

**INFORMATIONAL
AUGUST 21, 2024**

TAB	DESCRIPTION	ACTION
1	BAHR – REPORT ON NATIONAL COLLEGIATE ATHLETIC ASSOCIATION (NCAA) ACADEMIC PROGRESS RATE (APR) SCORES FOR BOISE STATE UNIVERSITY, IDAHO STATE UNIVERSITY AND UNIVERSITY OF IDAHO AND NATIONAL ASSOCIATION OF INTERCOLLEGIATE ATHLETICS (NAIA) RETURN ON ATHLETICS (ROA) REPORT FOR LEWIS-CLARK STATE COLLEGE	Information Item
2	IRSA – GRADUATE MEDICAL EDUCATION COMMITTEE ANNUAL REPORT	Information Item
3	IRSA – SEMI-ANNUAL REPORT OF APPROVED PROGRAM REQUESTS	Information Item
4	PPGA – ACCELERATED MATH LEARNING COLLABORATIVE REPORT	Information Item
5	PPGA - IDAHO PUBLIC TELEVISION ANNUAL REPORT	Information Item
6	IDE - NOTIFICATION OF SCHOOLS APPROVED TO OPERATE WITH LESS THAN TEN (10) STUDENTS REPORTED IN AVERAGE DAILY ATTENDANCE	Information Item
7	IDE - ANNUAL UPDATE RE. ALBION ELEMENTARY HARDSHIP STATUS	Information Item

NCAA ACADEMIC PROGRESS RATE REPORTS

SUBJECT

Report on National Collegiate Athletic Association (NCAA) Academic Progress Rate (APR) Scores for Boise State University, Idaho State University and University of Idaho and National Association of Intercollegiate Athletics (NAIA) Return on Athletics (ROA) Report for Lewis-Clark State College

BACKGROUND/DISCUSSION

APR Report (Boise State University, Idaho State University, University of Idaho)

NCAA instituted the APR tracking system in 2004 in response to public concerns over academic performance and graduation rates among student-athletes. The APR is determined by using eligibility and retention data for each student-athlete on scholarship during an academic year. Student-athletes are awarded points for each semester they are enrolled and for each semester they are eligible for intercollegiate competition. The single and multi-year APR is determined as a percentage of points earned divided by total points possible for that cohort, with the resulting number multiplied by 1,000. The highest possible score for a team is 1,000 (as calculated by the process described in the paragraph below). The NCAA calculates the APR rate as a four-year rolling average. Currently, the benchmark minimum score for each sport is 930, which the NCAA equates with a 50% graduation rate. Teams that fall below the 930 minimum are subject to sanctions which may include loss of scholarships. APR averages which fall below 900 over time may also include restrictions on practice time, loss of post-season competition eligibility, and other penalties.

Calculation of the APR. A team's APR cohort for a given year is composed of student-athletes who receive financial aid based on athletic ability; if a team does not offer financial aid, then the cohort consists of those student-athletes who are listed on the varsity roster on the first day of competition. Each student-athlete in the APR cohort has the ability to earn two points for each regular academic term of full-time enrollment. One point is awarded if the student-athlete is academically eligible to compete in the following regular academic term. The other point is awarded if the student-athlete is retained by the institution (i.e., returns to school as a full-time student) in the next regular academic term. Student-athletes who graduate are given both the eligibility and retention points for the term. Teams can also earn a delayed graduation point if a student-athlete who left the institution without graduating returns to the institution and graduates. At the start of each academic year, each Division I team's APR is calculated by adding all points earned by student-athletes in the team's cohorts in each of the previous four years, dividing that total by the number of possible points the student-athletes could have earned and multiplying by 1,000. Thus, an APR of 950 means that the student-athletes in the cohort earned 95 percent of the eligibility and retention points that they could have earned.

Eligibility and Retention Rates. A team's eligibility rate is calculated by taking all of the eligibility points earned during the previous four years, dividing that total by the number of eligibility points that could have been earned during that time and multiplying by 1,000. A team's retention rate is calculated similarly using retention points earned and retention points possible.

Return on Athletics (ROA) Report (Lewis-Clark State College)

In 2019-20, the National Association of Intercollegiate Athletics (NAIA) implemented ROA to report on the sports and athletes at the colleges and universities which are members of NAIA. ROA is the NAIA's proprietary approach to the management of collegiate athletics. This approach is aimed at demonstrating how athletics have a positive impact on institutions' ability to identify opportunities to drive enrollment, improve student success, and grow net return on athletics.

The return on athletics information is reported in three areas:

- Institutional data which includes annual enrollment by gender, resident (in-state) tuition, non-resident (out-state, out of area) tuition, and other tuition rates that are specific to individual institutions such as LC State's Asotin County resident tuition. Other information collected includes the cost of room, board, and books for students attending an institution
- Data by sport includes revenues and expenses associated with the offering of each sport at the reporting institution
- Student data reports on athlete demographics including gender, race/ethnicity, first generation student status, tuition classification (resident, non-resident, other tuition), living on or off campus, academic exemption, athlete retention and graduation, and the different kinds of financial aid received by the athlete.

The NAIA uses academic exemptions to reward high achieving student-athletes throughout the year by not counting half of the financial aid toward the institution's allowable countable aid limits for those achieving 3.30-3.59 cumulative GPA, and reducing in whole the financial aid amount for those achieving 3.60-4.00 cumulative GPA on the institution's limits on financial aid. The NAIA, like the NCAA, has limits on institutional aid that can be awarded to student-athletes who participate in an institution's sport program. Unlike the NCAA, the NAIA uses academic exemptions to allow institutions to expand rosters, thus allowing more students to participate and additional aid to be awarded to more students.

IMPACT

APR reports from the three NCAA member institutions are provided. All three institutions report that they are meeting the 930 APR benchmark.

Each provides two formats for the APR reports. Both reports show the single and multi-year APR scores. The first report by Subgroup shows the percentile rank within the sport, all sports, Division I, public institutions, Football Bowl Subdivision,

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Football Championship Subdivision, and finally Division I (non-football). The second report includes the Multi-year Rate Upper Confidence Boundary and the multiyear and single year APR scores for Eligibility/Graduation and for Retention.

Multiyear Rate Upper Confidence Boundary. A squad-size adjustment is a statistical margin of error, or confidence interval, applied by the NCAA when limited data are available to estimate a team's APR with appropriate confidence. The adjustment helps ensure that small squads are not penalized unfairly based on a small set of observations. Confidence intervals, commonly used in statistics, roughly represent a range of scores within which the true APR likely resides. The upper confidence boundary of a team's APR must be below 925 for that team to be subject to APR penalties. The squad-size adjustment currently only applies to squads with three or fewer years of data or four-year cohorts of fewer than 30 student-athletes.

ATTACHMENTS

- Attachment 1 Boise State University APR Summary
- Attachment 2 Boise State University APR Report with Eligibility and Retention
- Attachment 3 Boise State University APR by Subgroup
- Attachment 4 Idaho State University APR Summary
- Attachment 5 Idaho State University APR Report with Eligibility and Retention
- Attachment 6 Idaho State University APR by Subgroup
- Attachment 7 University of Idaho APR Summary
- Attachment 8 University of Idaho APR Report with Eligibility and Retention
- Attachment 9 University of Idaho APR by Subgroup
- Attachment 10 Lewis-Clark State College ROA Summary

STAFF COMMENTS AND RECOMMENDATIONS

The APR system is a useful element in institutions' toolkits to track and encourage academic success for student athletes. When coupled with additional measures, such as grade point averages and graduation/degree completion results, the APR can provide performance metrics to support data-informed decisions and effective engagement by athletic departments and senior university leadership in support of the Board's academic goals.

Although Lewis-Clark State College does not fall under the same reporting requirements as the three universities, their report demonstrates LC State's desire to support the Board's academic goals in a comparable manner to the other three institutions.

BOARD ACTION

This item is for informational purposes only.

Boise State University

Spring 2024 NCAA Academic Progress Rate (APR) Report Summary

Boise State Athletics recorded a multi-year all-department Academic Progress Rate (APR) score of 991 in the NCAA's most recent release of the data. Seven Bronco programs recorded perfect multi-year scores of 1,000, including beach volleyball, women's golf, gymnastics, softball, men's tennis, women's tennis, men's track & field, and volleyball. These teams received the 2023-24 NCAA Public Recognition Award for Ranking in Top 10% for their sport in the NCAA.

Gymnastics now has ten-consecutive years with a single-year score of 1,000 and beach volleyball has earned every available APR point in the program's existence.

The football team's multi-year APR of 983 is ranked second in the Mountain West Conference and 28th nationally among programs in the Football Bowl Subdivision.

NCAA Division I 2023 - 2024 Academic Progress Rate Institutional Report

Institution: Boise State University

Date of Report: 06/20/2024

This report is based on NCAA Division I Academic Progress Rate (APR) data submitted by the institution for the 2020-21, 2021 -22, 2022-23 and 2023-24 academic years. Institutions are encouraged to forward this report to appropriate institutional personnel on campus.

[Note: All information contained in this report is for four academic years. Some squads may still have small sample sizes within certain sport groups. In accordance with the Family Educational Rights and Privacy Act's (FERPA's) interpretation of federal privacy regulations, institutions should not disclose statistical data contained in this report for cells made up of three or fewer students without student consent.]

Sport	APR			Eligibility/Graduation		Retention	
	Multiyear Rate (N)	Multiyear Rate Upper Confidence Boundary	2023 - 2024 (N)	Multiyear Rate	2023 - 2024	Multiyear Rate	2023 - 2024
Men's Basketball	954 (40)	N/A	N/A	936 *	N/A	946 *	N/A
Men's Cross Country	993 (45)	N/A	N/A	1,000 *	N/A	983 *	N/A
Football	983 (292)	N/A	N/A	990 *	N/A	965 *	N/A
Men's Golf	988 (22)	998	N/A	977 *	N/A	1,000 *	N/A
Men's Tennis	1,000 (27)	1,000	N/A	1,000 *	N/A	1,000 *	N/A
Men's Track	1,000 (57)	N/A	N/A	1,000 *	N/A	987 *	N/A
Women's Basketball	994 (43)	N/A	N/A	988 *	N/A	986 *	N/A
Women's Cross Country	996 (62)	N/A	N/A	992 *	N/A	1,000 *	N/A
Women's Golf	980 (28)	994	N/A	981 *	N/A	978 *	N/A
Women's Gymnastics	1,000 (39)	N/A	N/A	1,000 *	N/A	1,000 *	N/A
Women's Softball	1,000 (70)	N/A	N/A	993 *	N/A	1,000 *	N/A
Women's Soccer	987 (103)	N/A	N/A	974 *	N/A	989 *	N/A
Women's Beach Volleyball	1,000 (32)	N/A	N/A	1,000 *	N/A	1,000 *	N/A
Women's Tennis	1,000 (24)	1,000	N/A	1,000 *	N/A	1,000 *	N/A

* Denotes data representing three or fewer student-athletes. In accordance with FERPA's interpretation of federal privacy regulations, institutions should not disclose statistical data contained in this report in cells made up of three or fewer students without student consent.

N/A = No APR or not applicable.

N = Number of student-athletes represented.

¹ Denotes APR that does not subject the team to ineligibility for postseason competition based on institutional, athletics and student resources and the team's Graduation Success Rate.

² Denotes APR that does not subject the team to ineligibility for postseason competition due to the team's demonstrated academic improvement.

³ Denotes APR that does not subject the team to ineligibility for postseason competition due to the squad-size adjustment. The "upper confidence boundary" of a team's APR must be below 930 for that team to be subject to ineligibility for postseason competition. Squad-size adjustment does not apply to teams with four years of APR data and a multiyear cohort of 30 or more student-athletes.

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⁶ Denotes APR based on a one year cohort, not subject to ineligibility for postseason competition and/or any penalties.

⁷ Denotes APR based on a two year cohort, not subject to ineligibility for postseason competition and/or any penalties.

⁸ Denotes that team is not subject to ineligibility for postseason competition and/or penalties based on institutional resources.

⁹ Denotes APR that requires an APP Improvement Plan be created for this sport.

NCAA Division I 2023 - 2024 Academic Progress Rate Institutional Report

Institution: Boise State University

Date of Report: 06/20/2024

Sport	APR			Eligibility/Graduation		Retention	
	Multiyear Rate (N)	Multiyear Rate Upper Confidence Boundary	2023 - 2024 (N)	Multiyear Rate	2023 - 2024	Multiyear Rate	2023 - 2024
Women's Track	997 (80)	N/A	N/A	993 *	N/A	1,000 *	N/A
Women's Volleyball	1,000 (37)	N/A	N/A	1,000 *	N/A	1,000 *	N/A

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NCAA Division I 2022 - 2023 Academic Progress Rate Institutional Report

Institution: Boise State University

Date of Report: 04/23/2024

This report is based on NCAA Division I Academic Progress Rate (APR) data submitted by the institution for the 2019-20, 2020 -21, 2021-22 and 2022-23 academic years.

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The following chart represents by-sport APR averages for noted subgroups. National aggregates are based on all squads that have certified their academic data as final.

Sport (N)	Multiyear APR	2022-2023 APR	Percentile Rank within Sport	Percentile Rank within All Sports	All Division I	Public Institutions	Private Institutions	Football Bowl Subdivision	Football Championship Subdivision	Division I (Non-Football)
By Sport - Men's										
Men's Basketball (357)	965	959	40th-50th	10th-20th	967	964	972	971	963	965
Men's Cross Country (318)	995	983	60th-70th	70th-80th	983	980	989	985	979	987
Football (257)	983	976	80th-90th	30th-40th	962	959	971	967	957	NA
Men's Golf (297)	992	969	40th-50th	60th-70th	989	988	990	990	988	986
Men's Tennis (236)	1,000	1,000	90th-100th	80th-90th	987	986	988	988	986	988
Men's Track (294)	1,000	984	90th-100th	70th-80th	974	969	984	976	970	978
By Sport - Women's										
Women's Basketball (355)	995	1,000	70th-80th	70th-80th	981	979	985	984	978	981
Women's Cross Country (354)	990	987	40th-50th	50th-60th	989	988	992	991	986	990
Women's Golf (267)	985	1,000	10th-20th	40th-50th	993	993	992	995	993	991

¹ Specific information on the playing and practice season penalty may be located in the AP General Summary document located on the Reports tab within the AP data collection portal.

² The team is also subject to a penalty that was previously conditionally waived; however, the team failed to meet the condition and the penalty must now be imposed.

³ Denotes that team is not subject to ineligibility for postseason competition based on institutional, athletics and student resources and the team's Graduation Success Rate.

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⁵ The team's Level One penalty has been waived.

⁶ The team's Level Two penalty has been waived.

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⁹ The team's Postseason ineligibility has been waived.

¹⁰ The institution's penalty waiver request is pending.

¹¹ Denotes that team's APR data is under review.

NCAA Division I 2022 - 2023 Academic Progress Rate Institutional Report

Institution: Boise State University

Date of Report: 04/23/2024

Sport (N)	Multiyear APR	2022-2023 APR	Percentile Rank within Sport	Percentile Rank within All Sports	All Division I	Public Institutions	Private Institutions	Football Bowl Subdivision	Football Championship Subdivision	Division I (Non-Football)
Women's Gymnastics (61)	1,000	1,000	90th-100th	70th-80th	994	995	987	995	992	977
Softball (300)	1,000	1,000	90th-100th	70th-80th	988	987	990	991	985	988
Women's Soccer (341)	986	983	20th-30th	40th-50th	989	987	993	990	988	988
Women's Beach Volleyball (54)	1,000	1,000	90th-100th	70th-80th	993	994	989	992	994	992
Women's Tennis (306)	1,000	1,000	90th-100th	80th-90th	991	991	991	992	989	994
Women's Track (346)	992	990	60th-70th	60th-70th	983	980	988	985	980	984
Women's Volleyball (339)	1,000	1,000	90th-100th	80th-90th	990	989	991	992	986	990
By Sport - Co-Ed										

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**Idaho State University
Spring 2024 APR Summary Report for 2022.23 Academic Year**

The 2022.23 single-year score for the Idaho State Department of Athletics was 977; this is a 28-point increase from the 2021.22 academic year (AY). The single-year Eligibility Score for the department was 974 (17-point increase from 2021.22 AY), and the single-year Retention Score was 948 (27-point increase from 2021.22 AY).

- 8 of ISU's 13 teams scored a perfect 1000
 - Men's Basketball
 - Men's Tennis
 - Women's Cross Country
 - Women's Golf
 - Women's Softball
 - Women's Tennis
 - Women's Track
 - Women's Volleyball

- The Men's Tennis(1000), Women's Tennis(1000) and Women's Cross Country(1000) single-year scores have remained the same for the second year in a row
- The following teams saw an increase to their 2022.23 single-year score:
 - Men's Basketball
 - Football
 - Men's Track
 - Women's Golf
 - Women's Softball
 - Women's Soccer
 - Women's Track
 - Women's Volleyball

- The following teams saw a decrease to their 2022.23 single-year score:
 - Men's Cross Country
 - Women's Basketball

The 2022.23 multiyear score for the whole department was 961; this is a 4-point increase from the 2021.22 AY. The multiyear Eligibility Score was 962 (5-point increase from 2021.22 AY), and multiyear Retention Score was 956 (3-point increase from 2021.22 AY).

- The Football(933), Men's Tennis(981), and Women's Volleyball(989) multi-year scores have remained the same for the second year in a row
- The following teams saw an increase to their 2022.23 multiyear score:
 - Men's Basketball
 - Women's Cross Country
 - Women's Golf
 - Women's Softball

- Women's Tennis
- Women's Track
- The following teams saw a decrease to their 2022.23 multiyear score:
 - Men's Cross Country
 - Men's Track
 - Women's Basketball
 - Women's Soccer
- Of all 13 teams, Women's Golf saw the greatest improvement in their multiyear score—21.22 AY: 968 to 22.23 AY: 993
- Of all 13 teams, Men's Cross Country had the greatest decline in their multiyear score—21.22 AY: 950 to 22.23 AY: 931

Summary

- Eight team's single-year scores improved from the year before
- Two team's single-year scores decreased from the year before
- Three team's single-year scores remained unchanged from the year before
- Six teams improved their multiyear score from the previous year
- Four team's multiyear scores decreased from the previous year
- Three team's multiyear scores remained unchanged from the previous year
- The departmental single and multiyear scores both increased from the previous academic year (32 points combined; 28 points single-year & 4 points multiyear)

NCAA Division I 2022 - 2023 Academic Progress Rate Institutional Report

Institution: Idaho State University

Date of Report: 02/21/2024

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Men's Basketball	970 (55)	N/A	1,000 (13)	982	1,000	955	1,000
Men's Cross Country	931 (28)	965	933 (8)	943	933	917	933
Football	933 (353)	N/A	943 (94)	931	940	929	947
Men's Tennis	981 (32)	N/A	1,000 (7)	982	1,000	980	1,000
Men's Track	940 (87)	N/A	959 (25)	947	980	932	939
Women's Basketball	991 (64)	N/A	982 (16)	992	969	990	1,000
Women's Cross Country	990 (51)	N/A	1,000 (7)	990	1,000	989	1,000
Women's Golf	993 (38)	N/A	1,000 (7)	974	1,000	986	1,000
Women's Softball	978 (85)	N/A	1,000 (23)	982	1,000	973	1,000
Women's Soccer	955 (109)	N/A	990 (30)	960	982	950	1,000
Women's Tennis	992 (35)	N/A	1,000 (8)	985	1,000	1,000	1,000
Women's Track	980 (133)	N/A	1,000 (27)	981	1,000	978	1,000
Women's Volleyball	989 (54)	N/A	1,000 (15)	989	1,000	988	1,000

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NCAA Division I 2022 - 2023 Academic Progress Rate Institutional Report

Institution: Idaho State University

Date of Report: 04/23/2024

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Men's Tennis (236)	981	1,000	20th-30th	30th-40th	987	986	988	988	986	988
Men's Track (294)	940	959	1st-10th	1st-10th	974	969	984	976	970	978
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Women's Basketball (355)	991	982	60th-70th	50th-60th	981	979	985	984	978	981
Women's Cross Country (354)	990	1,000	40th-50th	50th-60th	989	988	992	991	986	990
Women's Golf (267)	993	1,000	40th-50th	60th-70th	993	993	992	995	993	991

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⁸ The team is subject to a penalty that was previously conditionally waived; however, the team failed to meet the condition and the penalty must now be imposed.

⁹ The team's Postseason ineligibility has been waived.

¹⁰ The institution's penalty waiver request is pending.

¹¹ Denotes that team's APR data is under review.

NCAA Division I 2022 - 2023 Academic Progress Rate Institutional Report

Institution: Idaho State University

Date of Report: 04/23/2024

Sport (N)	Multiyear APR	2022-2023 APR	Percentile Rank within Sport	Percentile Rank within All Sports	All Division I	Public Institutions	Private Institutions	Football Bowl Subdivision	Football Championship Subdivision	Division I (Non-Football)
Softball (300)	978	1,000	10th-20th	20th-30th	988	987	990	991	985	988
Women's Soccer (341)	955	990	1st-10th	1st-10th	989	987	993	990	988	988
Women's Tennis (306)	992	1,000	40th-50th	60th-70th	991	991	991	992	989	994
Women's Track (346)	980	1,000	30th-40th	30th-40th	983	980	988	985	980	984
Women's Volleyball (339)	989	1,000	30th-40th	50th-60th	990	989	991	992	986	990
By Sport - Co-Ed										

¹ Specific information on the playing and practice season penalty may be located in the AP General Summary document located on the Reports tab within the AP data collection portal.

² The team is also subject to a penalty that was previously conditionally waived; however, the team failed to meet the condition and the penalty must now be imposed.

³ Denotes that team is not subject to ineligibility for postseason competition based on institutional, athletics and student resources and the team's Graduation Success Rate.

⁴ Denotes that team is not subject to ineligibility for postseason competition due to the team's demonstrated academic improvement.

⁵ The team's Level One penalty has been waived.

⁶ The team's Level Two penalty has been waived.

⁸ The team is subject to a penalty that was previously conditionally waived; however, the team failed to meet the condition and the penalty must now be imposed.

⁹ The team's Postseason ineligibility has been waived.

¹⁰ The institution's penalty waiver request is pending.

¹¹ Denotes that team's APR data is under review.



University of Idaho Athletics
2022-2023 Academic Performance Program

The purpose of the NCAA Division I Academic Performance Program (APP) is to collect and submit yearly data that calculates an institution's Graduation Success Rate (GSR) and Academic Progress Rate (APR). As an NCAA member institution Idaho is dedicated to our student-athlete's educational pursuits, graduation and experiences supporting the academic mission of our institution.

The University of Idaho sponsors sixteen NCAA sports. APR is a real-time rate, calculated on semester-by-semester basis. Points are awarded for eligibility/graduation and retention. For Idaho, APR is calculated in fourteen sports with Indoor Track combined with Outdoor Track for both men and women. In the 2022-2023 academic year, Idaho had nine teams earn a perfect APR score (eight teams last year).

- ❖ Men's Cross Country
- ❖ Men's Golf
- ❖ Men's Tennis
- ❖ Men's Track
- ❖ Women's Cross Country
- ❖ Women's Golf
- ❖ Women's Soccer
- ❖ Women's Tennis
- ❖ Women's Volleyball

The average team's APR scores continue to remain consistent. Idaho had eleven of fourteen teams remain constant or improve from 2021-2022. The overall single-year average improved to 989 and the overall multi-year saw an increase moving to 987. We had three teams place in the top 10 percent of the NCAA; Men's Golf, Women's Cross Country & Women's Golf.

Graduation Success Rate (GSR) measures the outcome at the end of a six-year period and is reported as a four-year rate. The most recent graduate rate saw increases from 88% to 94%. Idaho had a GSR rate of 100% for the following seven teams:

- ❖ Men's Golf (100%)
- ❖ Women's Basketball (100%)
- ❖ Women's Track (100%)
- ❖ Women's Golf (100%)
- ❖ Women's Soccer (100%)
- ❖ Women's Tennis (100%)
- ❖ Volleyball (100%)

The transfer portal has continued to open more movement across our rosters and sport programs. We will continue to be vigilant in our pursuit of graduating those who are committed to staying at Idaho and working to support our transfers so that they leave both eligible and in good standing.

NCAA Division I 2022 - 2023 Academic Progress Rate Institutional Report

Institution: University of Idaho

Date of Report: 07/10/2024

This report is based on NCAA Division I Academic Progress Rate (APR) data submitted by the institution for the 2019-20, 2020 -21, 2021-22 and 2022-23 academic years. Institutions are encouraged to forward this report to appropriate institutional personnel on campus.

[Note: All information contained in this report is for four academic years. Some squads may still have small sample sizes within certain sport groups. In accordance with the Family Educational Rights and Privacy Act's (FERPA's) interpretation of federal privacy regulations, institutions should not disclose statistical data contained in this report for cells made up of three or fewer students without student consent.]

Sport	APR			Eligibility/Graduation		Retention	
	Multiyear Rate (N)	Multiyear Rate Upper Confidence Boundary	2022 - 2023 (N)	Multiyear Rate	2022 - 2023	Multiyear Rate	2022 - 2023
Men's Basketball	964 (52)	N/A	958 (13)	971	1,000	944	909
Men's Cross Country	981 (26)	995	1,000 (5)	981	1,000	981	1,000
Football	958 (373)	N/A	960 (90)	960	961	955	959
Men's Golf	1,000 (32)	N/A	1,000 (9)	1,000	1,000	1,000	1,000
Men's Tennis	992 (36)	N/A	1,000 (9)	1,000	1,000	985	1,000
Men's Track	988 (89)	N/A	1,000 (21)	989	1,000	988	1,000
Women's Basketball	995 (57)	N/A	979 (14)	1,000	1,000	989	952
Women's Cross Country	1,000 (47)	N/A	1,000 (12)	1,000	1,000	1,000	1,000
Women's Golf	1,000 (26)	1,000	1,000 (6)	1,000	1,000	1,000	1,000
Women's Soccer	990 (111)	N/A	1,000 (23)	995	1,000	985	1,000
Women's Swimming	988 (108)	N/A	982 (28)	986	982	990	982
Women's Tennis	984 (33)	N/A	1,000 (8)	984	1,000	983	1,000
Women's Track	994 (127)	N/A	979 (28)	992	981	996	977
Women's Volleyball	988 (51)	N/A	1,000 (14)	989	1,000	987	1,000

* Denotes data representing three or fewer student-athletes. In accordance with FERPA's interpretation of federal privacy regulations, institutions should not disclose statistical data contained in this report in cells made up of three or fewer students without student consent.

N/A = No APR or not applicable.

N = Number of student-athletes represented.

¹ Denotes APR that does not subject the team to ineligibility for postseason competition based on institutional, athletics and student resources and the team's Graduation Success Rate.

² Denotes APR that does not subject the team to ineligibility for postseason competition due to the team's demonstrated academic improvement.

³ Denotes APR that does not subject the team to ineligibility for postseason competition due to the squad-size adjustment. The "upper confidence boundary" of a team's APR must be below 930 for that team to be subject to ineligibility for postseason competition. Squad-size adjustment does not apply to teams with four years of APR data and a multiyear cohort of 30 or more student-athletes.

⁴ Denotes APR that does not subject the team to penalties due to the team's demonstrated academic improvement.

⁵ Denotes APR that does not subject the team to penalties due to the squad-size adjustment. The "upper confidence boundary" of a team's APR must be below 930 for that team to be subject to penalties. The squad-size adjustment does not apply to teams with four years of APR data and a multiyear cohort of 30 or more student-athletes.

⁶ Denotes APR based on a one year cohort, not subject to ineligibility for postseason competition and/or any penalties.

⁷ Denotes APR based on a two year cohort, not subject to ineligibility for postseason competition and/or any penalties.

⁸ Denotes that team is not subject to ineligibility for postseason competition and/or penalties based on institutional resources.

⁹ Denotes APR that requires an APP Improvement Plan be created for this sport.

NCAA Division I 2022 - 2023 Academic Progress Rate Institutional Report

Institution: University of Idaho

Date of Report: 07/10/2024

* Denotes data representing three or fewer student-athletes. In accordance with FERPA's interpretation of federal privacy regulations, institutions should not disclose statistical data contained in this report in cells made up of three or fewer students without student consent.

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⁸ Denotes that team is not subject to ineligibility for postseason competition and/or penalties based on institutional resources.

⁹ Denotes APR that requires an APP Improvement Plan be created for this sport.

NCAA Division I 2022 - 2023 Academic Progress Rate Institutional Report

Institution: University of Idaho

Date of Report: 04/23/2024

This report is based on NCAA Division I Academic Progress Rate (APR) data submitted by the institution for the 2019-20, 2020 -21, 2021-22 and 2022-23 academic years.

*[Note: All information contained in this report is for four academic years. Some squads may still have small sample sizes within certain sport groups. In accordance with the Family Educational Rights and Privacy Act's (FERPA's) interpretation of federal privacy regulations, data cells containing three or fewer student-athletes have been suppressed and are indicated by an * symbol. The information in this report does not reflect any changes to data made after this date.]*

The following chart represents by-sport APR averages for noted subgroups. National aggregates are based on all squads that have certified their academic data as final.

Sport (N)	Multiyear APR	2022-2023 APR	Percentile Rank within Sport	Percentile Rank within All Sports	All Division I	Public Institutions	Private Institutions	Football Bowl Subdivision	Football Championship Subdivision	Division I (Non-Football)
By Sport - Men's										
Men's Basketball (357)	964	958	30th-40th	10th-20th	967	964	972	971	963	965
Men's Cross Country (318)	981	1,000	30th-40th	30th-40th	983	980	989	985	979	987
Football (257)	958	960	40th-50th	1st-10th	962	959	971	967	957	NA
Men's Golf (297)	1,000	1,000	90th-100th	80th-90th	989	988	990	990	988	986
Men's Tennis (236)	992	1,000	60th-70th	60th-70th	987	986	988	988	986	988
Men's Track (294)	988	1,000	70th-80th	40th-50th	974	969	984	976	970	978
By Sport - Women's										
Women's Basketball (355)	995	979	70th-80th	70th-80th	981	979	985	984	978	981
Women's Cross Country (354)	1,000	1,000	90th-100th	80th-90th	989	988	992	991	986	990

¹ Specific information on the playing and practice season penalty may be located in the AP General Summary document located on the Reports tab within the AP data collection portal.

² The team is also subject to a penalty that was previously conditionally waived; however, the team failed to meet the condition and the penalty must now be imposed.

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NCAA Division I 2022 - 2023 Academic Progress Rate Institutional Report

Institution: University of Idaho

Date of Report: 04/23/2024

Sport (N)	Multiyear APR	2022-2023 APR	Percentile Rank within Sport	Percentile Rank within All Sports	All Division I	Public Institutions	Private Institutions	Football Bowl Subdivision	Football Championship Subdivision	Division I (Non-Football)
Women's Golf (267)	1,000	1,000	90th-100th	80th-90th	993	993	992	995	993	991
Women's Soccer (341)	990	1,000	40th-50th	50th-60th	989	987	993	990	988	988
Women's Swimming and Diving (196)	988	982	20th-30th	40th-50th	992	991	993	992	994	990
Women's Tennis (306)	984	1,000	20th-30th	30th-40th	991	991	991	992	989	994
Women's Track (346)	994	979	70th-80th	60th-70th	983	980	988	985	980	984
Women's Volleyball (339)	988	1,000	30th-40th	40th-50th	990	989	991	992	986	990
By Sport - Co-Ed										

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Athletic Academic Progress Summary

The National Association of Intercollegiate Athletics (NAIA) evaluates and names Scholar Teams each year for their excellence in the classroom. Overall, the teams and athletes at LC State were quite successful during 2023-24. At the end of spring term, 2024, over 8% of student athletes had achieved a perfect 4.0 cumulative GPA, 49% a 3.5 cumulative GPA or better and 79% a 3.0 cumulative GPA or better. The overall cumulative GPA was 3.4 for all LC State student athletes collectively.

The NAIA Scholar Team Award recognizes excellence in the classroom by NAIA teams. Teams must have a minimum 3.0 GPA to receive this award. For the academic year 2023-24, all thirteen of LC State’s teams collectively achieved above 3.0 GPA’s and are expected to be named as NAIA Scholars Teams (typically released in September):

Men's Sports recognized as Scholars Teams	Women's Sports recognized as Scholars Teams
Baseball	Basketball
Basketball	Cross Country
Golf	Golf
Track & Field (Indoor & Outdoor)	Track & Field (Indoor & Outdoor)
Tennis	Tennis
Cross Country	Volleyball
	Dance

Table 1: LC State Scholar Teams as calculated per NAIA definitions and submitted June 1st, 2024, for AY 2023-24.

LC State student athletes are often first generation college students and retain as students from year to year at exceptional rates.

Sport	% First Generation	% Retained*
Baseball	39%	80%
(M) Basketball	47%	80%
(W) Basketball	23%	100%
(M) Cross Country	56%	89%
(W) Cross Country	36%	100%
(M) Golf	22%	78%
(W) Golf	13%	63%
(M) Tennis	6%	88%
(W) Tennis	0%	77%
(M) Track	48%	100%
(W) Track	47%	97%
(W) Volleyball	22%	83%
Total	33%	86%

Table 2: AY22-23 First Generation Status and Retention by Team.

*Retention is measured by:

$$[(\text{Returning fall '23} + \text{graduating athletes}) / \text{Total student athletes}] \times 100.$$

**INFORMATIONAL
AUGUST 21, 2024**

SUBJECT

Graduate Medical Education Committee Annual Report

REFERENCE

December 2017	Board approved ten-year strategic plan for Graduate Medical Education.
June 2018	Board approved first reading of Board Policy III.C. Graduate Medical Education Committee.
August 2018	Board approved second reading of Board Policy III.C. Graduate Medical Education Committee.
August 2019	Board received an update on the status of graduate medical education in Idaho and the Board's ten-year graduate medical education plan.
August 2020	Board received an update on the implementation of the Board's graduate medical education plan.
September 2020	Board approved revision to FY 22 budget for graduate medical education.
August 2021	Board received an update on the implementation of the Board's graduate medical education plan.
August 2022	Board received an update on the implementation of the Board's graduate medical education plan.
August 2023	Board received an update on the implementation of the Board's graduate medical education plan.

APPLICABLE STATUTE, RULE, OR POLICY

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

BACKGROUND/DISCUSSION

Graduate Medical Education (GME) represents the period of professional medical training after medical school (students) in which a physician (residents) learns to be an independent, competent, safe and skilled clinician who will become licensed and certified in their particular specialty. This training period typically lasts from 3-7 years of training after medical school. Medical students are recruited from medical schools nationally and globally to Idaho GME programs. Completion of the residency program also marks completion of the necessary physician training for medical students to become future skilled and caring physicians. In order to become a practicing physician, licensure depends on completing a residency.

Idaho currently ranks 45th in the United States for physicians per capita and 47th in the U.S. for number of GME "residency" positions per capita. Since 50-75% of residency program graduates live within 100 miles of where they graduate, there is a direct correlation between the number of GME programs, the number of GME residents in training and the retention rate of the physician workforce in a state. GME therefore becomes the essential ingredient to focus on to help build Idaho's current and future healthcare workforce.

IMPACT

A Ten-Year GME Strategic Plan was created in 2017 to increase the number of

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AUGUST 21, 2024**

GME programs in Idaho from 9 to 21 over the course of a decade. Additionally, there will be an expansion from four fellowships to nine during this time frame. Fellowships consist of extended GME training for medical students after they have completed residency in a specialized area. This will increase the number of residents and fellows in training from 141 (2017) to 356 in 2028. This will result in the number of graduates each year from Idaho's GME programs going from 52 per year (2017) to 124 per year in 2028.

The impact of the GME Ten-Year Plan will be to produce an additional 1,440 physicians over what would have been produced without this Ten-Year Plan. The State of Idaho will only contribute one-third of the expense to train a physician and will eventually pay approximately \$14 million/year when the plan is fully built out. At least 50% of these physicians will be retained in the State of Idaho. Since each physician will generate approximately \$1.9M per year in economic impact and 12 jobs per physician, the economic impact to Idaho will be approximately \$1.9 billion and 12,000 new jobs. This will represent a 15.9 to 1 return on investment to Idaho while at the same time ensuring more accessible and affordable care that is of high quality and at a lower cost to the citizens of Idaho.

The last several years have created challenges in advancing the objective of the Ten-Year Plan. Governor Little has been very supporting of the GME work, but limited funding has created challenges in the ability to meet the current timeline. The Graduate Medical Education (GME) Committee's executive team will review the progress on the Ten-Year Plan throughout this year to assure that programs continue to advance.

The GME Committee will coordinate implementation of the Ten-Year Plan, including assessment and evaluation of the plan toward meeting desired outcomes associated with expanding the delivery of medical care across the state.

ATTACHMENTS

- Attachment 1 – Idaho 2024 Graduate Medical Education Committee Annual Report to the State Board of Education
- Attachment 2 – GME Programs and Resident and Fellow Locations in Idaho as of July 1, 2024
- Attachment 3 – Draft of FY 2026 GME Budget Request
- Attachment 4 – Modified FY 2026 Budget Request with 3% Governor Cap
- Attachment 5 – Table of Idaho GME Programs with Current and Proposed Residents and Fellows
- Attachment 6 – Idaho GME Program Dashboard and Metrics

BOARD STAFF COMMENTS AND RECOMMENDATIONS

The Graduate Medical Education Committee has made adjustments in the last several years due to the limitations of resources that occurred with the COVID-19 pandemic, and the Ten-Year Plan experienced some slowing in the ability to meet planned targets. Attachment 1 describes the work that the Graduate Medical Committee has achieved from 2017 to present.

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The FY 2026 budget guidance requires a 3% cap in General Fund requests, resulting in some further slowing in addressing the objectives of the plan. The committee has been grateful for the support of the Governor's Office and has submitted a budget in alignment with the directives of the Division of Financial Management. That proposed budget FY2026 is contained in Attachment 4 and will be the budget submitted for the state to stay within the 3% cap.

BOARD ACTION

This item is for informational purposes only.

July 15, 2024

The Idaho 2024 Graduate Medical Education Committee Annual Report to the State Board of Education

Ted Epperly, M.D., GME Coordinator
Moe Hagman, M.D., Chairman
Mary Barinaga, M.D. Vice Chair

EXECUTIVE SUMMARY:

As the Idaho Ten Year Graduate Medical Education (GME) Strategic Plan enters its seventh year, it has been very successful in meeting its purpose and vision. The Plan has been widely accepted by Idaho policymakers as the blueprint for strategic investment in expanding the state's physician workforce. In just these six years, the plan has grown new GME (residency) programs from nine to 16 (78% increase), new fellowship programs from four to ten (150% increase) and has also expanded the number of residents and fellows in training from 134 to 264 (97% increase).

With this growth, Idaho has climbed from 49th to 45th in the United States for the number of primary care physicians per 100,000 people.¹ Additionally, Idaho has improved from 49th to 47th for the number of GME resident physician positions per 100,000 people -- this is significant progress!² In fact, Idaho's percent increase in residents and fellows in ACGME accredited programs from 2010-2022 places us 3rd in the United States for GME growth.³ However, the rapid growth of Idaho's population and the aging of our population threatens to push Idaho back to last in all categories as was witnessed by Idaho's total physicians per capita dropping back to 50th position.⁴ With the support of the Idaho State Board of Education, Governor Little, and the Idaho Legislature, the FY 2025 appropriation funded 14 new residents and fellows in existing programs and will develop one new residency program in the next year.

The Idaho Graduate Medical Education Committee (GMEC) provides oversight of the Ten Year GME Strategic Plan and oversees the metric dashboard that holds all programs accountable for meeting our desired outcomes. Nearly all programs are

¹ Association of American Medical Colleges (AAMC) 2021 State Physician Work Force Data Report – January 2022

² Ibid.

³ Ibid.

⁴ Beckers Hospital Review – March 2022

meeting the goals of accreditation, which include 100% resident position fill rates and are of excellent quality achieving high Board certification pass rates.

Nearly all programs have over 50% of their graduates staying in Idaho. Additionally, almost all programs have 30% or more of their graduates staying in rural and urban underserved communities in Idaho. Ultimately these programs provide increased access to care for many Idahoans and will continue to do so for decades to come. Additionally, these programs provide economic benefit to their communities and to the state.

The Ten Year GME Strategic Plan continues to meet its commitment to grow and enhance the physician workforce in Idaho and to provide improved health and healthcare to many Idahoans. The Idaho GMEC would like to thank the Idaho State Board of Education and staff (in particular outgoing Executive Director Matt Freeman whose steadfast support has been very important to these efforts), Governors Little and Otter, the Division of Financial Management, the Joint Finance-Appropriations Committee, members of the Idaho House and Senate, the Idaho Medical Association (IMA), the Idaho Hospital Association (IHA) and the Idaho Academy of Family Physicians (IAFP) for their steadfast support.

1. Current Status:

July 1, 2024, marks the beginning of the seventh year of the Idaho Ten Year GME Strategic Plan. Our strategic plan is innovative and garners national attention as a way to help states increase their physician workforce. This is particularly true in rural and frontier states like Idaho. The Ten Year GME Strategic plan was approved by the Idaho State Board of Education on December 5, 2017, and as previously mentioned, has stimulated the growth of GME (residency) programs in the state of Idaho as well as the expansion of the number of GME residents and fellows in training from 134 to 264 in our state. Our current GME programs can be seen on Attachment One and consist of ten Family Medicine residency programs, two Internal Medicine residency programs, three Psychiatry programs, one Pediatrics program and one Preliminary year program. Additionally, there are a total of twelve fellowships (Sports Medicine, Obstetrics, Geriatrics, Hospitalist Medicine, HIV Medicine, Addiction Medicine, two fellowships in Rural Health, two fellowships in Behavioral Health/Primary Care Psychiatry and the newest fellowships in Faculty Development and Wilderness Fellowships).

The Ten Year GME Strategic Plan calls for the build out to 21 core GME residency programs with 389 residents/fellows in training each year in Idaho over the next

decade.⁵ When the plan was developed, Idaho ranked 49th in the nation for the number of primary care physicians per 100,000 population and 49th for the number of GME resident positions per 100,000 population. According to the most recent data from the American Association of Medical Colleges (AAMC), Idaho has now advanced from 49th to 45th for the number of primary care physicians per capita and from 49th to 47th for the number of GME residents per capita.⁶ However, with the rapid growth of Idaho's population, unfortunately, our state has slipped back to 50th for the number of active physicians per 100,000 population.⁷ The State Board of Education reviewed and approved the midpoint update of the Ten Year GME Strategic Plan on February 16, 2023, by unanimous vote.

2. Fiscal Year 2025 Funding

The fiscal year 2025 budget that was recommended by Governor Little and approved by the Joint Finance-Appropriations Committee (JFAC) and ultimately by the Idaho State Legislature, was \$480,000 that will fund 14 new resident and fellow positions.

Five of these 14 new positions are in Family Medicine, four are in Psychiatry, four in Pediatrics and one in Internal Medicine. These new resident positions are in the communities of Caldwell, Idaho Falls, Pocatello, Rupert, Boise, and Coeur d'Alene.

Six of the 14 new GME positions are funded by the Federal Government through the federal Health Resources and Services Administration (HRSA) as Full Circle Health is a Federally Qualified Teaching Health Center. Therefore, these six positions were not included in the fiscal year 2024 budget.

3. Next Year's Budget Request (Fiscal Year 2026)

The state of Idaho will be entering into the eighth year of Idaho's Ten Year GME Strategic Plan with the contemplation of the fiscal year 2026 GME budget request. The Idaho GMEC prepared a \$840,000 request for fiscal year 2026, which was considered and approved at its July 2024 quarterly meeting. This initial request will create 19 new residents and fellows in training but only cost the state 14; this is because of the HRSA Teaching Health Center GME funding as previously noted. This funding includes the continued development of the Pediatrics residency in Boise and the Psychiatry residency in Idaho Falls. Please see Attachment Two for the FY 2026 Budget request of the Ten Year GME Strategic Plan to see these new positions. Both of these programs

⁵ 2017 Idaho Graduate Medical Education Ten Year Strategic Plan; <https://boardofed.idaho.gov/board-facts/board-planning/graduate-medical-education-gme-in-idaho-10-year-plan/>

⁶ Association of American Medical Colleges (AAMC) 2021 State Physician Work Force Data Report – January 2022

⁷ Ibid.

have four residents per class. There will also be continued expansion of residency positions in Family Medicine at the Caldwell, Pocatello, and Rupert programs. There will be a new Family Medicine program starting in Nampa at Saint Alphonsus in conjunction with the Mountain States Institute of Graduate Medical Education and Research (MSIGMER).

While the request of the GMEC is funding for the 14 new resident positions described above at \$60K per position, the Governor's 3% budget cap would cap the request at \$494,400. At this 3% cap, the per resident amount (PRA) would only be \$35,285 per resident (see Attachment Three), \$24,715 (41%) less than the \$60K per position needed to bring the new positions to fruition. This amount is far too low for PRA so the Idaho GMEC will ask the Governor's Division of Financial Management for a waiver of the budget cap.

In addition to funding for new positions, the GMEC recommends increasing funding for already existing resident/fellow positions from \$42K to \$45K per position. The 3% cap will require removal of the this planned increased funding of these already underfunded residency positions.

Please see Attachment Four for a table that shows Idaho residency and fellowship programs and their current and new physician trainees. The 19 new positions added in fiscal year 2026 will join residents and fellows already in training, bringing the total to 283. This will help meet the ongoing needs of an expanding, aging population hampered by an aging physician workforce in a rural state where there is a critical need to expand access to primary care and mental health professionals.

4. Current Location of Idaho GME Programs and Idaho's Resident Physicians

Please refer to Attachments One and Four to see where the current Idaho GME programs, residents and fellows are located. Please note colors in green represent the 264 current residents and fellows in place as of the FY 2025 budget, and those in red represent the 19 new residents anticipated in FY 2026. This will bring the total to 283 by July 1, 2025, as noted in red. This growth places Idaho well on its way to the anticipated goal of 347 physicians in training by the end of the Ten Year GME plan. As noted earlier, this investment in GME by the State of Idaho ranks 3rd in the U.S. for percent increase in GME.

5. New GME Programs on the Near Horizon

There are four new programs currently in development. The first three programs are under the Mountain States Institute of Graduate Medical Education and Research (MSIGMER). MSIGMER is working with Saint Alphonsus Health System in Boise and Nampa to develop programs in Internal Medicine, Family Medicine, and Transitional Year. The Nampa Family Medicine Program has been accredited. A Child Psychiatry Program in conjunction with the University of Utah and ISU is being contemplated, but funding remains a challenge. Three programs are still 2-3 years out from beginning and are not yet accredited by the ACGME.

One of the programs is a new rural Family Medicine training track program, or rural program, sponsored by Full Circle Health out of the Nampa Family Medicine Residency. The first year of training will take place in Nampa and the remaining two years in a rural location. This program will have two residents per class.

Further on the horizon are considerations for a General Surgery residency, an Emergency Medicine residency, an additional rural residency program in southeast Idaho, as well as several new fellowships.

6. Graduate Medical Education Outcomes - Metrics and Dashboard

Please see Attachment Five, which represents the dashboard of the Idaho GMEC. This demonstrates the agreed upon metrics to move the Idaho Ten Year GME Strategic Plan forward with outcomes that are meaningful and relevant to the State of Idaho. As demonstrated on the dashboard, nearly all programs have 100% fill rates from the thousands of applicants that want to come to these programs. Almost all programs exceed the rolling five-year average of the percent of physicians retained in Idaho at greater than 50%. Also, almost all programs have done an excellent job in having greater than 30% of their graduates serve in rural Idaho or in urban underserved Idaho. Some of the programs are new and will take several years to achieve their five-year rolling averages. Finally, as noted on the dashboard, all programs are of high quality, and all exceed the threshold for success in board certification pass rates as measured by a rolling five-year average.

7. Summary:

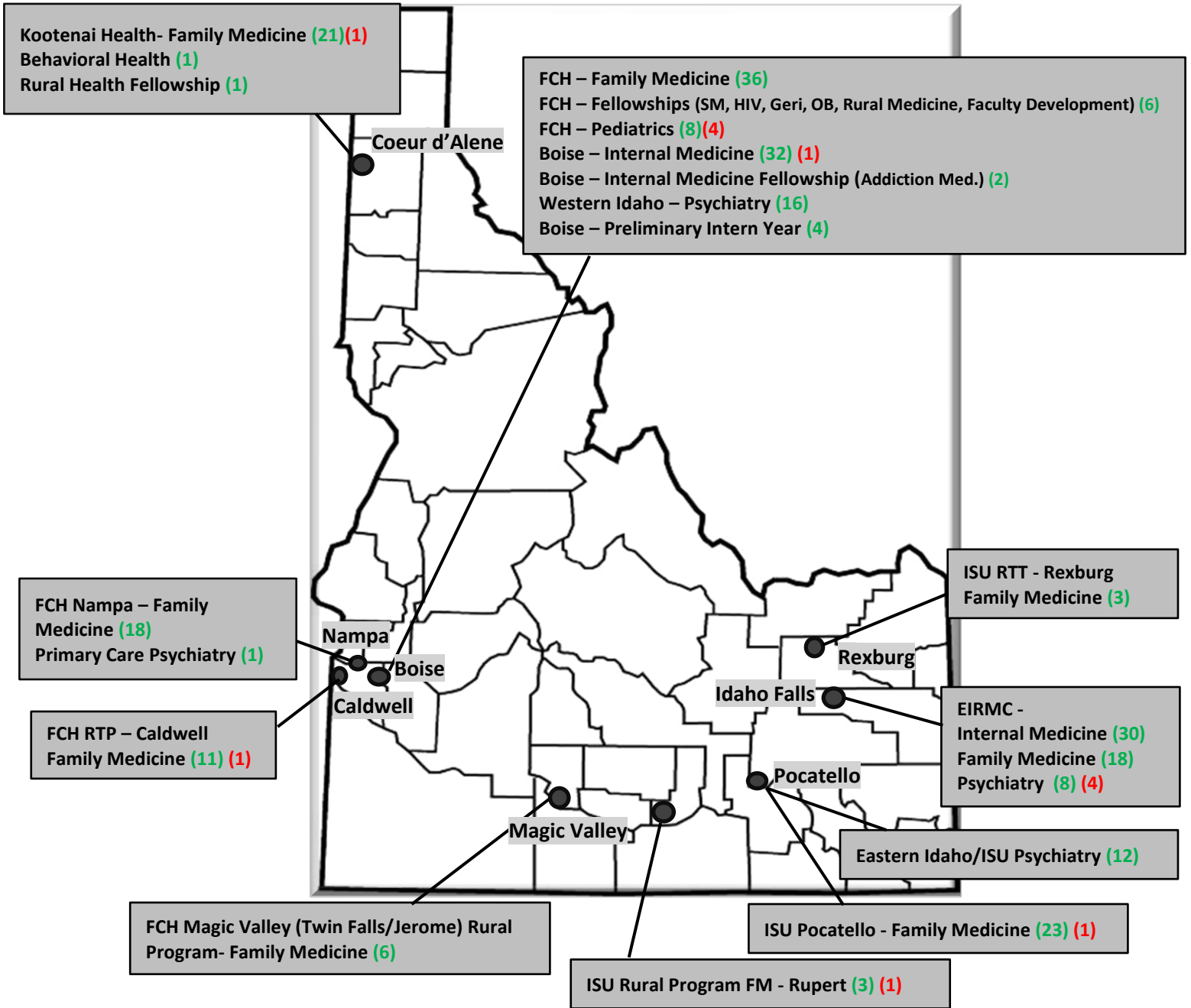
The State of Idaho's Ten Year Graduate Medical Education Strategic Plan has been a demonstrable success. Despite shifting state funding priorities and a global pandemic,

the Plan has continued to grow new GME residency and fellowship programs and train new residents and fellows in these programs for the state of Idaho. The Ten Year GME Strategic Plan has grown from nine core residency programs to 16 core programs and 12 Fellowships. The number of residents in training has gone from 134 in 2017 to 264 in 2024 and will grow by 19 more in fiscal year 2026 to 283. New programs are in the pipeline. These include Internal Medicine, Child Psychiatry, Family Medicine and Transitional Year training, specialties that are much needed in our state. By all metrics, the Ten Year GME Strategic Plan has demonstrated marked improvement in the outcomes of primary care physicians per capita in Idaho, the number of resident physicians per capita in Idaho, retention rates of graduates that exceed 50% for the state and in the high-quality residents being trained. As a direct consequence of these programs, there has been increased access to timely care for our citizens and communities, which will continue for decades to come. Additionally, these programs provide many jobs and economic benefit to their communities across the state.

The Idaho GMEC would like to thank the Idaho State Board of Education for its steadfast support and vision to help create a stable and growing physician workforce for Idaho. Without the support and encouragement of the Board of Education members as well as from the Office of the State Board of Education (OSBE), this plan may have never seen the light of day. In particular the Office of the State Board of Education Executive Director, Matt Freeman, whose tenure is ending, has been instrumental in the success of all that has been accomplished for GME in the State of Idaho. Additional thanks go to Governor Little and Governor Otter, the Division of Financial Management, the Joint Finance-Appropriations Committee and the Idaho Legislature for their steadfast support and encouragement of moving the Idaho Ten Year GME Strategic Plan forward for the benefit of the people of Idaho. Finally, a big thank you is due to the Idaho Medical Association, the Idaho Academy of Family Physicians and the Idaho Hospital Association for their strong advocacy and support of the Ten-Year GME Strategic Plan and the much-needed physician workforce in Idaho.

Attachment One – GME Programs and Resident and Fellow Locations in Idaho as of July 1, 2024

Program and Fellowship Locations (2024)



Current Resident and Fellows in Idaho as of July 1, 2024 = 262

Potential New Residents and Fellows in Idaho as of July 1, 2025 = 20

Total Number of Residents and Fellows if FY 2026 budget for new Residents and Fellows Approved = 282

Attachment Two- FY 2026 Draft Budget Request with the Governor's 3% Budget Cap (July 2024)

Ten Year GME FY 2026 Budget Increase Request

Program	Current Funding per FTE	Existing Residents/Fellows (FY2024)		New Residents / Fellows (FY 2025)		Other		Total FY 2026 Requested Funding Increase
		FTEs	Keep current FTEs	FTEs	Funding at \$55831	FTEs		
Full Circle Health	\$ 42,000							
Boise Family Medicine		36					\$ -	
Caldwell FM Rural Training Track		11		1*	THCGME		-	
Magic Valley FM Rural Training Track		6			-		-	-
Nampa Family Medicine		18						
Boise Pediatrics		8		4*	THCGME			
Fellowships (SM, HIV, GER, OB, RM, Pcp, Faculty Development)		6		1	60,000			60,000
Total		85		6/5*	THCGME			\$ 60,000
Idaho State University	\$ 42,000							
Pocatello Family Medicine		23		1	\$ 60,000		\$ -	\$ 60,000
RTT Rexburg Resident		3			-		-	-
RTP Rupert / Burley		3		1	60,000			60,000
Total		29		2	\$ 120,000		\$ -	\$ 120,000
Kootenai	\$ 42,000							
Coeur d'Alene Family Medicine		21		1	\$ 60,000		\$ -	\$ 32,960
FM/Behavioral Health Fellowship		1*						
Rural Fellowship		1						
Total		23		1	\$ 60,000		\$ -	\$ 32,960
Boise Internal Medicine	\$ 22,000							
Boise Internal Medicine		32		1	\$ 60,000			\$ 60,000
Preliminary Year Intern Program		4					-	-
IM Chief Resident		3						
Addiction Medicine Fellowship		2					-	-
Total		41		1	\$ 60,000		\$ -	\$ 60,000
Western Idaho Psychiatry	\$ 49,725							
Boise Core Program		16					\$ -	
Total		16					\$ -	\$ -
Eastern Idaho Regional Medical Center	\$ 50,000		(Already funded above \$45K)					
Internal Medicine		30						
Family Medicine		18						
Psychiatry		8		4	\$ 240,000			\$ 240,000
Total		56		4	\$ 240,000		\$ -	\$ 240,000
Eastern Idaho / ISU/Psychiatry	\$ 60,000		(Already funded above \$45K)					
UU/ISU Psychiatry		12					\$ -	\$ -
UU/ISU Child Psychiatry		-		0	\$ -			\$ -
Total		12		0	\$ -		\$ -	\$ -
MSIGMER / SA'S								
Internal Medicine								
Family Medicine - Nampa		-		6	\$ 360,000			\$ 360,000
Transitional Year		-						
Total		-		-	\$ -			\$ -
Grand Total		262		20**	\$ 900,000			\$ 900,000

* Funded through Teaching Health Center - GME

* Approved positions but 0 filled

**20 New FTE's but only 15 need State funding (others with THCGME funding)

Ten Year GME FY 2021 Budget Increase Request

Draft 3/25/2019

Program	Current Funding per FTE	Existing Resident s (FY2021)		New Resident s/ Fellows (FY 2021)		Other		Total FY 2021 Requested Funding Increase
		FTEs	Increase Funding to \$45K	FTEs	Funding at \$60K	FTEs		
Family Medicine Residency of Idaho	\$ 40,000							
Boise Family Medicine		33	\$ 165,000	1	\$ 60,000		\$ -	\$ 225,000
Caldwell FM Rural Training Track		9	45,000		-		-	45,000
Magic Valley FM Rural Training Track		6	30,000		-		-	30,000
Nampa Family Medicine		6	<i>funded</i>	6	<i>funded</i>			
Boise Pharm D Resident						1	30,000	30,000
Psychology Intern						1	25,000	25,000
Total		54	\$ 240,000	7	\$ 60,000		\$ 55,000	\$ 355,000
Idaho State University	\$ 40,000							
Pocatello Family Medicine		21	\$ 105,000		\$ -		\$ -	\$ 105,000
RTT Rexburg Resident		1	<i>funded</i>	1	60,000		-	60,000
ISU Offset							-	-
Total		22	\$ 105,000	1	\$ 60,000		\$ -	\$ 165,000
Kootenai	\$ 40,000							
Coeur d'Alene Family Medicine		18	\$ 90,000		\$ -		\$ -	\$ 90,000
Total		18	\$ 90,000	-	\$ -		\$ -	\$ 90,000
University of Washington/VA	\$ 20,000		Increase to 22,500					
Internal Medicine		25	\$ 62,500	3	\$ 180,000	3	\$ 30,000	\$ 272,500
Preliminary Year Intern Program		4	10,000				-	10,000
IM Chief Resident		2	5,000	1	60,000		-	65,000
Total		31	\$ 77,500	4	\$ 240,000	3	\$ 30,000	\$ 347,500
University of Washington - Psychiatry	\$ 49,725							
Seattle/Boise Core Program		8	\$ -	4	\$ 240,000		\$ -	\$ 240,000
Total		8	\$ -	4	\$ 240,000		\$ -	\$ 240,000
Bingham Internal Medicine	\$ 40,000							
Blackfoot Internal Medicine		12	\$ 60,000	1	\$ 60,000	1	\$ 10,000	\$ 130,000
Emergency Medicine Fellowship				1	\$ 60,000			\$ 60,000
Total		12	\$ 60,000	2	\$ 120,000	1	\$ 10,000	\$ 190,000
Eastern Idaho Regional Medical Center	\$ 40,000							
Idaho Falls - Internal Medicine		10	\$ 50,000	10	\$ 600,000	10	\$ 100,000	\$ 750,000
Total		10	\$ 50,000	10	\$ 600,000	10	\$ 100,000	\$ 750,000
University of Utah / ISU	\$ 60,000							
Salt Lake City/Pocatello Core Program		3	<i>funded</i>	3	\$ 180,000		\$ -	\$ 180,000
Total		3	\$ -	3	\$ 180,000		\$ -	\$ 180,000
Grand Total		158	\$ 622,500	30	\$ 1,500,000	16	\$ 195,000	\$ 2,317,500

- Three new resident(s) in FY 2020 paid for @ \$50K/resident instead of \$60K/resident. Hence 3 x \$10K = \$30K
- One new resident in FY 2020 paid for @ \$50K/resident instead of \$60K/resident. Hence 1 X \$10K = \$10K
- Ten new resident(s) in FY 2020 paid for @ \$50K/resident instead of \$60K/resident. Hence 10 X \$10K = \$100K

Attachment Three- FY 2026 Draft Budget Request with the Governor's 3% Budget Cap (July 2024)

Ten Year GME FY 2026 Budget Increase Request

Program	Current Funding per FTE	Existing Residents/Fellows (FY2024)		New Residents / Fellows (FY 2025)		Other		Total FY 2026 Requested Funding Increase
		FTEs	Keep current FTEs	FTEs	Funding at \$55831	FTEs		
Full Circle Health	\$ 42,000							
Boise Family Medicine		36					\$ -	
Caldwell FM Rural Training Track		11		1*	THCGME		-	
Magic Valley FM Rural Training Track		6			-		-	
Nampa Family Medicine		18						
Boise Pediatrics		8		4*	THCGME			
Fellowships (SM, HIV, GER, OB, RM, Pcp, Faculty Development)		6		1	32,960			32,960
Total		85		6/5*	THCGME			\$ 32,960
Idaho State University	\$ 42,000							
Pocatello Family Medicine		23		1	\$ 32,960		\$ -	\$ 32,960
RTT Rexburg Resident		3			-		-	-
RTP Rupert / Burley		3		1	32,960			32,960
Total		29		2	\$ 65,920		\$ -	\$ 65,920
Kootenai	\$ 42,000							
Coeur d'Alene Family Medicine		21		1	\$ 32,960		\$ -	\$ 32,960
FM/Behavioral Health Fellowship		1*						
Rural Fellowship		1						
Total		23		1	\$ 32,960		\$ -	\$ 32,960
Boise Internal Medicine	\$ 22,000							
Boise Internal Medicine		32		1	\$ 32,960			\$ 32,960
Preliminary Year Intern Program		4					-	-
IM Chief Resident		3						
Addiction Medicine Fellowship		2						
Total		41		1	\$ 32,960		\$ -	\$ 32,960
Western Idaho Psychiatry	\$ 49,725							
Boise Core Program		16					\$ -	
Total		16					\$ -	\$ -
Eastern Idaho Regional Medical Center	\$ 50,000		(Already funded above \$45K)					
Internal Medicine		30						
Family Medicine		18						
Psychiatry		8		4	\$ 130,760			\$ 130,760
Total		56		4	\$ 130,760		\$ -	\$ 130,760
Eastern Idaho / ISU/Psychiatry	\$ 60,000		(Already funded above \$45K)					
UU/ISU Psychiatry		12					\$ -	\$ -
UU/ISU Child Psychiatry		-		0	\$ -			\$ -
Total		12		0	\$ -		\$ -	\$ -
MSIGMER / SA'S								
Internal Medicine								
Family Medicine - Nampa		-		6	\$ 197,760			\$ 197,760
Transitional Year		-						
Total		-		-	\$ -			\$ -
Grand Total		262		20**	\$ 494,000			\$ 494,000

* Funded through Teaching Health Center - GME

* Approved positions but 0 filled

**20 New FTE's but only 15 need State funding (others with THCGME funding)

Ten Year GME FY 2021 Budget Increase Request

Draft 3/25/2019

Program	Current Funding per FTE	Existing Resident s (FY2021)		New Resident s/ Fellows (FY 2021)		Other		Total FY 2021 Requested Funding Increase
		FTEs	Increase Funding to \$45K	FTEs	Funding at \$60K	FTEs		
Family Medicine Residency of Idaho	\$ 40,000							
Boise Family Medicine		33	\$ 165,000	1	\$ 60,000			\$ 225,000
Caldwell FM Rural Training Track		9	45,000		-			45,000
Magic Valley FM Rural Training Track		6	30,000		-			30,000
Nampa Family Medicine		6	<i>funded</i>	6	<i>funded</i>			
Boise Pharm D Resident						1	30,000	30,000
Psychology Intern						1	25,000	25,000
Total		54	\$ 240,000	7	\$ 60,000		\$ 55,000	\$ 355,000
Idaho State University	\$ 40,000							
Pocatello Family Medicine		21	\$ 105,000		\$ -		\$ -	\$ 105,000
RTT Rexburg Resident		1	<i>funded</i>	1	60,000		-	60,000
ISU Offset							-	-
Total		22	\$ 105,000	1	\$ 60,000		\$ -	\$ 165,000
Kootenai	\$ 40,000							
Coeur d'Alene Family Medicine		18	\$ 90,000		\$ -		\$ -	\$ 90,000
Total		18	\$ 90,000	-	\$ -		\$ -	\$ 90,000
University of Washington/VA	\$ 20,000		Increase to 22,500					
Internal Medicine		25	\$ 62,500	3	\$ 180,000	3	\$ 30,000	\$ 272,500
Preliminary Year Intern Program		4	10,000		-		-	10,000
IM Chief Resident		2	5,000	1	60,000		-	65,000
Total		31	\$ 77,500	4	\$ 240,000	3	\$ 30,000	\$ 347,500
University of Washington - Psychiatry	\$ 49,725							
Seattle/Boise Core Program		8	\$ -	4	\$ 240,000		\$ -	\$ 240,000
Total		8	\$ -	4	\$ 240,000		\$ -	\$ 240,000
Bingham Internal Medicine	\$ 40,000							
Blackfoot Internal Medicine		12	\$ 60,000	1	\$ 60,000	1	\$ 10,000	\$ 130,000
Emergency Medicine Fellowship				1	\$ 60,000			\$ 60,000
Total		12	\$ 60,000	2	\$ 120,000	1	\$ 10,000	\$ 190,000
Eastern Idaho Regional Medical Center	\$ 40,000							
Idaho Falls - Internal Medicine		10	\$ 50,000	10	\$ 600,000	10	\$ 100,000	\$ 750,000
Total		10	\$ 50,000	10	\$ 600,000	10	\$ 100,000	\$ 750,000
University of Utah / ISU	\$ 60,000							
Salt Lake City/Pocatello Core Program		3	<i>funded</i>	3	\$ 180,000		\$ -	\$ 180,000
Total		3	\$ -	3	\$ 180,000		\$ -	\$ 180,000
Grand Total		158	\$ 622,500	30	\$ 1,500,000	16	\$ 195,000	\$ 2,317,500

1. Three new resident(s) in FY 2020 paid for @ \$50K/resident instead of \$60K/resident. Hence 3 x \$10K = \$30K
2. One new resident in FY 2020 paid for @ \$50K/resident instead of \$60K/resident. Hence 1 X \$10K = \$10K
3. Ten new resident(s) in FY 2020 paid for @ \$50K/resident instead of \$60K/resident. Hence 10 X \$10K = \$100K

Attachment Four – Table of Idaho GME Programs with Current and Proposed Residents and Fellows

	Existing Residents / Fellows (July 1, 2024)	New Residents / Fellows (July 1, 2025)	Other (FY2024)
<u>Full Circle Health</u>			
Boise Family Medicine	36		
Caldwell FM Rural Training Track	11	1*	
Magic Valley FM Rural Training Track	6		
Nampa Family Medicine	18		
Pediatrics (Boise)	8	4*	
Fellowships (SM, HIV, GER, OB, Rural, PcP, Faculty Development)	6	1	
Total	85	6/5*	
<u>Idaho State University</u>			
Pocatello Family Medicine	23	1	
RTT Rexburg Resident	3		
RTP Rupert	3	1	
Total	29	2	
<u>Kootenai</u>			
Coeur d'Alene Family Medicine	21	1	
FM/Behavioral Health Fellowship	1		
FM/Rural Fellowship	1		
Total	23	1	
<u>Boise Internal Medicine</u>			
Boise Internal Medicine	32	1	
Preliminary Year Intern Program	4		
IM Chief Resident	3		
Addiction Medicine Fellowship	2		
Total	41	1	
<u>Western Idaho Psychiatry</u>			
Boise Core Program	16		
Total	16		
<u>Eastern Idaho Regional Medical Center</u>			
Internal Medicine	30		
Family Medicine	18		
Psychiatry	8	4	
Total	56	4	
<u>Eastern Idaho / ISU/Psychiatry</u>			
UU/ISU Psychiatry	12		
Total	12		
<u>MSIGMER / SA'S</u>			
Family Medicine - Nampa	0	6	
Total	0	6	
Grand Total	262	20*	

*20 New GME positions, only 15 of which will be funded by Idaho

Attachment Five: Idaho Graduate Medical Education (GME) Program Dashboard and Metrics
Report to SBOE from GME Committee – Dashboard – 5/2024

Program	First Graduating Class	100% Fill Rate for Incoming Class	ACGME Accreditation	Graduates Practicing in Idaho as Measured by Rolling 5-year Average ≥50% - Fam Med ≥40% - Int Med ≥30% - Psych ≥30% - Emerg Med ≥30% - Surgery	Graduates in continued fellowship training outside of Idaho *	≥30% of Graduates in Idaho Serve in Rural or Underserved Areas by Rolling 5-year Average		≥80% Board Certification based on Rolling 5-year Average for First-Time Test Takers
						Rural**	Urban Underserved#	
Full Circle – Boise FM	1976	100%	Yes	32 of 58 / 55%	1	7 of 32 / 22%	23 of 32 / 72%	100%
Full Circle – Fellowships	1999	100%	Yes	16 of 28 / 57%	0	2 of 16 / 13%	11 of 16 / 69%	NA
Full Circle – Caldwell RTT	1998	100%	Yes	9 of 14 / 64%	1	2 of 9 / 22%	5 of 9 / 56%	100%
Full Circle – Magic Valley Family Medicine RTT	2012	100%	Yes	7 of 9 / 78%	0	4 of 7 / 57%	2 of 7 / 29%	100%
Full Circle – Nampa FM	2022	100%	Yes	12 of 18 / 67%	0	4 of 12 / 33%	7 of 12 / 58%	100%
Full Circle – Pediatrics	2025	100%	Yes/Initial	NA	NA	NA	NA	NA
ISU – Pocatello Fam Med	1994	100%	Yes	21 of 35 / 60%	0	6 of 21 / 29%	12 of 21 / 57%	35 of 35 / 100%
ISU – Rexburg RTT	2022	100%	Yes	2 of 3 / 66% (3 years of data)	0	0 of 2 / 0% (3 years of data)	2 of 2 / 100% (3 years of data)	3 of 3 / 100% (3 years of data)
Kootenai Family Medicine	2017	100%	Yes	20 of 42 / 48%	0	3 of 20 / 15%	17 of 20 / 85%	42 of 42 / 100%
Boise Internal Medicine	2014	100%	Yes	25 of 49 / 51%	0	0 of 25 / 0%	4 of 25 / 16%	40 of 46 / 87%
Boise Addiction Medicine	2022	100%	Yes	1 of 3 / 33% (3 years of data)	0	0 of 1 / 0% (3 years of data)	1 of 1 / 100% (3 years of data)	3 of 3 / 100% (3 year of data)
Western Idaho Psychiatry	2010	100%	Yes	9 of 19 / 47%	1	1 of 9 / 11%	8 of 9 / 89%	17 of 19 / 89%
EIRMC Internal Medicine	2021	100%	Yes	10 of 24 / 42% (3 years of data)	5	0 of 10 / 0% (3 years of data)	10 of 10 / 100% (3 years of data)	13 of 25 / 52% (3 years of data)
EIRMC Family Medicine	2023	100%	Yes	2 of 5 / 40% (1 year of data)	0	0 of 2 / 0% (1 year of data)	2 of 2 / 100% (1 year of data)	6 of 6 / 100% (1 year of data)
EIRMC Psychiatry	2026	100%	Yes/Initial	NA	NA	NA	NA	NA
U of U/ISU Psychiatry	2024	100%	Yes	2 of 2 (100%) (1 year of data)	1	2 of 2 / 100% (1 year of data)	0 of 2 / 0% (1 year of data)	NA (2024 Results Pending)

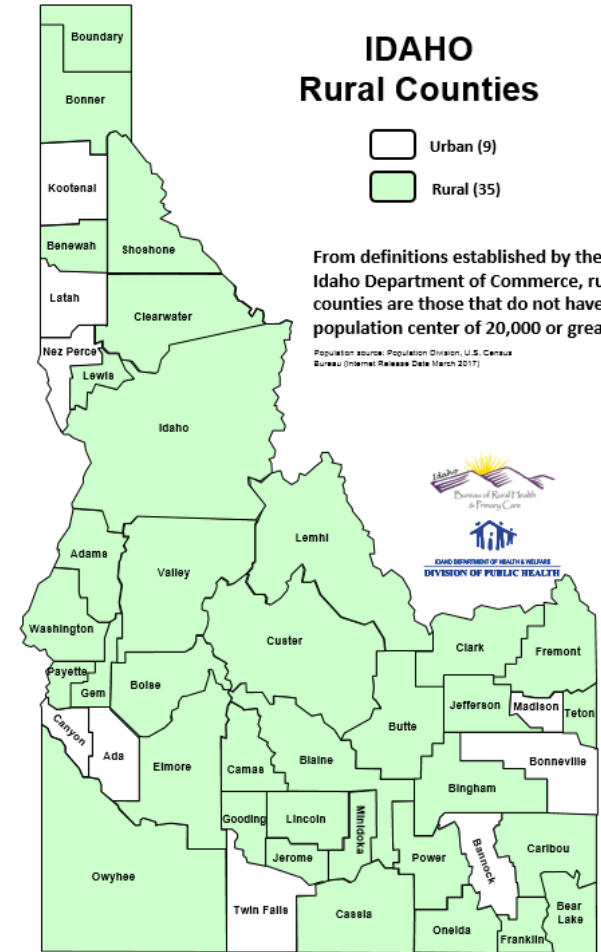
Key: Green – measure met Yellow – measure nearly met Red – not meeting measure

*Fellowship training outside of Idaho does not count in the denominator for a program until the resident finishes fellowship training. Programs will track these fellows. If they do not return to Idaho, they will then be added to the denominator for percentage calculations.

****Definition of Rural Idaho** – According to the Idaho Department of Commerce, rural counties in Idaho are defined as those with <20,000 population. 35 of 44 counties in Idaho are rural by this definition. Non-rural counties are: Ada, Bannock, Bonneville, Canyon, Kootenai, Latah, Madison, Nez Perce, and Twin Falls.

#Definitions of Underserved Idaho

1. Primary Care Underserved - 97% of all of Idaho qualifies as a Health Professional Shortage Area (HPSA) for primary care. The only areas without a primary care HPSA designation are Ada County, half of Blaine County (Sun Valley area), and half of Bonneville County (Idaho Falls area).
2. Mental Health Care - 100% of Idaho (all counties and areas) are mental health HPSA's.
3. All FQHCs and Community Health Centers serve underserved Idaho.



Bureau of Rural Health and Primary Care, Division of Public Health, Department of Health and Welfare, 4/18 – please contact (208) 334-0669 for updates

**INFORMATIONAL
AUGUST 21, 2024**

SUBJECT

Semi-Annual Report of Approved Program Requests

REFERENCE

February 2021	Board received the semi-annual report
August 2021	Board received the semi-annual report
February 2022	Board received the semi-annual report
August 2022	Board received the semi-annual report
February 2023	Board received the semi-annual report

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies and Procedures, Section III.G., Postsecondary Program Review and Approval.

BACKGROUND/DISCUSSION

In accordance with Board Policy III.G.3.a.ii and 4.b., prior to implementation, the Executive Director, State Administrator or designees may approve actions related to academic and career technical programs or units as identified in those subsections.

Consistent with Board Policy III.G.9.a., the Board office is providing a semi-annual report of academic and career technical program requests from Idaho's public postsecondary institutions that were approved by the Executive Director, State Administrator or their designees between January 1, 2024, and July 1, 2024. A report of program changes requests approved by the full Board for the same time period, as well as a longitudinal view of program approvals and discontinuations over the past several years, are also included for informational and contextual purposes.

ATTACHMENTS

Attachment 1 – Semi-Annual Report of Approved Program Requests
Attachment 2 – Longitudinal View of Program Approvals and Discontinuations

BOARD STAFF COMMENTS AND RECOMMENDATIONS

The report provides a list of new academic or career technical programs and certificates approved by the Executive Director, State Administrator or their designees consistent with Board Policy III.G. This includes other instructional activity such as modifications to existing programs. Other non-substantial changes that require notification to the Board office are also included in the report.

For this current reporting cycle, there was an increase in program requests submitted for review and approval. Staff notes there was an increase in new baccalaureate degrees and undergraduate certificates established compared to the previous academic year and an increase in discontinuations. The discontinuations were primarily a reorganization effort by Lewis-Clark State College to replace stand-alone specific Bachelor of Applied Science degrees with

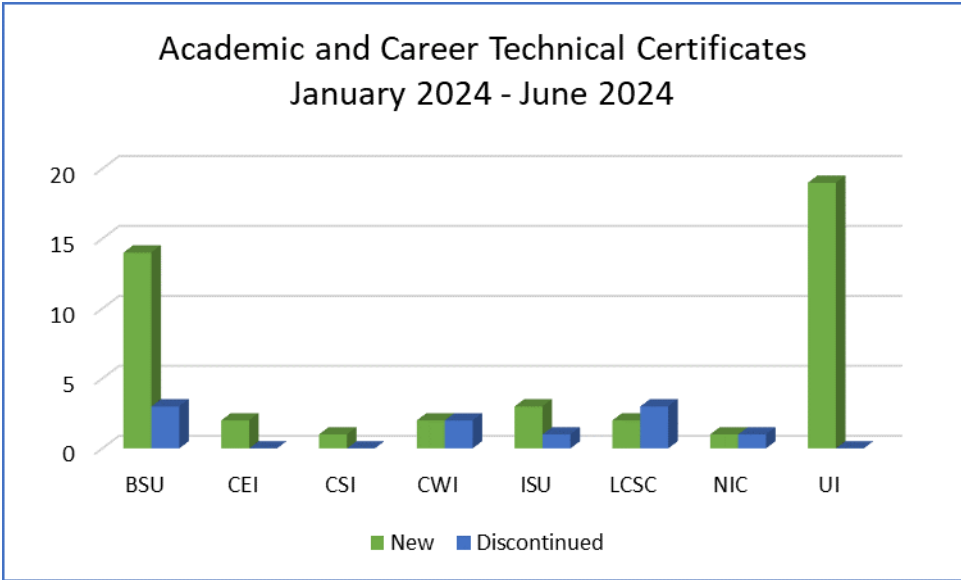
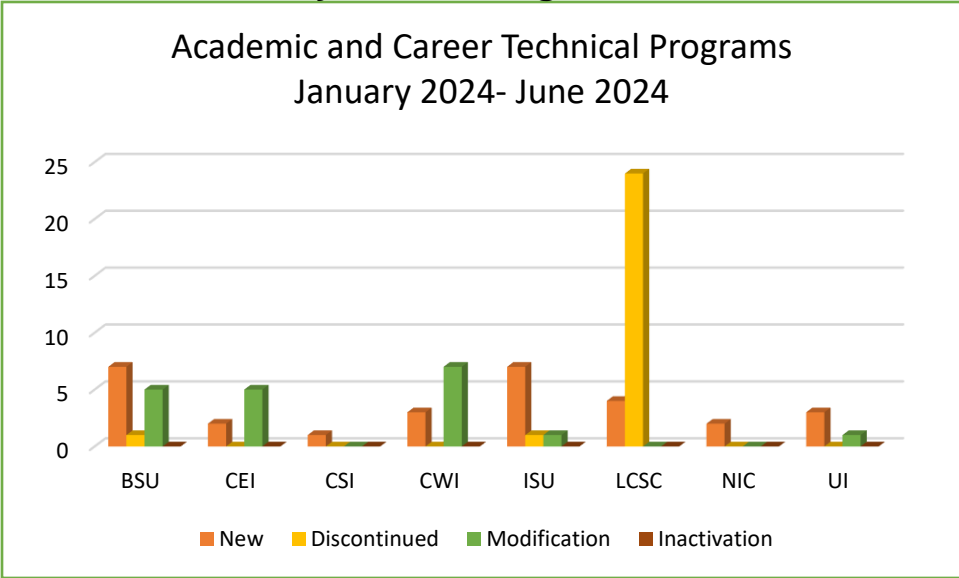
**INFORMATIONAL
AUGUST 21, 2024**

a more general applied baccalaureate degree that would provide students with opportunities to customize the degree, using electives, to create a similar pathway. There was also an increase in new graduate programs with more than half being graduate certificates. Others included the approval of two master's programs for Lewis-Clark State College, two graduate programs for Boise State University, three master's programs for University of Idaho, and one graduate program for Idaho State University.

BOARD ACTION

This item is for informational purposes.

**Semi-Annual Report of Approved Program Requests
January 2024 through June 2024**



**INFORMATIONAL
AUGUST 21, 2024**

ATTACHMENT 1

List of Academic Program and Unit Requests Approved by Executive Director or Designee

INST.	Request Type	Program Title	Type	Date
BSU	Consolidation of Instructional Unit	College of Education Restructure	N/A	6/21/2024
BSU	Discontinue	Social Work (offered in Coeur d'Alene)	MSW	5/22/2024
BSU	New	Exercise, Physical Activity, and Sport	BS	5/3/2024
BSU	New	Digital Communications Management	MA	4/22/2024
BSU	New	Health Data Analytics	BS	2/16/2024
BSU	New instructional/administrative unit	School for the Digital Future	N/A	2/5/2024
CSI	New	Engineering	AE	1/29/2024
ISU	New	Software Engineering	BS	1/29/2024
ISU	New	Information Technology Systems	BAS	1/29/2024
ISU	Discontinue	Sociology	MA	1/17/2024
ISU	Discontinue	Sociology (online)	MA	1/17/2024
ISU	Discontinue	Sociology: Criminology	MA	1/17/2024
ISU	New	MPH/PharmD	MPH	1/16/2024
ISU	New	Interdisciplinary Studies	BA BS	1/9/2024
ISU	New	Dental Hygiene Bachelor's Completion Program (online)	BS	1/9/2024
ISU	New	Dental Hygiene - Associate to Master's Accelerated program (online)	MS	1/9/2024
LCSC	Discontinue	Business Management and Marketing	BAS	6/3/2024
LCSC	Discontinue	Administrative Medical Assistant	BAS	5/8/2024
LCSC	Discontinue	Administrative Management	BAS	5/8/2024
LCSC	Discontinue	Applied Accounting	BAS	5/8/2024
LCSC	Discontinue	Applied Technology	BAS	5/8/2024
LCSC	Discontinue	Auto Mechanics Technology	BAS	5/8/2024
LCSC	Discontinue	CNC Machining Technology	BAS	5/8/2024
LCSC	Discontinue	Collision Repair Technology	BAS	5/8/2024
LCSC	Discontinue	Diesel Technology	BAS	5/8/2024
LCSC	Discontinue	Early Childhood Development	BAS	5/8/2024
LCSC	Discontinue	Electrical Apprenticeship	BAS	5/8/2024
LCSC	Discontinue	Fire Service Technology	BAS	5/8/2024
LCSC	Discontinue	Graphic Communications	BAS	5/8/2024
LCSC	Discontinue	Hospitality Management	BAS	5/8/2024
LCSC	Discontinue	Heating, Venting, Air Conditioning, and Refrigeration	BAS	5/8/2024
LCSC	Discontinue	Industrial Electronics Technology	BAS	5/8/2024

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INST.	Request Type	Program Title	Type	Date
LCSC	Discontinue	Industrial Maintenance/Millwright	BAS	5/8/2024
LCSC	Discontinue	Information Technology	BAS	5/8/2024
LCSC	Discontinue	Legal Practice Assistant	BAS	5/8/2024
LCSC	Discontinue	Medical Assistant	BAS	5/8/2024
LCSC	Discontinue	Plumbing Apprenticeship	BAS	5/8/2024
LCSC	Discontinue	Web Design and Development	BAS	5/8/2024
LCSC	Discontinue	Welding Technology	BAS	5/8/2024
LCSC	New	Cyber Accounting	MS	3/11/2024
LCSC	New	Health Studies	BA/BS	2/22/2024
LCSC	New	Computer Science Software Engineering	BA/BS	1/29/2024
UI	New	Child Development	MS	2/7/2024
UI	New	Emerging Media	MA	1/17/2024

List of Other Academic Program/Unit Changes Notified to Executive Director

The following program changes or additions do not require approval; however, they require notification to OSBE per policy III.G.

INST.	Request Type	Program Title	Certificate Type	Date
BSU	Discontinuance	Adult Gerontology, Acute Care	Graduate Certificate	4/30/2024
BSU	Discontinuance	Adult-Gerontology, Primary Care	Graduate Certificate	4/30/2024
BSU	New	Semiconductor Materials	Undergraduate Certificate	4/12/2024
BSU	New	Early Childhood Program Administration and Leadership	Undergraduate Certificate	4/12/2024
BSU	Discontinuance	Creative Influence	Undergraduate Certificate	4/5/2024
BSU	New	AI for All (Hybrid and Online)	Undergraduate Certificate	3/13/2024
BSU	New	Generative AI in Education	Graduate Certificate	2/13/2024
BSU	New	Dance	Undergraduate Certificate	1/30/2024
BSU	New	Disaster Preparedness and Response	Undergraduate Certificate	1/30/2024
BSU	New	Applied Emotional Intelligence and Well-Being	Undergraduate Certificate	1/22/2024
BSU	New	Design Thinking for Professional Purpose and Fulfillment	Undergraduate Certificate	1/22/2024
BSU	New	Community Driven Health Solutions	Undergraduate Certificate	1/22/2024
BSU	New	Evidence-Based Public Health	Undergraduate Certificate	1/22/2024
BSU	New	Foundations of Public Health	Undergraduate Certificate	1/22/2024
BSU	New	Health and Human Behavior	Undergraduate Certificate	1/22/2024
BSU	New	Organizational Development	Graduate Certificate	1/22/2024

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INST.	Request Type	Program Title	Certificate Type	Date
CWI	Expansion	Surgical First Assistant	Associate of Arts	5/3/2024
CWI	Discontinuance	Swift Programming	Undergraduate Certificate	4/8/2024
ISU	Modification	Rural Health – add online option	Graduate Certificate	4/8/2024
ISU	New	Community and Public Health: Addiction Studies (online)	Graduate Certificate	1/16/2024
ISU	New	Addiction Studies	Graduate Certificate	1/9/2024
ISU	New	Career & Technical Education	Graduate Certificate	1/3/2024
LCSC	Discontinuance	Human Resource Management	Undergraduate Certificate	3/11/2024
LCSC	Discontinuance	Leadership	Undergraduate Certificate	3/11/2024
LCSC	New	Business Essentials	Certificate	2/5/2024
UI	New	Nuclear Materials Engineering	Graduate Certificate	5/20/2024
UI	New	Design for Inclusion and Well-Being	Undergraduate Certificate	4/29/2024
UI	New	Child Feeding	Undergraduate Certificate	4/29/2024
UI	New	Bioethics	Undergraduate Certificate	4/26/2024
UI	New	Artificial Intelligence and Machine Learning	Undergraduate Certificate	4/22/2024
UI	New	Artificial Intelligence and Machine Learning	Graduate Certificate	4/22/2024
UI	New	Biomedical Engineering	Undergraduate Certificate	3/11/2024
UI	New	Graphic Design	Undergraduate Certificate	3/11/2024
UI	New	Indigenous Research and Education	Graduate Certificate	3/11/2024
UI	New	Advanced Semiconductor Design	Graduate Certificate	2/23/2024
UI	New	Advanced Microelectronics Fabrication	Graduate Certificate	2/23/2024
UI	New	Smart Grid Cybersecurity	Graduate Certificate	2/23/2024
UI	New	Semiconductor Design	Undergraduate Certificate	2/23/2024
UI	New	High-Speed Circuits and Systems	Graduate Certificate	2/23/2024
UI	New	Microelectronics Fabrication	Undergraduate Certificate	2/23/2024
UI	New	Scientific Communication and Leadership	Graduate Certificate	1/19/2024
UI	New	Economics of Public Policy	Undergraduate Certificate	1/17/2024
UI	New	Marketing Analytics	Undergraduate Certificate	1/8/2024
UI	New	International Economics	Undergraduate Certificate	1/3/2024

Other Academic Program Changes

INST.	Request Type	Program Title	Program Type	Date
BSU	Relocate	Gender Studies Minor from College of Arts and Sciences to Department of Sociology	Minor	6/14/2024
BSU	Relocate	Department of Counselor Education and programs, Master of Arts in Counseling and Ph.D. in Counselor Education and Supervision to College of Health Sciences	MA/Ph.D.	5/31/2024
BSU	Modification	Geophysics- change to face-to-face delivery from hybrid	MS	4/29/2024
BSU	Modification	Geophysics- change to face-to-face delivery from hybrid	Ph.D.	4/29/2024
BSU	Modification	Literacy Instruction for Students with Exceptional Needs – change to online from face-to-face delivery	Graduate Certificate	4/29/2024
BSU	New	User Research emphasis, under Digital Communications Management	MA emphasis	4/17/2024
BSU	New	Conflict emphasis, under Digital Communications Management	MA emphasis	4/17/2024
BSU	Name change	Professional and Public Writing	BA	4/15/2024
BSU	Name change	Teaching Government	BA	2/9/2024
BSU	Relocate	Graduate Certificate, Human-Environment Systems to School of the Environment	N/A	4/2/2024
BSU	Relocate	Middle Level (5-9) Science Teaching Endorsement to Department of Curriculum, Instruction, and Foundational Studies	N/A	4/2/2024
BSU	New	Health Administration Emphasis	BAS emphasis	3/13/2024
BSU	New	Public Health Emphasis	BAS emphasis	3/13/2024
BSU	New	Cybersecurity Career Technical Education Emphasis	BS emphasis	3/13/2024
BSU	New	Cybersecurity Career Technical Education Emphasis	BAS emphasis	3/13/2024
BSU	New	Neuroscience	Minor	3/13/2024
BSU	Relocate	Canadian Studies minor to School of Public Service	N/A	2/9/2024
BSU	New	Semiconductor emphasis under Electrical and Computer Engineering	MS Emphasis	2/5/2024
BSU	New	Theatre Design and Event Management	Minor	1/30/2024
BSU	Discontinue	Health Informatics and Information Management emphasis	Emphasis	1/29/2024
BSU	Discontinue	General emphasis under Public Health program	BS emphasis	1/29/2024
BSU	Name change	Science emphasis under Health Studies program to Medical and Healthcare Science emphasis	BS emphasis	1/29/2024
BSU	Name change	Health Education and Promotion emphasis under Public Health to Community Health Promotion emphasis	BS emphasis	1/29/2024
BSU	Modification	Theatre Arts Secondary Education program– change to hybrid from face-to-face delivery	BA	1/26/2024
BSU	Modification	Theatre Arts program– change to hybrid from face-to-face delivery	BA	1/26/2024
BSU	New	Theatre Design and Event Management	Minor	1/26/2024

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INST.	Request Type	Program Title	Program Type	Date
BSU	Discontinue	Dance	Minor	1/26/2024
BSU	New	Family Nurse Practitioner	Emphasis	1/11/2024
BSU	New	Adult-Gerontology, Nurse Practitioner, Acute Care	Emphasis	1/11/2024
CWI	Modification	Engineering (change from an AS to an AE)	AE	3/27/2024
CWI	Modification	Agriculture Business, Leadership and Education -increase minimum credit requires to 61	AA	3/27/2024
CWI	CIP Code	Media Arts – change CIP Code to 09.0702	AA	3/5/2024
CWI	CIP Code	Communication – change CIP Code to 09.0101	AA	3/5/2024
CWI	Modification	General Education – increase minimum credit requirements to 37	Certificate	3/5/2024
CWI	Name change	Liberal Arts to General Studies	AA	3/5/2024
CWI	Modification	Biotechnology Laboratory Assistant – increase minimum credit requirements from 12 to 39	Certificate	3/5/2024
CWI	CIP Code	Biotechnology Laboratory Assistant – change CIP Code to 41.0000	Certificate	3/5/2024
CWI	CIP Code	STEM – change CIP Code to 30.1801	AS	3/5/2024
CWI	Modification	Nursing – Registered – increase minimum credit requirements from 70 to 71	AS	1/23/2024
ISU	Name change	Rehabilitation and Communication Sciences to Rehabilitation and Health Sciences	Ph.D.	3/8/2024
ISU	CIP Code	Economics – change CIP Code to 45.0601	BS	4/4/2024
ISU	Name change	Land Surveying to Professional Land Surveying	Certificate	4/4/2024
LCSC	CIP Code	Fitness – Change CIP Code to 31.0501	Undergraduate Certificate	6/24/2024
LCSC	CIP Code	Movement Psychology – Change CIP Code to 42.2815	Undergraduate Certificate	6/24/2024
LCSC	CIP Code	Sport Marketing – Change CIP Code to 52.1401	Undergraduate Certificate	6/24/2024
LCSC	CIP Code	Communication Arts: Secondary Education – Change CIP Code to 13.1331	BA/BS	6/24/2024
LCSC	CIP Code	Computed Tomography – Add CIP Code 51.0910	BA/BS	6/24/2024
LCSC	CIP Code	General Studies: Business – Change CIP Code to 52.0201	BA/BS	6/24/2024
LCSC	CIP Code	General Studies: Education – Change CIP Code to 13.0101	BS	6/24/2024
LCSC	CIP Code	General Studies: Natural Science & Math – Change CIP Code to 30.1801	BS	6/24/2024
LCSC	CIP Code	General Studies: Social Sciences – Change CIP Code to 45.0101	BS	6/24/2024
LCSC	CIP Code	General Studies: Education: Early Childhood Education – Change CIP Code to 24.0102	BS	6/24/2024
LCSC	CIP Code	Business Management – Change CIP Code to 52.0213	BA/BS	5/29/2024

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INST.	Request Type	Program Title	Program Type	Date
LCSC	CIP Code	Interdisciplinary – change CIP Code 24.0101	BAS	5/29/2024
LCSC	CIP Code	Applied Science – change CIP Code to 52.0216	BAS	5/29/2024
LCSC	CIP Code	Business – change CIP Code to 52.0213	BAS	5/29/2024
LCSC	CIP Code	Business Management – change CIP Code to 52.0213	BA/BS	5/29/2024
LCSC	New	Music Studies	Minor	1/31/2024
NIC	CIP Code	Construction Management – change CIP Code to 52.2001	AS	2/1/2024
UI	Name change	Business Management	BS	5/31/2024
UI	Modification	Elementary Education (course changes and added online option)	BS	4/30/2024
UI	Modification	Geology – added Energy Resiliency and Sustainable Mining options	BS	4/10/2024
UI	Expansion	Environmental Science – add online	MS	3/29/2024
UI	Name change	Kinesiology and Leisure Sciences	MS	2/23/2024
UI	Name change	General Management to Business Administration (online)	MBA	2/7/2024
UI	Name change	Africana Studies to Black Studies	Minor	1/4/2024

List of Career Technical Program Requests Approved by State Administrator (by Type)

INST.	Request Type	Program Title	Program Type	Date
CEI	New	Medical Laboratory Technology	AAS	6/17/2024
CEI	New	Mechatronics Engineering Technology	AAS	1/29/2024
CEI	New	Phlebotomy	BTC	1/29/2024
CEI	New	Medical Office Specialist	BTC	1/29/2024
CSI	New	Electronic Engineering Technician	AAS	3/6/2024
CWI	Expansion	Semiconductor Manufacturing Technology	BTC	5/29/2024
CWI	Expansion	Practical Nursing	AAS	5/14/2024
CWI	Expansion	Unmanned Aerial Systems	AAS	5/14/2024
CWI	New	Artificial Intelligence and Cloud Computing	AAS	4/8/2024
CWI	Other	Network and System Administration/Cloud Computing	Specialized Certificate	4/8/2024
ISU	Discontinue	Cloud Computing (online)	BTC	6/12/2024
ISU	New	On-site Power Generation Technology	Specialized Certificate	1/4/2024
LCSC	Discontinue	Business Management and Marketing	AAS	6/3/2024
LCSC	Discontinue	Business Management and Marketing	ATC	6/3/2024
LCSC	Consolidation	Business Technology and Service	N/A	2/14/2024
LCSC	New	Bookkeeping/Accounting	BTC	1/22/2024
NIC	Expansion	Construction Management	BTC	4/8/2024
NIC	New	Applied Technology and Apprenticeship – Heavy Equipment	AAS	3/25/2024
NIC	New	Applied Technology and Apprenticeship - Construction	AAS	3/25/2024
NIC	Discontinue	Carpentry and Construction Technology	ITC	2/5/2024

List of Other CTE Program Changes Notified to State Administrator

The following program changes or additions do not require approval; however, they require notification to OSBE per policy III.G.

INST.	Request Type	Program Title	Degree	Date
CSI	Name change	Accounting/Bookkeeping to Applied Accounting/Bookkeeping	AAS	2/2/2024
CEI	Name change	Division of Career and Technical Education to Business, Technology and Trades	N/A	4/1/2024
CEI	Modification	Legal Studies and Paralegal Training – course and CIP code changes	AAS	2/21/2024
CEI	Modification	Legal Studies and Paralegal Training – course and CIP code changes	BTC	2/21/2024
CEI	Modification	Legal Studies and Paralegal Training – course and CIP code changes	ITC	2/21/2024

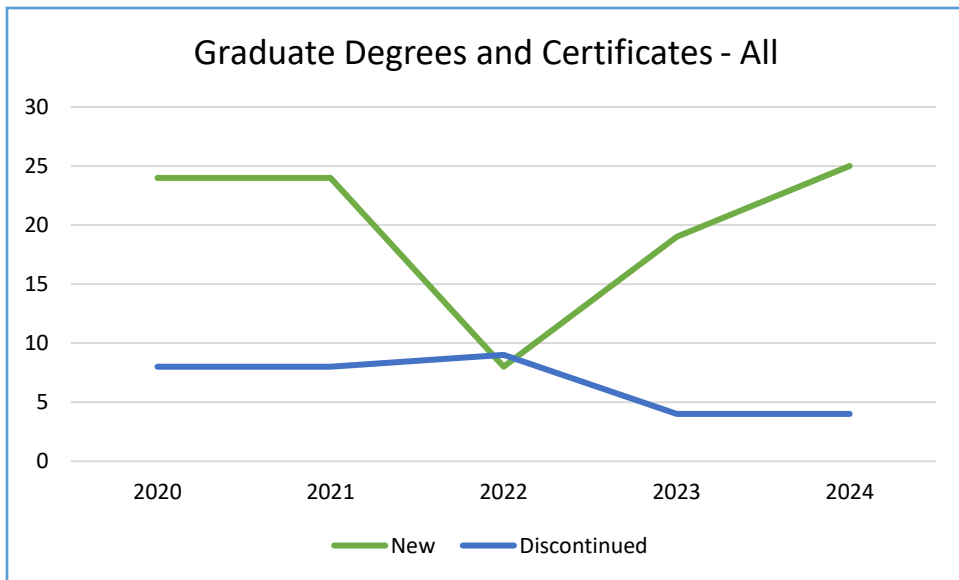
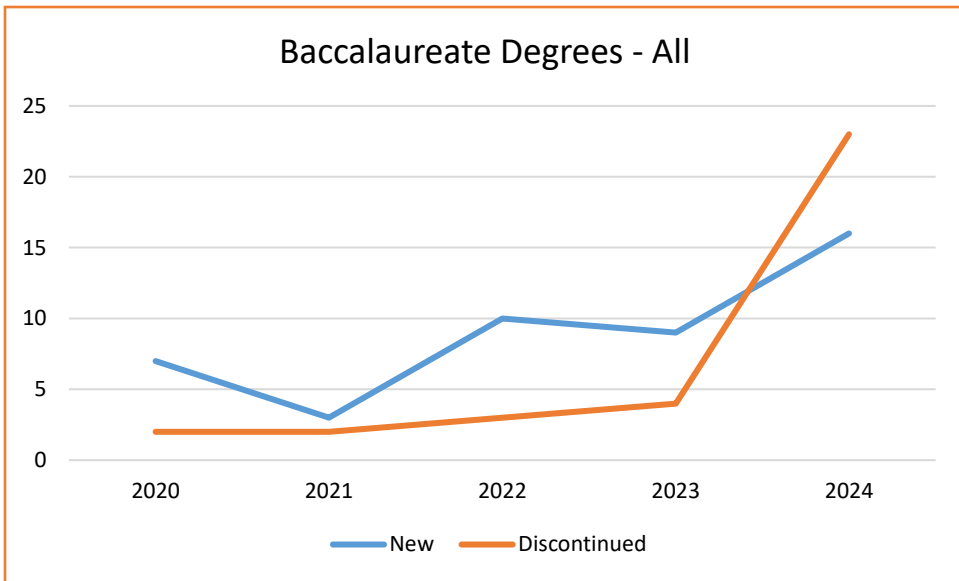
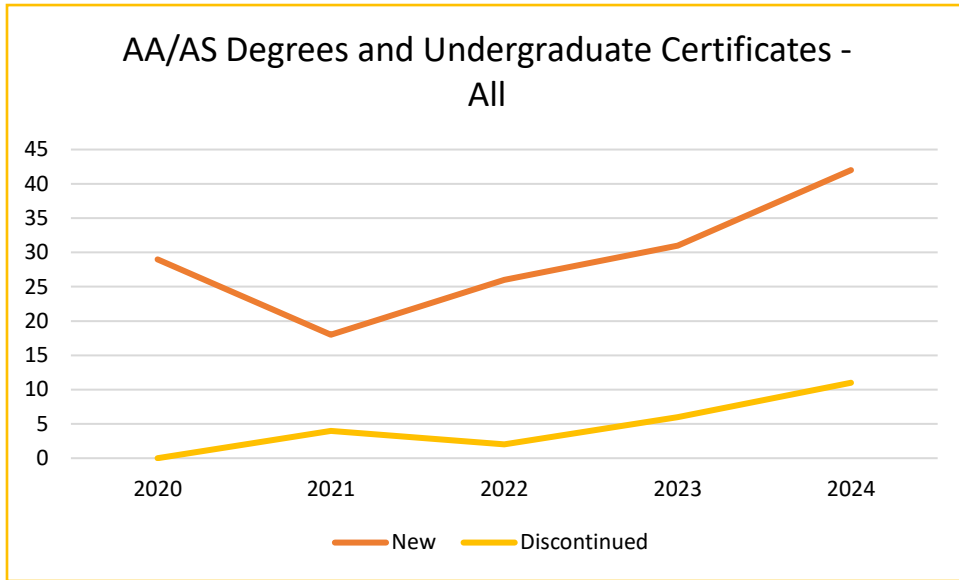
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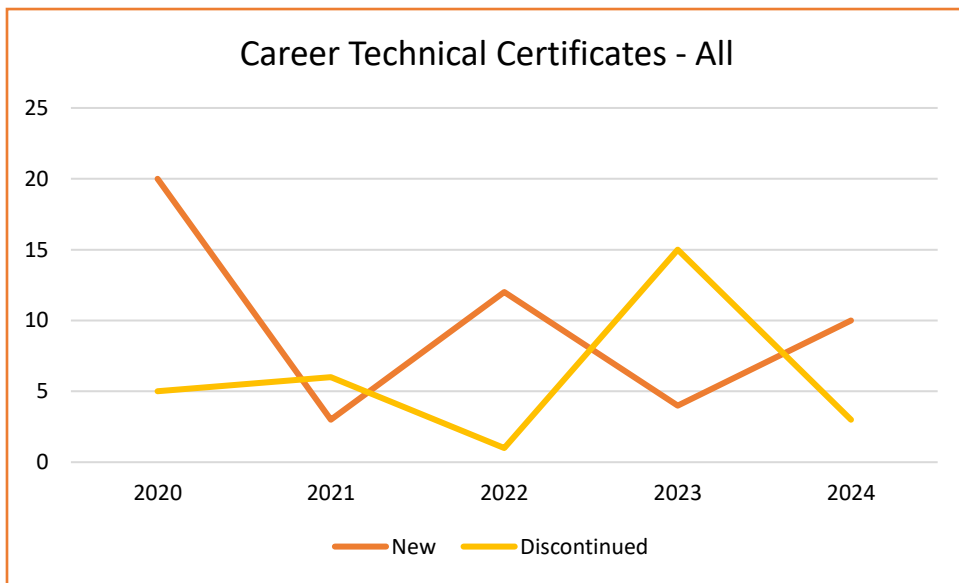
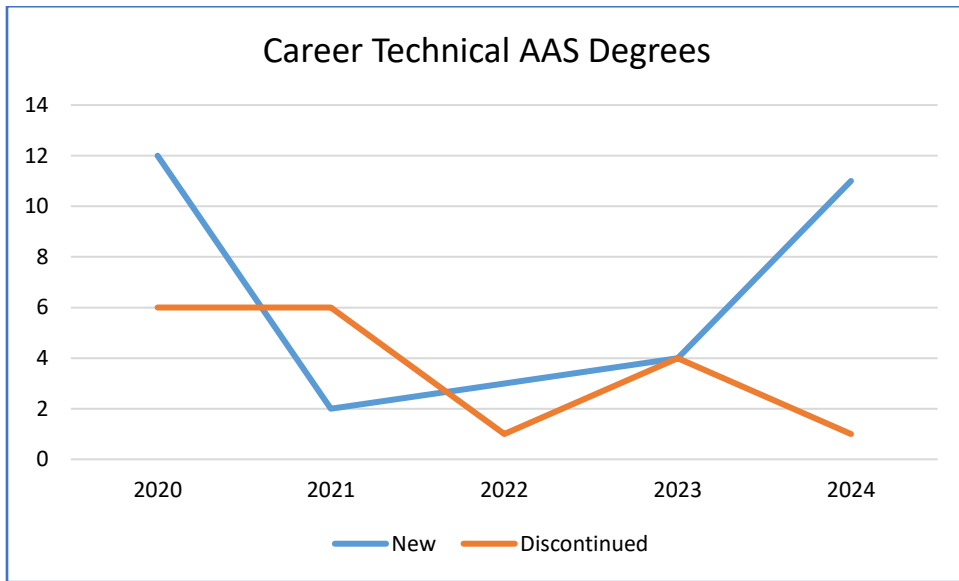
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INST.	Request Type	Program Title	Degree	Date
CEI	Modification	Entrepreneurship -course and CIP code changes	ITC	2/21/2024
CEI	Modification	Business Management – course and CIP code changes	ITC	2/21/2024
CWI	Modification	Semiconductor Manufacturing Technology – reduce number of credits	AAS	4/4/2024
CWI	Modification	Cybersecurity – add online to these options	AAS, ATC	1/3/2024
LCSC	CIP Code	Medical Biller/Coder – change CIP Code to 51.0714	ITC	6/24/2024
LCSC	CIP Code	CNC Machining Technology – change CIP Code to 48.0510	AAS, ITC, ATC	6/24/2024
LCSC	CIP Code	Graphic Communications - change CIP Code to 50.0409	AAS	6/24/2024
LCSC	CIP Code	Interdisciplinary – change CIP Code to 24.0101	AAS	5/29/2024

List of Academic Program Requests Approved by the Board

INST.	Request Type	Program Title	Degree	Date
BSU	New	Engineering	Ph.D.	2/27/2024
BSU	New	Neuroscience	B.S.	6/14/2024
BSU	New	Public Service Leadership	B.A. B.A.S.	6/14/2024
ISU	New	Nurse Anesthesia Practice	DNAP	5/22/2024
LCSC	New	Nursing Leadership in Healthcare	MSN	2/27/2024
UI	New	Gerontology	M.S.	6/20/2024
UI	New	School of Health and Medical Professions	N/A	6/18/2024





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SUBJECT

Accelerated Math Collaborative Update Report

REFERENCE

October 2021	Idaho State Board of Education (Board) approved use of ARP ESSER SEA Set Aside funds for the Accountability Oversight Committee’s use and an Accelerated Math Collaborative and approved the distribution methodology for 2.5% of the funds for LEA’s who receive no or low funds through the US DOE Title I methodology.
January 2022	Board approved allocations of the ESSER SEA Set Aside funds, including: the Dyslexia Handbook; a statewide professional development and mentoring platform; ISEE improvements; and a collaborative between the STEM Action Center, Commission for Libraries, and the Idaho Out-of-School Network to support summer programs and after school programs.
February 2022	Board approved additional allocation of ARP ESSER SEA Set Aside funds to the Summer and After School Collaborative (STEM Action Center, Commission for Libraries, and Idaho Out-of-School Network).
June 2023	Board approved allocation of ESSER SEA Set Aside funds for Ampact Reading Coaches.
December 2023	Board approved the distribution of additional ARP ESSER SEA Set Aside funds to the Summer and After School Collaborative and the Accelerated Math Collaborative at Boise State University, Idaho State University, and University of Idaho.

APPLICABLE STATUTE, RULE, OR POLICY

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

BACKGROUND/DISCUSSION

The federal American Rescue Plan (ARP) Act was enacted on March 11, 2021. It provided a third installment of funding for Elementary and Secondary Emergency Relief, referred to as ARP ESSER. Idaho’s original allocation was \$439,942,041; this was later adjusted to \$440,131,920. Of the funds allocated to Idaho, 90% (\$396,118,728) was required to be distributed directly to local education agencies based on the US Department of Education’s Title I methodology and 10% (\$44,013,192) could be set aside to be used by the state education agency (SEA). The funds are available for “obligation” by SEAs and sub-recipients through September 30, 2023. Idaho Code § 33-110 designates the State Board of

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Education as Idaho's SEA. The 10% SEA Set Aside is required to be used in the following manner:

- 5% of total ARP ESSER for implementation of evidence-based interventions aimed specifically at addressing learning loss
- 1% of total ARP ESSER for evidence-based summer enrichment programs
- 1% of total ARP ESSER for evidence-based comprehensive after school programs
- Up to ½ of 1% of total ARP ESSER for administrative costs and emergency needs (\$2,200,660)
- The remainder (at least 2.5%) "for emergency needs as determined by the SEA to address issues responding to coronavirus, which may be addressed through the use of grants or contracts."

Based on K-12 student achievement data, there was a greater level of mathematics learning loss due to the pandemic than was seen with English Language Arts. As a result, the Board has provided learning loss funds to the Accelerated Math Collaborative, a project managed by the Regional Math Centers at Boise State University, Idaho State University, and the University of Idaho. While each of the projects have distinct approaches, they all share a common goal- to support Idaho educators in providing effective mathematics instruction that accelerates student learning and addresses learning gaps caused by the pandemic. The Regional Math Centers supported their initial teacher cohorts during the 2023-24 school year and are currently engaging in research and evaluation of their projects as well as planning for the 2024-25 school year.

The Accelerate Math Learning Collaborative (AMLC) through Boise State University provides professional development opportunities to collaborative teams of educators in Regions 3 and 4. Each participating school identifies an AMLC team that includes an administrator or instructional coach and teachers. Schools then have the opportunity to choose the professional development courses that best meet the needs of their educators and students, while specific math leaders on the team engage in graduate level coursework and receive additional support. Boise State University facilitates collaboration within and across schools' AMLC teams. During year one, 174 AMLC team members across 37 schools participated in the project.

The Idaho State University (ISU) Accelerate Math Learning Program has distinct strands to provide support to educators in Regions 5 and 6. The Learning Strand is focused on an in-person workshop that guides educators through learning strategies to engage students and address learning loss. During year one, ISU had 186 Learning Strand participants from 34 districts. Participants in the Collaboration and Coaching Strand engage with each other through in-person meetings, record and analyze math instruction, and receive coaching from math specialists. This strand had 36 participants during year one. Finally, 10 principals participated the Administrator Strand, which included in-person building walk throughs and asynchronous video reviews where math specialists provided guided practice to

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principals to improve ability to identify and analyze math instruction and support teachers in their buildings in improving their instructional practices.

The University of Idaho's Coaching to Accelerate the Learning of Mathematics (CALM) Project provides one-on-one, online coaching to teachers in Regions 1 and 2. The project had 18 teachers from six districts in Cohort 1. The group's year one activities included informative courses, video analysis of math instruction and student learning, and one-on-one coaching. Cohort 1 will continue their participation for a second year with both ongoing one-on-one coaching and small group collaborations.

IMPACT

This report is an information item only.

ATTACHMENTS

- Attachment 1 – Boise State University Update Report
- Attachment 2 – Idaho State University Update Report
- Attachment 3 – University of Idaho Update Report

BOARD STAFF COMMENTS AND RECOMMENDATIONS

Board staff has received positive feedback from Accelerated Math Collaborative participants and would like to recognize the Regional Math Centers for implementing effective professional development strategies that are backed by research. Staff look forward to reviewing the results of research related to this work.

Due to the timing of the original Memorandums of Understanding and funding distribution of funding, the Accelerated Math Collaborative work began in the 2023-24 school year. The Board Office will be requesting a liquidation extension for funds associated with this project to allow the Regional Math Centers to continue their work through the 2024-25 school year.

Accelerate Math Learning Collaborative (AMLC)

Boise State University - Summer 2024 Report

Prepared by Michele Carney, Professor of Math Education, michelecarney@boisestate.edu

Objectives

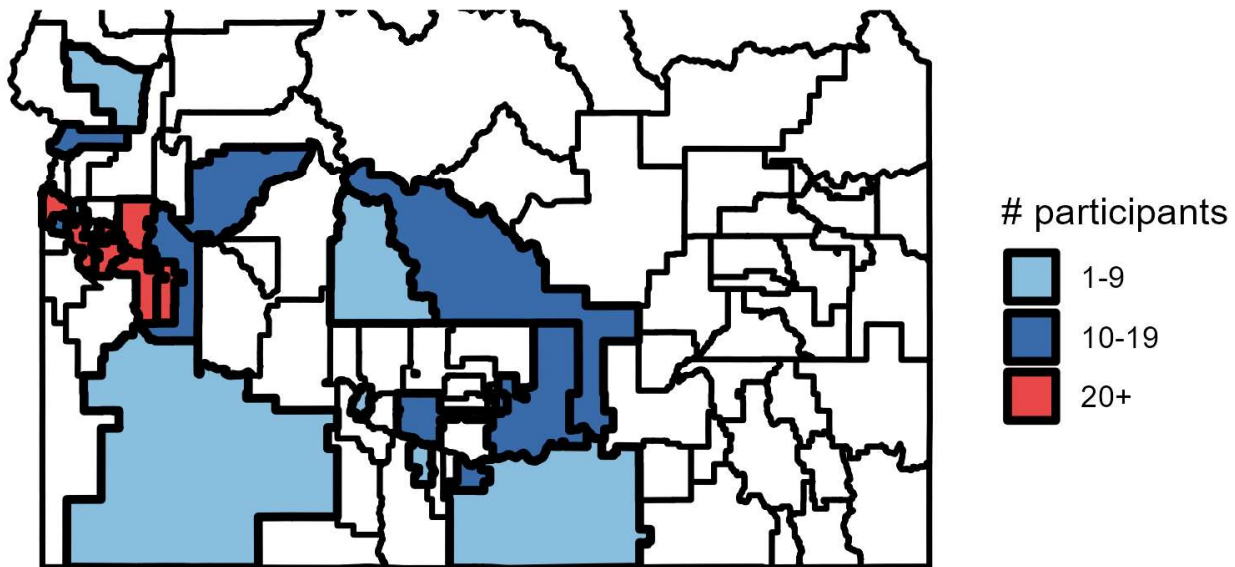
1. Support schools to **accelerate students' math achievement** within their local context.
2. **Identify evidence-based practices** that work to accelerate student math achievement
3. **Inform Idaho educators** of these practices

Key Strategies

- Offer schools choices from a menu of high quality professional development options
- Develop math leaders at schools with intensive graduate courses and added support
- Provide for networked collaboration within and across districts

Participants

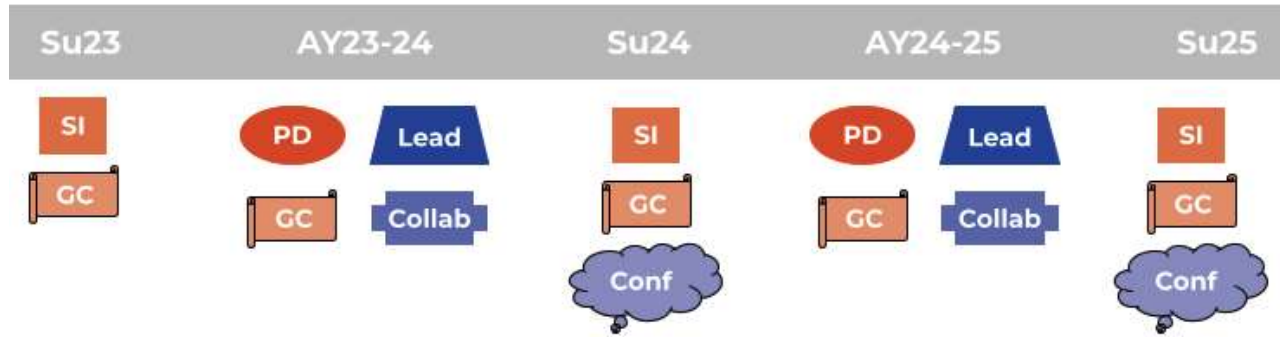
- 26 AMLC Teams, each with Regional Math Specialist (RMS), Admin or Instructional Coach, Team Lead, 2-6 additional teachers
- 37 schools (22 in region 3 and 15 in region 4)
- 174 team members



Year 1 Highlights

- **Professional Development.** 270+ days of in-school PD support
- **Graduate Certificate.** 29 AMLC teachers funded through four courses
- **Team Leads.** 350 hrs of support for AMLC team leads
- **Summer Institute.** 120+ AMLC educators attend each summer
- **Collaboration.** 200 hrs of cross-school supported collaboration
- **Conference.** 250+ Idaho teachers attended

Timeline of Activities



Professional Development. Each School Team identifies and engages their school in a selected professional development (PD) support option.



Summer Institute. AMLC team members attend a summer institute focused on (a) strategies and structures to improving student learning, and (b) collaboration across schools on what is working in their school setting.



Graduate Certificate. The courses for the Graduate Certificate in Math Instruction, Learning, and Leadership program (GC-MILL) enhances participants instruction and leadership skills to help sustain post-project efforts.



Lead. Three leadership meetings are held each year to support the Team Leads in organizing the work at their school and further developing their leadership skills.



Collaboration. Each AMLC school team attends bi-yearly collaboration meetings to learn about evidence-based practices and talk to each other about what is working in their school settings that may transfer..



Conference. Boise State hosts the free Math Teaching Conference each summer for Idaho educators. We use the conference as a venue to disseminate information learned from the AMLC project to other educators.

Notes on AMLC School Teams

- **Admin.** A key finding from year 1 is that active participation by the administrator in PD is crucial for supporting school and educator efforts to help struggling students.
- **Team Lead.** The Team Lead manages communication, schedules, and attends AMLC leadership meetings three times annually (often the GC-MILL participant).
- **GC-MILL.** GC-MILL participants receive funding for four graduate courses to enhance their math instruction and leadership skills. (Many schools waived their school stipend to support a teacher in completing three additional courses.)
- **Team Members.** Each school has 2-6 additional teacher team members depending on the needs and context of the school.
- **Regional Math Specialist.** Each school has an assigned Regional Math Specialist from Boise State.

PD Support

Each AMLC School Team meets with a dedicated Regional Math Specialist to discuss their school's professional development needs. Schools choose from and adapt one of several professional development options (below) to meet their needs.

	Activity	Goal	Capacity	Format
Content Modules	Dig into key math content, linking pedagogy with student reasoning	Develop deep knowledge of a specific math topic in a grade band.	8-25 participants, single grade band	15 hours, typically 5 sessions; face-to-face, hybrid, online
Formative Assessment Cycles	Collaborate to use student work for improving key math learning outcomes	Improve instruction by unpacking student thinking	2-8 participants, single grade level	About 8 biweekly cycles per year, with one-hour meetings
Unit Study	Unpack curriculum, optimize use of materials, and adapt effective practices	Better utilize and adapt a curricular unit for a local context	2-8 participants, single grade level	3-4 hour meeting at least two weeks prior to the start of each desired unit
Lesson Study	Research, plan, implement, revise, reteach, and reflect on a math lesson	Improve instruction through a focus on student thinking	2-8 participants, single grade level or grade band	½-1 planning day, 1 day to teach and reflect, about 2 cycles per year
Problem Solving Cycle	Select and analyze a task, teach the task, analyze instruction using video	Improve instruction through analysis of teaching videos	2-8 participants, single grade level or grade band	Three 3-hour workshops; about 2 cycles per year
Numeracy Project	Use diagnostics to develop students' number sense in K-8 intervention setting	Respond to students using progressions for number sense	school-wide, or a targeted group of teachers and/or instructional staff	1 day kick-off workshop, up to 5 in-school cycles as needed
Consulting	Co-design custom support to address local math learning goals and needs	Adapt evidence-based practices to accelerate student learning	School-wide, or a targeted group of teachers and/or instructional staff	Up to 8 days of in-school support

Spending to date

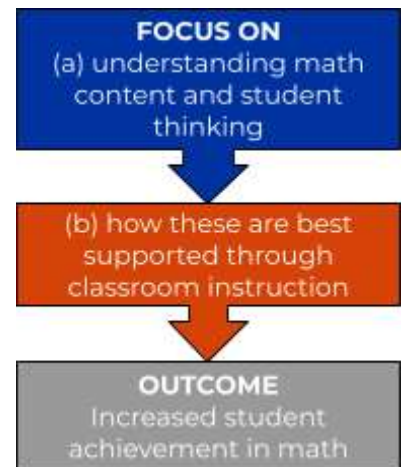
We have spent approximately \$725k of \$1.45 million budgeted funds. Spending is on track to complete activities within budget by June 2025. Expenditures include:

- \$500k on salaries and fringe (primarily regional math specialists position)
- \$210k on program expenses (teacher and school stipends, graduate and PD credits, summer institute expenses)
- \$15k on in-state travel

Year 1 Takeaways

Preliminary results suggest several factors influence positive outcomes in AMLC teams:

1. Active involvement of administrators in PD activities
2. PD emphasis on mathematics content, student thinking, and classroom instruction
3. Offer choice in school-based professional development to meet needs of school context
4. Develop school-based math teacher leaders
5. Establish professional development plans and schedules at the beginning of the year



Boise State Team

Michele Carney, Professor and Project Director
Joe Champion, Professor and Project Co-director
Ashley Keil, Project Manager
Angie Crawford, Research Support

Regional Math Specialists

Region 3

Jenny Mattravers
Miranda Lambert
Ramey Uriarte

Emily Leckie
Lucas Younger
Giselle Isbell
Christa Carver

Region 4

Rhonda Birne
Sean Spagnolo

Josh Fife
Bethany Gochnour

Project Website: boisestate.edu/mec/amlc/

Please contact michelecarney@boisestate.edu with any questions.

INFORMATIONAL
AUGUST 21, 2024

Accelerate Math Learning PROGRAM OVERVIEW



Purpose

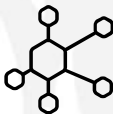
The pandemic and the unplanned shift to remote learning widened the opportunity gap for many students across the state. This program will support Eastern Idaho math educators with learning opportunities and classroom coaching as they work to accelerate student math learning.



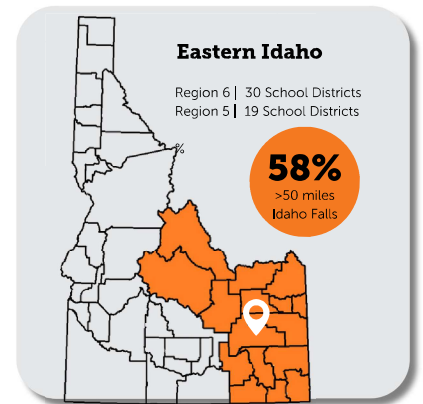
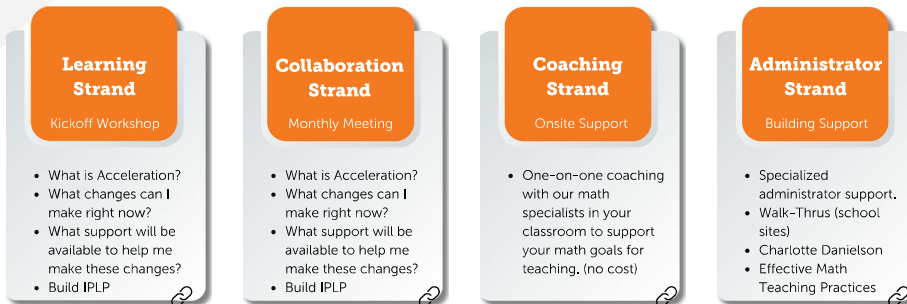
What will you learn?

Teachers will learn evidence-based practices to accelerate math learning in order to help students recover from the loss due to the pandemic. "Just in time" scaffolds allow students to move forward with grade-level content while bridging the gap of unfinished learning.

Administrators will discuss the system-level supports and pedagogy that will accelerate math achievement in their buildings.



Program Structure





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AUGUST 21, 2024

Learning Strand

Kickoff Workshop

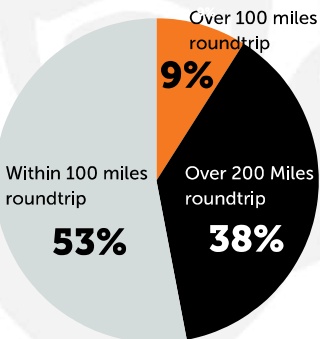
GOAL

Increase engagement for all students through high leverage instructional strategies.



Key Points

- 186 participants
- 34 Districts
- Travel Stipend paid for almost half of the participants
- 100% created a goal to be built into their IPLP
- "Overall, this training was useful to you."
 - Average score: 4.6/5 ★★★★★
 - 95% Agree 👍



Districts Represented

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"Perfectly aligned with my math goals!, Interested in more support. It was great! Like to see this done school wide with my colleagues."

"I will be a better communicator and have a spark back in my teaching."dy

"Advertise this class with more clarity so more teachers know how good it is."

TAB 3 **ROAR**



INFORMATIONAL
AUGUST 21, 2024

Funds supported 2 full-time math specialists, plus others in part.



Angie Goolfrey
Accelerate Math Project Lead



Angie Reese
Math Specialist



Carol Hilde
Math Specialist



Levi Jaymes, EdS
Administrator Specialist



Dr. Veronica Blakham
Math Specialist



Marc Reddick
Math Specialist



April Taylor
Math Specialist



Dr. Courtney Lamb
Math Specialist



\$1000 Stipend

\$500 Stipend

- Attend all Collaboration Strand monthly meetings.
- Complete Taking Action items from monthly meetings
- Record and reflect on at least 14 hours of classroom implementation
- Coaching support available

- Attend 3-5 Collaboration Strand monthly meetings.
- Complete Taking Action items from monthly meetings
- Record and reflect on at least 7 hours of classroom implementation
- Coaching support available

IPLP submission required

IPLP submission required

Collaboration Strand

Monthly Meeting

- What is Acceleration?
- What changes can I make right now?
- What support will be available to help me make these changes?
- Build IPLP

Coaching Strand

Onsite Support

- One-on-one coaching with our math specialists in your classroom to support your math goals for teaching. (no cost)

INFORMATIONAL -

“Everything I learned this year has validated me in so many ways. I feel like now I have the data to back up what I always thought was right. It has given me confidence that I'm not leading students astray. I think some of those concepts that were foreign to me, feel more solidified and concrete that I can give it a try and do better as a teacher. I seriously love being apart of this program! I want everyone to join from kindergarten teachers to my superintendent!”

“I have met my goals and I am now in the habit of using assessment, in more ways than just written. Also, my classroom is a culture for learning. I am also using all the information that April gave me.. I have more success in my class than ever before.”

“Having students create norms for team collaboration, tomorrow! When students are collaborating this frees me up to provide feedback to students as well. I want to continue to move towards a student centered classroom where I facilitate the learning but they are doing the thinking and sharing as they uncover connections between strategies and various ways to represent the math. They are doing well with their smart talk and are ready to move to the next level.”

“The biggest change I have made is that I do not get up to teach a lesson, instead I ask a question or write something on the board and ask the kids about it. Then we discuss and work on the problem. Then the students explain their thinking while I ask questions and have students ask questions. I also have students explain others' work. The kids discover the patterns and the repeated reasonings.”



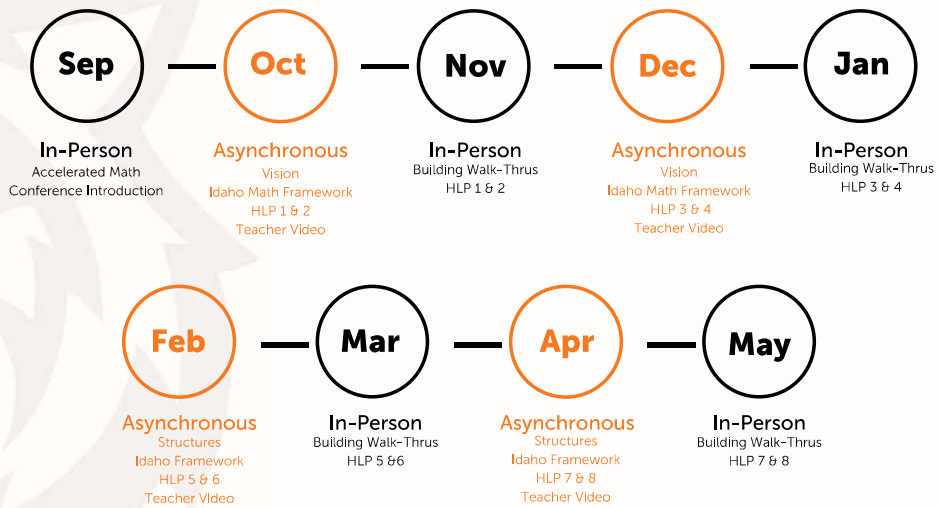
Administrator Strand

Building Support

- Specialized administrator support.
- Walk-Thrus (school sites)
- Charlotte Danielson
- Effective Math Teaching Practices



INFORMATIONAL
AUGUST 21, 2024



Levi Jaynes, EdS
Administrator Specialist



Angie Godfrey
Accelerate Math Project Lead

**Worked with 10 principals throughout the year.
2 principals completed the full program to earn the stipend.**

INFORMATIONAL -

TAB 3 **ROAR**



Project CALM
Coaching to Accelerate the Learning of Mathematics



Project Goals

The purpose of Project CALM is to provide Idaho mathematics teachers (grades 4 – 9) with innovative online professional learning opportunities. In this project, teachers learn about, experiment with, and reflect upon using the teaching practices in the Idaho Mathematics Instructional Framework with the ultimate goal of improving and accelerating students' learning of mathematics.

Project Leadership

Project CALM is led by Dr. Ryan Gillespie (Principal Investigator) and Dr. Julie Amador (Co-Principal Investigator) from the University of Idaho. Sarah Tegeler, the Program Manager for Project CALM, supports Dr. Gillespie and Dr. Amador in planning, implementing, and researching all project activities.

Project Background

The online professional learning activities within Project CALM were developed, tested, and refined through a prior project funded by the National Science Foundation. In this prior project, Dr. Gillespie and Dr. Amador, along with a team of professional development specialists and researchers from the University of Rochester, transferred research-supported, in-person professional development activities into online spaces. This prior project aimed to provide all mathematics teachers with access to high-quality professional learning regardless of their physical location. Thanks to funding from the Idaho State Board of Education (~\$863K), Project CALM is an opportunity to offer these high-quality, online professional learning experiences to mathematics teachers across Idaho.

Professional Development Model

The central goals of the professional learning activities in Project CALM are to help teachers:

- *Learn about* the teaching practices in the Idaho Mathematics Instructional Framework,
- *Experiment with* these practices with one-on-one support from an experienced coach, and
- *Reflect on* using new teaching practices with an emphasis on how these practices can improve and accelerate students' mathematical learning.

Project CALM serves two cohorts of teachers, with each cohort participating in professional learning activities over a two-year period.

Year One Professional Learning Activities

In year one of participation, Project CALM provides teachers with three, fully-online professional learning activities that are strategically interwoven:

- *Course Sessions*: Six sessions in which teachers collaboratively learn about the teaching practices in the Idaho Mathematics Instructional Framework,

- *Video Clubs*: Three sessions in which teachers collaboratively analyze videos of project personnel using these practices when teaching mathematics lessons in Idaho classrooms, and
- *One-on-one Coaching Cycles*: In three cycles, experienced mathematics coaches provide teachers with individualized support when attempting to use new teaching practices in their classroom. Each coaching cycle is a three-part process in which a coach helps a teacher plan, teach and record, and reflect on a mathematics lesson.

The teacher's time commitment for all these professional learning experiences is approximately 40 hours distributed across the school year. To honor this time and effort for participating in year one activities, teachers receive three professional development credits from the University of Idaho and a stipend.

Year Two Professional Learning Activities

In year two of participation, Project CALM provides teachers with choice in follow-up professional learning activities to help ensure new teaching practices from the Idaho Mathematics Instructional Framework (learned in year one) become regular and sustainable aspects of typical classroom instruction. Project CALM teachers have two choices to continue their learning:

- *One-on-one Coaching Cycles*: Three coaching cycles that are identical to year one, and/or
- *Small Group Collaborations*: Monthly meetings in which small groups of 4 to 6 teachers and project facilitators meet to:
 - Give and receive feedback on lesson plans,
 - Discuss challenges with using new teaching practices, and/or
 - Select, read, and discuss pieces of text to support further improvements to teaching and learning.

The teacher's time commitment for the *One-on-one Coaching Cycles* or the *Small Group Collaborations* is approximately 15 hours distributed across the school year. To honor this time and effort for participating in year two activities, teachers receive one professional development credit from the University of Idaho and a stipend.

Participating Teachers: Cohort One

Cohort One had 18 mathematics teachers from the following districts in Regions I and II: Coeur d'Alene, Kamiah, Lakeland, Palouse Prairie, Troy, and West Bonner. Cohort One Teachers participated in year one activities during the 2023-2024 school year. We are currently working with Cohort One Teachers to select their professional learning activities for year two, which will occur in the 2024-2025 school year.

Participating Teachers: Cohort Two

We are currently recruiting a new group of Cohort Two Teachers to begin participating in year one activities during the 2024-2025 school year. Currently, 18 mathematics teachers from the following districts in Regions I and II have committed to be part of Cohort Two: Coeur d'Alene, Lake Pend Oreille, Lakeland, Post Falls, and Potlatch. We anticipate having 21 teachers in

Cohort Two. Pending a potential extension of the spending deadline from June 2025 to March 2026, Cohort Two Teachers will be able to participate in year two activities during the 2025-2026 school year.

Preliminary Outcomes from Year One with Cohort One Teachers

We recently completed year one activities with Cohort One Teachers during the 2023-2024 school year. Thus, we are currently organizing and preparing for multiple research studies to understand how participation in Project CALM supported teachers to grow professionally and influenced student learning. Although these research efforts are just beginning, we include two examples of initial research activity to illustrate some preliminary outcomes with Cohort One Teachers.

Example One: Participant Interviews

We share a subset of teachers' responses to two post-participation interview questions to illustrate the diverse ways Project CALM supported improvements to teaching and student learning.

Interview Question One: What did you learn or take away from participating in Project CALM?

- “I really felt this project helped me grow and my students to learn. It really changed the way that I teach math and my questioning techniques with assessing and advancing questions. Now, before I teach a lesson, I can anticipate student strategies or solutions, and then have a game plan of what do I do if they're not understanding. Or if they are understanding, I can be ready to advance their thinking.”
- “This helped me really focus on practical application of the math teaching practices. Specifically, my coach and I focused on how to incorporate these teaching practices into everyday routines.”
- “I learned much more efficient ways of being able to monitor student thinking during the student work time, and how to capture different parts of the students' thinking that I wanted to lift out for a summary discussion at the end of the lesson.”
- “I learned the power of a rich math task and how to facilitate student discourse, how rich tasks can combine with fluency practice to create discussion and conceptual understanding.”
- “The thing that helped me instantly in my classroom, as far as the conversations and the deeper thinking that my students have, was how I've questioned them or prompt them to think about our standards.”
- “I feel like I became more self-reflective. I can notice when good mathematical practices are happening in the classroom. While I'm teaching, noticing, ‘This would be a point where I could tweak things’ so I could get a lot more depth in students' conversation and discussion, and their learning overall.”

Interview Question #2: To what extent did your students’ learning of mathematics change as a result of your participation in Project CALM?

- “My students are now more accountable for their own learning and more engaged in the math.”
- “My students’ learning of mathematics changed completely. Last year, students would say, ‘I hate math, I hate math, I hate math. Can we just do it and be done?’ This year, students are having more discussions, and asking questions. ‘Why is it this way? Or could I do this?’ Now, students ask other students questions and have discussions amongst themselves, and I think they learned more. They had more fun learning math this year, more than I’ve ever seen any students ever. I never once heard, ‘I hate math’ this year.”
- “I would say students kept their knowledge throughout the year. I’m confident that they’re going to remember a lot more of the things that we did this year because of them consistently doing the speaking in the conversations and having deeper thoughts.”
- “I think my students are having way deeper conversations about mathematics.”
- “It helped me get my kids to be real problem solvers. I can now launch a task without telling too much. Students are now mathematicians, learning by practicing and doing.”

Example Two: Changes in How Teachers Noticed Student Thinking

Prior to and after participation in year one activities, Cohort One Teachers engaged in a *Noticing Experience* which involved watching and annotating three video clips from different phases of the same lesson. The clips featured a teacher using teaching practices from the Idaho Mathematics Instructional Framework and students’ mathematical thinking when engaging in a cognitively demanding task. We found ***teachers developed an increased ability to notice, attend to, and interpret students’ mathematical thinking*** which is a key practice in the Idaho Mathematics Instructional Framework. Table 1 shows the analytic stance of how the teachers commented on students’ thinking when watching lesson video before and after participating in year one activities within Project CALM.

Table 1. Counts of Teacher Comments on Students’ Thinking (*n* = 327 Teacher Annotations)

Analytic Stance (How Teachers Commented on Students’ Thinking)				
	Describe	Evaluate	Interpret	Question
Pre-Participation	117	41	78	11
Post-Participation	139	15	91	4
Difference	22	-26	13	-7

As evidenced in Table 1, from the beginning of Project CALM to the completion of year one activities, teachers became increasingly descriptive and interpretive in their video annotations, whereas instances of evaluation and questions decreased — aspects that indicate a greater awareness of how teachers reasoned about students’ mathematical understanding and ultimately make instructional decisions to support their development (van Es, 2011).

IDAHO PUBLIC TELEVISION

SUBJECT

Idaho Public Television (IPTV) Annual Report

REFERENCE

August 2020	Board received Idaho Public Television's Annual Report.
October 2021	Board appointed Jeff Tucker as the new General Manager of Idaho Public Television.
April 2022	Board received Idaho Public Television's Annual Report.
April 2023	Board received Idaho Public Television's

APPLICABLE STATUTE, RULE, OR POLICY

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

BACKGROUND/DISCUSSION

This agenda item fulfills the Board's requirement for IPTV to provide a progress report on the agency'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.

Jeff Tucker, General Manager of Idaho Public Television, provided a presentation for the PPGA Committee on 8/2/2024.

ATTACHMENTS

Attachment 1 – 5 Ways Idaho Public Television Serves the Gem State

BOARD ACTION

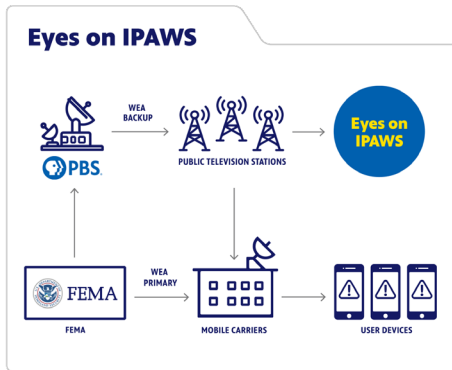
This item is for informational purposes only.

#1 Provides Statewide Public Safety Infrastructure

Works with Idaho Office of Emergency Management to provides leadership on the State Emergency Communications Commission for the development and maintenance of the State of Idaho EAS Plan and technical assistance from IPTV engineering staff to communications related issues that arise during disasters and emergencies.

EYES ON IPAWS

Eyes on IPAWS is a situational awareness tool that provides emergency managers full access to all Wireless Emergency Alerts (WEAs) in real time. Sourced directly from FEMA's Integrated Public Alert and Warning System (IPAWS), the alerts are delivered over broadcast airwaves by local PBS member stations and are not subject to network congestion or typical outages.



PARTNERSHIPS WITH OTHERS

- Feeds of legislature, debates, State of the State
- Co-located equipment with commercial broadcasters at translator/transmitter sites
- Serve as backup facility for area commercial broadcaster
- Moscow Police Emergency Radio System (in process)

FEED CABLE/SATELLITE SYSTEMS FOR ALL REGIONS OF THE STATE

#2 Produces Long-Form Content About Idaho & Idahoans



Outdoor Idaho, Idaho Experience and Dialogue showcase Idaho's history, culture and scenic beauty.

Now entering its 25th season, Science Trek teaches STEM concepts to grade school students and sees over 1.7 million visits to its website each year. In September, a new improved website debuted.



This "digital now" production of Idaho Public Television celebrates the unique talents of Idaho creators with lively online video pieces and social media posts.

Idaho Reports goes beyond sound bites to provide thoughtful, nonpartisan coverage of the statehouse. For more than three decades, Idaho Public Television has been Idaho's "station of record" for candidate debates.



Ahead of primary and November general elections, we continue that tradition with debates for statewide and federal offices.

Idaho in Session is a collaborative effort among Idaho Public Television, the Legislative Services Office, the Idaho Legislature, and the Idaho Department of Administration. IIS has partnered with Transparent Idaho and Townhall Idaho to make it easier to understand and engage with their government.



BRINGING DIVERSE VOICES TO OUR VIEWERS:

Idaho Public Television has a long history of providing broadcast time and production support to independent filmmakers.

Local, independently produced programs include:

- Hymns of Thanksgiving; University of Idaho Holiday Concert; A BYU-Idaho Christmas; Remembering Bear River; I Married the War; The Bozeman Trail: A Rush to Montana's Gold; Beyond the Mirage: The Future of Water in the West; Wilder Than Wild: Fire, Forests and the Future; Fabulous History of Skiing; Higgins Ridge.

Idaho Public Television is proud to serve Idaho's rural communities with programs that explore recreation, agriculture, wildlife and regional cultures featuring programming from Utah, Wyoming, Nevada, Oregon, Montana, and North and South Dakota.

IdahoPTVInfo092823

#3 Promotes Education in Classrooms & Communities

At Idaho Public Television we believe parents should nurture and direct their children's learning as they see fit. We understand the arguments brought up in recent years. Nothing in our resources forces

In FY 2023 IdahoPTV visited **96 COMMUNITIES** and saw more than **18,000 PEOPLE**

parents or children to adopt, affirm or adhere to any beliefs.

PARENTAL CHOICE WEBSITES

Idaho Public Television Parents

puts program descriptions, learning goals, activities and discussion questions for PBS



KIDS programs in one place, allowing parents to customize their child's learning based on their goals and priorities. Learn more at IdahoPTV.org/parents.

On the In Your Neighborhood website, parents and educators share how they use PBS KIDS and Idaho Public Television educational material —



whether in public, private, or homeschool settings — demonstrating ways parents

can take charge of their child's learning. Learn more at IdahoPTV.org/neighborhood.

IDAHO PUBLIC TELEVISION  **5 WAYS IDAHO PUBLIC TELEVISION SERVES THE GEM STATE**

#4 Partners for Professional Development and Lifelong Learning

WORKFORCE DEVELOPMENT

The American Graduate: Jobs Explained program features ten social media accounts spread across the country, including Idaho, each highlighting a different high-demand industry.



Recognizing a shift in teenagers' media consumption habits, we've embraced short-form vertical videos on Instagram and YouTube to meet our audience where they are. We are partnering with the State Board of Education/ Next Steps Idaho, the Idaho Workforce Development Council, the Idaho Department of Labor, and Idaho CTE.

KNOW VAPE CAMPAIGN

With funding provided by the Idaho Millennium Fund, IdahoPTV is producing content to talk to tweens and teens about the dangers of vaping. An online documentary called Nic Sick, featuring students, and a large social media campaign were produced in FY 2023. We're working with state health districts and will make educational vaping awareness materials available online and to organizations like libraries and boys and girls clubs around the state. In FY 2024 we will visit schools and create additional content for teachers as well as a teacher professional development series.

LOCAL EDUCATIONAL CONTENT ON PBS LEARNINGMEDIA

Each year, Idaho teachers write lesson plans based on Idaho Public Television science and history content from



Outdoor Idaho, Science Trek, createid and Idaho Experience. Teachers and students around the country can access this content on PBS LearningMedia, a free website for preK-12 education containing thousands of digital resources aligned to national and Idaho state standards

RESILIENCE: HOPE LIVES HERE

Raising Resilient Kids: Mental Health Matters is an IdahoPTV documentary featuring some of Idaho's top mental health experts. Resilience: Hope Lives Here focuses on addressing adverse childhood experiences (ACEs).

PROFESSIONAL DEVELOPMENT

IdahoPTV is more than just a TV station. We also offer FREE professional development to teachers across the Gem State. From media literacy to establishing trauma-informed classrooms using content from the locally produced documentary Resilience: Hope Lives Here, Idaho Public Television continues to provide educators across the state with free educational support.



#5 Continued Trust and Increased Viewership

IDAHO PUBLIC TELEVISION



Nearly 830,000 unique viewers watch Idaho Public Television broadcast and streaming content each month, resulting in **7.3 million** monthly views. 12% increase in viewership from 2022 to 2023 (Nielsen Research, TRAC Media)

Over **60%** of Idahoans regularly watch Idaho Public Television. We have dedicated viewers and donors in every Idaho county.

Of Idaho Public Television viewers, **42%** watch via over-the-air broadcast.

80% of Idaho Public Television viewers say that the value provided by Idaho Public Television to the community is excellent or good. (2021 IPI viewer survey)

2023 TRUST SURVEY FOR PBS AND PBS KIDS

For the 20th year in a row, Americans rank PBS and its member stations the most-trusted media institution, rated higher than commercial cable and broadcast television, newspapers and streaming services.

PBS KIDS is the **#1 educational media brand for children** (83%) and helps prepare children for success in school (81%), significantly higher than any other children's media outlet. A vast majority (74%) of respondents said they trust PBS "a great deal" or "somewhat" compared to other institutions.

87% agree that PBS stations provide an excellent value to communities. When asked if the funding for public broadcasting was adequate, nearly

85% say PBS has an important role in providing AMBER alerts, along with other emergency alerts, to the public.

85% of parents agree that PBS KIDS is a safe and trusted source for kids to watch television and play digital games and apps.



IDAHOPTV IS LOOKING STRATEGICALLY TO THE FUTURE

- We are making an investment in the organization's future leaders so that IdahoPTV remains strong and well supported by both the State of Idaho and by private donors, foundations and corporations.
- We will continue to invest in our broadcast distribution system, both over the air and through live streaming, in order to keep our viewers informed, entertained and safe.
- As an active part of education in Idaho, we will continue to partner with educational institutions and outlets statewide, including those in nontraditional educational settings.
- We will invest in content for new audiences and engage with our viewers and donors for our future financial strength.

**INFORMATIONAL
AUGUST 21, 2024**

SUBJECT

Notification of Schools Approved to Operate with Less Than Ten (10) Students Reported in Average Daily Attendance

REFERENCE

October 2017	Superintendent reported to the Board that eight (8) schools had requested approval and eight (8) were approved.
October 2018	Superintendent reported to the Board that nine (9) schools had requested approval and nine (9) were approved.
October 2019	Superintendent reported to the Board that nine (9) schools had requested approval and nine (9) were approved.
October 2020	Superintendent reported to the Board that six (6) schools had requested approval and six (6) were approved.
October 2021	Superintendent reported to the Board that five (5) schools had requested approval and five (5) were approved.
October 2022	Superintendent reported to the Board that five (6) schools had requested approval and five (6) were approved.
August 2023	Superintendent reported to the Board that eight (8) schools had requested approval and eight (8) were approved.

APPLICABLE STATUTE, RULE, OR POLICY

Idaho Code 33-1003(2)(f)

BACKGROUND/DISCUSSION

Idaho Code 33-1003(2)(f) states that *“Any elementary school having less than ten (10) pupils in average daily attendance shall not be allowed to participate in the state or county support program unless the school has been approved for operation by the state board of education.”* At the November 18, 1999 meeting, the State Board of Education (Board) delegated authority to the State Superintendent of Public Instruction to approve elementary schools to operate with less than ten (10) average daily attendance. This motion also required an annual update to the Board reporting which schools made a request to operate with less than ten (10) students in average daily attendance for the upcoming school year.

Idaho Code 33-1003(2)(f) requires that any school operating with less than ten (10) average daily attendance shall only be allowed to participate in state or county financial support programs if the school has been approved to operate by the State Board of Education.

INFORMATIONAL
AUGUST 21, 2024

A report listing the elementary schools that have requested to operate with less than ten (10) average daily attendance and whether approval was granted is to be provided to the Board at a meeting.

Ten (10) schools have requested to operate with less than ten (10) average daily attendance during the 2024-2025 school year. Superintendent Critchfield has approved all the requests. (Attachment 1)

The Superintendent's approval is presented to the Board for verification.

IMPACT

These approved schools will generate state funding for their school districts, per Chapter 10, Title 33, Idaho Code.

ATTACHMENTS

Attachment 1 – Superintendent Critchfield's approval and list of approved schools

BOARD ACTION

This item is for informational purposes only.



Idaho Department
of Education

Date: June 11, 2024
To: Superintendent Critchfield
From: Julie Oberle
Subject : Approval of Elementary Schools Having Less Than 10 ADA

Idaho Code 33-1003(2)(f) states:

Minimum Pupils Required. Any elementary school having less than ten (10) pupils in average daily attendance shall not be allowed to participate in the state or county support program unless the school has been approved for operation by the state board of education.

At the November 1999 meeting, the State Board of Education delegated authority to the State Superintendent of Public Instruction to approve elementary schools to operate with less than ten (10) average daily attendance and to report those that were requested and received approval to the State Board of Education.

The attached list contains school districts and elementary schools that have requested approval to operate during the 2024-2025 school year, anticipating there could be less than ten average daily attendance. Upon receiving your approval, I will prepare materials for the August State Board of Education meeting as well as an email to each school district advising them of your approval.

Please let me know if you have any questions or if you would like to discuss.

I, Debbie Critchfield, Superintendent of Public Instruction, approve the attached list of schools to operate during the 2024-2025 school year with less than ten (10) average daily attendance.

Debbie Critchfield

Debbie Critchfield, Superintendent of Public Instruction

(208) 332-6800 | 650 W. State St., Boise, ID 83702 | sde.idaho.gov

**2024-2025 Elementary Schools Approved to Operate with Less than 10 ADA
Idaho Code 33-1003(2)(f)**

School District Name	Building Number	Building Name	Estimated Enrollment	Superintendent / Contact
071 Garden Valley	398	Lowman Elementary	4	Pat Goff
111 Butte County	438	Howe Elementary	4	Joe Steele
191 Prairie	491	Prairie Elem-Jr High	5	Randy Davison (Board Chair)
221 Emmett	710	Ola Elementary	11	Craig Woods
244 Mountain View	1287	Elk City School	8-10	Kim Spacek
261 Jerome	297	Jerome Academy	10	Pat Charlton
292 S. Lemhi	765	Tendoy Elementary	< 10	Kevin Ramsey
364 Pleasant Valley	800	Pleasant Valley Elem-Jr High	12	Heather Williams
394 Avery	820	Calder School	9	Megan Sindt
416 Three Creek	835	Three Creek Elem-Jr High	5	Shannon Ault (Head Teacher)

Debbie Critchfield, Superintendent of Public Instruction

(208) 332-6800 | 650 W. State St., Boise, ID 83702 | sde.idaho.gov

**INFORMATIONAL
AUGUST 21, 2024**

SUBJECT

Annual Update re. Albion Elementary Hardship Status

REFERENCE

June 2015	The Board received an update regarding Albion Elementary School and its continued need for hardship status.
June 2017	The Board received an update regarding Albion Elementary School and its continued need for hardship status.
June 2018	The Board received an update regarding Albion Elementary School and its continued need for hardship status.
June 2019	The Board received an update regarding Albion Elementary School and its continued need for hardship status.
August 2020	The Board received an update regarding Albion Elementary School and its continued need for hardship status.
June 2021	The Board received an update regarding Albion Elementary School and its continued need for hardship status.
June 2022	The Board received an update regarding Albion Elementary School and its continued need for hardship status.
June 2023	The Board received an update regarding Albion Elementary School and its continued need for hardship status.

APPLICABLE STATUTE, RULE, OR POLICY

Section 33-1003(2)(a), Idaho Code

BACKGROUND/DISCUSSION

At the October 1999 Board meeting, the State Board of Education (Board) approved the request by Cassia School District #151 for Albion Elementary School to be designated as a hardship elementary school for one year and required an annual report thereafter. In 2000, the Legislature amended Section 33-1003(2)(b), Idaho Code, by adding, "An elementary school operating as a previously approved hardship elementary school shall continue to be considered as a separate attendance unit, unless the hardship status of the elementary school is rescinded by the state board of education." Therefore, no action is required unless the Board chooses to rescind the hardship status. Conditions supporting the October 1999 decision to approve the Albion Elementary School as a hardship elementary school have not changed.

**INFORMATIONAL
AUGUST 21, 2024**

IMPACT

Cassia School District #151 would have received approximately \$126,400 less in FY 2024 if Albion Elementary School had not been considered a separate school.

ATTACHMENTS

Attachment 1 – Letter from Cassia School District #151 Superintendent Sandra Miller to Superintendent Critchfield dated April 11, 2024.

BOARD ACTION

This item is for informational purposes only.

Cassia County Joint School District No. 151

Board Members

Ryan Cranney, Chairman
Darin Moon, Vice Chairman
Monica Mower, Trustee
Mandy Baker, Trustee
Kent Kidd, Trustee



Administration

Sandra Miller, Superintendent
Chester Bradshaw, Asst. Superintendent
Chris James, Director of Fiscal Affairs
Kim Bedke, Federal Programs Director
Ryun Payne, Student Services Director



April 11, 2024

Mrs. Debbie Critchfield
State Superintendent of Public Schools
PO Box 83720
Boise, Idaho 83720-0027

Dear Mrs. Critchfield,

Albion Elementary School was granted remote school status by the State Board of Education in October of 1999. This status is granted on an annual basis and must be submitted to the State Board of Education each year by the person elected to serve as the state superintendent of schools.

This letter serves as a request for remote school status for Albion Elementary School (school number 111) for the 2024-2025 school year. The conditions for such status have not changed and remain as the basis for this request. We appreciate your willingness to acknowledge the challenges of small, rural educational facilities throughout the state.

Thank you, and the State Board of Education, for your continued support of the children of Cassia County and Idaho.

Respectfully,

Sandra Miller
Superintendent

CC: Dean Reich