4) year cohort graduation rate, including students who complete graduation requirements prior to the start of the school district or charter schools next fall term.
    - vi. Five (5) year cohort graduation rate, including students who complete graduation requirements prior to the start of the school district or charter schools next fall term.
  - c. Alternative High School:
    - i. ISAT proficiency.
    - ii. English learners achieving English language proficiency.
    - iii. English learners achieving English language growth towards proficiency.
    - iv. Four (4) year cohort graduation rate, including students who complete graduation requirements prior to the start of the school district or charter schools next fall term.
    - v. Five (5) year cohort graduation rate, including students who complete graduation requirements prior to the start of the school district or charter schools next fall term.
- ### 03. School Quality Measures by School Category.
- a. K-8:
    - i. Students in grade 8 enrolled in pre-algebra or higher.
    - ii. Communication with parents on student achievement (effective starting in the 2018-2019 school year).
    - iii. Chronic absenteeism.
  - b. High School:
    - i. College and career readiness determined through a combination of students participating in advanced opportunities, earning industry recognized certification, and/or participation in recognized high school apprenticeship programs.
    - ii. Students in grade 9 enrolled in algebra I or higher.

- iii. Communication with parents on student achievement (effective starting in the 2018-2019 school year).
- iv. Chronic absenteeism.
  - c. Alternative High School:
    - i. Credit recovery and accumulation.
    - ii. College and career readiness determined through a combination of students participating in advanced opportunities, earning industry recognized certification, and/or participation in recognized high school apprenticeship programs.
  - iii. State satisfaction and engagement survey administered to parents, students, and teachers (effective starting in the 2018-2019 school year).
- iv. Communication with parents on student achievement (effective starting in the 2018-2019 school year).
- v. Chronic absenteeism.



## Appendix C GEPA 427 Statement

Information Regarding Equitable Access to and Participation in the Programs included in the Idaho Consolidated State Plan

The Idaho State Department of Education (ISDE) adheres to Section 427 of the General Education Provisions Act (GEPA). In carrying out its educational mission, the Idaho State Department of Education will ensure to the fullest extent possible equitable access to, participation in, and appropriate educational opportunities for individuals served. Federally funded activities, programs, and services will be accessible to all teachers, students and program beneficiaries. The ISDE ensures equal access and participation to all persons regardless of their race, color, ethnicity, religion, national origin, age, citizenship status, disability, gender or sexual orientation in its education programs, services, and/or activities.

For state-level activities as well as all other activities supported by federal assistance through our electronic grant application, ISDE will fully enforce all federal and state laws and regulations designed to ensure equitable access to all program beneficiaries and to overcome barriers to equitable participation. The ISDE will hold LEAs accountable for ensuring equal access and providing reasonable and appropriate accommodations to meet the needs of a diverse group of students, staff, community members and other participants.

Steps taken to ensure equitable access may include, but are not limited to the following; developing and administering a pre-participation survey to all potential participants in order to identify special accommodation needs (i.e., wheelchair access, assistive technology, transportation assistance); holding program related sessions/activities in Americans with Disabilities Act (ADA) accessible and compliant facilities; printing materials in multiple languages, when appropriate; offering multi-lingual services for participants and others as needed and appropriate; responsiveness to cultural differences; fostering a positive school climate through restorative practices; conducting outreach efforts and target marketing to those not likely to participate; making program materials available in braille or via audiotapes, when appropriate; providing assistive technology devices to translate/make accessible grant and program materials for participants requiring such accommodations; using technologies to convey content of program materials; using materials that include strategies for addressing the needs of all participants; pre-program gender and cultural awareness training for participants; development and/or acquisition and dissemination of culturally relevant and sensitive curriculum and informational materials; use of transportation services that include handicapped accommodations; transportation vouchers or other forms of assistance, on an as needed basis, to members (including teachers, students, and families) who must use public transportation to attend program activities.

**Appendix D** Research Supporting Educator Mentoring Focus

Burkhauser, S., Gates, S. M., Hamilton, L. S., & Ikemoto, G. S. (2012). First-Year Principals in Urban School Districts: How Actions and Working Conditions Relate to Outcomes. Technical Report. Rand Corporation.

Potemski, A., & Matlach, L. (2014). Supporting New Teachers: What Do We Know about Effective State Induction Policies? Policy Snapshot. Center on Great Teachers and Leaders.

Strong, M. (2006). Does new teacher support affect student achievement? (Research Brief). Santa Cruz, CA: New Teacher Center. Retrieved from [http://www.newteachercenter.org/sites/default/files/ntc/main/resources/BRF\\_](http://www.newteachercenter.org/sites/default/files/ntc/main/resources/BRF_)

Villar, A., & Strong, M. (2007). Is mentoring worth the money? A benefit-cost analysis and five-year rate of return of a comprehensive mentoring program for beginning teachers. *ERS Spectrum*, 25(3), 1–17.




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# **CONSOLIDATED STATE PLAN – DRAFT CHANGES TO THE LONG-TERM GOALS**

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# Process for Developing the Proposed Consolidated State Plan Amendment

1. AOC Drafts Proposed Approach to Set New Goals
2. Technical Advisory Committee (TAC) Feedback
3. Board Feedback
4. Integrate English Learners' Progress to Proficiency Goals
5. Stakeholder Feedback (Focus Groups)
6. Revisions
7. Post Proposed Consolidated State Plan Amendment for Additional Public Comment
8. Proposed Consolidated State Plan Amendment to the Board 

# 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 group and all subgroups

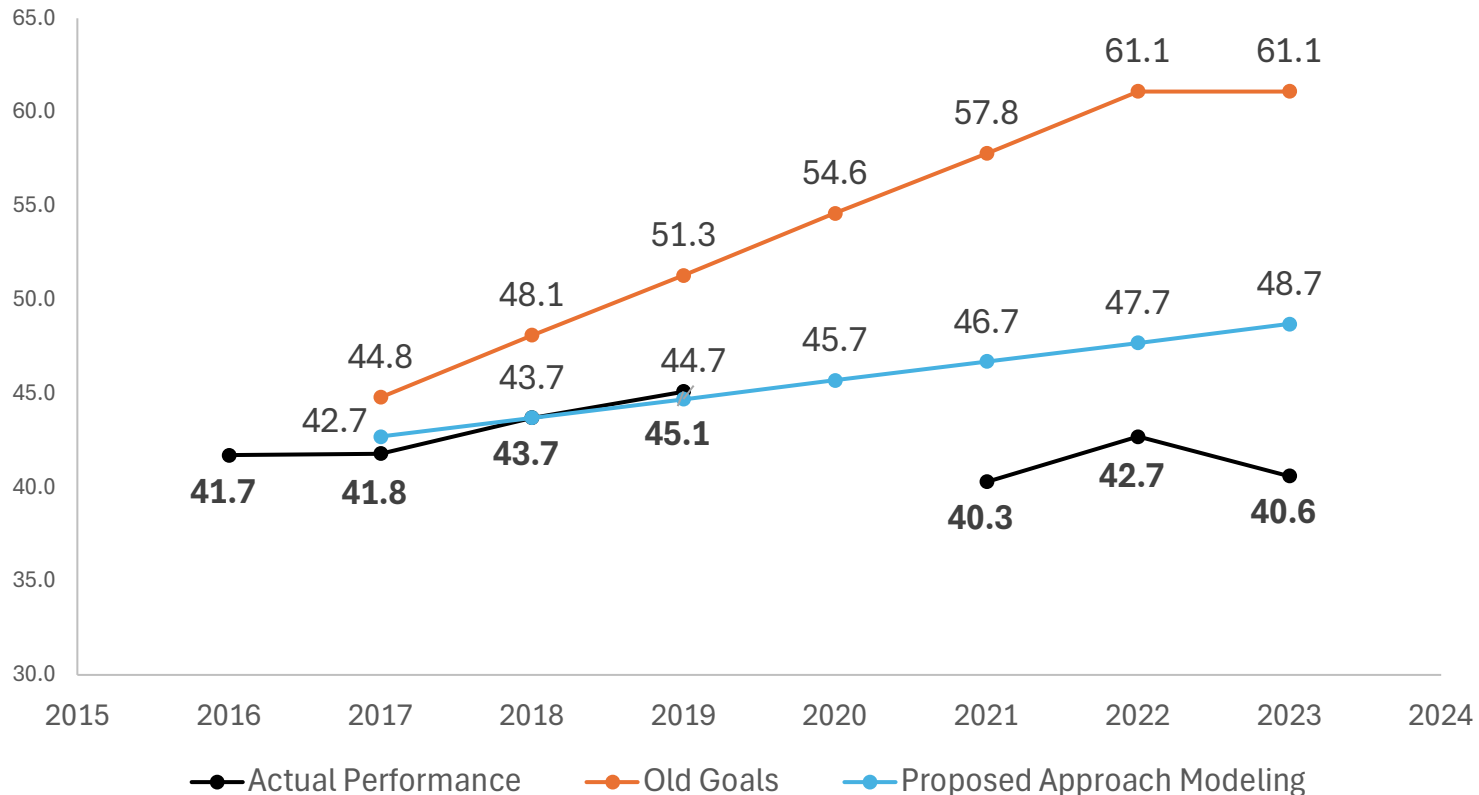
**Draft ISAT Math Goals, Base 7 pct pts + 10% Gap Closure**

	<b>2023 Baseline</b>	<b>2024 Interim Target</b>	<b>2025 Interim Target</b>	<b>2026 Interim Target</b>	<b>2027 Interim Target</b>	<b>2028 Interim Target</b>	<b>2029 Interim Target</b>	<b>2030 Long-term Goal</b>
<b>All Students</b>	<b>40.6%</b>	<b>41.6</b>	<b>42.6</b>	<b>43.6</b>	<b>44.6</b>	<b>45.6</b>	<b>46.6</b>	<b>47.6</b>
<b>Econ Disadv</b>	26.7%	27.9	29.1	30.3	31.5	32.7	33.9	35.1
<b>English Learners</b>	8.3%	9.8	11.2	12.7	14.1	15.6	17.1	18.5
<b>Students w/ Disab</b>	11.5%	12.9	14.3	15.7	17.2	18.6	20.0	21.4
<b>Amer Indian</b>	18.7%	20.0	21.3	22.6	24.0	25.3	26.6	27.9
<b>Asian</b>	60.0%	61.0	62.0	63.0	64.0	65.0	66.0	67.0
<b>Black</b>	17.6%	18.9	20.3	21.6	22.9	24.2	25.6	26.9
<b>Hispanic</b>	22.1%	23.4	24.6	25.9	27.2	28.4	29.7	31.0
<b>Hawaiian / Pcf Islr</b>	30.0%	31.2	32.3	33.5	34.6	35.8	36.9	38.1
<b>Two +</b>	42.6%	43.6	44.6	45.6	46.6	47.6	48.6	49.6
<b>White</b>	45.7%	46.7	47.7	48.7	49.7	50.7	51.7	52.7

# ISAT Math: Trends & Comparison of Goals

This figure shows a comparison between actual performance (black), the previous goals in the Consolidated State Plan (orange), and modeling of what the goals would have been if we had used the proposed approach in 2016.

ISAT Math Performance & Goals Comparison



# ISAT Math: Who Would Have Hit Their Target?

## ISAT Math – Proposed Approach Modeled for All Groups Using 2021 to 2022 Data

	2021 Baseline	2022 Interim Target	2022 Performance
All Students	40.3%	41.3	41.9
Economically Disadvantaged	27.6%	28.8	27.6
English Learners	14.8%	16.2	9.2
Students w/ Disabilities	10.3%	11.7	12.3
American Indian / Alaskan Native	18.2%	19.5	19.8
Asian or Pacific Islander	57.2%	58.2	57.2
Black / African American	17.0%	18.3	19.0
Hispanic / Latin	21.5%	22.8	23.1
Native Hawaiian / Other Pacific Islander	33.0%	34.1	31.2
Two + Races	40.6%	41.6	43.7
White	45.5%	46.5	47.1



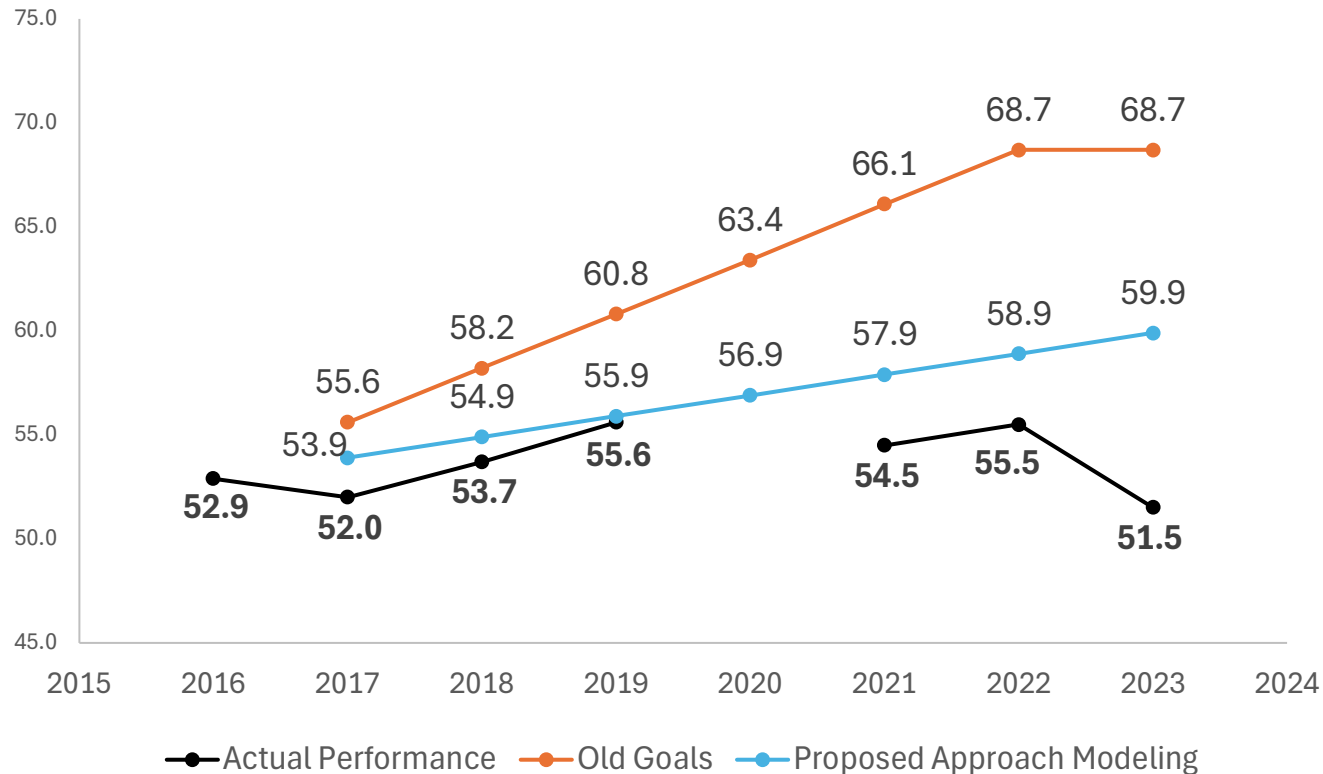
**Draft ISAT ELA Goals – Base 7 pct pts + 10% Gap Closure**

	<b>2023 Baseline</b>	<b>2024 Interim Target</b>	<b>2025 Interim Target</b>	<b>2026 Interim Target</b>	<b>2027 Interim Target</b>	<b>2028 Interim Target</b>	<b>2029 Interim Target</b>	<b>2030 Long-term Goal</b>
<b>All Students</b>	<b>51.5%</b>	<b>52.5</b>	<b>53.5</b>	<b>54.5</b>	<b>55.5</b>	<b>56.5</b>	<b>57.5</b>	<b>58.5</b>
<b>Econ Disadv</b>	36.2%	37.4	38.6	39.9	41.1	42.3	43.5	44.7
<b>English Learners</b>	8.1%	9.7	11.3	13.0	14.6	16.2	17.8	19.4
<b>Students w/ Disab</b>	13.6%	15.1	16.7	18.2	19.8	21.3	22.8	24.4
<b>Amer Indian</b>	27.6%	28.9	30.3	31.6	33.0	34.3	35.6	37.0
<b>Asian</b>	65.0%	66.0	67.0	68.0	69.0	70.0	71.0	72.0
<b>Black</b>	27.9%	29.2	30.6	31.9	33.2	34.6	35.9	37.3
<b>Hispanic</b>	33.8%	35.1	36.3	37.6	38.8	40.1	41.3	42.6
<b>Hawaiian / Pcf Isl dr</b>	39.4%	40.6	41.7	42.9	44.1	45.3	46.4	47.6
<b>Two +</b>	55.7%	56.7	57.7	58.7	59.7	60.7	61.7	62.7
<b>White</b>	56.4%	57.4	58.4	59.4	60.4	61.4	62.4	63.4

# ISAT ELA: Trends & Comparison of Goals

This figure shows a comparison between actual performance (black), the previous goals in the Consolidated State Plan (orange), and modeling of what the goals would have been if we had used the proposed approach in 2016.

ISAT ELA Performance & Goals Comparison



# ISAT ELA: Who Would Have Hit Their Target?

## ISAT ELA – Proposed Approach Modeled for All Groups Using 2021 to 2022 Data

	2021 Baseline	2022 Interim Target	2022 Performance
All Students	54.5	55.5	54.8
Economically Disadvantaged	40.4	41.6	39.0
English Learners	23.4	24.8	11.9
Students w/ Disabilities	13.6	15.2	15.1
American Indian / Alaskan Native	29.7	31.1	30.6
Asian or Pacific Islander	66.8	67.8	67.7
Black / African American	31.3	32.6	31.7
Hispanic / Latin	36.3	37.6	37.2
Native Hawaiian / Other Pacific Islander	48.3	49.4	44.0
Two + Races	57.1	58.1	59.1
White	59.5	60.5	59.6

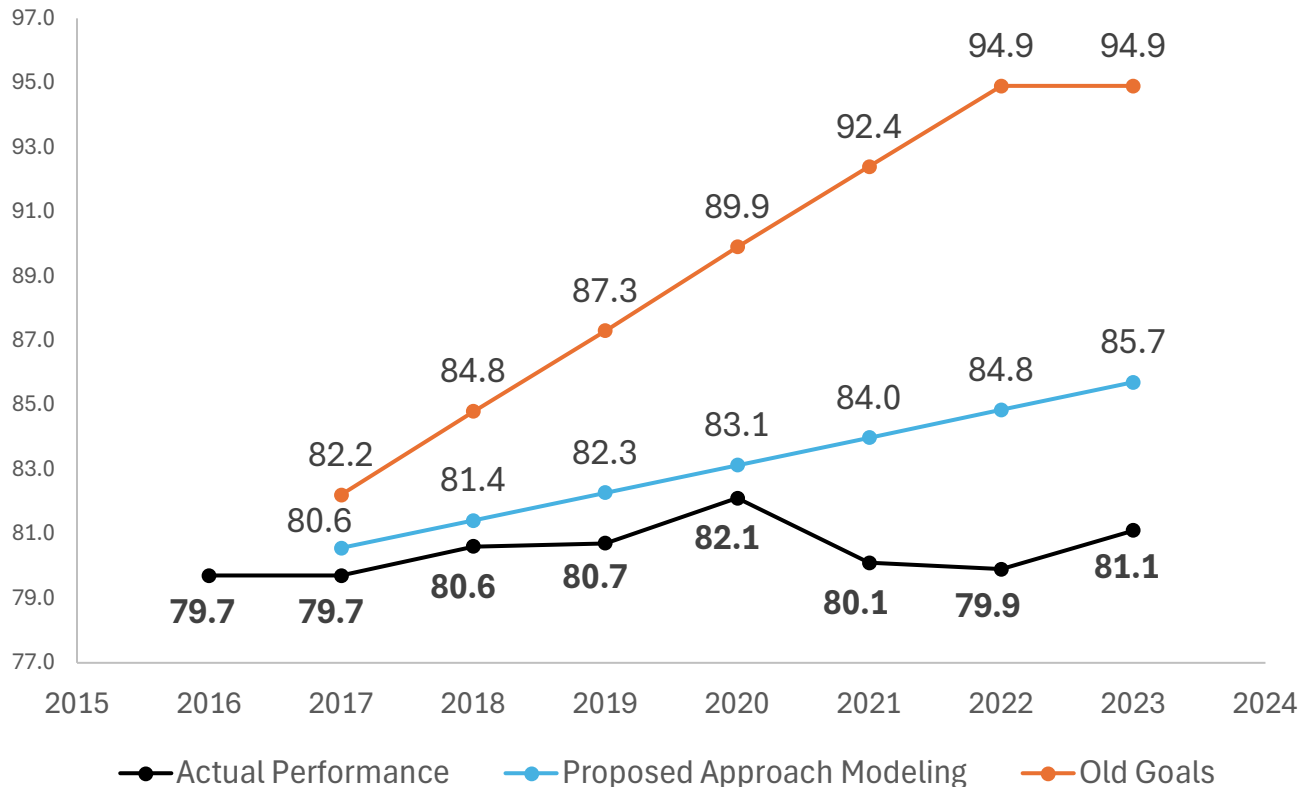
**Draft 4 Year Cohort Graduation Rate Goals – Base 6 pct pts + 10% Gap Closure**

	<b>2023 Baseline (2022 grad cohort)</b>	<b>2024 Interim Target</b>	<b>2025 Interim Target</b>	<b>2026 Interim Target</b>	<b>2027 Interim Target</b>	<b>2028 Interim Target</b>	<b>2029 Interim Target</b>	<b>2030 Long-term Goal (2029 grad cohort)</b>
<b>All Students</b>	<b>79.9</b>	<b>80.8</b>	<b>81.6</b>	<b>82.5</b>	<b>83.3</b>	<b>84.2</b>	<b>85.0</b>	<b>85.9</b>
<b>Econ Disadv</b>	69.6	70.6	71.6	72.6	73.6	74.6	75.6	76.6
<b>English Learners</b>	65.4	66.5	67.5	68.6	69.7	70.7	71.8	72.9
<b>Students w/ Disab</b>	56.6	57.8	59.0	60.2	61.4	62.6	63.7	64.9
<b>Amer Indian</b>	73.4	74.4	75.3	76.3	77.2	78.2	79.1	80.1
<b>Asian</b>	85.4	86.3	87.1	88.0	88.8	89.7	90.5	91.4
<b>Black</b>	69.1	70.1	71.1	72.1	73.1	74.2	75.2	76.2
<b>Hispanic</b>	73.0	74.0	74.9	75.9	76.8	77.8	78.7	79.7
<b>Hawaiian / Pcf Islldr</b>	71.6	72.5	73.4	74.2	75.1	76.0	76.9	77.8
<b>Two +</b>	76.5	77.4	78.3	79.2	80.1	81.0	81.9	82.8
<b>White</b>	81.9	82.8	83.6	84.5	85.3	86.2	87.0	87.9

# 4 Year Grad: Trends & Modeling of Goals

This figure shows a comparison between actual performance (black), the previous goals in the Consolidated State Plan (orange), and modeling of what the goals would have been if we had used the proposed approach in 2016.

4 Year Cohort Grad Rate Performance & Goals Comparison



# 4 Year Grad Rate: Who Would Have Hit Their Target?

## 4 Year Graduation Rate – Proposed Goals

	2023 Baseline (2022 Cohort)	2024 Interim Target (2023 Cohort)	2024 Performance (2023 4 yr Grad Rate)
All Students	79.9%	80.8	81.1
Economically Disadvantaged	69.6%	70.6	70.8
English Learners	65.4%	66.5	66.6
Students w/ Disabilities	56.6%	57.8	55.5
American Indian / Alaskan Native	73.4%	74.4	69.6
Asian or Pacific Islander	85.4%	86.3	89.3
Black / African American	69.1%	70.1	72.0
Hispanic / Latin	73.0%	74.0	73.5
Native Hawaiian / Other Pacific Islander	71.6%	72.5	69.2
Two + Races	76.5%	77.4	76.7
White PPGA	81.9%	82.8	83.5

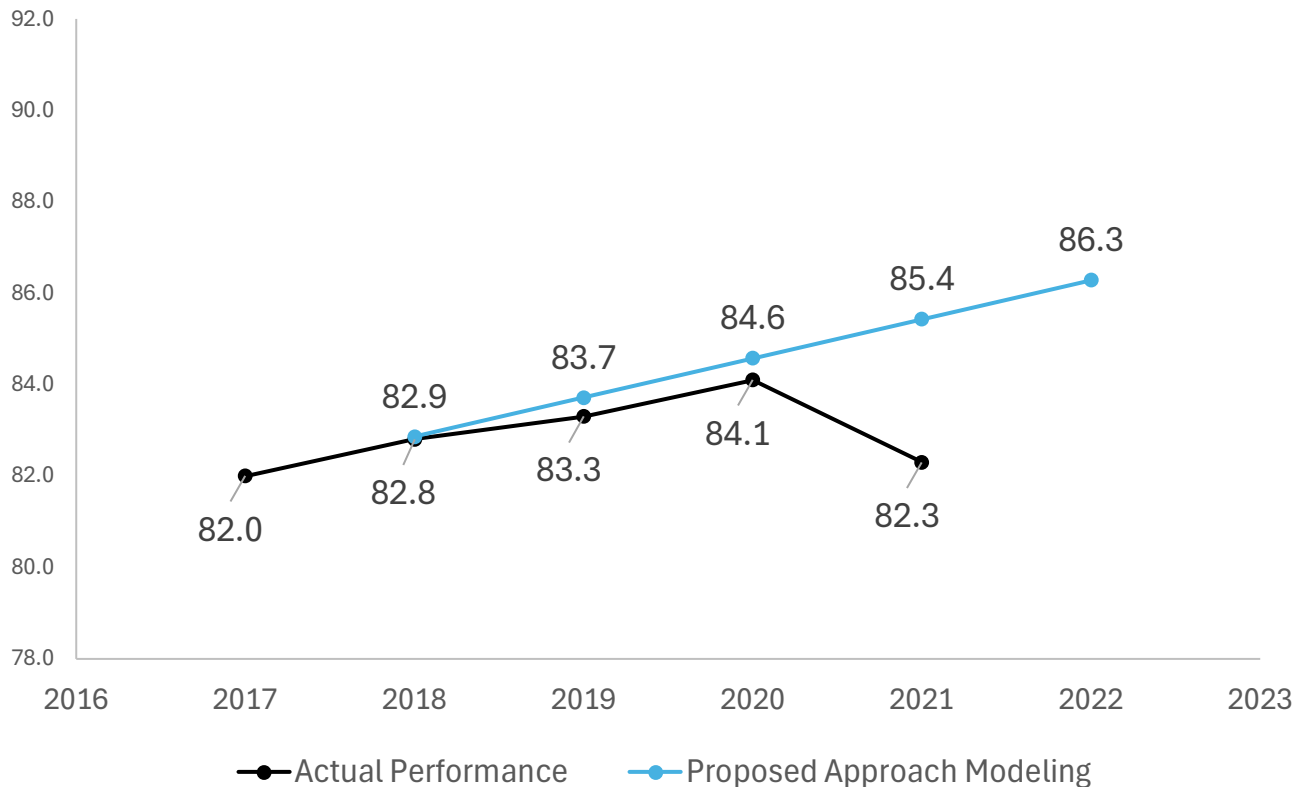
**Draft 5 Year Cohort Graduation Rate Goals – Base 6 pct pts + 10% Gap Closure**

	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	83.2	84.0	84.9	85.7	86.6	87.4	88.3
Econ Disadv	73.4	74.4	75.4	76.4	77.3	78.3	79.3	80.3
English Learners	66.2	67.3	68.4	69.5	70.5	71.6	72.7	73.8
Students w/ Disab	59.8	61.0	62.2	63.3	64.5	65.7	66.9	68.1
Amer Indian	72.7	73.7	74.7	75.7	76.7	77.7	78.7	79.7
Asian	87.5	88.4	89.2	90.1	90.9	91.8	92.6	93.5
Black	73.9	74.9	75.9	76.8	77.8	78.8	79.8	80.7
Hispanic	75.6	76.6	77.5	78.5	79.4	80.4	81.3	82.3
Hawaiian / Pcf Islldr	79.7	80.6	81.5	82.4	83.3	84.2	85.1	86.0
Two +	78.0	78.9	79.8	80.8	81.7	82.6	83.5	84.4
White	84.2	85.1	85.9	86.8	87.6	88.5	89.3	90.2

# 5 Year Grad: Trends & Comparison of Goals

This figure shows a comparison between actual performance (black) and modeling of what the goals would have been if we had used the proposed approach in 2018 (using the 2017 cohort 5 year rate as the baseline).

Figure 4: 5 year Cohort Grad Rates vs. Modeled Goals





# 5 Year Grad Rate: Who Hit Their Target?

## 5 Year Graduation Rate – Proposed Goals

	2023 Baseline (2021 Cohort)	2024 Interim Target (2022 Cohort)	2024 Performance (2022 5 yr Grad Rate)
All Students	82.3%	83.2	82.5
Economically Disadvantaged	73.4%	74.4	73.0
English Learners	66.2%	67.3	69.3
Students w/ Disabilities	59.8%	61.0	60.0
American Indian / Alaskan Native	72.7%	73.7	76.0
Asian or Pacific Islander	87.5%	88.4	87.5
Black / African American	73.9%	74.9	72.8
Hispanic / Latin	75.6%	76.6	76.5
Native Hawaiian / Other Pacific Islander	79.7%	80.6	75.6
Two + Races	78.0%	78.9	79.0
White	84.2%	85.1	84.4

# English Learners' Progress Goals

## English Learners' Growth Towards Proficiency Calculation

- Measured by English Learners' performance on the English Language Proficiency Assessment (ELPA), which is currently the WIDA ACCESS test.
- This metric focuses on growth and takes students' initial EL level (as identified through the ELPA) into consideration, as follows:

### English Learners' Expected Growth

Initial ACCESS Composite	Growth Year 1	Growth Year 2	Growth Year 3	Growth Year 4	Growth Year 5
6.0 Reaching	**	**	**	**	**
5.0 - 5.9 Bridging	**	**	**	**	**
4.0 - 4.9 Expanding	4.0+	4.2+	**	**	**
3.0 - 3.9 Developing	3.0+	3.6+	4.2+	**	**
2.0 - 2.9 Emerging	2.5+	3.0+	3.6+	4.2+	**
1.0 - 1.9 Entering	1.5+	2.0+	3.0+	3.6+	4.2+

\*\* ELs must meet exit criteria to be considered making expected progress

# English Learners' Progress Goals

## Approach to Goal Setting

- The state's previous long-term goal for 2022-23 was 82.7%, and the state initially considered re-establishing that as the goal for 2030..
- Stakeholder feedback revealed concerns about making the goal too ambitious and noted that a ceiling effect could come into play once we near and exceed 70%. As a result, the proposed goals were adjusted.

**Draft English Learners' Growth Towards Proficiency Goals (3.3 pt thru 2027, then 2.3 pt)**

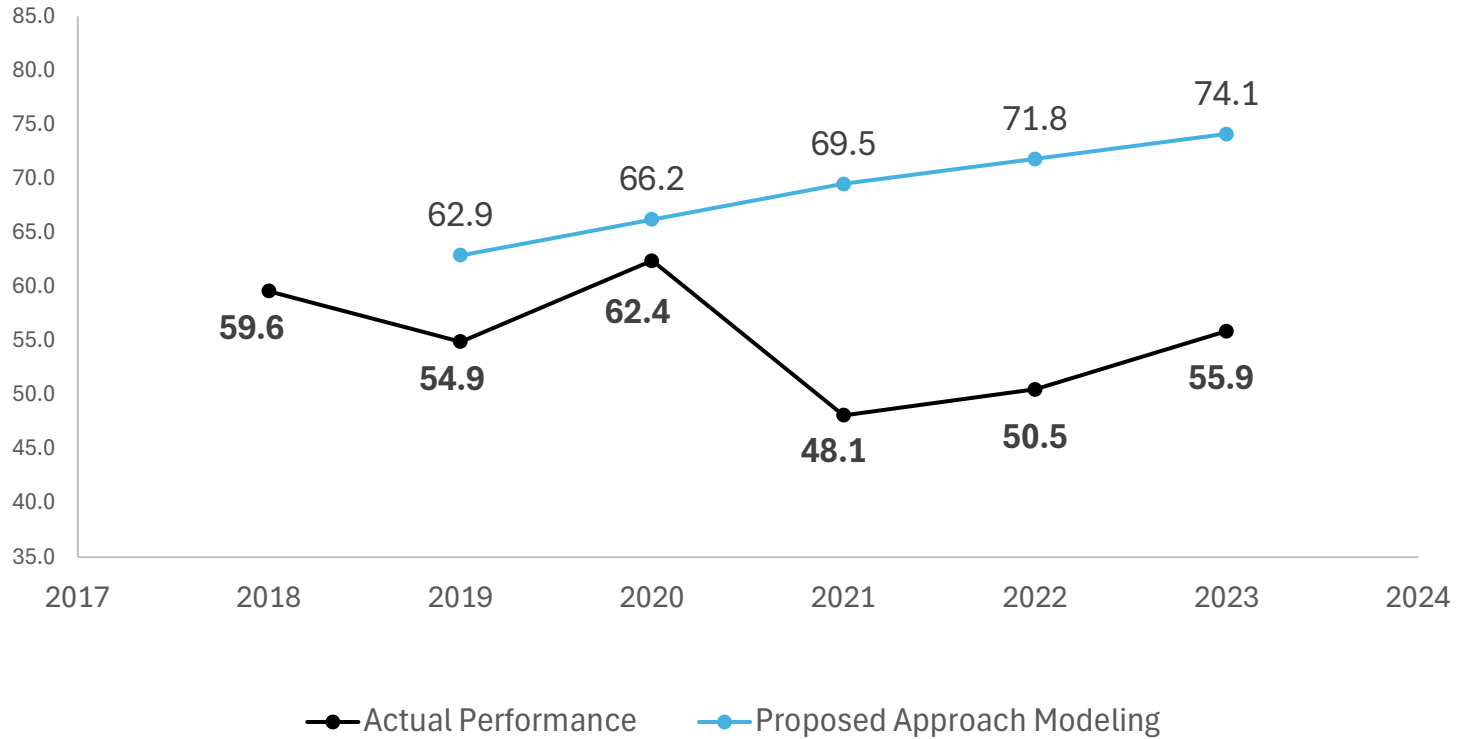
	2023 Baseline	2024 Interim Target	2025 Interim Target	2026 Interim Target	2027 Interim Target	2028 Interim Target	2029 Interim Target	2030 Long-term Goal
<b>English Learners Making Growth</b>	55.9%	59.2	62.5	65.8	69.1	71.4	73.7	76.0

NOTE: A revised version of the WIDA ACCESS is underway; we would reassess this goal and targets when we have at least 2 years of data from the new test.

# EL Progress Goals: Trends & Comparison

This figure shows a comparison between actual performance (black) and modeling of what the goals would have been if we had used the proposed approach in 2018.

Percentage of English Learners Making Progress vs. Modeled Goals



# ELPA: Modeling 2022 to 2023

## English Learners' Progress Goals – Modeling Approach on 2022 to 2023 Data

	2022 Baseline	2023 Interim Target	2023 Performance
English Learners Making Progress	50.5%	53.8	55.9



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# **CONSOLIDATED STATE PLAN – PROPOSED CHANGES TO THE TRAJECTORY GROWTH INDICATOR**

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# Current Trajectory Growth Model

## Creates Individual Student Goals

### Current Calculation

Individual Student Trajectory Growth Target =

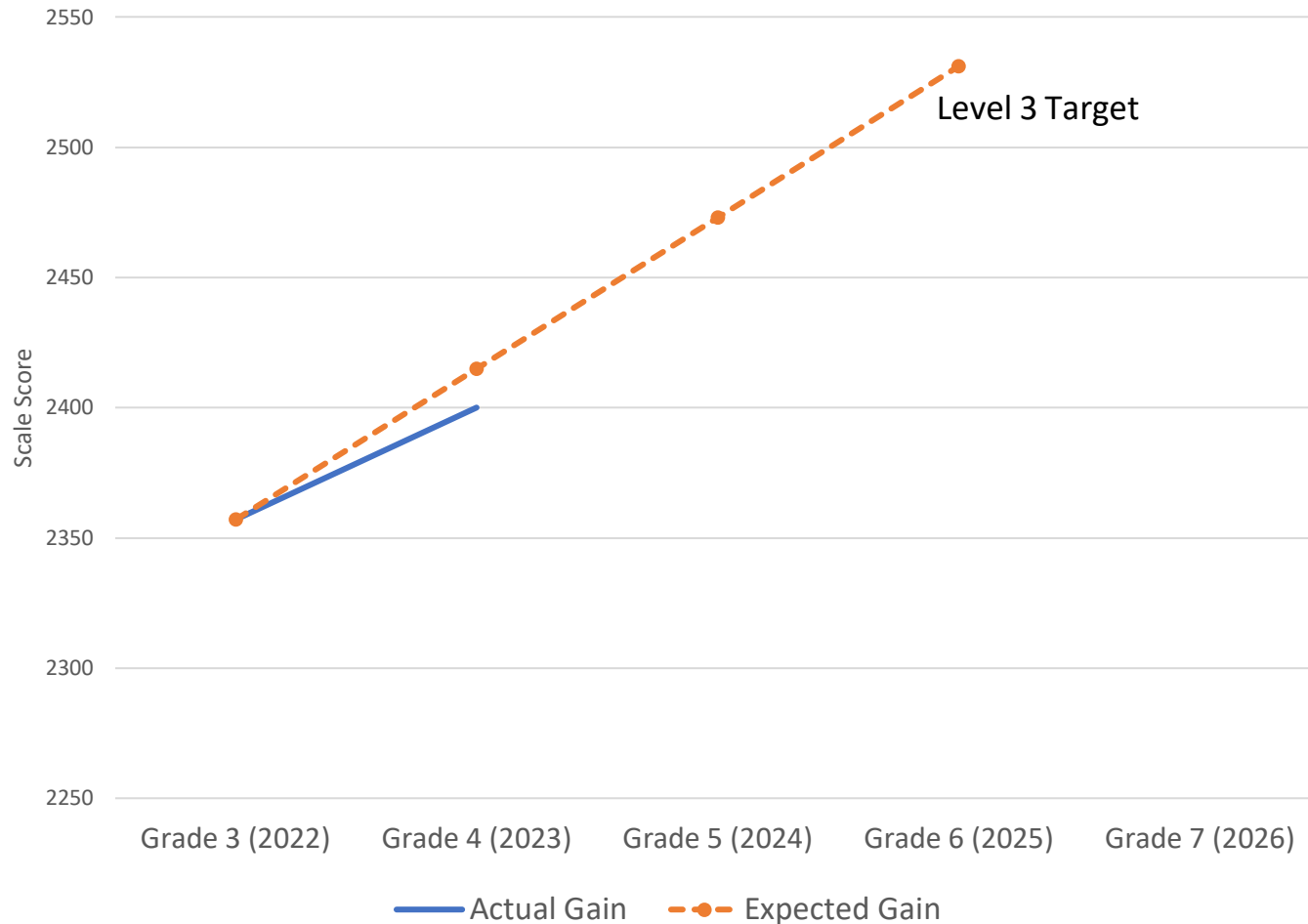
Proficient Scale Score 3 years after Baseline – Student’s Baseline  
(previous year) Scale Score / 3

## 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

# How Individual Targets Are Currently Set

### Current Growth Model - Trajectory Growth





# Reasons for Recommended Changes

**The Accountability Oversight Committee, Office of the State Board of Education, and Idaho Department of Education identified the following issues with the current model:**

- Students who score lower on the test (i.e. Below Basic) often have a growth target that is too ambitious to be achievable
- Students who score Proficient can have a growth target that requires little to no growth (depending on the individual student's scale score)
- Students who score 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

**After considering many potential models, the AOC recommends using the following model to address these issues.**

The new model uses a slightly different approach to set goals for students in 3 separate categories: those who have *not* scored Proficient, those who have scored Proficient, and those who have scored Advanced.

# Proposed Model – Trajectory Growth Targets Set Based on Prior Performance

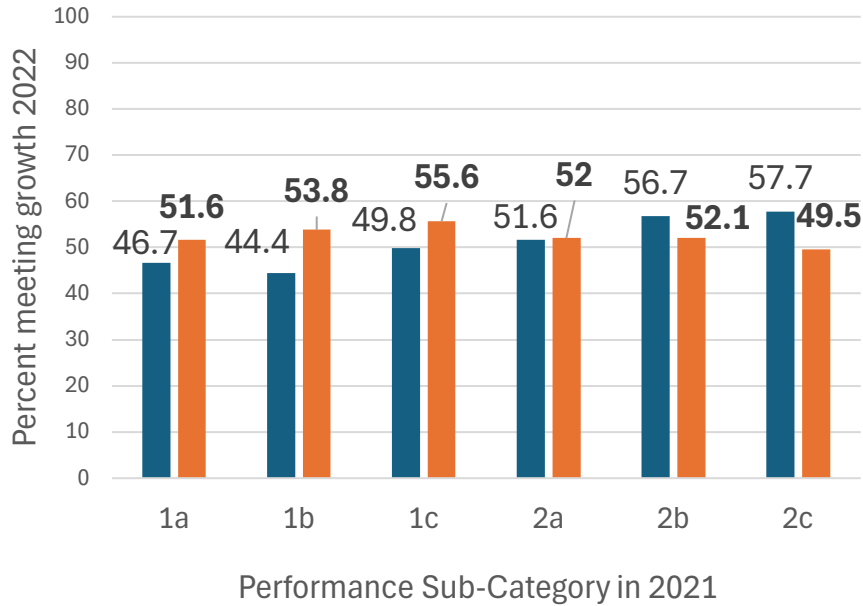
## Expectations for Students Who Have Not Scored Proficient

- The non-proficient ISAT performance categories (Level 1 and Level 2) are divided into 3 sub-categories.
- Students growth targets are designed to move them towards proficiency.
- Students’ annual growth targets are set with the expectation to improve performance spring-to-spring by 1 achievement sub-category or more.

	Level 1 – Below Basic			Level 2 – Basic		
Prior Year	1a	1b	1c	2a	2b	2c
Current year	1b	1c	2a	2b	2c	3a

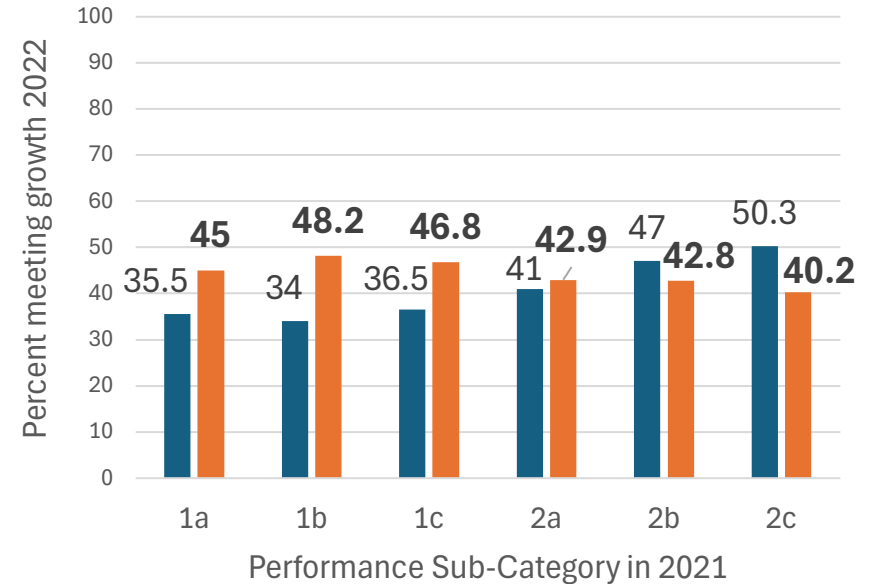
# Data Modeling: % of Non-Proficient Students Making Growth

ISAT ELA: Comparison of Current & Proposed Models



■ % Meeting Growth Trajectory (current)  
 ■ % Meeting Growth Tertiles (proposed)

ISAT Math: Comparison of Current & Proposed Models



■ % Meeting Growth Trajectory (current)  
 ■ % Meeting Growth Tertiles (proposed)

Note: The proposed model results in more reasonable targets for students in the 1a to 2a sub-categories. On the other hand, the proposed model has slightly harder targets for students who score 2b or 2c (because the current model gives students 3 years to meet proficiency, regardless of how close / far they are from the proficiency cut score).

# Proposed Model – Trajectory Growth Targets Set Based on Prior Performance

## Expectations for Students Who Have Scored Proficient

- The ISAT Proficient performance category (Level 3) is also divided into 3 sub-categories.
- Students growth targets are designed to ensure they continue to expand their learning by at least 1 academic year and maintain proficiency.
- Students’ annual growth targets are set with the expectation of maintaining performance spring-to-spring in the same sub-category (or exceeding that).

	Level 3 – Proficient		
Prior Year	3a	3b	3c
Current year	3a	3b	3c

**Please Note:** Because this part of the proposed model (targets for Proficient students) was adjusted based on stakeholder feedback, we do not have data modeling available.

# Proposed Model – Trajectory Growth Targets Set Based on Prior Performance

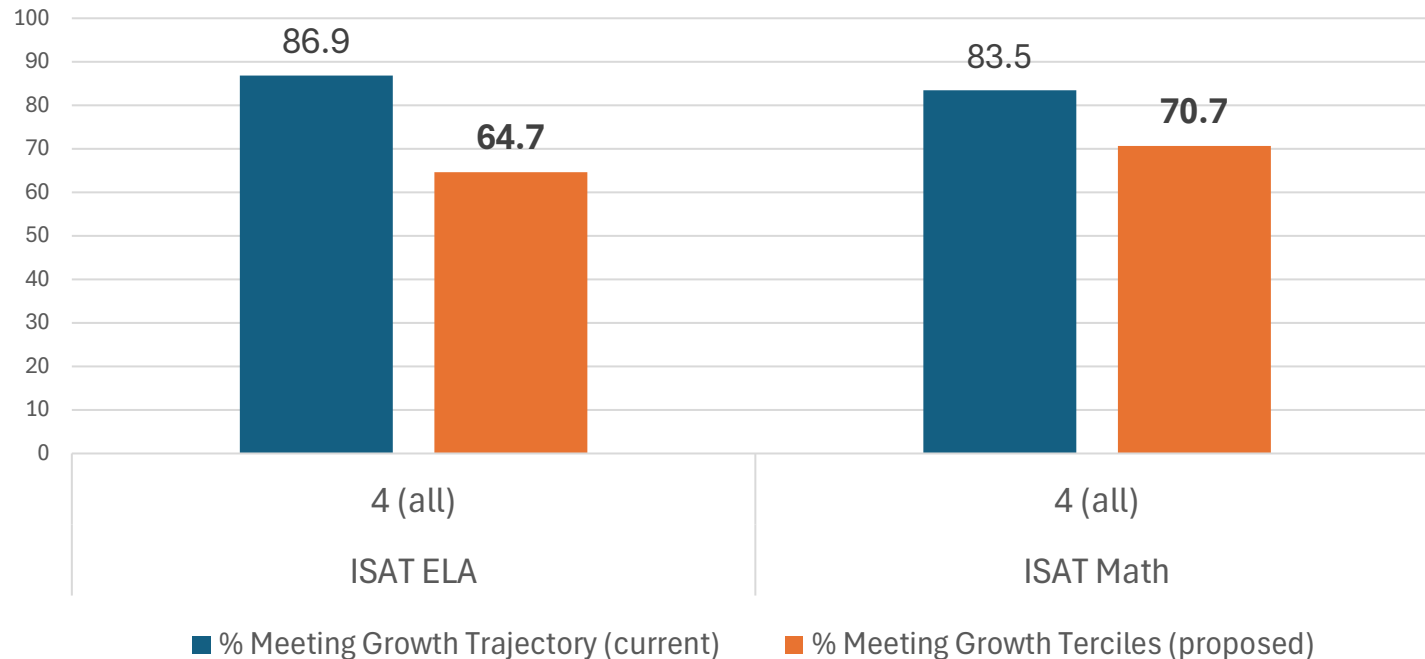
## Expectations for Students Who Have Scored Advanced

- The ISAT Proficient performance category (Level 4) is *not* divided into sub-categories.
- Students growth targets are designed to ensure they continue to expand their learning by approximately 1 academic year.
- Students' annual growth targets are set with the expectation of maintaining performance spring-to-spring in the same performance category by staying at or above the Level 4 (Advanced) cut score.

	<b>Level 4 – Advanced</b>
<b>Prior Year</b>	4
<b>Current year</b>	Maintain anywhere in the Level 4 category

# Data Modeling: % of Advanced Students Making Growth

ISAT ELA & Math: Comparison of Current & Proposed Models



Note: The proposed model results in more challenging targets than in the current trajectory model. This is because the existing model requires students to stay above the Proficient (Level 3) cut score, and the proposed model expects students to stay above the Advanced (Level 4) cut score. This is in an effort to ensure students continue to grow and do not experience a downward slide in performance.

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS  
JUNE 12-13, 2024**

**ATTACHMENT 3**

**Idaho Consolidated State Plan - April-May 2024 Public Comment**

Submission Date	Please tell us about yourself:	Organization Name	What is your role?	First Name	Last Name	City	Comment - Proposed Long-Term Goals	Comment - Proposed Changes to the ISAT Growth Model
4/26/2024	I am making comments on behalf of an entity or organization	Madison School District	District Administrator	Landon	LeFevre	Rexburg		
4/25/2024	I wish to remain anonymous		District Administrator				<p>Why are we not identifying schools in this model based on k-2 early literacy and math.</p> <p>We wait to identify schools at the junior high level where they are receiving kids with major gaps. Most of the time the feeder elementary schools are sending these schools really low achieving students- identify the schools that are low performing starting in k-2 and that will directly improve the entire system. Include IRi and add a k-2 math measure if you really want to see Idaho excel!</p> <p>Keep the proposed data identifiers but simply add accountability measures for k-2 literacy and math.</p>	Level 3a students are at risk of dropping to a level 2.. at minimum require growth until a solid 3- then allow maintenance.

Idaho Consolidated State Plan - April-May 2024 Public Comment

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4/25/2024	I am making comments to represent myself or another person	Anser Charter School	Reading / Literacy Specialist	Beth	Zuschlag	Boise		<p>I participated in one of the focus groups and was impressed with the hard and thoughtful work that had been happening behind the scenes. I wanted to mention two of my thoughts:</p> <ol style="list-style-type: none"> <li>1. If there is a way for IT to get the growth target data (individual and school/district-wide) to districts, that would be beyond helpful.</li> <li>2. I am happy to see that the Level 4 growth targets do not include expectations of growth within the Level. At the focus group I was in, there were many voices that seemed to push for growth for those kids as well. Although I feel *all* students should be showing growth, this assessment is not the measure that should be used. The ISAT is based on Idaho's standards for each grade - the expectation is that the student should meet the standards set. If they already are exceeding that standard - great - but a growth target is unreasonable. The districts wanting to show evidence of growth for high-performing students should use an assessment with no (or a very high) ceiling...not a grade-level standards assessment.</li> </ol>
4/25/2024	I am making comments on behalf of an entity or organization	Blaine County School District #61	District Administrator	Adam	Johnson	Hailey	The goals being proposed reflect little to no progress on closing achievement gaps of sub-pop. groups. I feel that it is important to focus on improving the outcomes of these groups, especially vulnerable populations.	I have concerns about the growth model with the subset tiers of growth due to the large margin of errors associated with individual student scores. I like the idea of the subsets, but if we are going to base teacher performance on this data, we need to be confident it is accurate and a 30+ point margin of error would not give confidence to this.