

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
JUNE 15, 2017**

TAB	DESCRIPTION	ACTION
1	NORTH IDAHO COLLEGE UPDATE	Information Item
2	2018 LEGISLATIVE IDEAS	Motion to Approve
3	INSTITUTION/AGENCY STRATEGIC PLANS	Motion to Approve
4	DATA MANAGEMENT COUNCIL BUSINESS RULES/POLICIES	Motion to Approve
5	COLLEGE AND CAREER READINESS DEFINITION	Motion to Approve
6	COLLEGE OF EASTERN IDAHO TRUSTEE ZONES	Motion to Approve
7	INSTRUCTIONAL STAFF EVALUATION REVIEW REPORT	Information Item
8	BOARD POLICY I.J. – USE OF INSTITUTIONAL FACILITIES – FIRST READING	Motion to Approve
9	BOISE STATE UNIVERSITY – ALCOHOL PERMIT FOR 2017 HOME FOOTBALL GAMES – PRE GAME EVENTS AT STUECKLE SKY CENTER	Motion to Approve
10	IDAHO STATE UNIVERSITY – ALCOHOL PERMIT FOR 2017 HOME FOOTBALL GAMES	Motion to Approve
11	UNIVERSITY OF IDAHO – ALCOHOL PERMIT OF 2017 HOME FOOTBALL GAMES – PRE GAMES EVENTS	Motion to Approve
12	UNIVERSITY OF IDAHO – ALCOHOL PERMIT FOR 2017 HOME FOOTBALL GAME – SUITE CLUB SEATING	Motion to Approve
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SUBJECT

North Idaho College Biennial Progress Report

APPLICABLE STATUTE, RULE, OR POLICY

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

BACKGROUND/DISCUSSION

This agenda item fulfills the requirement of Board Policy I.M.3, for institution to provide a progress report on the institution's strategic plan, details of implementation, status of goals and objectives and information on other points of interest in accordance with a schedule and format established by the Board's Executive Director.

President MacLennan will provide a 15-minute overview of North Idaho College's (NIC's) progress in carrying out the institutions strategic plan and answer questions.

IMPACT

NIC's strategic plan drives the College's integrated planning; programming, budgeting, and assessment cycle and is the basis for the institution's annual budget requests and performance measure reports to the Board, the Division of Financial Management and the Legislative Services Office.

ATTACHMENT

Attachment 1 – Progress Report

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STAFF COMMENTS AND RECOMMENDATIONS

Specific details regarding the institutions progress toward meeting its strategic plan goals may be found in the attached report.

BOARD ACTION

This item is for informational purposes only. Any action will be at the Board's discretion.

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Progress Report for North Idaho College

State Board of Education Meeting
June 15, 2017

Strategic Plan Implementation (The institution's plan as well as progress toward moving the Board's strategic plan forward)

- Details of implementation
 - The Director of Institutional Effectiveness leads a variety of sub-groups at the college in an annual review and revision of the strategic plan. The strategic plan is organized to align with North Idaho College's core values. Together the core values and the strategic plan guide NIC to mission fulfillment.
- Status of goals and objectives
 - North Idaho College's goals for the strategic plan are also the college's core values. The objectives to meet the goals are reviewed with the data collected to determine if benchmarks have been met. The review process often leads to the following questions:
 - Is the data we are collecting providing information related to goal attainment?
 - Is additional data needed to better understand goal attainment?
 - Do the objectives need revision to reach goal attainment?
 - There were no substantial changes made to the goals and objectives in the past academic year.

Achievement One

EDUCATIONAL EXCELLENCE

- 81% of annual student learning assessment goals are consistently met over a three-year plan.
- The mean licensure pass rate for all programs is 98.61%.
- 63% of NIC Dual Credit students matriculate to NIC or to another postsecondary institution.

Achievement Two

COMMUNITY ENGAGEMENT

- NIC has increased the number of credits offered in high schools by 21.5% over the past three years.
- Student evaluations of community education courses (Workforce Education) indicate a 98% satisfaction rate.

Achievement Three

STEWARDSHIP

- The Development Department has secured an average of \$5,700,000 per year over the past three years.

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- Special appropriations
 - North Idaho College, Lewis-Clark State College and the University of Idaho received a total of \$5,000,000 to support the construction of a Collaborative Use Facility on the North Idaho College campus.

Enrollment Numbers (As reported in the performance measure report)

FY16 Performance Measurement Report

- Annual Unduplicated Headcount
(General Studies includes dual credit students)
 - General Studies: 6,119
 - Career Technical Education: 984

Annual Enrollment FTE

FTE is based on total credits for the year (end-of-term, summer, fall, and spring terms) divided by 30.

- General Studies: 2,883
- Career Technical Education: 681

Retention Rates (As reported in the performance measure report)

FY16 Performance Measurement Report

Percent of full-time new and transfer degree-seeking students that are retained or graduate the following year.

- First-time, full-time, degree-seeking students
 - 58% (377/655)
 - Fall 2014 cohort
- Transfer-in, full-time, degree-seeking students
 - 57% (86/152)
 - Fall 2014 cohort

Graduation Rates (As reported in the performance measure report)

FY16 Performance Measurement Report

Degree and certificate production/headcount as of August 5, 2016.

- Degree and Certificate Production and Headcount of Recipients
 - 1,074 awards and 964 graduates (2015-2016)
- Unduplicated headcount of graduates over rolling three-year average degree seeking FTE counts
 - 28.3%
 - Based on 964 grads and 3,407 FTE (2015-2016)

Research and Economic Development

- The estimated direct economic impact that the new NIC Career and Technical Education facility will have on the region over the next five years is \$66,454,392.00. (See additional information about the Parker Technical Education Center under the new buildings

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section of this report). Economic impact projections were calculated by NIC's institutional research team using labor statistics provided by the Idaho Department of Labor and the Washington Employment Security Department. All projections are based on projected job growth reported by Idaho Department of Labor, the Washington Employment Security Department, and the enrollment projections estimated by NIC.

- NIC and its leadership are fully and actively engaged with business and industry across the five northern counties (the college's service area) to create strategies to support the workforce demands of the region. NIC engages with the local chambers of commerce, municipalities, counties and other economic development partners such as Coeur d'Alene EDC/Jobs Plus to help create an environment where business can thrive and the economy in North Idaho grows, largely in part because of efforts to strengthen an available and skilled workforce.
- One of NIC's workforce training and community education initiatives is the North Idaho Small Business Development Center, poised to help businesses in North Idaho thrive and grow by providing business coaching, business training and resources to entrepreneurs and individuals. In the 2015-2016 year, the North Idaho Small Business Development Center helped create 238 new jobs, served 230 clients and trained 550 business owners (North Idaho businesses up to 175 employees).

Highlight Any College Standouts

- NIC received a \$6.4 million federal grant awarded under the Trade Adjustment Assistance Community College and Career Training Grants, as implemented by the U.S. Department of Labor's Employment and Training Administration, allowing the Health Professions Division to nearly double in size. With the transition from face-to-face instruction to hybrid, NIC has allowed for the Medical Assistant and Pharmacy Technology programs to serve even more community members. The Pharmacy Technology program has been expanded to Lewis-Clark State College and Idaho State University – College of Technology, providing the only accredited program to individuals throughout Idaho. By 2018, NIC will add three new programs to the Health Professions Division, including Medical Laboratory Technology, Dental Hygiene, and Surgical Technology.
- In the critical area of campus safety, NIC has developed policy, processes, and training for Title IX and the culture-changing *Green Dot* movement that has put the college ahead of most of its peers towards creating and sustaining a compliant, safer, and more respectful campus. Green Dot provides students and staff with the training and tools to help prevent instances of power-based personal violence.
- The North Idaho College Medical Assistant program published data from its first three years of operation and employer satisfaction, as well as the number students passing the certification exam; reported pass-rate of 100%. Retention rate, placement and graduate satisfaction all scored in the mid to high 90th percentile. NIC's Medical

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Assistant Certificate program was awarded accreditation by the Commission on Accreditation of Allied Health Education Programs in 2013. Students can earn an Intermediate Technical Certificate or pursue a two-year degree. Online options (offered through a combination of online theory and on-campus labs) are offered at the NIC campus and through outreach centers in Bonners Ferry, Sandpoint, and the Silver Valley.

- NIC's athletics program has completed its transition to the regional NWAC conference. NIC teams continue to offer a competitive collegiate experience and bring home championships. With the transition, NIC is attracting more local and regional student athletes who are excelling in their classes, and engaging more in leadership and service on campus and in the community. Regional travel has resulted in student athletes missing fewer classes and financial support is more closely aligned with institutional priorities.
- NIC's services to Veteran students has grown steadily in the last two years and is expanding its physical service footprint in the Student Union Building this summer. NIC announced, this past year, its first inductees into the veteran honor society. Six new student veterans were inducted into the NIC chapter of the national honor society for student veterans: "SALUTE" (Service – Academics – Leadership – Unity – Tribute – Excellence). Established in 2009, SALUTE is the first national honor society established for student veterans and military personnel attending two-year and four-year institutions of higher education.
- NIC's commitment to serving American Indian students is more important than ever and the college is working closely with the Coeur d'Alene Tribe to renew and extend its partnership outlined in the *9-Point Agreement*, which celebrates its twentieth anniversary later this year.
- With the help of Idaho's legislature, NIC is providing more access and support than ever before for students with disabilities as the college provides services, technology, and personnel to help support student success through assistive technology.
- Aero Camp was hosted for the second time in the summer of 2016 for dual credit high school students. During this experience, high school students who have completed online courses within this program are offered the chance to spend 10 or more summer days living in the NIC Residence Hall while attending the first hands-on lab class in composites, AERO-121.
- In 2015-2016, Communication faculty worked tirelessly to author a COMM-101 textbook to save students money in purchasing a textbook. This new text costs students \$32, with a total savings for NIC students of more than \$82,000 in one year.

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Collaborations with Other Institutions or Industry

- Since 2012, NIC has received \$14,829,282 in discretionary (competitive) grant funding from a variety of federal, state, and private/corporate funding sources. These grants have funded several new instructional programs (Physical Therapist Assistant, Non-Destructive Testing, Composites, Advanced Manufacturing, Aviation Maintenance Technician, Aviation Flight Science, Programmable Logic Control, Entrepreneurship, Lab Technician, Mill Sharpening, Log Scaling, CNA to Mental Health, Health Unit Coordinator and Associate Degree Nursing program, Dental Hygiene, Dental Assistant Surgical Technician, Medical Lab Technician., Veteran to RN, and expanded Medical Assistant, Pharmacy Technician, Programmable Logic Controls programs, and programs coming soon from the Idaho Department of Labor– Industrial Mechanic/Millwright Registered Apprenticeship, Kiln Operator, Boiler Operator Registered Apprenticeship, Power Fluid/Hydraulics), student support programs such as IBEST/Continuous Enrollment Initiative, TRIO, and student scholarships.

- North Idaho College was awarded a \$482,582 grant by the Idaho Department of Labor to train more than 200 workers in the wood products manufacturing industry. The two-year grant is a partnership with Lewis-Clark State College and five wood products manufacturing companies in North Idaho. The funds will be used to address skill gaps for high-wage, high-demand occupations in the forest products industry and increase the employment and wages of Idaho workers in mostly rural areas. The project also supports the Apprenticeship Idaho program, which expands innovative apprenticeships into high-growth occupations and industries. Idaho Forest Group, Potlatch Land and Lumber LLC, Stimson Lumber Co., Empire Lumber Co. and Plummer Forest Products (a total of 11 mills) are the five business partners in the grant. The North Idaho College Wood Products Center of Excellence will provide training along with structured on-site training at the mills.

- The University of Idaho has developed a four-year Computer Science bachelor’s degree on its Coeur d’Alene campus. NIC is collaborating with UI to provide the first two years of this degree. The program is an incredible educational advancement opportunity for the community. A joint UI/NIC faculty member has been hired to develop a highly relevant Computer Science curriculum and coordinate a smooth transition to UI for NIC’s Computer Science students.

Capital Campaign

- Scholarship/Program Endowments \$16,152,484
NIC Foundation and Development total assets \$24,846,446
(as of June 30, 2016, audited)

The North Idaho College Foundation *Building the Future* Capital Campaign for the college’s Career and Technical Education Facility is culminating this year. The NIC Board of Trustees allocated \$15 million to the project and the NIC Foundation was tasked with raising \$5 million to equip the facility, sustain equipment and provide scholarship support. The new

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Parker Technical Education Center opened its doors in September 2016. (See additional information under the new buildings section of this report).

Community Partnerships

- Through a partnership between NIC’s Health Professions and Nursing Division, Kootenai Health, and Idaho Simulation Network, NIC has created the first high-fidelity simulation center in North Idaho located on NIC’s campus. Three rooms within Meyer Health and Sciences Building have been converted into this state-of-the-art facility. In addition to serving NIC’s current healthcare and nursing programs, this lab will function as a training facility for healthcare professionals throughout the community.

- The Sergeant Greg Moore Memorial Scholarship was established by friends of Moore through the NIC Foundation to honor the Coeur d’Alene Police officer who was killed in the line of duty on May 5, 2015. The endowment provides scholarships for children of Kootenai County law enforcement and fire protection personnel who wish to follow in their parents’ footsteps. Awards will be made to students who are pursuing degrees in Law Enforcement, Fire Sciences, and Fire Fighter Training -- either credit or non-credit programs. 100% of donated funds will support the scholarship.

- NIC’s thriving Engineering/Physics Club has provided NIC students with connections to local industry, access to esteemed professionals, and opportunity for challenging builds and projects. The NIC STEM EXPO event, envisioned and produced by the group, joined entities from the college community, local industry, military, and transfer institutions to inspire students from the region with an event in 2016.

- Community Connections through the Arts – NIC’s Fine Arts programs drew thousands of community members to the campus through attendance at:
 - Musical programs and concerts: 7,924 people
 - Theatrical performances: 1,546 people
 - Art shows and exhibits: 2,220 people*Americans for the Arts* calculates that an average arts attendee spends \$24.60 per event in the local economy. Using this figure, NIC’s Theatre and Music performances generated \$232,962 in local business this past year.

- NIC continues to expand programs based on feedback and partnership with industry to meet workforce demands. NIC has industry based business/community advisory committees for all 45 of the college’s Career and Technical Education/Occupational Programs. Hundreds of community members contribute to the work of NIC through these advisory committees.

- NIC has a longstanding and rewarding partnership with Northwest Hospital Alliance supporting our nursing education programs. Northwest Hospital Alliance is a collaborative network of five independent hospitals: Benewah Community Hospital (St. Maries), Bonner General Health (Sandpoint), Boundary Community Hospital (Bonners

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Ferry), Kootenai Health (Coeur d'Alene) and Shoshone Medical Center (Kellogg). This network of hospitals is devoted to improving the health status of North Idaho communities by providing a collaborative approach to regional health care delivery and preserving the economic strength of local providers.

New Buildings

- **PARKER TECHNICAL EDUCATION CENTER** (self-funded by NIC/donations/grants)
Completed: August 2016
Cost: \$20M
Funding: Fully funded using NIC resources with equipment and scholarships funded by the NIC Foundation.
NIC opened in September, the 110,960-square-foot Parker Technical Education Center facility, built with \$15 million from college capital funds coupled with donations secured through the *Building the Future* Campaign, which is currently close to its \$5 million goal. The facility has the space and state-of-the-art equipment to meet student training needs and regional workforce demands of today and tomorrow.
The facility houses the following programs: Advanced Manufacturing/Mechatronics, Automotive Technology, Collision Repair Technology, Computer Aided Design Technology—Architectural, Computer Aided Design Technology—Mechanical, Diesel Technology, Industrial Mechanic/Millwright, Machining and CNC Technology, and Welding Technology.



- **STUDENT WELLNESS AND RECREATION CENTER** (self-funded by student fees)
Completion Date: Expected to be online August 2017
Cost: \$7.7M
Funding: Self-funded by students through fee assessment.
Construction is nearing completion on the 30,000-square-foot Student Wellness and Recreation Center on NIC's main campus. The project is funded by student fees and staff memberships. The design includes a gymnasium, climbing wall, open recreation

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space, a weight area, multi-activity court, locker rooms, offices, storage, a laundry room and an indoor walk/run track on the second story.
The ribbon cutting ceremony is slated for August 2017.



- **NORTH IDAHO COLLABORATIVE EDUCATION FACILITY**
Completion Date: Expected to be online August 2019
Funding: Joint funding, including Department of Public Works.
\$2M Committed by partner institutions
\$5M Requested and Received from Permanent Building Fund
\$2.5M ignite CDA
\$9.5M Estimated project cost

Currently in the design phase, the North Idaho Collaborative Education Facility is a partnership between North Idaho College, University of Idaho, and Lewis-Clark State College.



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SUBJECT

Legislative Ideas - 2018 Legislative Session

REFERENCE

June 2012	The Board approved six (6) legislative ideas to be submitted through the Executive Agency Legislation process.
June 2013	The Board approved eight (8) of eleven (11) legislative ideas to be submitted through the Executive Agency Legislation process.
June 2014	The Board approved ten (10) of twelve (12) legislative ideas to be submitted through the Executive Agency Legislation process.
June 2015	The Board approved sixteen (16) legislative ideas to be submitted through the Executive Agency Legislation process.
June 2017	The Board approved twenty-eight (28) legislative ideas to be submitted through the Executive Agency Legislation process.

BACKGROUND/ DISCUSSION

The State Board of Education's legislative process starts with the approval of legislative ideas. Legislative ideas that are approved by the Board are submitted electronically to the Division of Financial Management (DFM) through the Executive Agency Legislative process. A legislative idea consists of a statement of purpose and a fiscal impact. If approved by the Board, the actual legislative language will be brought back to the Board at a later date for final approval prior to submittal to the legislature for consideration during the 2018 Legislative Session. Legislative ideas submitted to DFM are forwarded for consideration by the Governor and then to the Legislative Services Office for processing and submittal to the Legislature.

In accordance with the Board's Master Planning Calendar, the institutions and agencies are required to submit legislative ideas for Board approval at the June Board meeting. The Board office received three (3) legislative ideas from the Division of Career Technical Education (CTE), one legislative idea from the University of Idaho, and two (2) legislative ideas from Boise State University. No legislative ideas were submitted by the institutions.

IMPACT

Staff will move Board-approved legislative ideas through the legislative process and will bring the legislative language back to the Board at the August Board meeting for consideration. Legislative ideas not approved will not be submitted to DFM and will not move forward to the next step in the process.

ATTACHMENTS

Attachment 1 – Legislative Ideas

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STAFF COMMENTS AND RECOMMENDATIONS

Legislative ideas are required to be submitted to DFM by July 14, 2017 and final legislation is required to be submitted by August 18, 2017. During the process of working through legislative ideas, additional ideas of merit sometimes surface before the DFM submittal deadline. The Board has traditionally authorized the Executive Director to submit these ideas. Actual legislative language for all submitted legislative ideas will be brought back to the Board at the August 2017 Board meeting prior to the DFM August deadline for final Board approval. The legislative ideas were discussed during the June Presidents' Council meeting.

Legislative Ideas submitted by institutions or agencies are provided in the form submitted to the Board office. Legislative Ideas that do not indicate who they were submitted by are developed by Board staff based on barriers identified or feedback received from legislators and other education stakeholder groups.

Legislative Idea number 2, submitted by Boise State University would have an impact on Boise State University, Idaho State University and Lewis-Clark State College. The statement of purpose for this idea combines two concepts, the first, exempting the four year institutions from the States personnel system and the second, allowing all institution employees to be non-classified. Non-classified employees remain part of the State's classification system, however, they are governed by separate sections of State law and do not have the same protections as classified state employees. Community college employees are not state employees and are not covered by any of the requirements or benefits of the State personnel system. Community college employees' participation in PERSI and/or the Optional Retirement Plan (as applicable to the classification of employee) are based on specific statutory provisions separate from provisions covering state employee's participation in these benefits. Subsequent to submittal of this legislative idea, Boise State University staff have clarified that the intent was to exempt institution employees from the state personnel system. Exemption from the personnel system would be a significant endeavor with far reaching impacts. The flexibility awarded the University of Idaho is based on a court decision and is not established in Idaho Code. There is not a statutory construction already in place that could be used for this proposal. In 2014 the State Board of Education approved legislation that would allow the four year institutions to opt-out of state administrative services (HB549-2014). This bill required the State Board of Education to approve the withdrawal from services based upon fiscal savings, but failed in the Senate.

BOARD ACTION

I move to approve the legislative ideas as submitted in Attachment 1 and to authorize the Executive Director to submit these and additional proposals as necessary through the Governor's legislative process.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

LEGISLATIVE IDEAS

1. Workers Compensation for Work-Study Students Repeal (Submitted by Boise State University)

Statement of Purpose

This bill will eliminate a costly and unnecessary duplication in workers compensation coverage implemented in 2013. In 2013 this law was amended to cover higher education students with workers compensation coverage in work experience situations. The State Insurance Fund, working in cooperation with the state universities, now feel this legislation is superfluous as the students are already properly covered by other applicable provisions of the law. However, the universities in Idaho are now paying premiums for this excess coverage. This bill does nothing more that reverse the change made in 2013.

Fiscal Note

There is no fiscal impact from the proposed legislation. In fact, the colleges and universities would see a reduced workers compensation premium from this change since they will no longer be paying additional premiums for unnecessary excess coverage.

2. Higher Education Separation from State Employment System (Submitted by Boise State University)

Statement of Purpose

This bill would remove the state higher education institutions from the classified employment system. The colleges and universities already are exempt from the classified system for their faculty and professional staff and this bill would make all employees at the college/universities exempt, as well as create consistency in how State Board of Education governed institutions are treated. The University of Idaho and the community colleges are already exempt.

Fiscal Impact

There is no fiscal impact from the proposed legislation because the bill is focused on governance and simply allows the Board of Education to be the policy making authority for all employees at colleges/universities that they govern instead of continuing with the hybrid system in place now. Should the Board or its colleges and universities opt out of state oversight for classified employees, a slight savings may result in the long-term from reduced duplication of services.

3. Agricultural College Endowment (Submitted by University of Idaho)

Statement of Purpose:

The Agricultural College Endowment, established under the Morrill Act, exists for the benefit of the University of Idaho and its agricultural/mechanical programs. The Morrill Act is unique among the state land endowments in that it specifically allows for the endowment to purchase lands for sites or experimental farms, whenever authorized by

the state legislature. This legislation will create specific legislative authorization for the Land Board to use funds from the Agricultural College Endowment to acquire lands and furnish those lands to the University of Idaho for use in conjunction with the Center for Agriculture, Food and the Environment (CAFÉ).

Fiscal Impact:

There is no impact to the General Fund. Income from the Agricultural College Endowment, flows through to the University and, by law, is never part of the General Fund. The University anticipates that endowment lands, currently utilized by the University under an easement at no annual rent to the University, will be sold by the endowment and those proceeds used to acquire new endowment lands adjacent to the CAFÉ operational property to be furnished to the University for use as crop lands to grow feed for the CAFÉ dairy. Thus there will be no fiscal impact to either the endowment income or to the University since the current lands do not generate income for the endowment.

4. Higher Education Task Recommendations

Statement of Purpose

The purpose of this legislative idea is to serve as a placeholder for those Higher Education Task Force recommendation that are adopted by the Board and require legislative action to implement.

Fiscal Impact

Undetermined at this time

5. Transfer and Articulation – General Education Credits

Statement of Purpose

The purpose of this legislation would be to codify the Board's policy on the transfer of general education credits earned at one Idaho public postsecondary and institution and transferred to another institution within the system.

Fiscal Impact

This legislation will be based on current Board policy and would not create any additional fiscal impact.

6. Eastern Idaho Technical College Repeal

Statement of Purpose

Eastern Idaho Technical College is established through Idaho Code. With the creation of the community college taxing district and the College of Eastern Idaho, those sections of Idaho Code specific to Eastern Idaho Technical College will need to be repealed.

Fiscal Impact

Funds currently appropriated for Eastern Idaho Technical College will shift to the community college appropriation starting in FY 2019. Any additional funding for the new community college will be at the discretion of the legislature.

7. Seed Certification

Statement of Purpose

Amend Section 22-1505, Idaho Code removing the requirement that the Idaho Agricultural Experiment Station in the College of Agriculture of the University of Idaho use the Administrative Rule process for setting standards for seed certification. The current process that allows for public/industry input for this process through the Idaho Crop Improvement Association would remain in place, however, the added formal rule promulgation process would be removed.

Fiscal Impact

8. PERSI/ORP Technical Changes

Statement of Purpose

On July 1, 1997 Idaho community colleges and Eastern Idaho Technical College began requiring newly-hired professional and faculty employees to enroll in an Optional Retirement Plan (ORP) to take the place of PERSI for retirement benefits. Existing employees at the time were allowed to make a one-time election to move to the ORP or remain with PERSI. If a new professional/faculty employee is already vested PERSI, he/she may elect to remain in PERSI.

Because of this change to ORP back in 1997, PERSI required that these two year colleges pay 3.83% of all ORP employees' wages to PERSI to cover the "unfunded liability" for future retirements of employees already in the PERSI system. The unfunded liability provision sunset on July 1, 2011. The proposed changes would remove the outdated language regarding the payment of funds to PERSI.

9. Career Technical Public School Funding (Submitted by Division of Career Technical Education)

Statement of Purpose

The proposed legislation amends Idaho Code 33-1002G to eliminate the support unit reference in how career technical schools are funded. Eliminating this reference will provide the Division of Career Technical Education with the flexibility to make future amendments to IDAPA 55.01.03, which outlines the specific process for funding these schools. In addition, the proposed legislation clarifies the specific funding eligibility requirements for a career technical school.

Under the existing language, career technical schools are funded using a formula that is linked to salary-based apportionment and uses the average daily attendance of a student

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attending that career technical school. This approach does not take into account the separate and distinct costs of a CTE program, nor can it be accurately calculated within the state's current data reporting system. Under the proposed legislation, career technical schools would no longer be bound by the secondary support unit multiplier, although no actual changes to the process would go into effect until IDAPA is also updated. Under the proposed legislation, the enrollment requirements for a career technical school are further clarified, ensuring schools enroll students from more than one attendance area and can be accurately accounted for in calculating career technical school enrollment.

Fiscal Impact

There would be no fiscal impact to the General Fund for FY2019, as the primary purpose of this legislation is to eliminate the requirement that CTS funding be linked to secondary support units, as well as clarify funding eligibility for a career technical school. Until further statutory and administrative rule changes are made, the funding structure would continue to follow what is outlined in IDAPA 55.01.03. In the event future statutory changes affect the formula used to fund career technical schools, the General Fund fiscal impact would be associated with increases or decreases to career technical school enrollment.

10. Career Technical Education Secondary Program Incentive Funding (Submitted by Division of Career Technical Education)

Statement of Purpose

The proposed legislation creates a new section of Idaho Code to provide incentive funding for Career Technical Education (CTE) secondary programs in the five CTE education program of: Business Management and Marketing, Engineering and Technology, Family and Consumer Sciences, Health Professions, and Skilled and Technical Sciences. This legislation would expand incentive funding opportunities currently available only for Agricultural and Natural Resources education programs pursuant to Section 33-1629, Idaho Code.

Under the proposed legislation, the Division would provide incentive based funding to the identified high performing programs. The Division would also provide funding for programs in need of additional support and technical assistance in any of the six program areas, including Agricultural and Natural Resource (technical assistance funding is currently not available under Section 33-1619, Idaho Code). Incentive funding would not be available for those programs offered through a career technical school, as those programs already receive additional state funds.

This performance-based approach would more clearly demonstrate the return on investment provided by career technical education and hold CTE programs more accountable for producing results. The performance measures and procedures for CTE program incentive-based funding would be established by the Idaho Division of Career Technical Education and approved by the State Board of Education.

Fiscal Impact

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The General Fund Fiscal Impact for FY2019 will be \$700,000 for this appropriation. For FY 2018, the legislature appropriated \$300,000 in ongoing General Fund appropriations for this program. This request expands on that appropriation. If approved, the total ongoing fiscal impact of the Incentive Funding Program would be \$1,000,000 to the General Fund.

11. Definition of Career Technical Education (Submitted by Division of Career Technical Education)

Statement of Purpose

The proposed legislation amends Section 33-2202, Idaho Code to include approved middle career technical school programs in grades 7 and 8. These programs would fall within the Division of Career Technical Education and be eligible for added-cost funds.

Currently, added-cost funds may only be used for approved CTE programs beginning in grade 9. Under the proposed legislation, career technical programs offered at the middle school level (grades 7 and 8) may be eligible for additional funds, assuming the content of the courses meets state-approved CTE standards and the middle school instructor carries an appropriate CTE endorsement. The programs would be subject to and fall under the oversight of the Division.

Fiscal Impact

For FY2019, the General Fund fiscal impact would be \$207,300. Of this, \$137,000 would be an ongoing General Fund appropriation for the salaries and benefits of a Middle School Program Manager and Administrative Assistant I. These positions would be responsible for oversight, growth, and management of Idaho's middle school CTE programs.

The Division is also requesting \$10,000 in ongoing General Fund operating expenses to cover the extensive travel required the program managers as well as office related expenses. The Division is also requesting \$60,000 in one-time General Funds to repurpose existing space at ICTE including the building of new offices.

12. Advanced Opportunities Focus

Statement of Purpose

Amend Section 33-4602, Idaho Code to limit payment by the state of dual credit courses to either general education courses or those courses that are part of a student's academic plan that lead to a certificate or degree. The proposed amendment would require state funds being used to pay for dual credit courses be more targeted and school districts to provide advising at a level that students participating in this type of advanced opportunity be more strategic in their course choices. The end result of the change would result in a more meaningful program that will help students exiting high to be further along the path toward a certificate or degree. Additional technical corrections would clarify the number of years after graduation a student has access to the early graduation requirement

Fiscal Impact

The proposed changes may limit the current dual credit courses that are being paid for by the state.

13. Teacher Personnel Files

Statement of Purpose

Section 33-518, Idaho Code, requires school districts establish and maintain a personnel file for each employee of the school district. Each personnel file must contain any and all material relevant to the evaluation of the employee. Additionally, Section 33-1210, Idaho Code, Information on Past Job Performance, requires such information to be released to a subsequent school district that is hiring the individual. During the FY2017 evaluation review it was found that many districts maintained only the final summative rating in the personnel files and no additional information supporting the evaluation rating of the employee. The proposed legislation would clarify that information supporting the rating and documenting the required minimum classroom observation must be retained for a minimum number of years.

Fiscal Impact

The proposed legislation will provide clarification of an existing requirement and have no fiscal impact.

14. Leadership Premium – Mentor Focus

Statement of Purpose

Section 33-1004J, Idaho Code establishes a Leadership Premium that is available to individuals teaching dual credit course, teaching middle school students in courses that earn both middle school and high school credit, teachers holding multiple subject area endorsements, serving in hard to fill instructional positions (career technical and academic), individuals providing mentoring, peer assistance or professional development, individuals who have received professional development in career and academic counseling and then provide such counseling to students, and other leadership duties designated by the local Board of Trustees. The Governor's K-12 Task Force recommendations included recommendations regarding the increase of mentoring and job embedded professional development for our teachers. The Leadership Premiums were created in part to help incentivize high performing teachers in providing mentoring to new or struggling teachers. The FY2016 report on the use of the premiums showed 2,193 out of 8,830 individuals received the premium for providing mentoring, peer assistance or professional development. The proposed legislation would require funds are used first to provide premiums for teachers serving in a mentor capacity prior to funding premiums in the other allowed categories.

Fiscal Impact

The Leadership Premiums are distributed to school districts on a formula basis. Provisions requiring school districts use a portion of their premiums for individuals participating in mentoring activities will not change the overall distribution and will have

no additional fiscal impact. In FY2017 approximately \$17,417,229 was distributed to school districts and charter schools for Leadership Premiums.

15. Professional Standards Commission - Clarification

Statement of Purpose

The Professional Standards Commission is established in Section 33-1252, Idaho Code. Sections 33-1254 and 33-1258 authorize the commission to adopt professional codes and standards of ethic for approval by the State Board of Education and make recommendations to the Board in areas of educator certification and educator preparation standards. The commission is made up of 18 members appointed by the State Board of Education. In addition to making recommendations regarding professional codes and standards of ethics to the State Board of Education, the Commission investigates complaints regarding the violation of such standards and makes recommendations to the Board in areas of educator certification and educator preparation standards. The proposed legislation would provide for technical corrections, updating of terms to more clearly distinguish between codes of conduct and preparation standards as well as areas of responsibility.

Fiscal Impact

The Professional Standards Commission is funded through the collection of certification fees collected by the State Department of Education, the proposed changes would provide clarification of existing practices and would not generate any fiscal impact.

16. Repeal – Bible Verses Read in Public Schools

Statement of Purpose

Section 33-1604, Idaho Code requires the State Board of Education to prepare a list of Bible verses that shall be read daily to each occupied classroom in each school district. This statute was found to be in conflict with the First and Fourteenth Amendments of the United States Constitution in 1964 and hence, in unconstitutional and invalid.

Fiscal Impact

Due to the 1964 ruling that this section of code was unconstitutional, it was never implemented, removal of the section will there for have no fiscal impact.

17. Repeal – Technology Grant Program in Public Schools

Statement of Purpose

Chapter 48, Title 33, Idaho Code sets out the provisions for the Public School Technology Grant program. This program provided grants to schools to provide equipment and resources necessary to integrate technology with instruction and was enacted in 1994. Since that time, these grants have been funded at various levels cumulating in the Technology Pilot Grant funding in FY14 and FY15. The Governor's K-12 Task Force recommended ending the Technology Pilot Grant program and providing the funding directly to school districts. In FY16 and FY17, funding appropriated for technology was

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distributed directly to school districts rather than through a grant process. The proposed legislation would repeal this chapter of Idaho Code.

Fiscal Impact

There would be no fiscal impact. The pilot program has not been funded for a number of years, therefore repealing this chapter of code will have not fiscal impact.

18. Non-classified Staff Designation – Agencies and Institutions Under Board Governance

Statement of Purpose

Section 67-5303 Idaho Code provides for the application of the state personnel system on certain employees. Section 67-5303 (j) defines those positions which are part of the public educational system and are non-classified employees. The current language in this section includes a definition of officers and professional staff including pay grade and Hay Points which do not accurately align with Idaho's current pay grades. The proposed legislation would update this section to align with Idaho's current pay grades.

Fiscal Impact

Updating the language in Section 67-5303(j) will set the required Hay Point requirement between pay grades rather than the upper end of the existing pay grade making it easier to distinguish between these positions and does not create any new funding requirement.

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SUBJECT

Institution, Agency, and Special/Health Programs Strategic Plans

REFERENCE

October 2011	The Board set system-wide postsecondary performance measure that each institution must include in their strategic plans.
April 2016	The Board reviewed the institution, agency, and special/health programs strategic plans.
June 2016	Board approved the strategic plans for the agencies, community colleges, and the special/health programs.
February 2017	The Board approved the second reading of Board policy I.M. formalizing the strategic plan requirements and requiring strategic plans be submitted based on a single template.
April 2017	The Board reviewed the institution, agency, and special/health programs strategic plans and discussed amending the postsecondary system-wide performance measures. The Board approved an amended mission statement for Eastern Idaho Technical College.

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section I.M.1.
Section 67-1901 through 67-1903, Idaho Code.

BACKGROUND/ DISCUSSION

Pursuant to sections 67-1901 through 1903, Idaho Code, and Board Policy I.M. the institutions, agencies and special/health programs under the oversight of the Board are required to submit an updated strategic plan each year. The plans must encompass at a minimum the current year and four years going forward. The Board planning calendar schedules these plans to come forward annually at the April and June Board meetings. This timeline allows the Board to review the plans and ask questions in April, and then have them brought back to the regular June Board meeting, with changes if needed, for final approval while still meeting the state requirement that the plans be submitted to the Division of Financial Management (DFM) by July 1 of each year. Once approved by the Board; the Office of the State Board of Education submits all of the plans to DFM.

Board policy I.M. sets out the minimum components that must be included in the strategic planes and defines each of those components. The Board's requirements are in alignment with DFM's guidelines and the requirements set out in Sections 67-1901 through 67-1903, Idaho Code. The Board policy includes two additional provisions. The definition of mission statements for the institutions includes the institutions core themes and the plans must include a mission and vision

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statement, where the statutory requirements allow for a mission or vision statement. Each strategic plan must include:

1. A comprehensive mission and vision statement covering the major programs, functions and activities of the institution or agency. Institution mission statements must articulate a purpose appropriate for a degree granting institution of higher education, with its primary purpose to serve the educational interest of its students and its principal programs leading to recognized degrees. In alignment with regional accreditation, the institution must articulate its purpose in a mission statement, and identify core themes that comprise essential elements of that mission.
2. General goals and objectives for the major programs, functions and activities of the organization, including a description of how they are to be achieved.
 - i. Institutions (including Career Technical Education) shall address, at a minimum, instructional issues (including accreditation and student issues), infrastructure issues (including personnel, finance, and facilities), advancement (including foundation activities), and the external environment served by the institution.
 - ii. Agencies shall address, at a minimum, constituent issues and service delivery, infrastructure issues (including personnel, finance, and facilities), and advancement (if applicable).
 - iii. Each objective must include at a minimum one performance measure with a benchmark.
3. Performance measures must be quantifiable indicators of progress.
4. Benchmarks for each performance measure must be, at a minimum, for the next fiscal year, and include an explanation of how the benchmark level was established.
5. Identification of key factors external to the organization that could significantly affect the achievement of the general goals and objectives.
6. A brief description of the evaluations or processes to be used in establishing or revising general goals and objectives in the future.
7. Institutions and agencies may include strategies at their discretion.

In addition to the required components and the definition of each component, Board policy I.M. requires each plan to be submitted in a consistent format.

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In addition to the required strategic plan components the Board requires each of the institutions to incorporate the following performance measures into their strategic plans:

- **Graduation/Completion Rate:**
This area is measure is counted in two ways.
 - a) Total degree production (split by undergraduate/graduate).
 - b) Unduplicated headcount of graduates and percent of graduates to total unduplicated headcount (split by undergraduate/graduate).
- **Retention Rate:**
Total full-time new and transfer students that are retained or graduate the following year (excluding death, military service, and mission).
- **Cost of College:**
The audited financial statements are used for determining this measure. This measure is counted in two ways:
 - a) Cost per credit hour – Financials divided by total weighted undergraduate credit hours.
 - b) Efficiency – Certificates (of at least 1-year or more) and degree completions per \$100,000 of financials.
- **Dual Credit:**
Total credit hours earned and the unduplicated headcount of participating students.
- **Remediation** (Optional: may be reported under Cases Served rather than a Performance Measures):
Number and percentage of first-time freshmen who graduated from an Idaho high school in the previous year requiring remedial education as determined by institutional placement benchmarks.

The “Remediation” performance measure is not a measure of the institutions performance, but that of the secondary schools the freshmen are coming from. It is included in the list of performance measures and may be reported by the institutions on the performance measure report under “Cases Served” or as a performance measure with a benchmark.

In addition to these components, all of the strategic plans are required to be in alignment with the Board’s system-wide strategic plans: K-20 education strategic plan, Science, Technology, Engineering and Math (STEM) Education Strategic Plan, Higher Education Research Strategic Plan, and Idaho Indian Education Strategic Plan.

IMPACT

Approval of the strategic plans will allow Board staff to submit the plans to the Division of Financial Management in compliance with Section 67-1903, Idaho Code.

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ATTACHMENTS

Agencies

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Institutions

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Community Colleges

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Health/Special Programs

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STAFF COMMENTS AND RECOMMENDATIONS

At the April 2017 Board meeting the Board discussed reconsideration of the system-wide performance measures and the potential reduction from the current measures to three (3) or four (4) measures. The inclusion of system-wide performance measures has allowed the Board to set a few specific measures that are in alignment with priorities of the Board that the institutions then set benchmarks for and report consistently. These measures may or may not also be duplicated in the Board's K-20 strategic plan. Performance measures identified in the K-20 strategic plan have benchmarks set based on an expectation of the system's growth while performance measures in the institutions' strategic plans have benchmarks that are set based on the institutions' specific mission and resources. Due to the timing required for Board approval and subsequent submittal to DFM it was not feasible for the Board to consider new system-wide postsecondary performance measures prior to the approval of the strategic plans. The Planning, Policy and Governmental Affairs Committee will be meeting to discuss and develop a recommendation for new system-wide performance measures. Tentatively, the committee will meet in late June and early July to

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develop the recommendation for consideration by the full Board at the August 2017 Board meeting. The data for those performance measures that are approved by the Board will then be included in the October 2017 Performance Measure Report for further consideration and discussion. The institutions would then incorporate the new system-wide measures into their strategic plans that will be brought forward to the Board for consideration at the April 2018 Board meeting.

Pursuant to Board policy I.M., the Planning, Policy and Governmental Affairs Committee has approved and distributed a template for the strategic plans. The template is made up of the minimum required components and allows for the institutions, agencies and special/health programs to submit additional information as appendices to their plans.

The following strategic plans include amended mission statements:

Idaho Public Television
University of Idaho

Approval of their strategic plans includes approval of the amended mission statements.

Additionally, the Governor has issued an Executive Order regarding cybersecurity requirements that must be incorporated into the strategic plans. Pursuant to Executive Order 2017-02, all strategic plans will now need to either include an update (incorporated into the strategic plan) on the adoption of the National Institute of Standards and Technology Cybersecurity Framework and implementation of the Center for Internet Security Controls or this information may be provide as a separate addendum to the strategic plan. This information must be submitted to DFM with the strategic plans by the July deadline.

BOARD ACTION

I move to approve the Institution, Agency, and Special/Health programs strategic plans as submitted in attachments 1 through 23.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

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Idaho State Department of Education

STRATEGIC PLAN 2019-2023

Superintendent Sherri Ybarra

MISSION STATEMENT

The Idaho State Department of Education is dedicated to providing the highest quality of support and collaboration to Idaho's public schools, teachers, students and parents.

VISION STATEMENT

Supporting Schools and Students to Achieve.

GOAL 1

ALL IDAHO STUDENTS PERSEVERE IN LIFE AND ARE READY FOR COLLEGE AND CAREERS

Objective A: Fully implement the Idaho Content Standards (TF 2)

Idaho's methodology for fully implementing the Idaho Content Standards is largely based in the expansion of successful teacher coaching programming, which will grow to include Math teachers in addition to the existing ELA component. This coaching model is designed to invest in human capital that remains in local districts and that meets local needs. Coaches focus on instructional shifts and work over time, face-to-face with teachers to help provide coherence and flexibility around the Idaho Content Standards, as well as immediate impact in classrooms. Long term, coaches will also include training administrators and regional cadres.

Specific projects associated with this strategy include:

- Request funding for systems and professional development to enable progress monitoring
- Scale coaching program to include Math in addition to English Language Arts
- Promote and emphasize the importance of teacher-to-teacher mentoring (TF 15)*

Performance Measures:

Percent of students meeting proficient or advance placement on the Idaho Standards Achievement Test, broken out by subject area.

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Baseline data/Actuals:

	FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
ELA 5th	N/A	60%	62%		100%
MATH 5th	N/A	30%	31%		100%
SCIENCE 5TH	N/A	N/A	66%		100%
ELA 10th	N/A	60%	62%		100%
MATH 10th	N/A	30%	31%		100%
SCIENCE 10TH	N/A	62.90%	63%		100%

Benchmark: 100% for both 5th and 10th Grade students, broken out by subject area (English Language Arts, Mathematics, Science).

Objective B: Implement multiple pathways to graduation

In order to implement multiple pathways to graduation, SDE will assert, provide and offer increased flexibility (alternative methods) for students to demonstrate competency in satisfying state and local graduation requirements. The Advanced Opportunities and GEAR UP programs will contribute to this strategy, as will targeted efforts for special education and gifted and talented students.

Specific projects associated with this strategy include:

- Investigate alternate routes to graduation (including demonstrated mastery)
- Promote and emphasize career coaches and teacher-to-student mentoring
- Provide advanced opportunities to all students (TF 4)*

Performance Measures:

Percent of students completing an advanced opportunity (SDE Fast Forward Program only).

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
N/A	29%	32%		60%

Benchmark: 60% of students per year.

GOAL 2

ALL EDUCATION STAKEHOLDERS IN IDAHO ARE MUTUALLY RESPONSIBLE FOR ACCOUNTABILITY AND STUDENT PROGRESS

Objective A: Increase district autonomy and ability to innovate

To implement this strategy, we recommend the Governor’s Office, State Board of Education, and State Department of Education evaluate existing education laws and administrative rules and work with the Legislature to remove those which impede local autonomy, flexibility to adapt to local circumstances, and the ability of the schools to be agile, adaptive, innovative, and drive continuous improvement.

Specific projects associated with this strategy include:

- Reduce compliance-based rules and regulations where possible (TF 6)*
- Encourage district-wide empowerment to choose their own electronic collaboration systems to avoid unnecessary centralization of information (TF8)*
- Reduce line-item mandates to ensure flexibility with district discretionary funding
- Implement increased district flexibility under the New Every Student Succeeds Act

Performance Measures:

I. Percentage of Idaho high school graduates meeting college placement/entrance exam college readiness benchmarks.

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
25.7%	25.2%	33.0%		60%
34.0%	37.0%	36.8%		60%

Benchmark: SAT – 60% by 2023
ACT – 60% by 2023

Objective B: Establish a Mastery Education Network (TF 1)*

Mastery education is being embraced by districts and schools across the country as a method of empowering learners, allowing more student voice and enabling students to learn at their own pace. At its core is the shift to learning as measured by a student’s ability to demonstrate mastery, not seat time devoted to a subject or grade level. SDE will facilitate the creation of a voluntary network of schools that will begin to implement shifts toward mastery. During the first several years of this network, the state will convene these schools to learn from one another, support the schools where appropriate, learn from school innovations and best practices, and collect models for implementation to prepare for supporting additional schools in this shift. SDE will also investigate which state policies and rules impede a true mastery model, and work with state lawmakers to remove policy barriers to full implementation.

Specific projects associated with this strategy include:

- Investigate and initiate the necessary legislative policy changes
- Align funding and accountability models to the mastery education network
- Provide support and guidance to schools that opt-in to the mastery education network

Performance Measures:

I. High school cohort graduation rate.

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
84.1%	77.3%	78.9%		95%

Benchmark: 95%

Evaluation Process

*denotes Governor's Task Force Recommendations by number

Appendix 1

Cybersecurity Plans As required by Executive Order 2017-02, the strategic plan should also include an update on the agency's adoption of the National Institute of Standards and Technology (NIST) Cybersecurity Framework and implementation of Center for Internet Security (CIS) Controls. This may be incorporated into the framework of the agency's strategic plan if the efforts fit within an agency goal, or may be included as an addendum. At a minimum, strategic plans should identify how the agency will comply with the first five CIS Controls by June 30, 2018. They should also report any progress already made toward these goals.

The State Department of Education has been working on proactive steps to mitigate cybersecurity risk. To increase the Department's capacity and ability to protect its systems and the data with which it is entrusted the Department has:

- Hired a Security Coordinator to work on policy and implementation of security initiatives
- Implemented cybersecurity awareness training for all SDE employees and initiated in-depth training for key personnel
- Adopted the NIST Cybersecurity Framework as a guideline for securing critical systems
- Begun work to implement the first five Center for Internet Security Critical Security Controls (CIS Controls)

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Idaho Division of
Vocational Rehabilitation

2018 - 2022

Content and Format

The Plan is divided into four sections. The first three sections describe the programs administered under the Idaho Division of Vocational Rehabilitation (IDVR). Each of the programs described, Vocational Rehabilitation, Extended Employment Services, and the Council for the Deaf and Hard of Hearing, outline specific goals, objectives, performance measures, benchmarks, and baselines for achieving their stated goals. The final section addresses external factors impacting IDVR.

Since federal and Idaho State government operate according to different fiscal years, and since IDVR is accountable to Rehabilitation Services Administration (RSA) on a federal fiscal year (FFY) basis (October 1 – September 30), the agency will use federal year statistics for reporting the Vocational Rehabilitation program portion of Plan. Any comparisons noted in benchmarks will reflect the most recently complete FFY data available. Since the Extended Employment Services and the Council for the Deaf and Hard of Hearing programs are state funded only, all reporting will be based on a state fiscal year. This Plan covers fiscal years 2018 through 2022.

Several of the performance measures and benchmarks included in this strategic plan were adopted because of the mandatory federal standards and indicators of the Vocational Rehabilitation (VR) program.

IDVR's priorities are shifting. The Workforce Innovation and Opportunity Act substantially modify the standards and indicators utilized to gauge the performance of VR agencies. Many of these new primary performance measures are longitudinal and IDVR is not able to fully report on these measures until data becomes available in the next SFY. Because IDVR is not able to report on new baselines and benchmarks, and lacks the ability to set benchmarks until initial baseline information emerges, the Division will continue to use the goals and targets used in previous Strategic Plans for a final year.



Vocational Rehabilitation

Vocational Rehabilitation Program Vision Statement

Your success at work means our work is a success.

Vocational Rehabilitation Program Mission Statement

Preparing individuals with disabilities for employment and community enrichment.



Vocational Rehabilitation Program Goals

Goal #1 – Provide excellent vocational rehabilitation services to individuals with disabilities while they prepare to obtain, maintain, or regain competitive integrated employment.

1. Objective: Provide appropriate and effective vocational rehabilitation services to eligible customers to include job supports and training to increase employment opportunities, job stability, and employment retention.

Performance Measure 1.1.1: The number of customers who successfully achieve employment.

FFY2013	FFY2014	FFY2015	FFY2016	Benchmark
1,827	1,978	2,186	2,253	≥ 2,253

Benchmark₁

Performance Measure 1.1.2: Average hourly wage of customers who successfully obtain employment.

FY2013	FY2014	FY2015	FY2016	Benchmark
\$10.98	\$11.16	\$11.74	\$12.12	≥ minimum wage

Benchmark₂

2. Objective: Deliver comprehensive transition services to transition age students and youth with disabilities to prepare them for employment.

Performance Measure 1.2.1: The number applications for students and youth entering the IDVR program.

FFY2013	FFY2014	FFY2015	FFY2016	Benchmark
N/A	1,629	1,777	2,20	≥ 2,020

Benchmark₃

Performance Measure 1.2.2: The number of students and youth who achieve an employment outcome.

FFY2013	FFY2014	FFY2015	FFY2016	Benchmark
542	553	546	576	≥ 576

Benchmark₄

3. Objective: Increase customer engagement in the VR process.



Performance Measure 1.3.1: The number of first time approved Individualized Plans for Employment (IPE).

FFY2013	FFY2014	FFY2015	FFY2016	Benchmark
3,066	3,523	3,860	3,966	≥ 3,966

Benchmark₅

Performance Measure 1.3.2: The rehabilitation rate of individuals exiting the IDVR program.

	FFY2014	FFY2015	FFY2016	Benchmark
60.04%	58.23%	56.59%	57.83	55.8%

Benchmark₆

Goal #2 - Provide organizational excellence within the agency through increased customer satisfaction and federal and state compliance.

1. **Objective:** Evaluate the satisfaction of customer’s vocational rehabilitation experience and service delivery.

Performance Measure 2.1.1: Customer satisfaction rate.

FY2013	FY2014	FY2015	FY2016	Benchmark
95.8%	93.6%	87.8%	89.1%	90% satisfaction rate

Benchmark₇

2. **Objective:** Demonstrate compliance with state and federal regulations.

Performance Measure 2.2.1: The number of federal and state audit findings.

FFY2013	FFY2014	FFY2015	FFY2016	Benchmark
6	1	4	3	“0” (zero) audit findings

Benchmark₈



- Objective:** IDVR will recruit, employ and retain the most qualified staff to deliver quality services to individuals with disabilities.

Performance Measure 2.3.1: Comprehensive System of Personnel Development (CSPD) compliance.

FFY2013	FFY2014	FFY2015	FFY2016	Benchmark
87.0%	89.8%	85.7%	79%	≥ 85%

Benchmark₉

Goal #3 - Develop strong relationships with businesses and employers to provide quality employment opportunities for individuals with disabilities.

- Objective:** IDVR to be recognized as the disability expert in the workforce system to meet the needs of the business community.

Performance Measure 3.1.1: The number of different employers hiring IDVR customers.

FFY2013	FFY2014	FFY2015	FFY2016	Benchmark
N/A	N/A	N/A	1,740	≥ previous year performance

Benchmark₁₀ *Revised performance measure from previous Plan to better measure business involvement.



Extended Employment Services

Mission

Idahoans with significant disabilities are some of the state’s most vulnerable citizens. The Extended Employment Services (EES) Program provides individuals with significant disabilities employment opportunities either in a community supported or workshop setting.

Vision

Provide meaningful employment opportunities to enable citizens of Idaho with the most severe disabilities to seek, train-for, and realize real work success.

Goal #1 – Provide employment opportunities for individuals who require long-term support services through the Extended Employment Services program.

1. **Objective:** Maximize the use of State funds to serve individuals who require long-term vocational supports, using the principles of informed choice, for meaningful employment.

Performance Measure 1.1.1: Number of individuals served.

SFY2013	SFY2014	SFY2015	SFY2016	Benchmark
N/A	N/A	N/A		≥ previous year performance

Benchmark₁₁ *Revised benchmark as of SY2016.

Performance Measure 1.1.2: Number of individuals on the EES waitlist.

SFY2013	SFY2014	SFY2015	SFY2016	Benchmark
N/A	N/A	N/A	292	≤ on waitlist from previous year

Benchmark₁₂ *Revised benchmark as of SFY2016.



Council for the Deaf and Hard of Hearing (CDHH)

Role of CDHH

CDHH is an independent agency. This is a flow-through council for budgetary and administrative support purposes only with no direct programmatic implication for IDVR. The following is the Council for the Deaf and Hard of Hearing’s Strategic Plan.

Mission

Dedicated to making Idaho a place where persons, of all ages, who are deaf or hard of hearing have an equal opportunity to participate fully as active, productive and independent citizens.

Vision

To ensure that individuals who are deaf, hard of hearing, or hearing impaired have a centralized location to obtain resources and information about services available.

Goal #1 – Work to increase access to employment, educational and social-interaction opportunities for persons who are deaf or hard of hearing.

1. *Objective:* Continue to provide information and resources.

Performance Measure 1.1.1: Track when information and resources are given to consumers.

FY2013	FY2014	FY2015	FY2016	Benchmark
N/A	N/A	2 brochures 53 FB posts	2 add’tl brochures 49 FB posts	Continue to create brochures, social interaction, & website development

Benchmark¹³

Goal #2 – Increase the awareness of the needs of persons who are deaf and hard of hearing through educational and informational programs.

1. *Objective:* Continue to increase the awareness.

Performance Measure 2.1.1: Deliver presentations and trainings to various groups through education and social media.

FY2013	FY2014	FY2015	FY2016	Benchmark
N/A	N/A	27	23	Presentations delivered

Benchmark¹⁴



Goal #3 – Encourage consultation and cooperation among departments, agencies, and institutions serving the deaf and hard of hearing.

1. *Objective:* Continue encouraging consultation and cooperation.

Performance Measure 3.1.1: Track when departments, agencies, and institutions are cooperating (such as Department of Corrections and Health and Welfare).

FY2013	FY2014	FY2015	FY2016	Benchmark
N/A	N/A	11	12	Present to various local, state & federal agencies

Benchmark¹⁵

Goal #4 – Provide a network through which all state and federal programs dealing with the deaf and hard of hearing individuals can be channeled.

1. *Objective:* The Council’s office will provide the network.

Performance Measure 4.1.1: Track when information is provided.

FY2013	FY2014	FY2015	FY2016	Benchmark
N/A	N/A	200 calls	120 calls	Maintain network through website, social media, brochures, telephone inquiries, & personal communication

Benchmark¹⁶

Goal #5 – Determine the extent and availability of services to the deaf and hard of hearing, determine the need for further services and make recommendations to government officials to insure that the needs of deaf and hard of hearing citizens are best served.

1. *Objective:* The Council will determine the availability of services available.

Performance Measure 5.1.1: The Council will administer assessments and facilitate meetings to determine the needs.

FY2013	FY2014	FY2015	FY2016	Benchmark
N/A	N/A	Met	Met	Continued work with mental health personnel

Benchmark¹⁷



Performance Measure 5.1.2: The Council will administer assessments and facilitate meetings to determine the needs.

FY2013	FY2014	FY2015	FY2016	Benchmark
N/A	N/A	Task force created, bill intro, Gov. vetoed	Task force changed legislation	Support legislative process

Benchmark¹⁸

Goal #6 – To coordinate, advocate for, and recommend the development of public policies and programs that provide full and equal opportunity and accessibility for the deaf and hard of hearing persons in Idaho.

1. **Objective:** The Council will make available copies of policies concerning deaf and hard of hearing issues.

Performance Measure 6.1.1: Materials that are distributed about public policies.

FY2013	FY2014	FY2015	FY2016	Benchmark
N/A	N/A	Met	Met	Facilitate meetings with various agencies and group

Benchmark¹⁹

Goal #7 – To monitor consumer protection issues that involve the deaf and hard of hearing in the State of Idaho.

1. **Objective:** The Council will be the “go to” agency for resolving complaints from deaf and hard of hearing consumers concerning the Americans with Disabilities Act.

Performance Measure 7.1.1: Track how many complaints are received regarding the ADA.

FY2013	FY2014	FY2015	FY2016	Benchmark
N/A	N/A	10 ADA Issues	10 ADA Issues	Create information resulting from ADA complaint

Benchmark²⁰



Goal #8 – Submit periodic reports to the Governor, the legislature, and departments of state government on how current federal and state programs, rules, regulations, and legislation affect services to persons with hearing loss.

1. Objective: The Council will submit reports.

Performance Measure 8.1.1: Reports will be accurate and detailed.

FY2013	FY2014	FY2015	FY2016	Benchmark
N/A	N/A	Completed	Completed	Submit accurate reports.

Benchmark₂₁

External Factors Impacting IDVR

The field of Vocational Rehabilitation is dynamic due to the nature and demographics of the customers served and the variety of disabilities addressed. Challenges facing the Division include:

Adequate Supply of Qualified Personnel

IDVR is dedicated to providing the most qualified personnel to address the needs of the customers served. Challenges in recruitment have been prevalent over the past several years. Recruiting efforts have been stifled by low wages as compared to other Idaho state agencies as well as neighboring states. IDVR has identified the need to develop relationships with universities specifically offering a Master's Degree in Rehabilitation Counseling. Furthermore, IDVR has identified universities offering coursework for other degree programs that will meet eligibility for the Certified Rehabilitation Counselor (CRC).

State and Federal Economic and Political Climate

While Idaho has seen some improvement in its economic growth over the past several years there are a variety of influences which can affect progress. Individuals with disabilities have historically experienced much higher unemployment rates, even in strong economic times. Furthermore, Idaho has one of the highest percentages per capita of workers in the country making minimum wage. IDVR recognizes this and strives to develop relationships within both the private and public sectors in an effort to increase employment opportunities and livable wages for its customers.

IDVR is also affected by decisions made at the federal level. The Workforce Innovation and Opportunity Act (WIOA), which replaces the Workforce Investment Act, bring substantial changes to the VR program. WIOA's changes aim to improve the nation's workforce development system through an alignment of various workforce programs, and improve engagement with employers to address skilled workforce needs.

WIOA will require IDVR to implement substantial programmatic changes. These changes will impact policy development, staff training, fiscal requirements, and compliance reporting requirements. The most impactful changes are the fiscal and programmatic requirements to increase and expand services to students and youth with disabilities. WIOA mandates state VR agencies reserve 15% of their budgets for the provision of Pre-employment transition services (Pre-ETS) which are essentially services the Division was not previously providing. This change will result in an agency which is shifting not only the population it serves, but is serving that population in different and innovative ways. As a result, future benchmarks will be established, but with a high degree of error that will diminish as IDVR completes its transition to business as usual under WIOA, and new baselines are realized. The Division has diligently been working to address the new requirements and continues to move forward with the implementation of Pre-employment transition services and a strategic evaluation of the impact of these requirements. These new mandates will require a substantial modification of this strategic plan in the near future. Modifications will also include the transition to new primary performance measures. Due



to these major changes Vocational Rehabilitation programs are allowed a two year period to “baseline” or capture the required data before negotiating expected levels of performance. The first full reporting year is State Year 2018.

Adequate Availability of Services

Due to the rural nature of Idaho, there are isolated pockets of the state with limited vendor options. This can directly impact customer informed choice. Furthermore, a vendor’s inability to meet required credentialing under IDAPA could impact a customer’s options. Lastly, changes to other program criteria could eliminate services to customers. A change in Health and Welfare’s criteria for the HCBS Medicaid Waiver is one example affecting program services.

Technological Advances in Both Assistive Rehabilitation Products and Information Technology

IDVR recognizes the importance of both information and assistive technology advances as intricate to the success of the Division as well as the customers it serves. The cost and rapid changes in these technologies influence the overall success of the program. IDVR is dedicated to keeping abreast in advances in both assistive rehabilitation technology and information technology, and in investing in training to keep Vocational Rehabilitation staff current in their understanding of these advances. IDVR employs Information Technology staff to develop innovative ways to utilize technology in carrying out its mission. IDVR also collaborates with the Idaho Assistive Technology Project through the University of Idaho with center locations throughout the state.

All staff of the Idaho Division of Vocational Rehabilitation takes pride in providing the most effective, efficient services available to individuals with disabilities seeking employment. Management is committed to continued service to the people of Idaho. The goals and objectives outlined in the IDVR Strategic Plan are designed to maximize the provision of services to Idahoans with disabilities as well as promote program accountability.

Cybersecurity Plan for IDVR

Idaho Division of Vocational Rehabilitation (IDVR) has adopted of the National Institute of Standards and Technology (NIST) Cybersecurity Framework and will be implementing Center for Internet Security (CIS) Controls, Critical Security Controls #1-5 By June 30, 2018.

IDVR will be collaborating with the Idaho Office of Administration on the purchase of the Veronis and Avanti/Landesk software packages to accomplish the implementation of the top 5 controls by the specified date.



- 1 Benchmarks are set based on federal requirement ~~to meet or exceed the previous year's level~~ of performance.
- 2 Benchmarks are set based on federal requirement to meet or exceed the previous year's level of performance
- 3 Benchmarks are set based on an internal measure of performance and informed by the Division's State Rehabilitation Council (SRC) and are a major focus.
- 4 Benchmarks are set based on an internal measure of performance and informed by the Division's SRC. Students and youth are a major focus.
- 5 Benchmarks are set based on an internal measure of performance and informed by the SRC; plan volume is one way to gauge customer involvement.
- 6 Benchmarks are set based on federal requirement to meet or exceed 55.8% threshold.
- 7 Benchmarks are set based on an internal measure of performance and was established by the Division's SRC to gauge customer satisfaction with program services and identify areas for improvement. The benchmark of 90% is arbitrary; however it is typically utilized as a threshold for quality performance.
- 8 Benchmarks are set based on an internal program measure and established by the SRC and intended to inform the council of relevant findings emerging from audits or monitoring. The benchmark of zero reflects the perfection the Division seeks in adhering to state and federal regulations.
- 9 Benchmarks are set based on an internal program measure and represents a commitment to the development of quality vocational rehabilitation counselors, meeting this standard ensures that individuals with disabilities in Idaho receive services through certified professionals and promotes more efficient, comprehensive, and quality services. The baseline is an arbitrary percentage established by IDVR and is a stretch goal the agency aspires to achieve.
- 10 Benchmarks are set based on new federal requirements and replaces the previous year's measure to focus on the volume of individual businesses that hire IDVR customers and is one method of gauging business involvement. The benchmark was set to maintain or improve performance over the prior year.
- 11 Benchmarks are set based on an internal program measure and were new as of the 2017-2022 Strategic Plan. This measure represents a better indicator of performance for the EES program.
- 12 Benchmarks are set based on an internal program measure and were new as of the 2017-2022 Strategic Plan. This measure represents a better indicator of performance for the EES program.
- 13 Benchmarks are set based on an internal program measure to expand information to Idaho's deaf and hard of hearing population, to include brochures and information via electronic and social media. The Council is the only clearinghouse of information in Idaho about deaf and hard of hearing issues. This benchmark was established to adhere to Idaho statute 67, chapter 73.
- 14 Benchmarks are set based on internal program measure to provide information about the needs of persons who are deaf or hard of hearing. The benchmark was created because the Council is the only state agency to provide this type of information. This benchmark was established to adhere to Idaho statute 67, chapter 73.
- 15 Benchmarks are set based on internal program measure to provide information about deaf and hard of hearing issues. This benchmark was established to adhere to Idaho statute 67, chapter 73
- 16 The Council has historically been the organization where individuals and groups come for information concerning deaf and hard of hearing issues. The benchmark was created to continue tracking the information. This benchmark was established to adhere to Idaho statute 67, chapter 73.



17 Benchmarks are set based on internal program measure to determine the need for public services for deaf and hard of hearing community and was established because there was a Task Force that met to determine the need of mental health services that need to be provided to deaf and hard of hearing individuals. This benchmark was established to adhere to Idaho statute 67, chapter 73.

18 Benchmarks are set to provide information where interpreters can get information about current issues and has established a printed list of Sign Language Interpreters and also on the Council's website. This benchmark was established per the request of the Idaho Registry of Interpreters of the Deaf to support the legislation. This benchmark was established to adhere to Idaho statute 67, chapter 73.

19 Benchmarks are set based to provide information, in collaboration with the Northwest ADA Center, about the Americans with Disability Act (ADA). The benchmark was established to continue that partnership and to adhere to Idaho statute 67, chapter 73.

20 Benchmarks are set to adhere to Idaho statute 67, chapter 73.

21 Benchmarks are set based on internal program measure to provide information about deaf and hard of hearing issues, this benchmark was established to adhere to Idaho statute 67, chapter 73.



**FY 2018-2022
 STRATEGIC PLAN**

MISSION STATEMENT

We harness the power of public media to encourage lifelong learning, connect our communities, and enrich the lives of all Idahoans. We tell Idaho's stories.

VISION STATEMENT

Inspire, enrich and educate the people we serve, enabling them to make a better world.

SBoE Goal 1: A WELL-EDUCATED CITIZENRY

Idaho's P-20 educational system will provide opportunities for individual advancement across Idaho's diverse population.

IdahoPTV Objectives:

Objective A: Maintain a digital statewide infrastructure in cooperation with public and private entities.

Performance Measures:

I. Number of DTV translators.

FY13 (2012-2013)	FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	FY19 Benchmark
44	47	47	46		47

Benchmark: 47 (by FY 2022)¹

II. Number of cable companies carrying our multiple digital channels.

FY13 (2012-2013)	FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	FY19 Benchmark
*	*	*	30		28

Benchmark: 28 (by FY 2022)²

III. Number of Direct Broadcast Satellite (DBS) providers carrying our prime digital channel.

FY13 (2012-2013)	FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	FY19 Benchmark
8	8	8	8		8

Benchmark: 8 (by FY 2022)³

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
JUNE 15, 2017**

IV. Percentage of Idaho's population within our signal coverage area.

FY13 (2012-2013)	FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	FY19 Benchmark
98.2%	98.4%	98.4%	98.4%		98.4%

Benchmark: 98.4% (by FY 2022)⁴

Objective B: Nurture and foster collaborative partnerships with other Idaho state entities and educational institutions to provide services to the citizens of Idaho.

Performance Measure:

Number of partnerships with other Idaho state entities and educational institutions.

FY13 (2012-2013)	FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	FY19 Benchmark
*	*	22	26		32

Benchmark: 35 (by FY 2022)⁵

Objective C: Operate an efficient statewide delivery/distribution system.

Performance Measure:

Total FTE in content delivery and distribution.

FY13 (2012-2013)	FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	FY19 Benchmark
18.31	18.58	18.5	20		<25

Benchmark: Less than 24 (by FY 2022)⁶

Objective D: Provide access to IdahoPTV video content that accommodates the needs of the hearing and sight impaired.

Performance Measures:

I. Percentage of broadcast hours of closed captioned programming (non-live, i.e. videotaped) to aid visual learners and the hearing impaired.

FY13 (2012-2013)	FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	FY19 Benchmark
97.35%	97.6%	98.4%	97.6%		100%

Benchmark: 100% (by FY 2022)⁷

II. Percentage of online hours of closed captioned programming (non-live, i.e. videotaped) to aid visual learners and the hearing impaired.

FY13 (2012-2013)	FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	FY19 Benchmark
5%	16%	25.11%	17%		100%

Benchmark: 100% (by FY 2022)⁸

Objective E: Provide access to IdahoPTV new media content to citizens, anywhere, that supports participation and education.

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
JUNE 15, 2017**

Performance Measures:

I. Number of visitors to our websites.

FY13 (2012-2013)	FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	FY19 Benchmark
1,196,428	1,520,814	1,670,923	1,901,477		1,700,000

Benchmark: 1,850,000 (by FY 2022)⁹

II. Number of visitors to IdahoPTV/PBS video player.

FY13 (2012-2013)	FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	FY19 Benchmark
22,395	48,836	344,651	634,031		400,000

Benchmark: 450,000 (by FY 2022)¹⁰

III. Number of alternative delivery platforms and applications on which our content is delivered.

FY13 (2012-2013)	FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	FY19 Benchmark
*	*	*	11		11

Benchmark: 13 (by FY 2022)¹¹

Objective F: Broadcast educational programs and provide related resources that serve the needs of Idahoans, which include children, ethnic minorities, learners, and teachers.

Performance Measure:

Number of broadcast hours of educational programming.

FY13 (2012-2013)	FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	FY19 Benchmark
27,778	28,107	28,374	28,488		37,260

Benchmark: 37,760 (by FY 2022)¹²

Objective G: Contribute to a well-informed citizenry.

Performance Measure:

Number of broadcast hours of news, public affairs and documentaries.

FY13 (2012-2013)	FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	FY19 Benchmark
12,272	12,654	13,450	12,702		13,000

Benchmark: 13,500 (by FY 2022)¹³

Objective H: Provide relevant Idaho-specific information.

Performance Measure:

Number of broadcast hours of Idaho-specific educational and informational programming.

FY13 (2012-2013)	FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	FY19 Benchmark
1,798	2,074	1,955	2,050		2,000

Benchmark: 2,000 (by FY 2022)¹⁴

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
JUNE 15, 2017**

Objective I: Provide high-quality, educational television programming and new media content.

Performance Measure:

Number of awards for IdahoPTV media and services.

FY13 (2012-2013)	FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	FY19 Benchmark
54	61	55	55		50

Benchmark: 55 (by FY 2022)¹⁵

Objective J: Be a relevant, educational and informational resource to all citizens.

Performance Measure:

Full-day average weekly cume (percentage of TV households watching) as compared to peer group of PBS state networks.

FY13 (2012-2013)	FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	FY19 Benchmark
30.6%	*	31.1%	31.4%		21.3%

Benchmark: 21.3% (by FY 2022)¹⁶

Objective K: Operate an effective and efficient organization.

Performance Measure:

Successfully comply with FCC policies/PBS programming, underwriting and membership policies/CPB guidelines/and implementation of the Center for Internet Controls.

FY13 (2012-2013)	FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	FY19 Benchmark
Yes/Yes/Yes	Yes/Yes/Yes	Yes/Yes/Yes	Yes/Yes/Yes		Yes/Yes/Yes/Yes

Benchmark: Yes/Yes/Yes/Yes (by FY 2022)¹⁷

SBøE GOAL 2: INNOVATION AND ECONOMIC DEVELOPMENT

The educational system will provide an environment that facilitates the creation of practical and theoretical knowledge leading to new ideas.

IdahoPTV Objectives:

Objective A: Nurture and foster collaborative partnerships with other Idaho state entities and educational institutions to provide services to the citizens of Idaho.

Performance Measure:

Number of partnerships with other Idaho state entities and educational institutions.

FY13 (2012-2013)	FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	FY19 Benchmark
*	*	22	26		32

Benchmark: 35 (by FY 2022)⁵

Objective B: Provide access to IdahoPTV new media content to citizens, anywhere, that supports participation and education.

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
JUNE 15, 2017**

Performance Measures:

I. Number of visitors to our websites.

FY13 (2012-2013)	FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	FY19 Benchmark
1,196,428	1,520,814	1,670,923	1,901,477		1,700,000

Benchmark: 1,850,000 (by FY 2022)⁹

II. Number of visitors to IdahoPTV/PBS video player.

FY13 (2012-2013)	FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	FY19 Benchmark
22,395	48,836	344,651	634,031		400,000

Benchmark: 450,000 (by FY 2022)¹⁰

III. Number of alternative delivery platforms and applications on which our content is delivered.

FY13 (2012-2013)	FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	FY19 Benchmark
*	*	*	11		11

Benchmark: 13 (by FY 2022)¹¹

Objective C: Broadcast educational programs and provide related resources that serve the needs of Idahoans, which include children, ethnic minorities, learners, and teachers.

Performance Measure:

Number of broadcast hours of educational programming.

FY13 (2012-2013)	FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	FY19 Benchmark
27,778	28,107	28,374	28,488		37,260

Benchmark: 37,760 (by FY 2022)¹²

Objective D: Contribute to a well-informed citizenry.

Performance Measure:

Number of broadcast hours of news, public affairs and documentaries.

FY13 (2012-2013)	FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	FY19 Benchmark
12,272	12,654	13,450	12,702		13,000

Benchmark: 13,500 (by FY 2022)¹³

Objective E: Provide relevant Idaho-specific information.

Performance Measure:

Number of broadcast hours of Idaho-specific educational and informational programming.

FY13 (2012-2013)	FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	FY19 Benchmark
1,798	2,074	1,955	2,050		2,000

Benchmark: 2,000 (by FY 2022)¹⁴

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
JUNE 15, 2017**

Objective F: Provide high-quality, educational television programming and new media content.

Performance Measure:

Number of awards for IdahoPTV media and services.

FY13 (2012-2013)	FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	FY19 Benchmark
54	61	55	55		50

Benchmark: 55 (by FY 2022)¹⁵

Objective G: Be a relevant, educational and informational resource to all citizens.

Performance Measure:

Full-day average weekly cume (percentage of TV households watching) as compared to peer group of PBS state networks.

FY13 (2012-2013)	FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	FY19 Benchmark
30.6%	*	31.1%	31.4%		21.3%

Benchmark: 21.3% (by FY 2022)¹⁶

Objective H: Operate an effective and efficient organization.

Performance Measure:

Successfully comply with FCC policies/PBS programming, underwriting and membership policies/CPB guidelines/and implementation of the Center for Internet Controls.

FY13 (2012-2013)	FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	FY19 Benchmark
Yes/Yes/Yes	Yes/Yes/Yes	Yes/Yes/Yes	Yes/Yes/Yes		Yes/Yes/Yes/Yes

Benchmark: Yes/Yes/Yes/Yes (by FY 2022)¹⁷

SBoE GOAL 3: DATA-INFORMED DECISION MAKING

Increase the quality, thoroughness, security of data and accessibility of aggregate data for informed decision making and continuous improvement of Idaho’s educational system.

Objective: Operate an effective and efficient organization.

Performance Measure:

Successfully comply with FCC policies/PBS programming, underwriting and membership policies/CPB guidelines/and implementation of the Center for Internet Controls.

FY13 (2012-2013)	FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	FY19 Benchmark
Yes/Yes/Yes	Yes/Yes/Yes	Yes/Yes/Yes	Yes/Yes/Yes		Yes/Yes/Yes/Yes

Benchmark: Yes/Yes/Yes/Yes (by FY 2022)¹⁷

SBoE GOAL 4: EFFECTIVE AND EFFICIENT EDUCATIONAL SYSTEM

Ensure educational resources are coordinated throughout the state and used effectively.

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
JUNE 15, 2017**

IdahoPTV Objectives:

Objective A: Maintain a digital statewide infrastructure in cooperation with public and private entities.

Performance Measures:

I. Number of DTV translators.

FY13 (2012-2013)	FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	FY19 Benchmark
44	47	47	46		47

Benchmark: 47 (by FY 2022)¹

II. Number of cable companies carrying our multiple digital channels.

FY13 (2012-2013)	FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	FY19 Benchmark
*	*	*	30		28

Benchmark: 28 (by FY 2022)²

III. Number of Direct Broadcast Satellite (DBS) providers carrying our prime digital channel.

FY13 (2012-2013)	FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	FY19 Benchmark
8	8	8	8		8

Benchmark: 8 (by FY 2022)³

IV. Percentage of Idaho's population within our signal coverage area.

FY13 (2012-2013)	FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	FY19 Benchmark
98.2%	98.4%	98.4%	98.4%		98.4%

Benchmark: 98.4% (by FY 2022)⁴

Objective B: Nurture and foster collaborative partnerships with other Idaho state entities and educational institutions to provide services to the citizens of Idaho.

Performance Measure:

Number of partnerships with other Idaho state entities and educational institutions.

FY13 (2012-2013)	FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	FY19 Benchmark
*	*	22	26		32

Benchmark: 35 (by FY 2022)⁵

Objective C: Operate an efficient statewide delivery/distribution system.

Performance Measure:

Total FTE in content delivery and distribution.

FY13 (2012-2013)	FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	FY19 Benchmark
18.31	18.58	18.5	20		<25

Benchmark: Less than 24 (by FY 2022)⁶

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
JUNE 15, 2017**

Objective D: Provide access to IdahoPTV new media content to citizens, anywhere, that supports participation and education.

Performance Measures:

I. Number of visitors to our websites.

FY13 (2012-2013)	FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	FY19 Benchmark
1,196,428	1,520,814	1,670,923	1,901,477		1,700,000

Benchmark: 1,850,000 (by FY 2022)⁹

II. Number of visitors to IdahoPTV/PBS video player.

FY13 (2012-2013)	FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	FY19 Benchmark
22,395	48,836	344,651	634,031		400,000

Benchmark: 450,000 (by FY 2022)¹⁰

III. Number of alternative delivery platforms and applications on which our content is delivered.

FY13 (2012-2013)	FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	FY19 Benchmark
*	*	*	11		11

Benchmark: 13 (by FY 2022)¹¹

Objective E: Provide high-quality, educational video programming and new media content.

Performance Measure:

Number of awards for IdahoPTV media and services.

FY13 (2012-2013)	FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	FY19 Benchmark
54	61	55	55		50

Benchmark: 55 (by FY 2022)¹⁵

Objective F: Be a relevant, educational and informational resource to all citizens.

Performance Measure:

Full-day average weekly cume (percentage of TV households watching) as compared to peer group of PBS state networks.

FY13 (2012-2013)	FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	FY19 Benchmark
30.6%	*	31.1%	31.4%		21.3%

Benchmark: 21.3% (by FY 2022)¹⁶

Objective G: Operate an effective and efficient organization.

Performance Measure:

Successfully comply with FCC policies/PBS programming, underwriting and membership policies/CPB guidelines/and implementation of the Center for Internet Controls.

FY13 (2012-2013)	FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	FY19 Benchmark
Yes/Yes/Yes	Yes/Yes/Yes	Yes/Yes/Yes	Yes/Yes/Yes		Yes/Yes/Yes/Yes

Benchmark: Yes/Yes/Yes/Yes (by FY 2022)¹⁷

* Performance measure not previously reported.

KEY EXTERNAL FACTORS

Funding – While State General Fund support for Idaho Public Television has been increasing as state revenues have grown, there continues to be pressure to reduce the size of government. In addition, significant concerns about Federal funding to the Corporation for Public Broadcasting and the U.S. Department of Education have emerged as Congress and the White House attempt to rein in deficit spending. With nearly 20% of IdahoPTV funding coming from Federal sources via CPB, it remains a major worry. In addition, competition for private contributions continues to grow. IdahoPTV already out performs its peers of other State-licensed PBS stations in the percentage of the population which supports it. It is unrealistic to expect major growth in this area.

FCC Spectrum Auction – With the FCC’s recent auctioning of TV Broadcast spectrum to wireless carriers and the subsequent repacking of stations into the remaining frequencies, Idaho Public Television faces major hurdles. KCDT transmitter in Coeur d’Alene will need to change channels, requiring a new transmitter & antenna, though the FCC has given IdahoPTV a new channel and funding to make the move. Unfortunately many of the 47 translators that serve smaller communities may also have to move channels, and the FCC will neither guarantee new frequencies nor provide funding for those mandated changes. Some areas of the state could lose over-the-air service.

Regulatory Changes – With more than 55% of Idaho Public Television funding coming from private contributions, any changes to tax policy could negatively impact charitable giving. In addition, Idaho Public Television operates under numerous other rules and regulations from entities such as the Federal Aviation Administration, Federal Communications Commission, Department of the Interior, Department of Agriculture, Department of Education, Department of Homeland Security, and others. Changes to those policies and regulations could impact operations.

Broadband/New Media Devices – As viewers increasingly obtain their video content via new devices (computers, iPads, smartphones, broadband delivered set-top-boxes, etc.) in addition to traditional broadcast, cable and satellite, Idaho Public Television must invest in the technology to meet our viewers’ needs. The ability of public television stations to raise private contributions and other revenue via these new platforms continues to be a significant challenge.

ATSC 3.0 – Recently, the FCC adopted standards for a new, improved television technology. Like the move from analog to digital, this new standard will make all previous television equipment obsolete for both the broadcaster and the consumer. Currently, adoption of this new standard is voluntary, but we expect that eventually it will become mandatory. Planning for this new standard is already underway; and as equipment is replaced, every effort is being made to ensure it is upgradable to the new standard.

EVALUATION PROCESS

Idaho Public Television used the following methods to evaluate our services:

We are a member of the Organization of State Broadcasting Executives, an association of chief executive officers of state public broadcasting networks, whose members account for almost half of the transmitters in the public television system. OSBE gathers information, keeps years of data on file, and tracks trends. OSBE members are represented on the policy teams for our national organizations, including PBS, APTS, and NETA.

We have a statewide advisory Friends board, currently 31 directors, with broad community and geographic representation. This board meets formally on a quarterly bases. It serves as a community sounding board to provide input.

Through Nielsen data, we have access to relevant metrics to make informed and successful marketing and programming decisions. Viewership helps determine which content is most relevant to the community we serve and how to best serve the people of Idaho. We also receive feedback from the community regarding our work. Our production team ascertains issues in the community and uses this information to plan local program productions. Each quarter, we prepare and post on the FCC website lists of programs we air that provide the station's most significant treatment of community issues.

Additionally, IdahoPTV employed leaders from PBS Station Services with expertise in strategic planning to conduct a two-day retreat for station staff and board directors to help learn processes to evaluate our programs, products and services to ensure they support our connection to the community and our audiences.

-
1. Benchmark is based on industry standard and the need to reach as many Idahoans as possible via all the content and video technologies.
 2. Benchmark is based on industry standard and the need to reach as many Idahoans as possible via all the content and video technologies.
 3. Benchmark is based on industry standard and the need to reach as many Idahoans as possible via all the content and video technologies.
 4. Benchmark is based on industry standard and the need to reach as many Idahoans as possible via all the content and video technologies.
 5. Benchmark is based on an analysis of historical trends combined with desired level of achievement.
 6. Benchmark is based on industry standard combined with analysis of workforce needs.
 7. Benchmark is based on industry standard and the desire to reach underserved and disabled populations.
 8. Benchmark is based on industry standard and the desire to reach underserved and disabled populations.
 9. Benchmark is based on agency research and the need to reach as many Idahoans as possible via all the content and video technologies and to reach younger demographics.
 10. Benchmark is based on agency research and the need to reach as many Idahoans as possible via all the content and video technologies and to reach younger demographics.

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11. Benchmark is based on agency research and the need to reach as many Idahoans as possible via all the content and video technologies and to reach younger demographics.
12. Benchmark is based on an analysis of historical trends combined with desired level of achievement.
13. Benchmark is based on an analysis of historical trends combined with desired level of achievement.
14. Benchmark is based on an analysis of historical trends combined with desired level of achievement.
15. Benchmark is based on industry standard combined with desired level of achievement.
16. Benchmark is based on industry standard combined with desired level of achievement.
17. Benchmark is based on industry standard of best practices.

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Appendix 1

State Board of Education Goals					
	<i>Goal 1: A WELL- EDUCATED CITIZENRY</i>	<i>Goal 2: INNOVATION AND ECONOMIC DEVELOPMENT</i>	<i>Goal 3: DATA- INFORMED DECISION MAKING</i>	<i>Goal 4: EFFECTIVE AND EFFICIENT EDUCATIONAL SYSTEM</i>	
Institution/Agency Goals and Objectives					
GOAL 1: A WELL-EDUCATED CITIZENRY <i>Idaho's P-20 educational system will provide opportunities for individual advancement across Idaho's diverse population.</i>					
Objective A: Maintain a digital statewide infrastructure in cooperation with public and private entities.	✓			✓	
Objective B: Nurture and foster collaborative partnerships with other Idaho state entities and educational institutions to provide services to the citizens of Idaho.	✓	✓		✓	
Objective C: Operate an efficient statewide delivery/distribution system.	✓			✓	
Objective D: Provide access to IdahoPTV video content that accommodates the needs of the hearing and sight impaired.	✓				
Objective E: Provide access to IdahoPTV new media content to citizens, anywhere, that supports participation and education.	✓	✓		✓	
Objective F: Broadcast educational programs and provide related resources that serve the needs of Idahoans, which include children, ethnic minorities, learners, and teachers.	✓	✓			
Objective G: Contribute to a well-informed citizenry.	✓	✓			
Objective H: Provide relevant Idaho-specific information.	✓	✓			
Objective I: Provide high-quality, educational television programming and new media content.	✓	✓		✓	

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Objective J: Be a relevant, educational and informational resource to all citizens.	✓	✓		✓	
Objective K: Operate an effective and efficient organization.	✓	✓	✓	✓	
GOAL 2: INNOVATION AND ECONOMIC DEVELOPMENT <i>The educational system will provide an environment that facilitates the creation of practical and theoretical knowledge leading to new ideas.</i>					
Objective A: Nurture and foster collaborative partnerships with other Idaho state entities and educational institutions to provide services to the citizens of Idaho.	✓	✓		✓	
Objective B: Provide access to IdahoPTV new media content to citizens, anywhere, that supports participation and education.	✓	✓		✓	
Objective C: Broadcast educational programs and provide related resources that serve the needs of Idahoans, which include children, ethnic minorities, learners, and teachers.	✓	✓			
Objective D: Contribute to a well-informed citizenry.	✓	✓			
Objective E: Provide relevant Idaho-specific information.	✓	✓			
Objective F: Provide high-quality, educational television programming and new media content.	✓	✓		✓	
Objective G: Be a relevant, educational and informational resource to all citizens.	✓	✓		✓	
Objective H: Operate an effective and efficient organization.	✓	✓	✓	✓	

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GOAL 3: DATA-INFORMED DECISION MAKING <i>Increase the quality, thoroughness, security of data and accessibility of aggregate data for informed decision making and continuous improvement of Idaho's educational system.</i>					
Objective: Operate an effective and efficient organization.	✓	✓	✓	✓	
GOAL 4: EFFECTIVE AND EFFICIENT EDUCATIONAL SYSTEM – Ensure educational resources are coordinated throughout the state and used effectively.					
Objective A: Maintain a digital statewide infrastructure in cooperation with public and private entities.	✓			✓	
Objective B: Nurture and foster collaborative partnerships with other Idaho state entities and educational institutions to provide services to the citizens of Idaho.	✓	✓		✓	
Objective C: Operate an efficient statewide delivery/distribution system.	✓			✓	
Objective D: Provide access to IdahoPTV new media content to citizens, anywhere, that supports participation and education.	✓	✓		✓	
Objective E: Provide high-quality, educational video programming and new media content.	✓	✓		✓	
Objective F: Be a relevant, educational and informational resource to all citizens.	✓	✓		✓	
Objective G: Operate an effective and efficient organization.	✓	✓	✓	✓	

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Strategic Plan

2018-2022

STRATEGIC PLAN

MISSION STATEMENT

The mission of the Career Technical Education system is to prepare Idaho’s youth and adults for high-skill, in-demand careers.

VISION STATEMENT

The vision of Idaho Career & Technical Education is to be:

1. A premiere educational opportunity for students and adults to gain relevant workforce and leadership skills in an applied setting;
2. A gateway to meaningful careers and additional educational opportunities; and
3. A strong talent pipeline that meets Idaho business workforce needs.

GOAL 1

A Well Educated Citizenry – Idaho’s P-20 system will provide opportunities for individual advancement across Idaho’s diverse population.

Objective A: *Create systems, services, resources, and operations that support high performing students in high performing programs and lead to positive placements.*

Performance Measures:

I. Secondary student pass rate for Technical Skill Assessment (TSA).

Baseline data/Actuals: Baseline FY15 – 71.7

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
	71.7	72.4		75.8

Benchmark: 75.8 pass rate by 2017¹

II. Postsecondary student pass rate for Technical Skill Assessment (TSA).

Baseline data/Actuals: Baseline FY15 – 92.6

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
	92.6	93.1		92.8

Benchmark: 92.8 pass rate by 2017²

III. Positive placement rate of secondary concentrators.

Baseline data/Actuals: Baseline FY15 – 94.1

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
	94.1	93.9		94.2

Benchmark: 94.2 placement rate by FY 2017³

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IV. Positive placement rate of postsecondary program completers.

Baseline data/Actuals: Baseline FY15 – 84.7

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
	84.7	95.2		95.6

Benchmark: 95.6 placement rate by FY 2017⁴

V. The percent of secondary CTE concentrators who transition to postsecondary education.

Baseline data/Actuals: Baseline FY15 – 64

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
	64	63		70

Benchmark: 70 percent by 2020⁵

VI. Placement rate of postsecondary program completers in jobs related to their training.

Baseline data/Actuals: Baseline FY15 – 68

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
	68	58		65

Benchmark: 65 placement rate by 2020⁶

VII. The percentage of postsecondary students (excluding Boise State University and University of Idaho) who are enrolled in CTE programs at the six technical colleges.

Baseline data/Actuals: Baseline FY12 – 14.1

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
12.1	12	11.5		Growth

Benchmark: Increase in the percentage by 2020⁷

Objective B: Support State Board Policy III.Y by aligning similar first semester CTE programs among the technical colleges and ensuring that secondary program standards align to those postsecondary programs.

Performance Measures:

I. Number of postsecondary programs that have achieved statewide alignment of courses in their first semester.

Baseline data/Actuals: Baseline FY16 – 0

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
		0	9	23

Benchmark: 23 programs by FY2018⁸

II. The percent of secondary CTE concentrators who transition to postsecondary CTE programs.

Baseline data/Actuals: Baseline FY18 – To Be Determined

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
				Baseline

Benchmark: Identify baseline data by FY2018⁹

GOAL 2

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
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Innovation and Economic Development – The educational system will provide an environment that facilitates the creation of practical and theoretical knowledge leading to new ideas.

Objective A: Talent Pipelines/Career Pathways – CTE students will successfully transition from high school and postsecondary education to the workplace through a statewide career pathways model. Workforce training will provide additional support in delivering skilled talent to Idaho’s employers.

Performance Measures:

- I. Implementation of competency-based SkillStack® microcertifications for all relevant programs of study.***

Baseline data/Actuals: Baseline FY16 – 0

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
		0	9	23

Benchmark: By FY2018, implement SkillStack for 23 programs¹⁰

- II. Number of program standards and outcomes that align with industry standards.***

Baseline data/Actuals: FY2017 Actual - 37

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
			37	100%

Benchmark: 100% of programs by FY2020¹¹

- III. Percent of students who enter an occupation related to their workforce training (non-credit bearing training).***

Baseline data/Actuals: FY2018 – Identify Baseline

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
				Baseline

Benchmark: Identify baseline data by FY2018¹²

Objective B: Adult Education (AE) – AE will assist adults in becoming literate and obtaining the knowledge and skills necessary for employment and economic self-sufficiency.

Performance Measures:

- I. The percent of AE students making measurable improvements in basic skills necessary for employment, college, and training (i.e. - literacy, numeracy, English language, and workplace readiness).***

Baseline data/Actuals: FY2016 – 33

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
		33		47

Benchmark: By FY2020, 47% of AE students make measurable progress.¹³

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- II. The percent of low-skilled adults provided with a viable alternative “entry point” for the workforce and Career Pathway system, who have a positive student placement after program exit.**

Baseline data/Actuals: FY 2019 – Identify baseline data

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
				Identify baseline data

Benchmark: Identify baseline data by FY2019.¹⁴

Objective C: *Centers for New Directions (CND) – CNDs will help foster positive student outcomes, provide community outreach events and workshops, as well as collaborate with other agencies.*

- I. Percent of positive outcomes/retention that lead to completing a CTE program of study, entering employment or continuing their training.**

Baseline data/Actuals: FY 2016 – 89

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
		89		90

Benchmark: 90% positive outcome rate annually.¹⁵

- II. Number of institutional and community event/workshop hours provided annually that connect students to resources with other agencies, in addition to institutional resources.**

Baseline data/Actuals: Average 5000 hours annually

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
				5,000

Benchmark: Maintain an average of 5000 contact hours annually.¹⁶

GOAL 3

Effective and Efficient Educational System – Ensure educational resources are coordinated throughout the state and used effectively.

Objective A: *Technical assistance and support for CTE programs – Provide timely, accurate, and comprehensive support to CTE programs that meets the needs of administrators and instructors at both the secondary and postsecondary levels.*

Performance Measures:

- I. The overall satisfaction levels of administrators and instructors with the support and assistance provided by CTE.**

Baseline data/Actuals: Initial Survey 2016

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
				Improvement

Benchmark: Annual improvement in satisfaction levels, as listed in Appendix 1.¹⁷

Objective B: *Data-informed improvement – Develop quality and performance management practices that will contribute to system improvement, including current research, data analysis, and strategic and operational planning.*

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
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Performance Measures:

I. Full implementation of Career & Technical Education Management System (C-TEMS).

Baseline data/Actuals: 2009 - C-TEMS development began

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
			System Launch	Analyze System Data

Benchmark: By FY2018, begin analyzing system data.¹⁸

II. Incorporation of CTE postsecondary teacher certifications into the secondary database system to increase automation, accuracy, and standardization.

Baseline data/Actuals: FY2017 -- All postsecondary certifications awarded after 2012 have been loaded into SDE database.

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
			All postsecondary certifications awarded after 2012 have been loaded into SDE database.	Transfer 100% of archived postsecondary certifications

Benchmark: Transfer 100% of archived information by FY2018.¹⁹

III. Using a desk audit function, the percent of secondary programs reviewed for quality and performance on an annual basis.

Baseline data/Actuals: FY2017 Actual -- Test data collected for each data element

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
			Launch	100%

Benchmark: All programs are subject to a desk audit by FY2018.²⁰

Objective C: Funding Quality Programs – Secondary and postsecondary programs will include key components that meet the definition of a quality program and are responsive to the needs of business and industry.

Performance Measures:

I. A secondary program assessment model that clearly identifies the elements of a quality program.

Baseline data/Actuals: FY2017: Develop a plan for program assessment.

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
			Plan development, including data elements	Identify funding strategies

Benchmark: Identify long-term strategies to increase funding for high quality secondary CTE programs by FY2018.²¹

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Objective C: *Highly Qualified Staff – The teacher preparation and certification process will provide for the recruitment and retention of quality CTE teachers.*

Performance Measures:

- I. Number of qualified teachers in every program; percent of all employed teachers in secondary/postsecondary CTE programs who meet the appropriate endorsement standards

Baseline data/Actuals: FY2017 Actual -- 17 teachers held alternative authorizations

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
				100

Benchmark: 100% of teachers meet the appropriate endorsement standards by FY2018.²²

Key External Factors

- Lack of knowledge, perceptions, and stigma regarding career opportunities available through career & technical education. As the labor market and overall economic conditions improve, fewer students are expected to enroll in postsecondary CTE programs.
- Policies, practices, legislation, and governance external to ICTE.
- Ability to attract and retain qualified instructors, particularly those who are entering teaching from industry.
- Local autonomy and regional distinctions including technical college institutional priorities/varied missions.
- Timely access to relevant, comprehensive, and accurate data from external reporting sources affects the ability of ICTE to conduct statewide data analyses.

Evaluation Process

Objectives will be reviewed at least annually (more frequently if data is available). The ICTE Leadership Team will review the data in terms of its alignment with objectives, as well as assess progress toward reaching benchmarks. As necessary, the team will identify barriers to success, strategies for improvement, and any additional resources necessary to make measurable progress. As appropriate, ICTE will make requests through its budget and legislative requests to support the agency’s goals and objectives.

¹ Federally negotiated benchmark. FY18 targets are negotiated and approved after Strategic Plan deadline.

² Federally negotiated benchmark. FY18 targets are negotiated and approved after Strategic Plan deadline.

³ Federally negotiated benchmark. FY18 targets are negotiated and approved after Strategic Plan deadline.

⁴ Federally negotiated benchmark. FY18 targets are negotiated and approved after Strategic Plan deadline.

⁵ Based on goal to improve positive placement rate at the postsecondary level and to better meet workforce needs by increasing the talent pipeline.

⁶ Based on goal to improve positive placement rate at the postsecondary level and to better meet workforce needs by increasing the talent pipeline.

⁷ Investigate causes for decline and identify strategies for growth.

⁸ Based on current rate of program alignment.

⁹ Based on program alignment efforts: measuring the go-on rate of students in a CTE capstone course for the identified nine aligned programs who continue CTE at the postsecondary level.

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- ¹⁰ ICTE goal to coincide SkillStack® rollout with the completion of program alignment and standard setting.
- ¹¹ Based on goal to improve positive placement rate at the postsecondary level and to better meet workforce needs by increasing the talent pipeline.
- ¹² Based on goal to improve positive placement rate at the postsecondary level and to better meet workforce needs by increasing the talent pipeline.
- ¹³ Federally negotiated benchmark.
- ¹⁴ Federally negotiated benchmark. Baseline data will then be used to determine performance targets.
- ¹⁵ Based on goal of continuing current outcome rates.
- ¹⁶ Based on current average number of contact hours statewide.
- ¹⁷ Based on survey results; intended to improve communication and feedback with secondary and postsecondary stakeholders. Please see Appendix 1 for actual data.
- ¹⁸ Based on ICTE goal to improve data accuracy and reduce reporting burden on districts.
- ¹⁹ Based on ICTE goal to improve data accuracy and reduce reporting burden on districts and postsecondary institutions.
- ²⁰ Based on ICTE goal to improve program assessment process and 2018 legislative request for incentive funding.
- ²¹ Based on ICTE goal to improve data accuracy and reduce reporting burden on districts.
- ²² Based on ICTE goal to improve program assessment process and 2018 legislative request for incentive funding.

Appendix 1 (2016 Survey)

Satisfaction/Understanding Levels (scale of 1-5)	PS	Sec
The level of support you receive from the Division as it relates to your CTSO	3.80	3.67
The level of support you receive from your contracted state CTSO coordinators	3.93	3.98
Your program(s)' amount of financial reimbursement	3.45	3.77
CTE's processing of reimbursements	4.26	3.94
Overall knowledge of CTE staff as it relates to your program(s)' financial needs	3.74	3.71
To what extent do the Division's priorities align with CTE priorities in your school or district?	3.47	3.70
How state funds can be used	3.43	3.87
How federal Perkins funds can be used	3.39	3.60
Interactions with staff	3.95	3.77
How knowledgeable are CTE staff related to your program needs?	3.59	3.75
The availability of information to support your program	3.68	3.12
The availability of necessary tools to support your program	3.57	2.95
The overall content of the CTE website related to your program or school	3.64	2.97

If you interacted, were questions/issues resolved in an acceptable time frame?	PS	N	Sec	N
Yes	82%	62	73%	194
No	16%	12	25%	68

Are your administrative needs being met by CTE staff? (%Yes)	PS	N	Sec	N
	83%	53	75%	33

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Eastern Idaho Technical College
Strategic Plan 2017-2021

Re: MAY 16, 2017



Eastern Idaho Technical College

FY 2017-2021

Strategic Plan

MISSION STATEMENT

To provide open-access to affordable, quality education that meets the needs of students, regional employers and community.

VISION STATEMENT

Our vision is to be a superior career technical college. We value a dynamic environment as a foundation for building our College into a nationally recognized technical education role model. We are committed to educating all students through progressive and proven educational philosophies. We will continue to provide high quality education and state-of-the-art facilities and equipment for our students. We seek to achieve a comprehensive curriculum that prepares our students for entering the workforce, articulation to any college and full participation in society. We acknowledge the nature of change, the need for growth, and the potential of all challenges.

Goal 1: A Well Educated Citizenry

Idaho’s P-20 educational system will provide opportunities for individual advancement across Idaho’s diverse population.

Objective A: Access

Performance Measures:

I. Annual number of students who have state funded or foundation funded scholarship:

	FY 2014	FY 2015	FY 2016	Benchmark
State Funded	6	2	4	>10
Foundation Funded	390	266	296	>350

II. Percentage of high school students who enroll in EITC programs during the first year after graduation:

FY	FY 2014	FY 2015	FY 2016	Benchmark
Percentage of Annual Enrollment who entered EITC within 1 year of High School	13%	16%	18%	>25%

III. Number of students who complete their degree or certification within 150% of time or less:

FA cohort who graduated	2013FA	2014FA	2015FA	Bench Mark
100% time	55	76	107	>150
150% time	84	57	88	>100

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IV. Total degree and certificate production and headcount:

	FY 2013	FY 2014	FY 2015	FY 2016	Benchmark
Degrees/Certificates	232	240	217	238	>260
Completers	231	239	216	237	>245

Objective B: Adult Learner Re-Integration

Performance Measures:

- I. Number of students enrolled in GED who are Idaho residents
- II. Number of students who complete their GED
- III. Number of students who go on to post-secondary education

	FY 2013	FY 2014	FY 2015	FY 2016	Benchmark
Enrolled	381	323	273	242	>300
Completed	50	43	21	18	>30
Went On	168	55	77	141	>200

GOAL 2: Innovation and Economic Development

Objective A: Workforce Readiness

Performance Measures:

- I. Number of graduates who found employment in their area of training
- II. Number of graduates who are continuing their education
- III. Number of graduates who found employment in related fields

Grad by FY	FY 2014	FY 2015	FY 2016	Benchmark
I. Employed In training area	212	177	195	>225
II. Continuing education	24	24	35	>50
III. Employed in related field	170	136	141	>175

IV. Percentage of students who pass the TSA for certification:

Percentage By FY	FY 2014	FY 2015	FY 2016	Benchmark
TSA Pass Percentage	91%	96%	89%	96%

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Goal 3:

Data-Informed Decision Making

Objective A: Number of industry recommendations incorporated into career technical curriculum.

Performance measures:

- I. Number of workforce training courses created to meet industry needs:

	FY 2014	FY 2015	FY 2016	Benchmark
WFT Courses	514	519	478	>550
Misc. Community Events	762	1000	894	>1200

Goal 4: Effective and Efficient Educational System

Objective A: High school senior who choose EITC as their first choice to higher education.

Performance Measures:

- I. Total fall enrollment students that are retained or graduate in the following fall:

FA	FA 2013	FA 2014	FA 2015	Benchmark
Grad or still enrolled	463	430	440	>480

- II. Number of high school students who took a remediation for Math or English:

FY	FY 2014	FY 2015	FY 2016	Benchmark
Number of Students entering within one year of HS and ever taking a remedial course	63	57	55	<40

- III. Cost per credit hour –Financials as per IPEDS divided by total annual undergraduate credit hours:

FY	FY 2013	FY 2014	FY 2015	FY 2016	Benchmark
Cost per Credit Hour	\$ 599	\$ 671	\$ 663	\$ 710	\$ <700

- IV. Number of students who successfully articulate another institution to further their education:

*FY	FY 2014	FY 2015	FY 2016	Benchmark
Number Continuing On	157	103	52	>200

**numbers are progressive and subject to change as time passes and more students enroll in other schools.*

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GOAL 5: STUDENT CENTERED

Objective A: EITC faculty provides effective and student centered instruction.

Performance Measures:

- I. Utilization of annual Student Satisfaction Survey results for Student Centeredness. Gap per Noel Levitz Annual Survey:

	FY 2013	FY 2014	FY 2015	FY 2016	Benchmark
EITC	0.39	0.6	0.33	0.59	<0.25
PEERS	0.61	0.63	0.6	0.67	N/A

- II. Fall to Fall Retention - IPEDS Fall Enrollment Report:

	FY 2013	FY 2014	FY 2015	FY 2016	Benchmark
FTFT Fall-to-Fall Retention	62%	64%	68%	69%	>74%

- III. Utilization of results of Student Satisfaction Survey results for Financial Aid Services. Gap per Noel Levitz Annual Survey:

	FY 2013	FY 2014	FY 2015	FY 2016	Benchmark
EITC	0.78	0.74	0.65	0.68	>0.78
PEERS	1.06	1.04	1.01	0.75	N/A

- IV. Utilization of results of Student Satisfaction Survey results for Financial Aid and the Admission Process (New Student Survey):

	FY 2016	Benchmark
Financial Aid	94%	98%
Admissions	83%	98%

Objective B: Tutoring Center provides services to support education success.

Performance Measures:

- I. Tutoring contact hours to support student needs:

	FY 2013	FY 2014	FY 2015	FY 2016	Benchmark
Hours	6	5	4	5.76	>6

Objective C: EITC library services meets the expectation of students.

Performance Measures:

- I. Library services meet the expectations of students. Gap per Noel Levitz Annual Survey:

	FY 2013	FY 2014	FY 2015	FY 2016	Benchmark
EITC	0.6	0.83	0.38	0.19	>.15
PEERS	0.49	0.44	0.49	0.22	N/A

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Objective D: Increase the reach of the Center for New Directions (CND) to individuals seeking to make positive life changes.

Performance Measures:

- I. Number of applicants/students receiving CND services:

	FY 2013	FY 2014	FY 2015	FY 2016	Benchmark
Clients Served	518	411	258	273	>300

GOAL 6: Cyber Awareness*

**Currently EITC does not have data for this goal. EITC is collecting data and will report on it beginning in Fall of 2018*

Objective A: Regular Training

- I. EITC will establish a policy to provide regular training to all faculty and staff on best practices for cybersecurity protection using the DHR's recommendation and requirements.
- II. Annual number of trained faculty and staff.
- III. Benchmark to be 100% in 2 years.

Objective B: Specific Training for Super Users

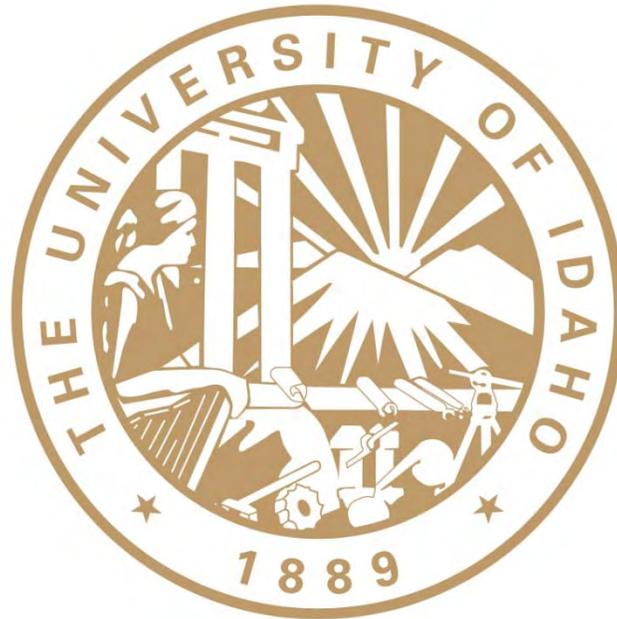
- I. EITC will identify and track employees with elevated privileges and ensure that training meets their elevated status as a user and provide advanced training.
- II. Annual number of advanced users will be identified and trained.
- III. Benchmark to be 100% in 2 years.

Objective C: Monthly Awareness Emails

- I. EITC will send out monthly Emails to inform employees on new cyber threats and hacking strategies. This will also include "best practices" for computer users.
- II. Benchmark to be monthly record of sent email.

Objective D: Policy Statement to be Signed by all Employees

- I. EITC will compose a policy for computer use on and off campus that relate to EITC activities and concerns. Employees will receive a copy of the policy each year when they sign their contracts.
- II. Benchmark to be 100% for all employees.



University of Idaho Strategic Plan and Process

2018 - 2022

Base 10-year plan established for 2016 – 2025; approved by the SBOE June 2016
Reviewed and submitted May 2017 for 2018 - 2022

MISSION STATEMENT

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

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

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

VISION STATEMENT

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

GOAL 1: Innovate

Scholarly and creative work with impact

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

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

Performance Measures:

I. Research Expenditures (\$ million)

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
97	95	96	100	105 ²

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

Performance Measures:

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

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FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
290	275	279	285	300²

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

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
65	66	70	70	72²

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

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
489 (UG) & 488 (GR) 977 Total	575(UG) & 574 (GR) 1149 Total	697 (UG) & 463 (GR) 1160 Total	598 (UG) & 597(GR) 1195 Total	610 (UG) & 609 (GR) 1237 Total²

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

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
74%	67%	66%	68%	69%²

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

I. Invention Disclosures

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
18	14	18	20	25²

GOAL 2: Engage

Outreach that inspires innovation and culture

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

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

Performance Measures:

I. Go-On Impact³

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
NA	NA	35%	40%	45%⁴

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

Performance Measures:

I. Percentage Faculty Collaboration with Communities (HERI)

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
54	57	57	57	64 ⁴

II. Economic Impact (\$ Billion)

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
NA	1.1	1.1	1.1	1.2 ⁴

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

Performance Measures:

I. Number of Direct UI Extension Contacts

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
359,622	338,261	360,258	348,000	359,000 ⁴

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

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
NA	52%	52%	56%	58% ⁴

III. Alumni Participation Rate⁵

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
8.5%	9%	10.9%	9%	10% ⁴

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

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
5021/1136	6,002 / 1,178	6754/1479	6,500 / 1200	6,700 / 1,250 ⁴

**GOAL 3: Transform
Educational experiences that improve lives**

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
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Increase our educational impact.

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

Performance Measures:

I. Enrollment

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
11834	11534	11371	11780	12,500²

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

Performance Measures:

I. Retention – New Students (System wide metric)

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
77.4%	80.1%	77.4%	82%	83%⁶

II. Retention – Transfer Students (System wide metric)

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
82.8%	79.2%	83.4%	77%	78%⁴

III. Graduates (All Degrees:IPEDS)⁷, b) Undergraduate Degree (PMR), 6) Graduate / Prof Degree (PMR), d) % of enrolled UG that graduate (System wide metric), e) % of enrolled Grad students that graduate (System wide metric)

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
3047	2,861	2700	2,900	2,950²
1886	1,765	1687	1,800	1,800²
635/133	618/123	598/144	700/130	750/130⁴
20%	20%	20%	20%	20%⁴
30%	39%	42%	29%	45%⁴

IV. NSSE High Impact Practices

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
NA	67%	67%	70%	70%⁴

V. Remediation (System wide metric) a) Number, b) % of first time freshman

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
136/12%	150 / 14%	151/14%	153 / 14%	158 / 14%⁴

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

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Performance Measures:

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

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
88%/75%	75%/75%	62.5%/87.5%	80%/80%	85%/85% ⁴

GOAL 4: Cultivate

A valued and diverse community

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

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

Performance Measures:

I. Multicultural Student Enrollment (heads)

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
2415	2,605	2678	2,922	3,130 ⁸

II. International Student Enrollment (heads)

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
712	766	664	800	950 ⁴

III. Percentage Multicultural a) Faculty and b) Staff

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
17%/11%	19% / 12%	19%/13%	20% / 13%	21% / 14% ⁴

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

Performance Measures:

I. Chronicle Survey Score: Job Satisfaction

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
NA	Survey average in the 2 nd group of 5	Survey average in the 2 nd group of	Survey average in the 3 rd group of 5	Survey average in the 3 rd group of 5 ⁹

II. Full-time Staff Turnover Rate

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FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
18.52%	17.6%	16.91%	17%	16%¹⁰

Objective C: Improve efficiency, transparency and communication.

Performance Measures:

I. Cost per credit hour (System wide metric)

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
\$323	\$335	\$340	\$335	\$366¹¹

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

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
1.36	1.20	1.15	1.26	1.32⁴

Key External Factors

Factors beyond our control that affect achievement of goals

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

Evaluation Process

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

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

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

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

⁴ Internally set standard to assure program quality.

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

⁶ Based on a review of our SBOE peer institutions

⁷ The IPEDS method for counting degrees and those used to aggregate the numbers reported on the Performance Measurement Report (PMR) for the State Board of Education (SBOE) use different methods of aggregation. As such the sum of the degrees by level will not match the total.

⁸ Based on a review of the Idaho demographic and a desire to have the diversity match or exceed that of the general state population.

⁹ Based on our desire is to reach the “Good” range (65%-74%), as established by the survey publisher.

¹⁰ Based on HR’s examination of turnover rates of institutions nationally.

¹¹ Established by SBOE.

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	State Board of Education Goals			
	Goal 1: A WELL EDUCATED CITIZENRY	Goal 2: INNOVATION AND ECONOMIC DEVELOPMENT	Goal 3: DATA-INFORMED DECISION MAKING	Goal 4: EFFECTIVE AND EFFICIENT EDUCATIONAL SYSTEM
Institution/Agency Goals and Objectives				
GOAL 1: Innovate <i>Scholarly and creative work with impact</i>				
<i>Scholarly and creative products of the highest quality and scope, resulting in significant positive impact for the region and the world</i>				
<i>Objective A: Build a culture of collaboration that increases scholarly and creative productivity through interdisciplinary, regional, national and global partnerships.</i>		✓		
<i>Objective B: Create, validate and apply knowledge through the co-production of scholarly and creative works by students, staff, faculty and diverse external partners.</i>	✓	✓		
<i>Objective C: Grow reputation by increasing the range, number, type and size of external awards, exhibitions, publications, presentations, performances, contracts, commissions and grants.</i>		✓		
GOAL 2: Engage <i>Outreach that inspires innovation and culture</i>				
<i>Suggest and influence change that addresses societal needs and global issues, and advances economic development and culture.</i>				
<i>Objective A: Inventory and continuously assess engagement programs and select new opportunities and methods that provide solutions for societal or global issues, support economic drivers and/or promote the advancement of culture .</i>		✓		
<i>Objective B: Develop community, regional, national and/or international collaborations which promote innovation and use University of Idaho research and creative expertise to address emerging issues.</i>		✓		

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

Metric and Data Definitions

Guiding principle for metric selection and use.

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

Metrics for Goal 1 (Innovate):

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

Metrics for Goal 2 (Engage):

- 1.) **Impact (UI Enrollment that increases the Go-On rate):** The metric will rely on one or two items added to the HERI CIRP First Year Student Survey. We will seek to estimate the number of new students that were not anticipating attending college a year earlier. As the items are refined, baseline and reporting of the results will be updated.

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

Metrics for Goal 3 (Transform):

- 1.) **Enrollment:** This metric consists of headcounts from the data set used in reporting headcounts to the SBOE, IPEDS and the Common Data Set as of census date. The data is updated annually.
- 2.) **Equity Metric:** This metric is derived from the census date data used for reporting retention and graduation rate which is updated annually. The analysis is limited to first-time full-time students. The mean term 1 GPA and semester hours completed for FTFT students is calculated for the all students combined and separately for each IPEDS race/ethnicity category. The mean for the 8 groups are compared to the overall mean. The eight groups identified here are American Indian or Alaska Native, Asian, Black or African American, Hispanic/Latino, International, Native Hawaiian or Other Pacific Islander, Two or More Races and White. If the mean for a group is below the overall mean by 1/3 or more of a standard deviation it is considered below expectations/equity. The percentage of these 8 groups meeting the equity cut off is reported. So for example if 6 of the 8 groups meet equity it is reported as 75%. As there are groups with low numbers the best method for selecting the cut off was based on the principle of effect size (i.e., <https://researchrundowns.wordpress.com/quantitative-methods/effect-size/>).
- 3.) **Retention:** This is reported as first-time full-time student retention at year 1 using the data reported to the SBOE, IPEDs and the Common Data set. This is updated annually. The final goal was selected based on the mean of the 2015-16 year for the aspiration peer group for first-year retention as reported in the Common Data Set. This group includes Virginia Tech, Michigan State University and Iowa State University.
- 4.) **Graduates (all degrees):** This is reported from the annual data used to report for IPEDS and the Common Data set for the most recent year and includes certificates.

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

Metrics for Goal 4 (Cultivate):

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

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BOISE STATE UNIVERSITY

UPDATED FOR FY2018 THROUGH FY2022

**MISSION STATEMENT CORE
THEMES VISION
STRATEGIC PLAN**

**MAPPING OF STRATEGIC PLAN TO THE SBOE STRATEGIC PLAN
MAPPING OF STRATEGIC PLAN TO THE COMPLETE
COLLEGE IDAHO PLAN
KEY EXTERNAL FACTORS**

Focus on Effectiveness

**Boise State University
Strategic Plan**

Mission

Boise State University is a public, metropolitan research university providing leadership in academics, research, and civic engagement. The university offers an array of undergraduate degrees and experiences that foster student success, lifelong learning, community engagement, innovation, and creativity. Research, creative activity, and graduate programs, including select doctoral degrees, advance new knowledge and benefit the community, the state and the nation. The university is an integral part of its metropolitan environment and is engaged in its economic vitality, policy issues, professional and continuing education programming, and cultural enrichment.

Vision

Boise State University aspires to be a research university known for the finest undergraduate education in the region, and outstanding research and graduate programs. With its exceptional faculty, staff and student body, and its location in the heart of a thriving metropolitan area, the university will be viewed as an engine that drives the Idaho economy, providing significant return on public investment.

Core Themes

Each core theme describes a key aspect of our mission. A complete description can be accessed at <https://academics.boisestate.edu/planning/core-themes-2/>.

***Undergraduate Education.** Our university provides access to high quality undergraduate education that cultivates the personal and professional growth of our students and meets the educational needs of our community, state, and nation. We engage our students and focus on their success.*

***Graduate Education.** Our university provides access to graduate education that addresses the needs of our region, is meaningful in a global context, is respected for its high quality, and is delivered within a supportive graduate culture.*

***Research and Creative Activity.** Through our endeavors in basic and applied research and in creative activity, our researchers, artists, and students create knowledge and understanding of our world and of ourselves, and transfer that knowledge to provide societal, economic, and cultural benefits. Students are integral to our faculty research and creative activity.*

***Community Commitment.** The university is a vital part of the community, and our commitment to the community extends beyond our educational programs, research, and creative activity. We collaborate in the development of partnerships that address community and university issues. The community and university share knowledge and expertise with each other. We look to the community to inform our goals, actions, and measures of success. We work with the community to create a rich mix of culture, learning experiences, and entertainment that educates and enriches the lives of our citizens. Our campus culture and climate promote civility, inclusivity and collegiality.*

STRATEGIC PLAN GOALS AND OBJECTIVES

NOTE THAT IN THIS DOCUMENT, THE “STRATEGIES” OF BOISE STATE UNIVERSITY’S ORIGINAL PLAN HAVE BEEN CONSOLIDATED INTO “OBJECTIVES” TO MATCH THE TEMPLATE OF THE IDAHO STATE BOARD OF EDUCATION

Goal 1: Create a signature, high quality educational experience for all students.

Objective A: Develop the Foundational Studies Program into a memorable centerpiece of the undergraduate experience.

Performance Measures:

NSSE ¹ Indicators: For Freshmen Only (% of peer group rating)	FY 2014	FY 2015	FY 2016	FY 2017	Target (“Benchmark”)	
					FY 2018	FY 2022
Academic Challenge						
>Higher-order learning	<i>NSSE survey every three years</i>	97%↔ ²	<i>NSSE survey every three years</i>	<i>NSSE survey every three years</i>	100%	105% ³
>Reflective & integrative learning		100%↔			102%	105%
Learning with Peers						
>Collaborative learning		97%↔			100%	105%
>Discussions with diverse others		95%↓			100%	105%

Objective B: Provide a relevant, impactful educational experience that includes opportunities within and across disciplines for experiential learning.

Performance Measures:

Students participating in internships	FY 2014	FY 2015	FY 2016	FY 2017 (preliminary)	Target (“Benchmark”)	
					FY 2018	FY 2022
>Number of students with internship credit	930	948	996	917	1,100	1,500

NSSE % of senior participating in internships (and similar experiences), and in research	FY 2014	FY 2015	FY 2016	FY 2017	Target (“Benchmark”)	
					FY 2018	FY 2022
>% of students participating in internships and other applied experiences	<i>NSSE survey every three years</i>	51.2%	<i>NSSE survey every three years</i>	<i>NSSE survey every three years</i>	52%	55%
>% of students participating in research w/faculty members		20.4%			22%	27%

Vertically Integrated Projects ⁴ (VIPs)	FY 2014	FY 2015	FY 2016	FY 2017 (preliminary)	Target (“Benchmark”)	
					FY 2018	FY 2022
>Number of students enrolled in VIP credit		60	61	72	81	180
>Number of VIP teams		6	8	8	9	18

¹ “NSSE” refers to the National Survey of Student Engagement (<http://nsse.indiana.edu/>), which is used by Boise State University every three years to gather information from freshmen and seniors on a variety of aspects of their educational experiences. Because NSSE is taken by a substantial number of institutions, Boise State is able to benchmark itself against peer institutions.

² ↔ Indicates that Boise State’s score is statistically the same as peers; ↓ & ↑ indicate statistically lower and higher than peers.

³ A percentage of 105% indicates that Boise State would score 5% better than peers.

⁴ Boise State University recently implemented a Vertically Integrated Projects (VIPs) initiative. VIPs unite undergraduate education with faculty research in a team-based context. Students earn credit for participation. Boise State is a member of the VIP national consortium that includes more than 20 universities and is hosted by Georgia Tech. Not that not all student participants sign up for credit.

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Objective C: Cultivate intellectual community among students and faculty and facilitate respect for the diversity of human cultures, institutions, and experiences.

Performance Measures:

NSSE Indicators: For Seniors Only (% of peer group rating)	FY 2014	FY 2015	FY 2016	FY 2017	Target ("Benchmark")			
					FY 2018	FY 2022		
Learning with Peers								
>Collaborative learning	<i>NSSE survey every three years</i>	103%↑	<i>NSSE survey every three years</i>	<i>NSSE survey every three years</i>	105%	105%		
>Discussions with diverse others		94%↓			98%	100%		
Experiences with faculty								
>Student-faculty interaction		90%↓			95%	100%		
>Effective teaching practices		96%↓			100%	100%		

Objective D: Invest in faculty development, innovative pedagogies, and an engaging environment for learning.

Performance Measures:

NSSE Indicators: For Seniors Only (% of peer group rating)	FY 2014	FY 2015	FY 2016	FY 2017	Target ("Benchmark")	
					FY 2018	FY 2022
Academic Challenge						
>Higher-order learning	<i>NSSE survey every three years</i>	99%↔	<i>NSSE survey every three years</i>	<i>NSSE survey every three years</i>	100%	105%
>Reflective & integrative learning		102%↔			105%	105%
>Learning strategies		97%↓			100%	105%
>Quantitative reasoning		102%↔			105%	105%
Learning with Peers						
>Collaborative learning		103%↑			105%	105%
Experiences with faculty						
>Effective teaching practices		90%↓			95%	100%

Goal 2: Facilitate the timely attainment of educational goals of our diverse student population.

Objective A: Design and implement innovative policies and procedures that remove barriers to graduation and facilitate student success.

Performance Measures:

Number of graduates (distinct by award level) ⁵	FY 2014	FY 2015	FY 2016	FY 2017 (Preliminary)	Target ("Benchmark")	
					FY 2018	FY 2022
>Associate	132	166	141	114	150	150
>Baccalaureate	2,764	2,971	2,998	3,114	3,300	3,950
>(SBOE target for baccalaureate graduates ⁶)	(2,557)	(2,700)	(2,843)	(2,986)	(3,130)	N/A
>Graduate Certificate	192	226	173	(Available June '17)	250	300
>Master's	640	703	670	760	785	850
>Educational Specialist	--	--	10	15	20	30
>Doctoral	34	14	18	34	35	44
Total Distinct Graduates	3,629	3,938	3,916	(Available June '17)		

First year retention rate ⁷	Fall 2013 cohort	Fall 2014 cohort	Fall 2015 cohort	Fall 2016 cohort	Target ("Benchmark")		
					F2017 cohort	F2019 cohort	F2021 cohort
>Percent of first-time, full-time freshmen retained	74.5%	75.6%	78.2%		80%	82%	84%
>Percent of Idaho-resident Pell-eligible first-time full-time freshmen retained	67.1%	66.3%	72.7%	Available Sept 2017	76%	78%	81%
>Percent full-time transfers retained or graduated	71.9%	73.5%	75.4%		78%	80%	82.5%

6-year graduation rate	Fall 2008 cohort	Fall 2009 cohort	Fall 2010 cohort	Fall 2011 cohort	Target ("Benchmark")	
					Fall 2012 cohort	Fall 2016 cohort
> % of first-time, full-time freshmen who graduated	37.1%	37.9%	38.7%	Available Sept 2017	45%	50%
>% of Idaho-resident, Pell-eligible, first-time, full-time freshmen who graduated	23.4%	26.3%	29.3%		37%	44%
>% of full-time transfers who graduate	49.8%	50.6%	51.0%		55%	60%

Student Achievement Measure (After six years: % graduated or still enrolled at Boise State or elsewhere) ⁸	Fall 2008 cohort	Fall 2009 cohort	Fall 2010 cohort	Fall 2011 cohort	Target ("Benchmark")	
					Fall 2012 cohort	Fall 2015 cohort
>First-time, full-time Freshman cohort	70%	66%	64%	Available Nov. 2017	72%	75%
>Full-time Transfer student cohort	77%	72%	74%		77.5%	80%

⁵ Distinct graduates by award level, totaled for summer, fall, and spring terms. Note that these totals cannot be summed to get the overall distinct graduate count due to some students earning more than one award (e.g., graduate certificate and a master's) in the same year.

⁶ Number in parentheses is the SBOE target for the # of baccalaureate graduates as per PPGA agenda materials, August 12, 2012, Tab 10 page 3. SBOE specified targets only through 2020.

⁷ Retention measured as the percent of a cohort returning to enroll the subsequent year. Transfer retention reflect the percent of the full-time baccalaureate-seeking transfer cohort that returned to enroll the following year or graduated.

⁸ The "Student Achievement Measure" (SAM) is a nationally-recognized metric that provides more comprehensive view of progress and attainment than can be provided by measures such as the 6-year graduation rate or the 1-year retention rate. The rate equals the total percent of students who fall into one of the following groups: graduate from or are still enrolled at Boise State, or graduated or still enrolled somewhere else.

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Degrees and Certificates Awarded ⁹	FY 2014	FY 2015	FY 2016	FY 2017	Target ("Benchmark")	
					FY 2018	FY 2022
>Associate	137	168	145		150	150
>Baccalaureate	2,900	3,154	3,174	Available	3,450	4,050
>Graduate Certificate	195	237	178	Sept.,	250	300
>Master's	640	703	670	2017	785	850
>Doctoral	34	14	18		35	44

Objective B: Ensure that faculty and staff understand their responsibilities in facilitating student success.

Performance Measures:

NSSE student rating of administrative offices (% of peer group rating; for seniors only; higher score indicates better interaction)	FY 2014	FY 2015	FY 2016	FY 2017	Target ("Benchmark")	
					FY 2018	FY 2022
>Quality of interaction with academic advisors	NSSE survey every three years	100.5%↔	NSSE survey every three years	NSSE survey every three years	105%	105%
>Quality of interaction with student services staff (career services, student activities, housing, etc.)	NSSE survey every three years	97.7%↔	NSSE survey every three years	NSSE survey every three years	100%	100%
>Quality of interaction with other administrative staff and offices (registrar, financial aid, etc.)	NSSE survey every three years	104.7%↑	NSSE survey every three years	NSSE survey every three years	105%	105%

NSSE Indicators: For Seniors Only (% of peer group rating)	FY 2014	FY 2015	FY 2016	FY 2017	Target ("Benchmark")	
					FY 2018	FY 2022
Experiences with faculty	NSSE survey every three years		NSSE survey every three years	NSSE survey every three years		
>Student-faculty interaction	NSSE survey every three years	90%↓	NSSE survey every three years	NSSE survey every three years	95%	100%
Campus Environment	NSSE survey every three years		NSSE survey every three years	NSSE survey every three years		
>Quality of interactions	NSSE survey every three years	101%↔	NSSE survey every three years	NSSE survey every three years	105%	105%
>Supportive environment	NSSE survey every three years	91%↓	NSSE survey every three years	NSSE survey every three years	95%	100%

Objective C: Bring classes to students using advanced technologies and multiple delivery formats.

Performance Measures:

Dual enrollment ¹⁰	FY 2014	FY 2015	FY 2016	FY 2017 (Preliminary)	Target ("Benchmark")	
					FY 2018	FY 2022
>Number of credits produced	12,111	15,675	15,534	19,604	22,250	25,000
>Number of students served	2,699	3,578	3,597	4,808	5,000	6,200

eCampus (Distance Education)	FY 2014	FY 2015	FY 2016	FY 2017 (Preliminary)	Target ("Benchmark")	
					FY 2018	FY 2022
>Student Credit Hours	66,058	73,668	81,178	91,342	99,000	120,000
>Distinct Students Enrolled	10,620	11,369	12,106	13,055	14,000	16,000

⁹ Reflects the number of awards made (first major, second major, plus certificates as reported to IPEDS). This is greater than the number of graduating students because some graduating students received multiple awards.

¹⁰ Dual enrollment credits and students are measures of activity that occur over the entire year at multiple locations using various delivery methods. When providing measures of this activity, counts over the full year (instead of by term) provide the most complete picture of the number of unduplicated students that are enrolled and the numbers of credits earned. Reflects data from the annual Dual Credit report to the Board.

Goal 3: Gain distinction as a doctoral research university.

Objective A: Build infrastructure for research and creative activity; support and reward interdisciplinary collaboration; and recruit, retain, and support highly qualified faculty, staff, and students from diverse backgrounds.

Performance Measures:

Total Research & Development Expenditures	FY 2014	FY 2015	FY 2016	FY 2017	Target ("Benchmark")	
					FY 2018	FY 2022
Expenditures as reported to the National Science Foundation	\$26.6M	\$31.3M	\$32.0M	Available Feb. '18	\$36M	\$40M

Publications of Boise State authors and citations of those publications over 5-year period	CY 2009-13	CY 2010-14	CY 2011-15	CY 2012-16	Target ("Benchmark")	
					For CY 2014-18	For CY 2018-22
>Number of peer-reviewed publications by Boise State faculty, staff, students ¹¹	1,411	1,449	1,533	1,709	1,800	2,200
>Citations of peer-reviewed publications authored Boise State faculty, staff students ¹²	7,264	9,499	11,190	12,684	14,000	20,000

Percent of research grant awards and awarded grant \$\$ that are Interdisciplinary vs. single discipline ¹³	FY 2014	FY 2015	FY 2016	FY 2017	Target ("Benchmark")	
					FY 2018	FY 2022
>Percent of research grant awards that have PIs and Co-PIs in two or more different academic departments (i.e., are interdisciplinary)	7.2%	9.4%	8.2%	9.0%	10%	15%
>\$\$ per grant award for interdisciplinary grants	\$231,820	\$289,381	\$537,951	\$481,554	\$550,000	\$650,000
>\$\$ per grant award for single-discipline grants	\$103,837	\$160,327	\$142,530	\$186,144	\$200,000	\$225,000

Objective B: Identify and invest in select areas of excellence with the greatest potential for economic, societal, and cultural benefit, including the creation of select doctoral programs with a priority in professional and STEM disciplines.

Performance Measures:

Number of doctoral graduates	FY 2014	FY 2015	FY 2016	FY 2017	Target ("Benchmark")	
				(Preliminary)	FY 2018	FY 2022
Graduates with PhD, DNP, EdD	34	14	18	34	35	44

New Doctoral programs	FY 2014	FY 2015	FY 2016	FY 2017	Target ("Benchmark")	
					FY 2018	FY 2022
New doctoral programs created	Fall 13 start: Doctor of Nursing Practice; PhD Public Policy	No new doctoral programs	No new doctoral programs	Fall 16 start: PhD Computing	Fall 17 start: PhD Ecology, Evolution, & Behavior	New Doctor of Public Health in collaboration with Idaho State Univ; New PhD Mechanical Engr in collaboration with Univ of Idaho

¹¹ # of publications over five-year span with Boise State listed as an address for one or more authors; from Web of Science.

¹² Total citations, during the listed five-year span, of peer-reviewed publications published in that same five-year span; limited to those publications with Boise State listed as an address for at least one author; from Web of Science.

¹³ Excludes no-cost extensions. Represents per-grant, not per-person \$\$.

Goal 4: Align university programs and activities with community needs.

Objective A: Include community impact in the creation and assessment of university programs and activities.

Performance Measures:

Number of graduates in high demand disciplines ¹⁴ (bachelor's, master's, doctoral)	FY 2014	FY 2015	FY 2016	FY 2017	Target ("Benchmark")	
					FY 2018	FY 2022
Number of graduates	1,415	1,451	1,510	Available July '17	1,600	1,800

Rate of employment in Idaho one year after graduation ¹⁵		F2012 Cohort	F2013 Cohort	F2014 Cohort	Target ("Benchmark")	
					F2016 Cohort	F2020 Cohort
>Idaho residents		80%	81%	80%	82%	83%
>Non-residents		43%	45%	41%	45%	46%

Objective B: Increase student recruitment, retention, and graduation in STEM disciplines.

Performance Measures:

STEM Graduates ¹⁶	FY 2014	FY 2015	FY 2016	FY 2017	Target ("Benchmark")	
					FY 2018	FY 2022
Number of STEM degree graduates (bachelor's, STEM education, master's, doctoral)	499	540	564	Available July '17	725	875
STEM degree graduates as % of all degree graduates, bachelor's and above	14.5%	14.6%	15.3%	Available July '17	15%	15%

Objective C: Collaborate with external partners to increase Idaho student's readiness for and enrollment in higher education.

Performance Measures:

Number of graduates with high impact on Idaho's college completion rate	FY 2014	FY 2015	FY 2016	FY 2017 (Preliminary)	Target ("Benchmark")	
					FY 2018	FY 2022
Baccalaureate graduates from underrepresented groups ¹⁷						
>from rural counties	157	161	142	119	165	195
>from ethnic minorities	221	273	304	336	400	600
Baccalaureate graduates who are Idaho residents	2,298	2,408	2,350	2,249	2,585	3,100
Baccalaureate graduates of non-traditional age (30 and up)	859	822	869	859	950	1,100
Baccalaureate graduates who began as transfers from Idaho community college ¹⁸	232	310	384	377	600	900

¹⁴ Defined as distinct number of graduates in those disciplines, identified by CIP code, appropriate for the top 25% of jobs listed by the Idaho Department of labor that require at least a bachelor's degree, based on project number of openings 2014-2024.

¹⁵ Percent of all graduates at all award levels who were identified in "covered employment" by the Idaho Department of Labor one year out after graduation. Covered employment refers to employment for an organization that is covered under Idaho's unemployment insurance law. These data do not include several categories of employment, including individuals who are self-employed, federal employees, those serving in the armed forces, foreign aid organizations, missions, etc. Therefore, the actual employment rates are higher than stated. The full report can be accessed at: https://labor.idaho.gov/publications/ID_Postsec_Grad_Retent_Analysis.pdf.

¹⁶ STEM refers to Science, Technology, Engineering, and Math. We define STEM disciplines as being included in either or both the NSF-defined list of STEM disciplines and the NCES-defined list of STEM disciplines. We also include STEM secondary education graduates.

¹⁷ Distinct number of graduates who began college as members of one or more in the following groups traditionally underrepresented as college graduates: (i) from a rural county in Boise State's 10 county service area (Ada and Canyon counties are excluded) and (ii) identified as American Indian/Alaska Native or Hispanic/Latino

¹⁸ Includes baccalaureate recipients in transfer cohorts whose institution prior to their initial Boise State enrollment was one of the four Idaho community colleges. Method captures most recent transfer institution for all students, even those whose transcripts are processed sometime after their Boise State enrollment has started.

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Objective D: Leverage knowledge and expertise within the community to develop mutually beneficial partnerships. Evaluate our institutional impact and effectiveness on a regular basis and publicize results.

Performance Measures:

Students participating in courses with service-learning component	FY 2014	FY 2015	FY 2016	FY 2017 (preliminary)	Target ("Benchmark")	
					FY 2018	FY 2022
Unduplicated enrollment in courses	2,151	2,391	2,689	2,427	3,000	3,250

Carnegie Foundation Community Engagement Classification recognizing community partnerships and curricular engagement	FY 2014	FY 2015	FY 2016	FY 2017	Target ("Benchmark")	
					FY 2018	FY 2022
<p>"Community engagement describes collaboration between institutions of higher education and their larger communities (local, regional/state, national, global) for the mutually beneficial exchange of knowledge and resources in a context of partnership and reciprocity."¹⁹</p>	<p>Boise State was one of 76 recipients of the 2006 inaugural awarding of this designation. The classification was renewed in 2015.</p>				<p>Renewal of Community Engagement Classification in 2025</p>	

¹⁹ Additional information on the Carnegie Foundation Community Engagement Classification may be found at http://nerche.org/index.php?option=com_content&view=article&id=341&Itemid=618#CECdesc.

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Goal 5: Transform our operations to serve the contemporary mission of the university.

Objective A: Increase organizational effectiveness by reinventing our business practices, simplifying or eliminating policies, investing in faculty and staff, breaking down silos, and using reliable data to inform decision-making.

Performance Measures:

NSSE student rating of administrative offices (% of peer group rating; for seniors only; higher score indicates better interaction)	FY 2014	FY 2015	FY 2016	FY 2017	Target ("Benchmark")	
					FY 2018	FY 2022
>Quality of interaction with academic advisors	<i>NSSE survey every three years</i>	100.5%↔	<i>NSSE survey every three years</i>	<i>NSSE survey every three years</i>	105%	105%
>Quality of interaction with student services staff (career services, student activities, housing, etc.)		97.7%↔			100%	100%
>Quality of interaction with other administrative staff and offices (registrar, financial aid, etc.)		104.7%↑			105%	105%

Cost of Education ²⁰ (resident undergraduate with 15 credit load per semester; tuition and fees)	FY 2014	FY 2015	FY 2016	FY 2017	Target ("Benchmark")	
					FY 2018	FY 2022
>Boise State	\$6,292	\$6,640	\$6,874	<i>Available Sept. '17</i>	Remain less than the WICHE state average	
>WICHE average	\$7,331	\$7,558	\$7,826			
>Boise State as % of WICHE	85.8%	87.9%	87.8%			

Expense per EWA-weighted Student Credit Hour (SCH)	FY 2014	FY 2015	FY 2016	FY 2017	Target ("Benchmark")	
					FY 2018	FY 2022
\$ per Resident Undergraduate SCH ²¹ >In 2011 \$\$ (i.e., CPI-adjusted) >Unadjusted	\$270.73 \$284.92	\$281.35 \$296.46	\$282.41 \$301.25	<i>Available Sept. '17</i>	No increase in Consumer Price Index (CPI) adjusted \$\$	No increase in CPI adjusted \$\$
\$ per Resident Undergraduate & Graduate SCH >In 2011 \$\$ >Unadjusted	\$248.98 \$262.03	\$256.83 \$270.62	\$256.77 \$273.89		No increase in CPI adjusted \$\$	No increase in CPI adjusted \$\$
\$ per Total Undergraduate SCH ²² >In 2011 \$\$ >Unadjusted	\$247.31 \$260.27	\$253.26 \$266.86	\$252.50 \$269.34		No increase in CPI adjusted \$\$	No increase in CPI adjusted \$\$
\$ per Total Undergraduate & Graduate SCH >In 2011 \$\$ >Unadjusted	\$231.40 \$243.53	\$235.87 \$248.54	\$234.79 \$250.45		No increase in CPI adjusted \$\$	No increase in CPI adjusted \$\$

²⁰ WICHE average from Table 1a of annual Tuition and Fees report. We use the average without California. A typical report can be found at <http://www.wiche.edu/pub/tf>.

²¹ Expense information is from the Cost of College study, produced yearly by Boise State's controller office. Includes the all categories of expense: Instruction/Student Services (Instruction, Academic Support, Student Services, Library), Institutional/Facilities (Cultural, Religious Life and Recreation, Museums, Gardens, etc., Net Cost of Intercollegiate Athletics, Net Cost of Other Auxiliary Operations, Plant Operations, Depreciation: Facilities, Depreciation: Equipment, Facility Fees Charged Directly to Students, Interest, Institutional Support), and Financial Aid. "Undergrad only" uses Undergrad costs and the sum of EWA weighted SCH for remedial, lower division, upper division. "Undergrad and graduate" uses undergraduate and graduate expenses, and includes EWA weighed credit hours from the undergraduate and graduate levels. "EWA-resident weighted SCH" refers to those credits not excluded by EWA calculation rules, which exclude non-residents paying full tuition.

²² Expense information as in previous footnote. "EWA-resident Total SCH" refers to all credits, residents, and nonresident, weighted using standard EWA calculation rules.

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Graduates per 3-YR average FTE ²³	FY	FY	FY	FY	Target ("Benchmark")	
	2014	2015	2016	2017	FY 2018	FY 2022
Baccalaureate graduates per FTE	19.4	21.3	21.9	Available	22.2	22.8
Baccalaureate + associate graduates per FTE ²⁴	20.2	22.3	22.9	Sept	23.5	25.0
Graduate degree graduates per FTE ²⁵	54.1	56.5	50.4	2017	52.0	52.0

Undergraduate Completions per Undergraduate Expense ²⁶	FY	FY	FY	FY	Target ("Benchmark")	
	2014	2015	2016	2017	FY 2018	FY 2022
Distinct baccalaureate graduates per \$100k >In 2011 \$\$ (i.e., CPI-adjusted)	1.43	1.50	1.49	Available Sept. '17	No increase in CPI adjusted \$\$	No increase in CPI adjusted \$\$
>Unadjusted	1.36	1.42	1.40			
Undergraduate degrees and certificates per \$100k >In 2011 \$\$	1.48	1.56	1.56	Available Sept. '17	No increase in CPI adjusted \$\$	No increase in CPI adjusted \$\$
>Unadjusted	1.41	1.48	1.46			

Objective B: Diversify sources of funding and allocate resources strategically to promote innovation, effectiveness, and responsible risk-taking.

Performance Measures:

Sponsored Projects funding: # of Awards by Purpose	FY	FY	FY	FY	Target ("Benchmark")	
	2014	2015	2016	2017	FY 2018	FY 2022
>Research	178	206	227	Available January '18	250	275
>Instruction/Training	28	20	23		30	35
>Other Sponsored Activities	84	78	93		90	95
>Total	290	304	343		370	405

Sponsored Projects funding: Dollars awarded by purpose	FY	FY	FY	FY	Target ("Benchmark")	
	2014	2015	2016	2017	FY 2018	FY 2022
>Research	\$15.0M	\$22.8M	\$23.3M	Available January '18	\$26M	\$29M
>Instruction/Training	\$7.6M	\$5.6M	\$5.9M		\$7M	\$8M
>Other Sponsored Activities	\$9.4M	\$11.7M	\$12.2M		\$13M	\$13M
>Total	\$32.0M	\$40.2M	\$41.4M		\$46M	\$50M

Advancement funding	FY	FY	FY	FY	Target ("Benchmark")	
	2014	2015	2016	2017	FY 2018	FY 2022
>Total gift income (outright gifts and previous pledge payments)	\$24.3M	\$22.6M	\$23.5M	Available January '18	\$24M	\$26M
>Total Endowment Value	\$97.2M	\$97.4M	\$96.7M		\$98M	\$100M

²³ Includes the unduplicated number of annual baccalaureate degree graduates divided by a three year running average of FTE. FTE are determined using PSR1 annual methodology of total annual credits taken by degree-seeking undergraduates divided by 30.

²⁴ Includes the unduplicated number of annual undergraduate degree graduates (Associate plus Bachelor's) divided by a three-year running average of FTE. FTE are determined using PSR1 annual methodology of total annual credits taken by degree-seeking undergraduates divided by 30.

²⁵ Includes unduplicated number of annual graduate certificates and master's and doctoral degree graduates divided by a three-year running average of FTE. FTE determined using PSR1 annual methodology of total annual credits taken by degree-seeking graduate students divided by 24.

²⁶ Expense information is from the Cost of College study. Distinct graduates reflect unduplicated numbers of baccalaureate graduates for summer, fall, and spring terms.

Key External Factors

A wide variety of factors affect Boise State University's ability to implement our strategic plan. Here we present three factors that we regard as impediments to progress and that can be influenced by the state government and its agencies.

Lack of funding of Enrollment Workload Adjustment. Lack of consistent funding for the Enrollment Workload Adjustment, especially during the recession, has resulted in a significant base funding reduction to Boise State University. As a result, Boise State University students receive less appropriated funding compared to other Idaho universities.

Administrative Oversight. Boise State University is subject to substantial administrative oversight through the State of Idaho Department of Administration and other Executive agencies. Significant operational areas subject to this oversight include capital projects, personnel and benefit management, and risk and insurance. The additional oversight results in increased costs due to additional bureaucracy and in decreased accountability because of less transparency in process. The current system places much of the authority with the Department of Administration and the other agencies, but funding responsibility and ultimate accountability for performance with the State Board of Education and the University. As a result, two levels of monitoring and policy exist, which is costly, duplicative, and compromises true accountability. In 2010, the state legislature passed legislation that exempted the University, under certain conditions, from oversight by the State's Division of Purchasing. As a result, the university has streamlined policy and procedure and has gained substantial efficiencies in work process and in customer satisfaction, while at the same time maintaining the integrity of the purchasing process. Additional relief from administrative oversight in other areas should produce similar increases in efficiency and customer satisfaction and improve constituent issues.

Compliance. Increases in state and federal compliance requirements are a growing challenge in terms of cost and in terms of institutional effectiveness and efficiency.

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Mapping of Boise State University's Strategic Plan onto the SBOE Strategic Plan					
Boise State Strategic Goals→ →	<i>Goal 1: Create a signature, high-quality education experience for all students</i>	<i>Goal 2: Facilitate the timely attainment of educational goals of our diverse student population.</i>	<i>Goal 3: Gain distinction as a doctoral research university</i>	<i>Goal 4: Align university programs and activities with community needs.</i>	<i>Goal 5: Transform our operations to serve the contemporary mission of the university.</i>
↓SBOE Strategic Goals↓					
Goal 1: A well-educated citizenry					
<i>Objective A: Access- Set policy and advocate for increasing access to Idaho's educational system for all Idahoans, regardless of socioeconomic status, age, or geographic location.</i>		✓		✓	
<i>Objective B: Adult learner re-integration- Improve the processes and increase the options for re-integration of adult learners, including veterans, into the education system.</i>		✓		✓	
<i>Objective C: Higher level educational attainment- Increase successful progression through Idaho's educational system.</i>		✓		✓	
<i>Objective D: Quality education- Improve the ability of the educational system to meet educational needs and allow students to efficiently and effectively transition into the workforce.</i>	✓	✓	✓	✓	
<i>Objective E: Education to workforce alignment- Deliver relevant education that meets the needs of Idaho and the region.</i>	✓		✓	✓	
Goal 2: Innovation and economic development					
<i>Objective A: Workforce readiness- Prepare students to efficiently and effectively enter and succeed in the workforce.</i>	✓	✓		✓	
<i>Objective B: Innovation and creativity - Increase creation and development of new ideas and solutions that benefit society.</i>			✓	✓	

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Boise State University Strategic Plan: *Focus on Effectiveness*
Update to OSBE May 2017

Goal 3: Effective and efficient educational system					
<i>Objective A: Data-informed decision making- Increase the quality, thoroughness, security of data and accessibility of aggregate data for informed decision-making and continuous improvement of Idaho's educational system.</i>				✓	✓
<i>Objective B: Quality teaching workforce- Develop, recruit and retain a diverse and highly qualified workforce of teachers, faculty, and staff.</i>	✓			✓	✓
<i>Objective C: Alignment and coordination- Facilitate and promote the articulation and transfer of students throughout the education pipeline.</i>	✓	✓		✓	
<i>Objective D: Productivity and efficiency- Apply the principles of program prioritization for resource allocation and reallocation.</i>	✓			✓	✓
<i>Objective E: Advocacy and communication- Educate the public and their elected representatives by advocating the value and impact of the educational system.</i>			✓	✓	

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Boise State University Strategic Plan: *Focus on Effectiveness*
Update to OSBE May 2017

Mapping of Boise State University's Strategic Plan onto the Complete College Idaho Plan					
Boise State Strategic Goals → → ↓ Complete College Idaho Strategic Goals ↓	<i>Goal 1: Create a signature, high-quality education experience for all students</i>	<i>Goal 2: Facilitate the timely attainment of educational goals of our diverse student population.</i>	<i>Goal 3: Gain distinction as a doctoral research university</i>	<i>Goal 4: Align university programs and activities with community needs.</i>	<i>Goal 5: Transform our operations to serve the contemporary mission of the university.</i>
STRENGTHEN THE PIPELINE					
Ensure College and Career Readiness		✓		✓	
Develop Intentional Advising Along the K-20 Continuum that Links Education with Careers		✓			
Support Accelerated High School to Postsecondary and Career Pathways		✓			
TRANSFORM REMEDIATION					
Clarify and Implement College and Career Readiness Education and Assessments		✓			
Develop a Statewide Model for Transformation of Remedial Placement and Support		✓			
Provide three options: Co-requisite , Emporium , or Accelerated		✓			
STRUCTURE FOR SUCCESS					
Communicate Strong, Clear, and Guaranteed Statewide Articulation and Transfer Options		✓			
REWARD PROGRESS & COMPLETION					
Establish Metrics and Accountability Tied to Institutional Mission					✓
Recognize and Reward Performance		✓			✓
Redesign the State's Current Offerings of Financial Support for Postsecondary Students		✓			✓
LEVERAGE PARTNERSHIPS					
Strengthen Collaborations Between Education and Business/Industry Partners				✓	
College Access Network				✓	
STEM Education			✓	✓	



Doug Ooley, CISSP

Chief Information Security Officer/Director

IT Governance, Risk, Compliance and Cybersecurity

Office of Information Technology - Boise State University

NIST Cybersecurity Framework and Critical Security Controls 1-5 Adoption

For the past 5 years, the Office of Information Technology (OIT) has utilized the Educause Security Maturity matrix as our security framework to identify, measure and mitigate security risks associated with Higher Education information technology. Over the last 5 years OIT has been able to improve the Educause Security Maturity Index from 1.75 to 2.56 with the long term goal of raising Boise State's Index to 3.0 or better. We feel to move beyond our current Index to an Index of 3.0 would require additional resources (software, hardware, and staff).

When Executive Order 2017-02 was published as a State of Idaho directive the Office of Information Technology proceeded with adopting the NIST Cybersecurity Framework in lieu of our existing Educause framework and began implementing Critical Security Controls 1-5 across the University's critical network infrastructure systems.

Progress to Date:

- An initial Prioritize and Scope (Gap) analysis was completed in April 2017 for Critical Security Controls 1-5 against all network systems, critical or otherwise.
- The initial Gap analysis is currently under review to Orient (correlate) our existing cybersecurity program based on the Educause Security Maturity Framework to the methodology and rigor of the NIST Cybersecurity Framework.

Planned Activities thru FY2018:

- Once the initial Gap analysis has been fully reviewed and agreed upon, a Current Profile for Critical Security Controls 1-5 will be created and used as the baseline for monitoring program improvements and measuring maturity going forward.
- The agreed upon Current Profile will be sent to the State as a matter of record by June 30, 2017 in accordance with EO 2017-02.
- Identified gaps in technology will be reviewed and developed in collaboration with State agencies to create a statewide purchasing plan to reduce costs. Additional funding will be necessary to effectively close the gaps.
- Non-technology related deficiencies in policy, procedures, standards and reporting for Critical Security Controls 1-5 will be created or updated where practical.

Note: Adopting and implementing the Critical Security Controls 1-5 will be an ongoing process with the realization that it is not practical to achieve 100% compliance. To balance risk and investment Boise State will seek to achieve a reasonable low risk compliance level.



Idaho State University Strategic Plan: 2018-2022

Focusing on Idaho's Future:

discover OPPORTUNITY

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Idaho State University Strategic Plan: 2018-2022

**Idaho State University
Strategic Plan
2018-2022**

Mission

Idaho State University is a public research-based institution that advances scholarly and creative endeavors through academic instruction, and the creation of new knowledge, research, and artistic works. Idaho State University provides leadership in the health professions, biomedical, and pharmaceutical sciences, as well as serving the region and the nation through its environmental science and energy programs. The University provides access to its regional and rural communities through delivery of preeminent technical, undergraduate, graduate, professional, and interdisciplinary education. The University fosters a culture of diversity, and engages and impacts its communities through partnerships and services.

Vision

ISU will be the university of choice for tomorrow’s leaders, creatively connecting ideas, communities, and opportunities.

Goal 1

Grow Enrollment

Objective: Increase new full-time, degree-seeking students by 20% (+450 new students) over the next five years.*

Performance Measures:

1. Increase full-time, certificate and degree-seeking undergraduate student enrollment and full and part-time graduate student enrollment for FYs 18-22 by 20% (450).

FY 2014	FY 2015	FY 2016	FY 2017	Benchmark 2022
2,375	2,648	2,496	2,252	2,702

Benchmark: Increase by 20% by FY18-22 the number of new full-time certificate and undergraduate and the number of full and part-time graduate degree-seeking students from FY 17 (2,252) enrollment numbers. * full-time certificate and undergraduate and full and part-time graduate degree-seeking students

1.1 Increase full-time, degree-seeking undergraduate enrollment for FYs 18-22 by 18% (291).

FY 2014	FY 2015	FY 2016	FY 2017	Benchmark 2022
1,794	2,012	1,710	1,614	1,905

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Benchmark: Increase new full-time undergraduate degree-seeking students by 18% from FY 17 (1,614) enrollment numbers.

1.2 Increase Graduate degree-seeking student enrollment for FYs 18-22 by 20% (128).

FY 2014	FY 2015	FY 2016	FY 2017	Benchmark 2022
581	636	596	638	698

Benchmark: Increase new degree- seeking graduate student enrollment by 4% per year from FY 17 (638) enrollment numbers.

SBOE Aligned Measures:

Cost per weighted credit hour to deliver undergraduate education.

FY 2014	FY 2015	FY 2016	FY 2017	Benchmark
\$308	\$324	\$343	Not Avail.	< \$340.63

Completion of undergraduate certificates (1 year or greater) and degrees per \$100,000 of education and related spending.

FY 2014	FY 2015	FY 2016	FY 2017	Benchmark
1.29	1.19	1.17	Not Avail.	≥ 1.7 or more

Number of students enrolled in ISU's Early College Program

FY 2014	FY 2015	FY 2016	FY 2017	Benchmark
2,111	2,232	2,435	Not Avail.	2,344

Total number of credits earned in ISU's Early College Program

FY 2014	FY 2015	FY 2016	FY 2017	Benchmark
12,746	13,855	16,439	Not Avail.	18,746

Goal 2

Strengthen Retention

Objective: Improve undergraduate student retention rates by 5% by 2022.

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Performance Measures:

2. *Fall-to-fall, full-time, first-time bachelor degree seeking student retention rate FYs 18-22.*

FY 2014	FY 2015	FY 2016	FY 2017	Benchmark 2022
73%	72%	69%	Not Avail.	74%

Benchmark Definition: A 5% increase in fall-to-fall full-time, first-time bachelor degree-seeking student retention rate beginning from AY 16 (68%) retention numbers (SBOE benchmark -- 80%).

SBOE Aligned Measures:

Retention rate of degree seeking first-time students

FY 2014	FY 2015	FY 2016	FY 2017	Benchmark
71.34%	71.52%	69.18%	Not Avail.	80%

Retention rate of degree seeking new transfer degree-seeking students

FY 2014	FY 2015	FY 2016	FY 2017	Benchmark
77.20%	76.49%	72.91%	Not Avail.	85%

Total degree production (undergraduate)

FY 2014	FY 2015	FY 2016	FY 2017	Benchmark
1,741	1,685	1,798	Not Avail.	1,769

Total degree production (graduate)

FY 2014	FY 2015	FY 2016	FY 2017	Benchmark
620	598	612	Not Avail.	628

Unduplicated headcount of graduates and percent of graduates to total unduplicated headcount (split by undergraduate).

FY 2014	FY 2015	FY 2016	FY 2017	Benchmark
1,676 (20%)	1,631 (20%)	1,697 (21%)	Not Avail.	1,713

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Unduplicated headcount of graduates and percent of graduates to total unduplicated headcount (graduate).

FY 2014	FY 2015	FY 2016	FY 2017	Benchmark
615 (33%)	590 (31%)	600 (32%)	Not Avail.	620

Goal 3

Promote ISU’s Identity

Objective: Over the next five years, promote ISU’s unique identity by ###% as Idaho’s only institution delivering technical certificates through undergraduate, graduate and professional degrees.

Performance Measures:

3.1 *Using a community survey, measure the increase by ###% in awareness of ISU’s educational offerings and the opportunities it provides AYs 18-22.*

FY 2014	FY 2015	FY 2016	FY 2017	Benchmark 2022
Not Avail.	Not Avail.	Not Avail.	Not Avail.	##*

Benchmark: Increase the understanding of ISU’s mission and community contributions by #% using 2017 survey data. *this is a new indicator and is not currently measured until the end of FY17.

3.2 *Promote the public’s knowledge of ISU through owned and earned media FY 18-22.*

FY 2014	FY 2015	FY 2016	FY 2017	Benchmark 2022
Not Avail.	14.349b	18.375b	Not Avail.	20.213b

Benchmark: The annual number of ISU owned and earned media metrics based on FY 16 data (18.375 billion (b)) (followers, engagements, circulation views and news media coverage) will increase by 10% in five years.

Goal 4:

Strengthen Communication, Transparency, and Inclusion

Objective: Over the next three years, ISU will continue building relationships within the university, which is fundamental to the accomplishment of all other objectives.

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Performance Measures:

4.1 ISU achieves 60% of each of its strategic objectives at the end of the AY 2020 assessment period.

FY 2014	FY 2015	FY 2016	FY 2017	Benchmark 2022
Not Avail.	Not Avail.	Not Avail.	Not Avail.	60%

Benchmark Definition: The completion of ISU’s strategic goals using the objectives’ AY 2020 data as a benchmark. *this is a new indicator and is not currently measured until the end of FY18.

4.2 Internal, formal communication events between the ISU’s leadership and the University Community AYs 18-20.

FY 2014	FY 2015	FY 2016	FY 2017	Benchmark 2022
Not Avail.	Not Avail.	Not Avail.	Not Avail.	TBD*

Benchmark: The number of internal communication events hosted by ISU leadership during an AY using AY 17 data as a baseline. *this is a new indicator and is not currently measured until the end of AY 17.

4.3 Measure the perceived effectiveness of the communication events (4.2) on improving communication and inclusion within the University AYs 18-20

FY 2014	FY 2015	FY 2016	FY 2017	Benchmark 2022
Not Avail.	Not Avail.	Not Avail.	Not Avail.	TBD*

Benchmark: Using data collected from meetings in 2018, measure the perceived effectiveness of the communication events (4.2) on improving communication and inclusion within the University AYs 18-20. *this is a new indicator and is not currently measured until the end of FY18.

Goal 5

Enhance Community Partnerships

Objective: By 2022, ISU will establish (# TBD) new partnerships within its service regions and statewide program responsibilities to support the resolution of community-oriented, real-world concerns.

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Performance Measures:

5.1 *The number of activities that result in newly established, mutually beneficial ISU faculty, staff, and student/ community relationships that resolve issues within ISU’s service regions and statewide program responsibilities AYs 18-22.*

FY 2014	FY 2015	FY 2016	FY 2017	Benchmark 2022
Not Avail.	Not Avail.	Not Avail.	Not Avail.	TBD*

Benchmark: The number of new activities that ISU employees and students participate in that produce an increase of new relationships over a five-year period FYs 18-22.*this is a new indicator and is not currently measured until the end of FY 18.

5.2 *The number of new communities ISU provides services to within its service regions and statewide program responsibilities AYs 18-22.*

FY 2014	FY 2015	FY 2016	FY 2017	Benchmark 2022
Not Avail.	Not Avail.	0	0	19

Benchmark: Based on input from ISU’s Deans and the Vice President of the Kasiska Division of Health Sciences; provide 19 new communities with services within its service regions and statewide program responsibilities from AYs 18-22.

5.3 *The number of new ISU/community partnerships resulting in internships and clinical opportunities for ISU students.*

FY 2014	FY 2015	FY 2016	FY 2017	Benchmark 2022
Not Avail.	Not Avail.	Not Avail.	233	1,131

Benchmark: Increase the number of new community partnerships that result in internships and clinical positions by a total of 1,131 over a five-year period (FYs 18-22) using FY17’s numbers.

Key External Factors

Funding

Many of Idaho State University strategic goals and objectives assume on going and sometimes substantive, additional levels of State legislative appropriations. Availability of state revenues, upon which appropriation levels depend, can be uncertain from year to year. Similarly, while gubernatorial and legislative support for ISU efforts are significant, priorities set by those bodies vary from year to year, affecting planning for institutional initiatives and priorities. When we experience several successive years of deep reductions in state-appropriated funding, as has

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occurred in the recent past, it makes it increasingly difficult to plan for and implement strategic growth.

Legislation/Rules

Beyond funding considerations, many institutional and State Board of Education (SBOE) policies are embedded in state statute and are not under institutional control. Changes to statute desired by the institution are accomplished according to state guidelines. Proposed legislation, including both one-time and ongoing requests for appropriated funding, must be supported by the Governor, gain approval in the germane legislative committees, and pass both houses of the Legislature.

The required reallocation of staff resources and time and effort to comply directives related to creation of the Student Longitudinal Data System; the revision of general education and remedial education; the common core standards; Smarter Balance Assessment; Complete College America/Idaho; the 60% Goal; zero-based budgeting; performance-based funding, and the additional financial and institutional research reporting requirements.

Institutional and Specialized Accreditation Standards

The Northwest Commission on Colleges and Universities (NWCCU), our regional accreditation body, continues to refine the revised 2010 standards and associated 7-year review cycle. Similarly, the specialized accrediting bodies for our professional programs periodically make changes to their accreditation standards and requirements, which we must address.

ISU has the largest number of degree programs with specialized accreditation among the state institutions, which significantly increases the workload in these programs due to the requirements for data collection and preparation of periodic reports. The programs in the health professions are reliant on the availability of clerkship sites in the public and private hospitals, clinics, and medical offices within the state and region. The potential for growth in these programs is dependent on maintaining the student to faculty ratios mandated by the specialized accrediting bodies, as well as the availability of a sufficient number of appropriate clerkship sites for our students.

Federal Government

The federal government provides a great deal of educational and extramural research funding for ISU and the SBOE. Funding is often tied to specific federal programs and objectives, therefore can greatly influence both education policy, and extramurally funded research agendas at the state and the institutional levels. The recent decrease in funding for Pell Grants has had a negative impact on need-based financial aid for our students. The impact of the sequestration-mandated federal budget reductions initiated in early 2013 will likely have a negative impact on higher education.

Local/Regional/National/Global Economic Outlook

Conventional wisdom has long tied cyclic economic trends to corresponding trends in higher education enrollments. While some recent factors have caused this long relationship to be shaken in terms of funding students have available for higher education, in general, the

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perceived and actual economic outlooks experienced by students continues to affect both recruitment into our colleges and universities as well as degree progress and completion rates. A greater proportion of our students must work and therefore are less able to complete their education in a timely manner.

Achieving State Board of Education Goals

Achieving State Board of Education goals is a priority for ISU, but the University's leadership believes one of the Board's goals is beyond ISU's reach within this five-year planning cycle. While the long-term objective for ISU is to achieve an 80% fall-to-fall retention rate of first-time, full-time bachelor degree-seeking students, this rate is a significant stretch in this five-year period. While, the expansion of competitive graduate programs at the Meridian Health Sciences Center and the Idaho Falls Polytechnic Center can help to produce positive impacts, ISU's current retention rate is 68%, a more realistic five-year goal is 74%. The University will continue to focus on attaining the SBOE's goal throughout this and the next planning cycle. The reasons why a 74% retention rate is more realistic for the five-year plan are the following:

- As the local economy improves, fewer students will re-enroll in higher education choosing instead to take positions in the workforce that require less education.
- Assessments of first-generation, low-income ISU students indicate that for those who choose to leave the University, the number-one reason is due to inadequate funding. Students report that paying bills often becomes a priority over attending class or studying. This systemic lack of resources in our region is not easily rectified but is something that we continually work toward developing solutions. Many freshmen at ISU, particularly those from rural, economically unstable communities, lack the required math, laboratory science, and writing skills to meet the rigors of college coursework, placing them at an immediate disadvantage. This academic disadvantage leads to lower retention. ISU is focusing on these areas of concern and is working to create opportunities to address them like, expanding the College of Technology programs, scholarship programs, and a new, more effective placement testing method.
 - New student retention efforts at ISU being implemented, for example, academic coaches, will take time to make an impact on the overall retention rate.
 - Beginning in Fall 2016, ISU began using the Assessment and Learning in Knowledge Spaces (ALEKS) placement exam as its newest and primary assessment tool for placing students into mathematics classes. It is believed that this new placement exam will do a better job of placing students in the correct math courses, thus improving student retention but the effects will take time to evaluate.
- ISU has high enrollment rates of first-generation, low-income students. These students have inadequate resources and limited support for navigating the complicated processes within a university. These students are therefore transient in nature, moving in and out of college, and are less likely to be retained from one year to the next.
 - The Bengal Bridge initiative is expanding each summer, so this program will also take time to impact the overall retention rate.

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Evaluation Process

Idaho State University has established a mature process for evaluating and revising goals and objectives. ISU's academic and non-academic units track and evaluate the strategic plan's performance measures, and Institutional Research compiles the results. Institutional Research has created a web-based application that annually reports each objective's improvement based on its benchmark and allows leadership, staff and faculty to view the level of progress achieved. The Strategic Planning Working Group (SPWG), a team of faculty, staff, students, and community constituents, will meet annually in January to evaluate three factors affecting the progress of each objective.

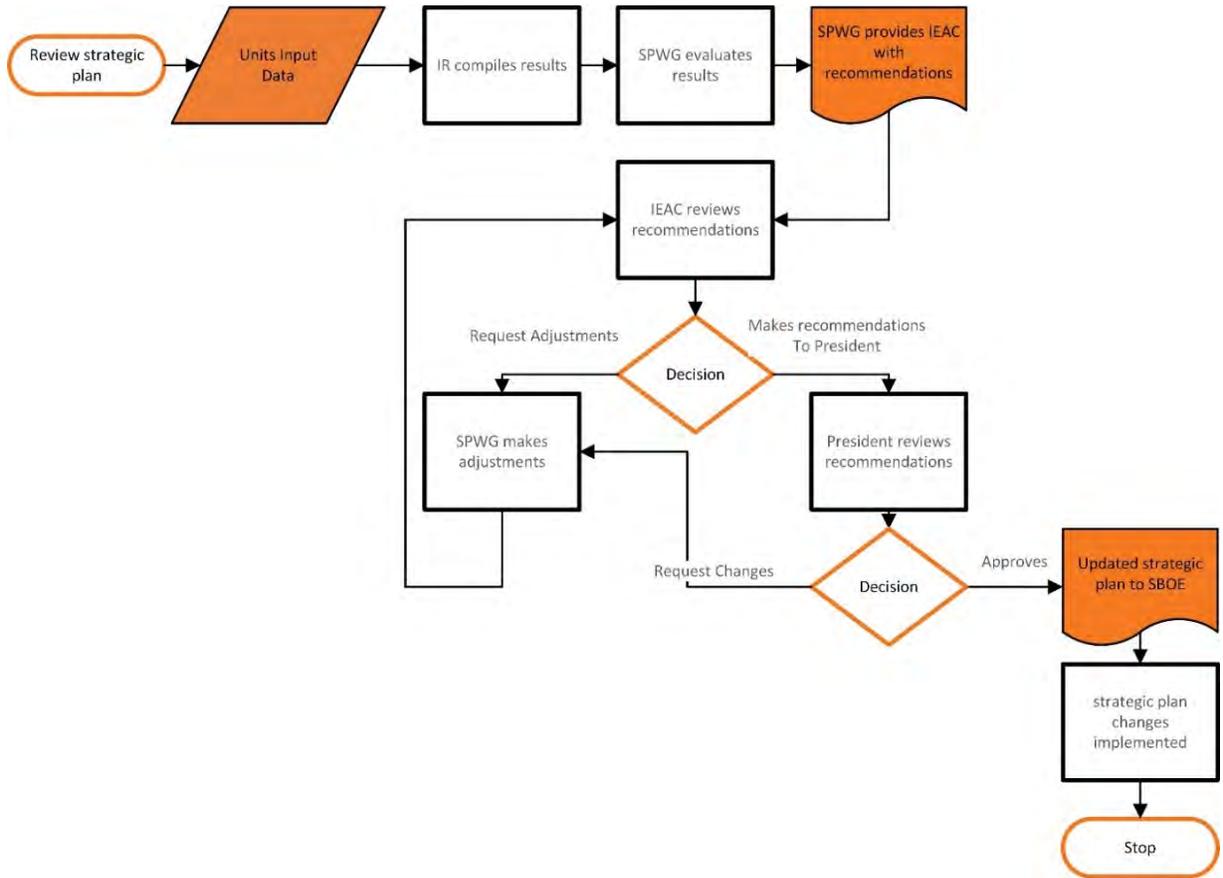
1. If the objective is falling short or exceeding expectations, the SPWG will re-examine the established benchmark to ensure it is realistic and achievable
2. Evaluate the objective's resourcing levels and its prioritization
3. Determine if the indicator(s) is adequately measuring the objective's desired outcome based on the SPWG's original intent for that objective.

Upon completion of its analysis, the SPWG will forward its recommendations for consideration to the Institutional Effectiveness and Assessment Council's (IEAC) Steering Committee. The IEAC will review the SPWG's report and can either request additional information from the SPWG or make its recommendations for changes to the plan to the President. Upon presidential approval, the Institution will submit the updated plan to the State Board of Education for approval. The implementation of the changes will occur upon final approval.

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Strategic Evaluation Process.



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Appendix 1

State Board of Education Goals				
	<i>Goal 1: A WELL EDUCATED CITIZENRY</i>	<i>Goal 2: INNOVATION AND ECONOMIC DEVELOPMENT</i>	<i>Goal 3: DATA-INFORMED DECISION MAKING</i>	<i>Goal 4: EFFECTIVE AND EFFICIENT EDUCATIONAL SYSTEM</i>
Idaho State University				
GOAL 1: Grow Enrollment				
<i>Objective: Increase new full-time, degree-seeking students by 20% (+450 new students) over the next five years.</i>	✓		✓	✓
GOAL 2: Strengthen Retention				
<i>Objective: Improve undergraduate student retention rates by 5% by 2022.</i>	✓		✓	✓
GOAL 3: Promote ISU's Identity				
<i>Objective: Over the next five years, promote ISU's unique identity by ### as Idaho's only institution delivering technical certificates through undergraduate, graduate and professional degrees.</i>	✓	✓	✓	✓
GOAL 4: Strengthen Communication, Transparency and Inclusion				
<i>Objective: Over the next three years, ISU will continue building relationships within the university, which is fundamental to the accomplishment of all other objectives.</i>	✓		✓	✓
GOAL 5: Enhance Community Partnerships				
<i>Objective: By 2022, ISU will establish (# TBD) new partnerships within its service regions and statewide program responsibilities to support the resolution of community-oriented, real-world concerns.</i>	✓	✓	✓	✓

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Appendix 2

Idaho State University
Cyber Security Compliance

This appendix provides an update to Idaho State University’s cyber security compliance with Idaho Executive Order 2017-02. Each area of concentration addresses ISU’s level of completion as outlined in accordance with the executive order’s standards. Please see the 2017 Cybersecurity Inventory Report recently submitted to the SBOE’s Audit Committee for additional details regarding the reporting of each the categories.

Adopt and to implement by June 30, 2017, the National Institute of Standards and Technology (NIST) Cybersecurity Framework

Complete	In Progress	Under Review
✓		

CSC 1: Inventory of Authorized and Unauthorized Devices.

Complete	In Progress	Under Review
July 1, 2018	✓	

CSC 2: Inventory of Authorized and Unauthorized Software.

Complete	In Progress	Under Review
July 1, 2018	✓	

CSC 3: Secure Configurations for Hardware and Software on Mobile Devices, Laptops, Workstations and Servers.

Complete	In Progress	Under Review
July 1, 2018	✓	

CSC 4: Continuous Vulnerability Assessment and Remediation

Complete	In Progress	Under Review
✓		

CSC 5: Controlled Use of Administrative Privileges.

Complete	In Progress	Under Review
July 1, 2018	✓	

Develop employee education and training plans and submit such plans within 90 days

Complete	In Progress	Under Review
July 1, 2018		✓

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All state employees complete the state's annual cybersecurity training commensurate with their highest level of information access and core work responsibilities.

Complete	In Progress	Under Review
✓		

All public-facing state agency websites to include a link to the statewide cybersecurity website—www.cybersecurity.idaho.gov.

Complete	In Progress	Under Review
✓		

LEWIS-CLARK STATE COLLEGE



STRATEGIC PLAN FY 2018-2022



LEWIS-CLARK STATE
COLLEGE

Connecting Learning to Life

STRATEGIC PLAN
FY 2018-2022



May 19, 2017

MISSION STATEMENT

Lewis-Clark State College prepares students to become successful leaders, engaged citizens, and lifelong learners.

Core Theme One: Opportunity

Expand access to higher education and lifelong learning.

Core Theme Two: Success

Ensure attainment of educational goals through excellent instruction in a supportive environment.

Core Theme Three: Partnerships

Engage with educational institutions, the business sector, and the community for the benefit of students and the region.

VISION STATEMENT

Lewis-Clark State College (LCSC) will fulfill the Idaho State Board of Education's vision of a seamless public education system by integrating traditional baccalaureate programs, professional-technical training programs, and community college and community support programs within a single institution, serving diverse needs within a single student body, and providing outstanding teaching and support by a single faculty and administrative team.

The college's one-mission, one-team approach will prepare citizens from all walks of life to make the most of their individual potential and will contribute to the common good by fostering respect and close teamwork among all Idahoans. Sustaining a tradition that dates back to its founding as a teacher training college in 1893, LCSC will continue to place paramount emphasis on effective instruction—focusing on the quality of the teaching and learning environment for traditional and non-traditional academic classes, professional-technical education, and community instructional programs.

As professed in the college's motto, "Connecting Learning to Life," instruction will foster powerful links between classroom knowledge and theory and personal experience and application. Accordingly, LCSC will:

- Actively partner with the K-12 school system, community service agencies, and private enterprises and support regional economic and cultural development
- Strive to sustain its tradition as the most accessible four-year higher-education institution in Idaho by rigorously managing program costs, student fees, housing, textbook and lab costs, and financial assistance to ensure affordability
- Vigorously manage the academic accessibility of its programs through accurate placement, use of student-centered course curricula, and constant oversight of faculty teaching effectiveness
- Nurture the development of strong personal values and emphasize teamwork to equip its students to become productive and effective citizens who will work together to make a positive difference in the region, the state, the nation, and the world.

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GOAL 1

Sustain and enhance excellence in teaching and learning.

Objective A: Strengthen courses, programs, and curricula consonant with the mission and core themes of the institution.

Performance Measures:

I. Assessment submission.

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
98%	100%	100%	100%	100% (ongoing)

Benchmark: All units of the college will submit their annual assessment documents that reflect genuine analysis and accurate reporting. [Rationale: institutional expectation of 100% participation]

II. First-time licensing/certification exam pass rates

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
NCLEX RN 95% (National Average=84%)	NCLEX RN 89% (National Average=83%)	NCLEX RN 94% (National Average=86%)	N/A⁵	Meet or Exceed National Average (ongoing)
NCLEX PN 75% (National Average=85%)	NCLEX PN 100% (National Average=82%)	NCLEX PN 95% (National Average=83%)	N/A⁵	Meet or Exceed National Average (ongoing)
ARRT 100% (National Average=89%)	ARRT 100% (National Average=88%)	ARRT 90% (National Average=87%)	N/A⁵	Meet or Exceed National Average (ongoing)

Benchmark: Meet or exceed national average [Rationale: aligned with peer institutions; accommodates fluctuations in and change to the national tests]

III. Percentage of responding LCSC graduates with positive placement

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
95%	92%	95%	N/A⁵	100% (FY19)

Benchmark: 95% of responding LCSC graduates will have positive placement [Rationale: high emphasis placed on securing employment or continuing on to graduate school upon completion of degree or credentials; allows for those who may delay employment for family or other reasons]

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IV. Number of Idaho teachers who are certified each year by specialty and meet the Federal Highly Qualified Teacher definition

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
83%	68%	60%	N/A ⁵	90% (FY19)

Benchmark: The percentage of first-time students passing the PRAXIS II will exceed 90% **[Rationale: aspiration goal that projects high standards held for Teacher Preparation candidates]** *Note: Given the changes made to the PRAXIS II exam, we are considering adjusting this benchmark to a more realistic one for our institution. PRAXIS II scores have gone down statewide. A thorough review of general education coursework at LCSC was undertaken in early 2017 to ensure stronger alignment of the curriculum with PRAXIS testing; enhanced emphasis on advising students to complete the PRAXIS after all general education coursework has been completed, and in some cases several in-program courses, has also been implemented.*

V. Median number of credits earned at completion of certificate or degree program

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
Associate 94	Associate 109	Associate 114	N/A ⁵	69 (FY20)
Bachelor 148	Bachelor 146	Bachelor 146	N/A ⁵	138 (FY20)

Benchmark: Associate – 69 (SBOE Benchmark) Bachelor – 138 (SBOE Benchmark) **[Rationale: supports timely degree completion]**

Objective B: Ensure the General Education Core achieves it’s expected learning outcomes.

Performance Measures:

I. ETS Proficiency Profile critical thinking construct¹

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
88 th			N/A ⁵	90 th (FY18)

Benchmark: LCSC will score at the 90th percentile or better of comparison participating institutions (Carnegie Classification-Baccalaureate Diverse) on the ETS Proficiency Profile critical thinking construct. **[Rationale: demonstrates high standard and is consistent with similar institutions]** *Note: ETS Proficiency testing takes place every three years. We will update this measure with FY2017 results following test administration in spring 2017.*

Objective C: Optimize technology-based course delivery, resources, and support services for student, faculty, and staff.

Performance Measures:

I. Annual end-of-term duplicated headcount for students enrolled in web, hybrid, and lecture/web-enhanced courses.

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
8,726	8,780	9,586	N/A ⁵	10,000 (FY20)

Benchmark: 10,000 **[Rationale: high demand for online courses in our rural area]**

Objective D: Maximize direct faculty and student interactions inside and outside the classroom.

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Performance Measures:

I. Student-to-faculty ratio

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
16:1	16:1	14 to 1	N/A ⁵	16 to 1 (ongoing)

Benchmark: LCSC will maintain a 16 to 1 student-to-faculty ratio [Rationale: low student to faculty ratio allows for strong learning environments and promotes student success]

II. Number of students participating in undergraduate research.

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
284	352	338	N/A ⁵	400 (FY20)

Benchmark: 400 [Rationale: undergraduate research experience in select areas enhances student learning and prepares them for future employment or graduate opportunities]

Objective E: Recruit and retain a highly qualified and diverse faculty and staff.

Performance Measures:

I. Classified Staff (State of Idaho Classified Staff Pay Schedule)²

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
81.2%	84.4%	86%	N/A ⁵	100% of Policy (ongoing)

Benchmark: Classified Staff pay will be 100% of State of Idaho Policy [Rationale: Represents the market average per Idaho Code. Chosen to attract and retain qualified and dedicated employees.]

II. Instructional Personnel (Integrated Postsecondary Education Data System (IPEDS), Human Resources Report)³

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
89%	87%	87%	N/A ⁵	100% of Average of Peer Institutions all Academic Rank (ongoing)

Benchmark: Compensation for instructional personnel will be 90% of the average of peer institutions by academic rank as reported by IPEDS [Rationale: Higher salaries in comparison to our peer institutions means decreased faculty turnover.]

Objective F: Provide a safe, healthy, and positive environment for teaching and learning.

Performance Measures:

I. ADA Compliance

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
	0	0	N/A ⁵	Zero ADA- related discrepancies (ongoing)

Benchmark: Zero ADA-related discrepancies noted in annual Division of Building Safety (DBS) campus inspection (and prompt action to respond to any such discrepancies if benchmark not achieved) [Rationale: provides annual update, which provides the institution with the most current standards for measurement.]

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II. Wellness Programs

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
12	12	14	N/A ⁵	Provide info and updates to employees 10 times each (ongoing)

Benchmark: Provide information and updates to all College employees on wellness activities at least 10 times each Fiscal Year [Rationale: provides employees with information supporting this objective regularly throughout the academic year.]

GOAL 2

Optimize student enrollment and promote student success.

Objective A: Marketing efforts will focus on clearly identified populations of prospective students.

Performance Measures:

I. High school students participating in concurrent enrollment programs (headcount and total credit hours)

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
1,959/7,963	1,750/8,071	837/4,779	N/A ⁵	1,500/8,000 (FY22)

Benchmark: Annual Enrollment – 1,000 Annual Total Credit Hours – 5,000 [Rationale: based on our regional high school population and teacher credentials]

II. Scholarship dollars awarded per student FTE

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
2,142	2,260	3,061	N/A ⁵	1,950 (New benchmark to be identified for FY18)

Benchmark: \$1,950 [Rationale: review of our retention/attrition data point to financial need as the biggest reason students do not persist]

Objective B: Retain and graduate a diverse student body.

Performance Measures:

I. Total degree production and headcount (undergraduate)*

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
739/675	771/713	914/775	N/A ⁵	800 (New benchmark to be identified for FY18)

Benchmark: 800 [Rationale: stretch goal based on SBOE's 60% goal]

II. Unduplicated headcount of graduates and percentage of graduates to total unduplicated headcount (split by undergraduate/graduate).*

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FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
675/12%	713/15%	795/16%	N/A ⁵	700/12% (New benchmark to be identified for FY18)

Benchmark: 700; 12% [Rationale: based on SBOE 60% goal]

III. Unduplicated headcount of graduates over rolling 3-year average degree-seeking FTE (split by undergraduate/graduate).*

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
675/2,756 25%	713/2,973 24%	795/2,901 27%	N/A ⁵	25% (New benchmark to be identified for FY18)

Benchmark: 25% [Rationale: based on SBOE 60% goal]

IV. Total full-time new and transfer degree seeking students that are retained or graduate the following year (exclude death, military service, and mission) (split by new and transfer students).*

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
New Freshmen 167/280 60%	New Freshmen 304/474 64%	New Freshmen 283/491 56%	N/A ⁵	70% (FY20)
New Transfer 141/200 71%	New Transfer 141/202 70%	New Transfer 161/238 68%		70% (FY20)

Benchmark: 70% (SBOE measure) [Rationale: reflects a more global selection of students and is also a stretch goal given the significant number of first-generation students serve by LCSC]

V. First-year/full-time cohort retention rate

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
61%	61%	58%	N/A ⁵	60% (New benchmark to be identified for FY18)

Benchmark: 60% [Rationale: reflects the cohort measure by IPEDS]

VI. The number of degrees and certificates awarded per 100 FTE undergraduate students enrolled.

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
25	26	33	N/A ⁵	24 (New benchmark to be identified for FY18)

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Benchmark: 24 [Rationale: derived based on analysis of student demographics first –generation students) and job-out rates]

VII. First-year/full-time cohort 150% graduation rate

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
27%	27%	30%	N/A ⁵	35% (FY22)

Benchmark: 35% [Rationale: reflects cohort measured by IPEDS]

Objective C: Maximize student satisfaction and engagement

Performance Measures:

I. National Survey of Student Engagement (NSSE)⁴

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
89%			N/A ⁵	90% LCSC Students Satisfied (FY20)

Benchmark: 90% of LCSC students will be satisfied [Rationale: selected by comparing response rates to annual surveys and the desire to promote confidence and satisfaction among students who select LCSC]

GOAL 3

Strengthen and expand collaborative relationships and partnerships.

Objective A: Increase volunteer, internship, and career placement opportunities.

Performance Measures:

I. Number of students participating in internships

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
655	743	779	N/A ⁵	800 (FY19)

Benchmark: 800 [Rationale: Internships prepare students for future employment; student demand is increasing]

Objective B: Collaborate with relevant businesses, industries, agencies, practitioners, and organizations for the beneficial exchange of knowledge and resources.

Performance Measures:

I. Number of adults (duplicated) enrolled in workforce training programs

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
3,533	3,471	2,887	N/A ⁵	4,000 (FY20)

Benchmark: 4,000 [Rationale: goal is to meet the retraining needs of a growing set of local industries]

Objective C: Increase cooperation and engagement of alumni for the advancement of the college.

Performance Measures:

I. Number of Alumni Association members

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark

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13,904	16,009	17,115	N/A ⁵	20,000 (FY20)
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Benchmark: 15,000 [Rationale: aspirational goal]

Objective D: Advance the college with community members, business leaders, political leaders, and current and future donors.

Performance Measures:

I. Number of students participating in internships

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
655	743	779	N/A ⁵	800 (FY19)

Benchmark: 800 [Rationale: Internships prepare students for future employment; student demand is increasing]

GOAL 4

Leverage resources to maximize institutional strength and efficiency

Objective A: Allocate and reallocate funds to support priorities and program areas that are significant in meeting the role and mission of the institution.

Performance Measures:

I. Cost per credit hour – Financials divided by total weighted academic credit hours from the EWA report and unweighted professional-technical hours from the PSR1 (new calculation)*

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
294	296	310	N/A ⁵	400*

Benchmark: \$400 *(Preliminary, reflects the SBOE strategic plan benchmark) [Rationale: as indicated reflects the SBOE benchmark.]

Objective B: Assess and modify organizational structure and institutional processes to ensure the most effective use of resources.

Performance Measures:

I. Efficiency – Graduates (of at least 1-year or more) and degree completions per \$100,000 of financials*

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
1.4	1.5	1.6	N/A ⁵	2

Benchmark: 2 [Rationale: SBOE system-wide goal]

Objective C: Continuously improve campus buildings, grounds, and infrastructure to maximize environmental sustainability and learning opportunities.

Performance Measures:

I. Annual campus master plan updated

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
Yes	Yes	Yes	N/A ⁵	Yes (Ongoing)

Benchmark: Yes. [Rationale: Annual Campus Master Planning assures assessment and prioritization of key facility's needs.]

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II. Address campus needs using institutional resources and funding from the Permanent Building Fund through the creation of DPW projects.

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
\$2.368M	\$821,000	\$6,068,000	\$340,000	\$500,000 (ongoing)

Benchmark: \$500,000 [Rationale: This demonstrates continued identification of key institutional needs related to the creation and maintenance of LCSC facilities.] *Note: Living-Learning Center was approved for the design phase in FY 2017, but the project is being reprioritized to accommodate the Career-Technical Education Building. The Living-Learning Center would have added \$1.346M to the FY 17 total.*

Objective D: Create a timetable for the sustainable acquisition and replacement of instruments, machinery, equipment, and technologies and ensure required infrastructure is in place

Performance Measures:

I. Continuous acquisition and replacement of equipment, instruments, machinery, and technology funded by institution

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
\$8,731,618	\$9,008,889	\$7,798,956	N/A ⁵	Increase by \$500,000 per year (ongoing)

Benchmark: \$500,000 increase per year. [Rationale: Reflects increases in assets through replacement.] *Note: in FY 16, \$1.7M of graphic software was eliminated.*

Objective E: Identify and secure public and private funding to support strategic plan priorities.

Performance Measures:

I. Institutional funding from competitive grants

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
\$3.0M	\$2.5M	\$2.5M	N/A ⁵	\$2M (New benchmark to be identified for FY18)

Benchmark: \$2.0M [Rationale: demonstrates the capacity to general external and private funding.]

II. LCSC Consolidated Financial Index (CFI)

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
6.6	5.57	5.37	N/A ⁵	3.0 (ongoing)

Benchmark: 3.0 [Rationale: CFI is a standard unit of evaluating an institution's financial health and is recommended for use by the National Association of College and University Business Officers]

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* Indicates SBOE System-wide performance measures

Notes:

1. ETS Proficiency Profile is administered every 3 years. LCSC Mean Critical Thinking score for 2014 was 114.55 which places us in the 88 percentile and means that 88% of institutions who used this exam had a mean score lower than LCSC per the ETS Proficiency Profile Comparative Data. Results from spring 2017 not yet available.
2. These values represent the percentage of individuals in this class who are making 90% of policy.
3. The percentages for faculty represent LCSC's weighted average 9-month equivalent salary divided by the weighted average 9-month equivalent salary of LCSC's peer institutions.
4. Reflects the overall percentage of students satisfied with LCSC. This survey is administered every 3 years. Spring 2017 results not yet available
5. Reflects data elements available after June 30 or after audited financials are available.

Key External Factors

Academic Year 2015-2016 Data: Student headcount for the fall semester was 3,924 and the full-time equivalent enrollment was 2,822. The college employed 175 faculty, 96 adjunct faculty, 157 professional staff, and 133 classified staff.

Growth: The Idaho State Board of Education has directed the higher education institutions under its supervision to double the proportion and number of Idahoans (25 to 34 year old cohort) with a college certificate or degree by 2020. The following factors will affect LCSC's output:

LCSC is essentially an open-access institution—reducing admission standards likely would not generate significant numbers of new students. As LCSC reaches out to encourage college participation by underserved segments in Idaho's population, the average level of college-preparedness of the student body is likely to decrease, and the level of support needed for students is likely to increase.

The current demographic trends in Idaho foretell growth in the number of secondary students, with significant growth in the Hispanic population. Thus, output of the K-12 pipeline may lead to an increase in enrollment at LCSC, perhaps to begin during the five-year planning window and the recent award of a new CAMP grant will undoubtedly increase the number of Hispanic students at LCSC. Taking into account that Idaho's current participation rate, less than 50%, is one of the lowest in the nation LCSC may otherwise be able to increase the number of high school graduates who elect to enroll.

Currently, unemployment in Idaho is low. Strategically, this means it is unlikely that systemic structural unemployment rates will be a major driver of additional students applying to LCSC before the end of the five-year planning horizon. In fact, improving employment rates in Idaho have reduced the applicant pool in PTE programs as workers enter or re-enter the work force as the effects of the recession have eased.

Infrastructure: In general, currently-available facilities, or a modest expansion thereof, are sufficient to support an increase in on-campus students proportionate to LCSC's share of the State Board of Education's 60% goal. Classroom and laboratory utilization rates have sufficient slack time throughout the day and week to absorb an estimated 50% or more increase in student enrollment. Within the course of the five-year planning window, the college, if necessary, could increase faculty and staff office space and student housing. If the combined impact of LCSC action strategies to increase enrollment, improve retention, and increase program completion rates were to double the historical rate to 6% per

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year, the main campus student population would increase 50 percent by 2020—a level which, with good planning, could be accommodated by the current physical infrastructure.

However, this is not the case for many of LCSC’s Technical and Industrial programs. Many of the programs have waiting lists and all of the programs are in demand from local industrial companies. Current T&I buildings on the Normal Hill campus cannot accommodate anticipated increases. The College wishes to provide a new modern building that will house all of its Technical & Industrial CTE programs with room for expansion and the flexibility to adjust training programs directed at the regional employers’ needs. A proposed new building will provide the needed lab, classroom and office space required to meet anticipated demand. In addition, the building configuration will provide room for expansion and growth as a Regional Career Technical Education Center. This opportunity is being presented as a joint effort with the Lewiston School District as they propose a new high school and Career Technical Education Center that will be adjacent to property owned by the College and the City on Warner Avenue in the Lewiston Orchards.

Also, unlike the situation on the Normal Hill campus, infrastructure is a major limiting factor for LCSC’s Coeur d’Alene operations. The joint facility to serve LCSC, North Idaho College (NIC), and University of Idaho students and staff on the NIC campus has been funded. The new facility could be opened toward the end of the current five-year planning window. Infrastructure at the other LCSC outreach centers is estimated to be sufficient to support operations over the next five years.

Deferred maintenance needs over the course of the five-year planning window are estimated at roughly over \$15 million for alteration and repair of existing facilities. Recent momentum in addressing HVAC and roof repairs needs to be sustained, but will depend primarily on availability of Permanent Building Fund dollars.

Over the past decade several major capital projects to expand facilities on the main campus have been completed (e.g., Activity Center, Sacajawea Hall, new parking lots, upgrades of Meriwether Lewis Hall and Thomas Jefferson Hall). For the main campus, LCSC’s strategy for five-year planning window is to focus on upgrades of existing facilities; however, because the available student housing units are currently at maximum capacity the feasibility of building and new student resident hall is being proposed.

Classroom capacity is sufficient to sustain current and projected enrollment levels for brick-and-mortar classes. Increased enrollment will necessitate scheduling adjustments that spread classes throughout day, evening, and weekend hours. Utility costs of extended class hours would increase marginally, but overall efficiency of facility operations would increase with the reduction of slack hours.

Recent efforts have increased the number of classroom seats and modernized classrooms and labs. Nevertheless, continued efforts are needed to modernize the classroom and lab infrastructure (teaching technology, lighting, furniture, acoustical treatments, and flooring).

On-campus and neighborhood parking is adequate to sustain employee and student operations. The college has acquired property on the perimeter of the Normal Hill campus to accommodate additional parking (or facility construction) when needed. Parking options for LCSC’s downtown facilities are more limited and cooperation with the city and local merchants will be needed if main street operations continue to expand.

Recent office space modernization efforts need to continue over the five-year planning window. In the event of growth of faculty and staff beyond current levels, additional office space could be provided

through conversion of rental housing units and/or conversion of older residential hall space into modern offices.

A major vulnerability continues to be the lack of redundant capabilities for heating and cooling of major buildings—almost every major structure is dependent upon a single source of HVAC. The main campus needs a loop to interconnect multiple facilities and provide a backup in the event of single-point failure. Use of energy-saving incentive dollars and cooperative projects with external entities could help fund these improvements.

Personnel: While the current physical infrastructure of LCSC (with the exception of the T&I facilities and the Coeur d’Alene Center) is sufficient to support the increased output envisioned by the Idaho State Board of Education, this is not the case with respect to faculty and staff. Although class sizes could be increased in some upper division courses, many lower division courses and some professional courses are already up against faculty-student ratio limits imposed by specialized accreditation agencies and could not significantly expand without concomitant expansion of faculty and supporting staff. Faculty and staff workload levels at LCSC are high compared to other higher education institutions. An expanded LCSC student population will require ratios at least as low as current levels. Based on peak hiring periods over the past decade, funding an expansion spread over the next five years is technically feasible, but would require careful planning and coordination.

While increased utilization of distance learning technology could alleviate stress on the physical infrastructure, it is not the critical factor limiting expansion. While in some cases learning technology may enhance the effectiveness of course delivery and student success, it does not reduce the need for student-faculty interaction or significantly increase the desirable maximum ratio of students to faculty members. The current student to faculty ratios for academic and professional courses (15:1, and 8:1, respectively) may not be at a maximum level; the course delivery mode, however, is probably not the primary factor in establishing the ideal balance as we seek to maintain high levels of faculty-student engagement and interaction.

Economy and the Political Climate: Many factors and trends will have a major impact on LCSC strategies to achieve its goals and objectives over the five-year planning window.

Funding for higher education has been used as a rainy day reserve to support other state operations, most notably K-12, during economic downturns. There has been limited enthusiasm among Idaho policy makers to restore pre-crisis levels of funding to higher education, but progress has been made.

Over the past 3 years, the state has provided funding to cover some maintenance of current operation costs (replacement of capital items and employee salaries) and has funded LCSC line-item budget requests to support increased enrollment, including LCSC’s Complete College Idaho request that directly supports State Board of Education goals.

Employee salary levels at LCSC are significantly lower than those at peer institutions. Increases in employee compensation has been funded during the past 2 years - half of the cost of those increases were transferred by state policymakers to student tuition.

There has been strong political support to expand concurrent enrollment programs to enable completion of college-level coursework while students are still in high school; however, there has been no support for funding directed to higher education for this purpose. The dual impacts of community college expansion and in-high school programs erode for LCSC the probability of future revenues for lower-division courses.

The relative financial burden borne by students for college costs has dramatically shifted, with student tuition and fees now nearly equal to the general fund appropriation. Notwithstanding the facts that reduced state support has necessitated tuition increases to sustain higher education operations and that Idaho tuition rates remain well below regional and national averages, state policymakers are reluctant to support additional tuition increases.

Students in Idaho and across the nation have become more dependent upon federal financial aid to pay for college, and increased student debt load and default rates have caused consternation among policymakers. Federal funding available for higher education has been reduced in some cases and new policy restrictions aimed at curbing operations of for-profit higher education enterprises have inflicted collateral damage on public college operations.

Population growth within LCSC's local operating area, Region II, has been flat. The highest growth rates in the state have been focused in southern Idaho and the northern panhandle. LCSC is increasingly reliant on a statewide market.

Implications for Lewis-Clark State College: The College cannot depend upon major infusions of state-appropriated dollars to fund growth and new initiatives during the next five years. The primary sources of funding for strategic initiatives will be reallocation of current funds and utilization of student tuition and fee dollars. The primary engine for funding growth is increased tuition from students as a result of increased enrollment (higher accessions, increased retention) with tuition rate increases likely to be restricted by policymakers.

LCSC needs to continue to build its grassroots support within the region and throughout the state to increase awareness of its unique strengths and its support of the values of Idaho's citizens. Strong support of students, parents, alumni, community members, and businesses is essential to undergird the tangible support provided to LCSC by Idaho policymakers.

Evaluation Process

LCSC's Strategic Plan was originally developed for the 2013-2018 timeframe. In light of the college's updated mission and core themes, as well as the fact that the college's current strategic plan is near the end of its utility, a complete review of the goals and objectives is planned for Academic Year 2017-2018. A representative committee will be formed to examine the efficacy of the college's current strategic plan and to develop as needed new strategies and objectives to guide the work of the college.

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
JUNE 15, 2017**

State Board of Education Goals				
	<i>Goal 1: A WELL EDUCATED CITIZENRY</i>	<i>Goal 2: INNOVATION AND ECONOMIC DEVELOPMENT</i>	<i>Goal 3: DATA- INFORMED DECISION MAKING</i>	<i>Goal 4: EFFECTIVE AND EFFICIENT EDUCATIONAL SYSTEM</i>
Institution/Agency Goals and Objectives				
GOAL 1: SUSTAIN AND ENHANCE EXCELLENCE IN TEACHING AND LEARNING				
Objective A: Strengthen courses, programs, and curricula consonant with the mission and core themes of the institution.	✓	✓	✓	✓
Objective B: Optimize technology-based course delivery, resources, and support services for students, faculty, and staff.	✓	✓		✓
Objective C: Optimize technology-based course delivery, resources, and support services for student, faculty, and staff	✓	✓		✓
Objective D: Maximize direct faculty and student interactions inside and outside the classroom.	✓			✓
Objective E: Recruit and retain a highly qualified and diverse faculty and staff.	✓	✓		✓
Objective F: Provide a safe, healthy, and positive environment for teaching and learning.	✓	✓		✓
GOAL 2: OPTIMIZE STUDENT ENROLLMENT AND PROMOTE STUDENT SUCCESS				
Objective A: Marketing efforts will focus on clearly identified populations of prospective students	✓	✓	✓	✓
Objective B: Retain and graduate a diverse student body.	✓	✓	✓	✓

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
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<i>Objective C:</i> Maximize student satisfaction and engagement.	✓	✓	✓	✓
GOAL 3: STRENGTHEN AND EXPAND COLLABORATIVE RELATIONSHIPS AND PARTNERSHIPS				
<i>Objective A:</i> Increase volunteer, internship, and career placement opportunities	✓		✓	✓
<i>Objective B:</i> Collaborate with relevant businesses, industries, agencies, practitioners, and organizations for the beneficial exchange of knowledge and resources.	✓	✓		✓
<i>Objective C:</i> Increase cooperation and engagement of alumni for the advancement of the college.		✓	✓	✓
<i>Objective D:</i> Advance the college with community members, business leaders, political leaders, and current and future donors.		✓		✓
GOAL 4: LEVERAGE RESOURCES TO MAXIMIZE INSTITUTIONAL STRENGTH AND EFFICIENCY				
<i>Objective A:</i> Allocate and reallocate funds to support priorities and program areas that are significant in meeting the role and mission of the institution.	✓	✓	✓	✓
<i>Objective B:</i> Assess and modify organizational structure and institutional processes to ensure the most effective use of resources.		✓	✓	✓
<i>Objective C:</i> Continuously improve campus buildings, grounds, and infrastructure to maximize environmental sustainability and learning opportunities.	✓	✓	✓	✓

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
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Objective D: Create a timetable for the sustainable acquisition and replacement of instruments, machinery, equipment, and technologies and ensure required infrastructure is in place.	✓	✓	✓	✓
Objective E: Identify and secure public and private funding to support strategic plan priorities.		✓	✓	✓

Initiatives or Progress

GOAL 1

Sustain and enhance excellence in teaching and learning

Objective A

Progress: All instructional programs continue to engage in annual assessments, and when applicable, in ongoing work related to specialized accreditation. New academic and career-technical majors, minors and certificates have been identified for inclusion in the SBOE's 5-year plan – the focus of the new majors is building on existing programming to create new opportunities for students – this keeps the curriculum fresh and makes wise uses of resources. Dual credit numbers have greatly expanded over the past year and the move to Academic Programs has ensured stronger communication between the staff and instructional faculty. A new model for summer school was piloted in 2016 with some success. Refinements have been made for 2017 and a thorough assessment of summer programming will be undertaken in the fall. The Career & Technical Advisory committees continue to meet regularly and a number of curricular changes have been implemented based on committee input.

Objective B

Progress: LCSC's General Education core is in full alignment with the State Board of Education's Policy III.N. Faculty and the Dean of Academic Programs continue to serve on the statewide General Education Committee and on discipline groups. General Education assessment is in progress at the course level and General Education capstone instructors participated in faculty development based on assessment results. The ETS Proficiency Profile, to be administered spring 2017, will provide a broader view of student learning in the General Education program.

Objective C

Progress: LCSC has had a successful year using the Blackboard LMS managed hosting and outsourced Help Desk features. e-Learning Services provides basic operational tutorials for first-time online instructors and guides faculty in the use of Quality Matters principles and practices. The Teaching-Learning Center hosted numerous events focused on pedagogy and best practices, including internal discussion groups and presentations by regional experts. The Dean for Academic Programs continues to provide course development stipends in support of the new Interdisciplinary degree options and other high demand programs. Ongoing enhancements include focus on ADA accessibility in online course delivery.

Objective D

Progress: Our practice of having the Dean for Academic Programs work with central advising staff to determine the appropriate number of needed course sections continues to work well. Particular attention is paid to providing meaningful options for students in their first year and in general education areas. Through recent Complete College Idaho appropriations, reliance on adjunct instruction has been reduced in general education areas, and additional course sections have been added to select programs such as Social Work and Business. Students continue to engage with faculty in out-of-the-classroom activities, including the Center for Arts and History events, presentations and competitions at regional conferences, the Research Symposium in Lewiston and Coeur d'Alene, INBRE poster sessions and conference events, campus presentations, clubs and on-campus competitions, and field trips.

Objective E

Progress: The College continues its focus on faculty/staff compensation that aligns with peer institutions. In FY17, a state 3% change in employee compensation was distributed. Additional institutional dollars were combined with a Complete College Idaho appropriation to address the most notable salary gaps and to support the second of three incremental increases to promotion raises.

In 2016, the college moved away from per head payment schedule for summer session where faculty often teach for very low wages, and summer pay was aligned with the adjunct pay schedule. Each year the modest balance of Faculty Development funds, plus additional funds from the Office of the Provost, are distributed by a faculty peer committee (Faculty Affairs) in support of faculty research, professional presentations, or conference attendance. Higher Education Research Council (HERC) fund successfully have been used to incentivize faculty and staff to submit external grant applications. Stipended faculty development opportunities are available through the Teaching-Learning Center and online course development is supported through Academic Programs.

In January 2017, the President formed a campus committee to review the faculty/staff recruitment process and to make recommendations about non-salary incentives and changes in the campus interview experience to entice more qualified candidates to accept positions at the college.

Objective F

Progress: In 2015 a totally renovated Silverthorne Theater was opened. This renovation was predicated on providing a fully accessible facility, including in the main theater, entrances, and greenrooms. During the summer of 2016, phase two of the ADA improvements to the interior sidewalk system were completed. The project will continue to remove deteriorated brick walkways and replace with concrete. Designated sidewalk improvements and handicapped curb cuts will also be installed at that time. Additionally, an ad-hoc committee was formed to address ADA issues and concerns and to make recommendations to the college administration for needed improvements to campus and facilities. The committee is made up of students, staff and faculty and is directed by the Director of Student Counseling and Disability Support Services and works in close coordination with the Campus Safety Committee. Finally, in the fall of 2015, design work started on a major multi-phased project to restore one of the older buildings on campus, Spalding Hall. The top priorities for the restoration are to improve accessibility and life safety by providing fire sprinklers throughout, create a third means of egress, upgrade existing building entrances so they meet ADA and fire code standards, upgrade mechanical and electrical systems and remove asbestos. The first phase of construction started this spring.

GOAL 2

Optimize student enrollment and promote student success

Objective A

Progress: Progress continues on this objective. The college's recruitment staff has expanded to include a bilingual (in Spanish) recruiter who is tasked with outreach targeted in Idaho high schools with substantial Hispanic student populations. In addition, the college won a federal CAMP grant, which funds recruitment and retention of students who come from migrant farm working families. A new agreement with the Community Colleges of Spokane is in development with a goal of increasing non-resident transfer enrollment and the current articulation agreements in place with the College of Western Idaho, College of Southern Idaho, and North Idaho College are being reviewed and updated to reflect curricular changes at LCSC as well as the community colleges. Fall 2016 saw the college hosting two visiting scholars from Baicheng Normal University in China. The visiting scholars represented a gesture from the Chinese university at LCSC to initiate a partnership and articulation agreement, which are in development.

Objective B

Progress: A 3-credit student success course, ID 140, was approved by the faculty senate and has been taught for 4 semesters. The retention rates for the students required to take the class have shown to be slightly above the retention rate for the general population but, due to concerns about the sustainability of the course (e.g., financial, faculty) and concerns from academic leadership about the academic rigor of the course, it has been discontinued effective Fall 2016. In its place, the college will expand its orientation program to include instruction for all new-entering, full-time, degree-seeking students throughout their initial semester. The courses that will be used are SD 107 and SD 307 will be used to plan for the approach the college will take to First-Year Experience and general student success strategies. Additional data produced by Institutional Research and Effectiveness at the request of the Vice President for Student Affairs provides a statistical profile of the LCSC students who are most at risk of attrition. These data will also be used to identify a more focused audience for the student success class.

The college will continue the implementation of a centralized advising model to serve incoming freshmen and implement an advising assessment tool that students will complete during the course registration process. Student Affairs will develop pre-admission programs, including financial literacy, to help prospective students and their families prepare for college.

Data collected about LCSC's student recruitment and retention produced a profile of those students who are most likely to enroll and remain at Lewis-Clark State College. These data have been used in the development of "campaigns" aimed at target populations of new students. The campaigns consist of specific correspondence and outreach conducted by advising staff to students in specific cohorts (e.g., students who receives institutional scholarships). The campaigns will be launched starting with the Fall 2017 semester.

LCSC will continue to leverage the Center for Teaching and Learning to support and share improvements in teaching, assessment, and curriculum development.

The Teaching-Learning Center has been fully functional for one year, with a full-time LCSC Professor serving as Director. Over the past year, the TLC has facilitated faculty development and weekly discussion events related to experiential and active learning, online teaching, and writing and research across campus. The TLC has also hosted invited regional speakers to discuss equity in the classroom and tools for student engagement. Four faculty learning communities which have included teachers from the local school district, have developed and implemented strategies for enhancing student success in the classroom. These faculty have presented their work at the annual Research Symposium and through other modes of communication. Teachers from the local school district are also currently collaborating with LC faculty on integration of high impact practices into K-12 science classrooms.

Objective C

Progress: The College has established a student survey schedule. In cooperation with Institutional Research and Effectiveness, Student Affairs staff will develop a new survey to be issued to LCSC students in late April of 2016 in order to continue to assess students' satisfaction with services, programs, and extra-curricular activities. In addition, the college issues a survey to freshmen shortly after they have begun their courses in order to determine their concerns and interests. LCSC also participates in the American College Health Association's National College Health Assessment, which provides data about student's concerns, as well as the National Survey of Student Engagement (NSSE). These data are being

used to shape the content of the student success programming referenced in the first update for Objective 2B.

GOAL 3

Strengthen and expand collaborative relationships and partnerships

Objective A

Progress: Many students participate in internships as a required component of their educational programs. Hiring an Internship Coordinator continues to be a goal of Academic Affairs. In fall 2015, the Work Scholars program was introduced. This program pairs eligible students with an on or off campus work experience, which includes mentoring and active advisement by the supervisor and Program Director. A total of 20 spaces are available, with more industry supported slots in progress. Service Learning continues in many campus courses and is required of Work Scholars. The Teaching-Learning Center is developing a campus wide Service Learning plan.

Objective B

Progress: LCSC Faculty are actively engaged in partnerships with K-12 community school partners through the Center for Teaching and Learning (integration of next generation science standards) and the grant funded regional math center. Faculty are involved in a number of research initiatives that benefit the region (e.g., through EPSCOR: nitrate levels in Hells Canyon, health of Tammany Creek in Hells Canyon, and monitoring water and air quality in the Lewiston-Clarkston Valley). For the first time this past year, LCSC received HERC monies to support additional undergraduate research projects and the attendance of students at the Idaho Conference on Undergraduate Research. Additionally, the annual Research Symposium provides a forum for the dissemination of student and faculty research, and continues to be a successful event on the campus as well as at the Coeur d'Alene Center.

LCSC's Workforce Training Center collaborates with regional partners to provide entry level, upgrade, and industry-specific professional technical and safety training to meet individual and business/industry needs, including Idaho State employees throughout Region II. Job related training (pre-employment or job skill upgrade) includes, but not limited to: apprenticeship(s), custom/contract, and short-term, industry specific training.

The Technical & Industrial programs work closely with their advisory committees and business partners to assess and ensure currency and relevancy of curriculum and training. Through input from local industry, two programs were developed this year. Through recent legislative efforts, program expansion has been supported in a key area.

Objective C

Progress: The LCSC Alumni Association continues to broaden and deepen constituent engagement with the College by developing more meaningful relationships with Lewis-Clark State's alumni, friends, and students. More alumni are participating in the Alumni Mentor Program and engaging with current students, volunteering for alumni committees and programs, and attending local and regional events. We have four active alumni chapters and an international group so that alumni can connect with each other throughout the world. The LCSCAA also works to extend the reach of the College by highlighting our exceptional alumni in publications and social media. LCSCAA volunteers also assist the Office of New Student Recruitment at college fairs and at student welcome events.

Objective D

Progress: To more fully engage with the campus community, the LCSC Foundation Board of Directors continues to invite community and campus leaders to give presentations and tours during Board meetings. This provides the Board with opportunities to learn about funding needs, program goals, and collaboration and volunteer opportunities. This interaction has provided the Foundation Board with a better understanding on how donations and community engagement can enhance campus life for students, staff and faculty at LCSC. The Foundation hosts annual events such as the Scholarship Luncheon and President's Circle which allow key stakeholders to engage with scholarship recipients and learn about institutional goals and objectives. Advancement continues to recruit business leaders to participate on the Alumni Association Board of Directors and Foundation Board of Directors.

The Foundation Board has approved a portion of the organizational budget for marketing efforts to better educate the community on the function of the Foundation and ways to get involved. The LCSC Foundation and its Board actively participate in: Rotary, Kiwanis, LCV Chamber of Commerce, Women's Connection, Governmental Affairs Council, Clearwater Estate Council, Nez Perce County Democrats, Nez Perce County Republicans, and a variety of Governor appointed Commissions.

LCSC will continue to strengthen its relationship to the local community through promotion of the National Association of Intercollegiate Athletics Champions of Character student-athlete program.

GOAL 4

Objective A

Progress: In 2016, the college updated the Unit Action Plan (UAP) document with a new Resource Request Form (RRF), providing a clearer and simpler link between assessment and budget requests. The office of Institutional Research and Effectiveness webpage clearly listed each of the requests made through the unit action plans, and the finalized budget was publicized. The President has formed a Presidential Guidance group to explore measures of program performance for instructional and non-instructional programs.

Objective B

Progress: Student Affairs combined admission functions with recruitment functions during the Fall 2016 semester to form a new and focused Admissions Office (previously admissions was combined with the Registrar's Office). The reorganization was conducted in an effort to streamline process of inquiries and applicants and to put ownerships of the processing under one administrative unit. This has resulted in more efficient use of the Recruit and Colleague databases, which are used to manage correspondence and data for prospective students and applicants.

Objective C

Progress: In FY 2016 an energy audit was performed by Ameresco, providing a baseline for understanding the institution's current needs and prioritizing new energy systems in the years ahead. Further, a Capital Replacement Plan for the Student Union Building was designed and implemented. Both the Vice President for Finance and Physical Plant Director announced their departures in 2016, but maintenance needs continued to be addressed.

Objective D

Progress: LCSC created an inventory of IT enterprise capital equipment, including all network and infrastructure hardware. A lifecycle calculation used the value of these assets and a depreciation schedule

based on the useful life spans of the various equipment categories. The lifecycle calculation led to a capital replacement request submitted to the Legislature for the FY 2015 and FY 2016 state budgets. The college received \$810,700 in FY 2016 to be used for equipment replacement, with funds being dedicated to central technology equipment, scientific instrumentation, and software. A second allocation of \$839,300 in FY 2017 was used for the same purpose. The College was successful in allocating its funds for the standing reserve, to be used for unplanned contingencies for central technology systems and classroom technology. A capital equipment replacement funding mechanism within the Student Union Building operating budget addresses planned or emergency replacement of high-cost equipment used by dining services, as well as replacement of equipment and furniture in public areas of the building.

The Student Union Building finalized a capital replacement plan in April 2016. The plan outlines both facility and equipment needs for the Student Union, Williams Conference Center, and food service operations. An extensive inventory was completed in the spring. An analysis of the current age, useful life, and anticipated replacement date was calculated for each facility and equipment need. The final plan outlines current replacement costs, future replacement values, and an annual deposit per item necessary to ensure replacement funds are available. The capital replacement plan is included/considered in the FY17 and future SUB budgets. In FY17 the plan contributed to the replacement of carpets on the upper level of the Student Union, an air conditioning chiller, espresso machine, mini-cooler, and freezer door and the installation of an exhaust hood. FY18 anticipates replacing a mini-cooler, grinder, and an awning.

Objective E

Progress: LCSC's total General Education and Professional-Technical budget increased from FY 2015 to FY 2016 by nearly \$2.8 million to \$37,017,256, and shows an encouraging trend of support from the State of Idaho compared to recent years. The Grants Office was reorganized in 2014 to combine all grant pre-award and post-award activities within a single shop. Training of new grant writers and unit supervisors continues. In 2015, an incentive program was implemented that provided a series of rewards for writing and successfully obtaining grant funds. At the end of FY 2015, the college had over 64 active grants worth over \$5.2 million. As of December 30, 2015 the college had active grants worth more than \$5.5 million. In College Advancement the LCSC Foundation's total assets reached an all-time high of over \$7.8M at the end of calendar year 2015.

Addendum: Cyber Security

National Institute of Standards and Technology (NIST) Cybersecurity Framework

Governor Otter's Executive Order 2017-02 calls for:

All state agencies to immediately adopt and to implement by June 30, 2017, the National Institute of Standards and Technology (NIST) Cybersecurity Framework in order to better foster risk and cybersecurity management communications and decision making with both internal and external organizational stakeholders.

On March 16, 2017 Michelle Peugh of Idaho's Division of Human Resources (DHR) sent an email attachment – authored by DHR Director Susan Buxton – to Ms. Vikki Swift-Raymond, Lewis-Clark State College's Director of Human Resource Services (HRS). Director Buxton's memo asked LCSC to confirm that the college has adopted the NIST Cybersecurity Framework, per the governor's executive order. On April 15th Lewis-Clark State College President J. Anthony Fernández returned confirmation to Director Buxton that the college has adopted the NIST Framework.

Implementation of the Center for Internet Security (CIS) Controls

Governor Otter's Executive Order 2017-02 calls for "*agencies to implement the first five (5) Center for Internet Security Critical Security Controls (CIS Controls) for evaluation of existing state systems by June 30, 2018.*" Lewis-Clark State College has accomplished the following:

- On October 4, 2016 Lewis-Clark State College contracted with CompuNet to perform a "gap analysis" of LCSC's security posture relative to all twenty CIS Controls. CompuNet's report was delivered to LCSC on October 19th.
- On January 16, 2017 Governor Otter issued his cybersecurity executive order.
- On February 2nd Lieutenant Governor Brad Little held a statewide meeting to organize all agencies in a coordinated response to the governor's executive order. Lewis-Clark State College attended the meeting remotely. The Lieutenant Governor turned the meeting over to Lance Wyatt, Acting Chief Information Security Officer within Idaho's Office of the CIO. Mr. Wyatt described the statewide process, where:
 - Each agency would complete a self-assessment of one CIS Control per month, extending through the next five months.
 - Each agency would document its self-discovery in a data repository provided by the state.
 - Each agency would attend a statewide meeting held approximately every two weeks, for coordination, facilitation, and problem solving.
 - At the end of the self-assessment process, agencies would collaborate on cybersecurity product selection that will aid in managing the first five CIS controls
 - Starting in summer 2017, each agency will begin remediation of perceived gaps in the first five controls, finishing the process prior to the governor's deadline of June 30, 2018.
- At this writing, Lewis-Clark State College has attended the state meetings on February 2 and 22; March 8 and 22; April 5 and 19; and May 3 and 17.
- Using CompuNet's gap analysis, combined with further scrutiny under the state's leadership, Lewis-Clark State College has documented its self-assessment in the Office of the CIO's digital information repository.
- Lewis-Clark State College's administration has committed the college to purchase suitable hardware and implement appropriate processes that combine to minimize cyber-related risks revealed by the college's self-assessment. The timing of any procurements and policy changes will meet Governor Otter's deadline in his executive order 2017-02.

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5/17/17



**2017-2021
STRATEGIC PLAN**

MISSION STATEMENT

To provide quality educational, social, cultural, economic, and workforce development opportunities that meet the diverse needs of the communities we serve.

VISION STATEMENT

To improve the quality of life of those impacted by our services.

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
JUNE 15, 2017**

5/17/17

GOAL 1: COMMUNITY SUCCESS

As a community college, we are committed to responding to the diverse needs of the communities we serve and to taking a leadership role in improving the quality of life of the members of those communities.

Objective A: Strengthen the social fabric in the communities we serve

Performance Measures: This objective is under development
Benchmark: TBD (To be established in 2017)

Objective B: Cultivate economic partnerships across the communities we serve

Performance Measures: This objective is under development
Benchmark: TBD (To be established in 2017)

Objective C: Meet the workforce needs of the communities we serve

Performance Measures:

I. Total Duplicated Headcount of Workforce Training Completers (Source: State Workforce Training Report)

FY13 (2012-2013)	FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	Benchmark
3,368	3,137	4,319	9,768	Meet the workforce training needs of our area as determined by industry

Benchmark: Meet the workforce training needs of our area as determined by industry ₁ (by 2018)

II. Headcount of Career Technical Education Completers (Source: Voluntary Framework of Accountability)

FY13 (2012-2013)	FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	Benchmark
584	489	493	470	Meet the workforce training needs of our area as determined by industry

Benchmark: Meet the workforce training needs of our area as determined by industry ₁ (by 2018)

III. Placement of Career Technical Education Completers (Source: Idaho CTE Follow-Up Report)

FY13 (2012-2013)	FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	Benchmark
86.1%	93.4%	97.2%	92.6%	Maintain placement at or above the average for the previous four years (92.3%)

Benchmark: Maintain placement at or above the average for the previous four years (92.3%) ₂ (by 2018)

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
JUNE 15, 2017**

5/17/17

GOAL 2: STUDENT SUCCESS

As an institution of higher education, we exist to meet the diverse educational needs of the communities we serve. Above all institutional priorities is the desire for every student to experience success in the pursuit of a quality education.

Objective A: Foster participation in post-secondary education

Performance Measures:

I. Annual Institutional Unduplicated Headcount (Source: PSR 1 Annual Enrollment Report)

FY13 (2012-2013)	FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	Benchmark
12,042	11,747	10,686	10,912	2% increase

Benchmark: 2% increase₃ (by 2018)

II. Annual Institutional FTE Enrollment (Source: PSR 1 Annual Enrollment Report)

FY13 (2012-2013)	FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	Benchmark
4,934.83	4,468.17	4,153.70	3,956.55	Reverse trend of post-recession declining enrollment

Benchmark: Reverse trend of post-recession declining enrollment₄ (by 2018)

**III. Dual Credit Enrollment by Credit and Headcount (Source: State Board of Education Dual Credit Report)
*Statewide Performance Measure***

FY13 (2012-2013)	FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	Benchmark
14,218 credits 2,774 headcount	12,171 credits 2,486 headcount	16,331 credits 3,178 headcount	18,155 credits 3,942 headcount	Manage expected enrollment increases by increasing institutional dual credit infrastructure

Benchmark: Manage expected enrollment increases by increasing institutional dual credit infrastructure₅ (by 2018)

IV. Tuition and Fees (Source: College of Southern Idaho)

FY13 (2012-2013)	FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	Benchmark
\$110	\$110	\$115	\$120	Maintain tuition at or below other Idaho Community Colleges

Benchmark: Maintain tuition at or below other Idaho Community Colleges₆ (by 2018)

Objective B: Reinforce a commitment to instructional excellence

Performance Measures:

I. Student Satisfaction Rate with Educational Experience (Source: Community College Survey of Student Engagement)

FY13 (2012-2013)	FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	Benchmark
91%	90%	87%	90%	90%

Benchmark: 90%₇ (by 2018)

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
JUNE 15, 2017**

5/17/17

Objective C: Support student progress toward achievement of educational goals

Performance Measures:

- I. **Percentage of first-time, full-time, degree seeking students retained or graduated the following year (excluding death or permanent disability, military, foreign aid service, and mission) (Source: IPEDS) *Statewide Performance Measure***

FY13 (2012-2013)	FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	Benchmark
57% (574/1,005) Fall 2011 Cohort	56% (574/1,020) Fall 2012 Cohort	56% (441/783) Fall 2013 Cohort	57% (382/672) Fall 2014 Cohort	60%

Benchmark: 60%⁸ (by 2018)

- II. **Percentage of first-time, degree seeking students retained from fall to spring (Source: Voluntary Framework of Accountability)**

FY13 (2012-2013)	FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	Benchmark
NA	75.6% (1,167/1,543) Fall 2011 Cohort	72.5% (1,006/1,388) Fall 2012 Cohort	74.2% (864/1,164) Fall 2013 Cohort	76%

Benchmark: 76%⁹ (by 2018)

- III. **Unduplicated headcount of graduates over rolling 3-year average of degree seeking FTE (Source: IPEDS Completions and PSR 1 Annual Degree Seeking FTE) *Statewide Performance Measure***

FY13 (2012-2013)	FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	Benchmark
28.3% (1,100/3,983)	22.9% (963/4,211)	25.1% (970/3,860)	30.0% (1,035/3,454)	31%

Benchmark: 31%¹⁰ (by 2018)

- IV. **Remediation Success—Math: Percentage of students who were referred to developmental math and successfully completed any college level course work in math (Source: Voluntary Framework of Accountability)**

FY13 (2012-2013)	FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	Benchmark
N/A	41.5% 334/805 (Fall 2007 Cohort)	42.1% 319/757 (Fall 2008 Cohort)	52.0% 519/998 (Fall 2009 Cohort)	55%

Benchmark: 55%¹¹ (by 2018)

- V. **Remediation Success—English: Percentage of students who were referred to developmental English and successfully completed any college level course work in English (Source: Voluntary Framework of Accountability)**

FY13 (2012-2013)	FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	Benchmark
N/A	38.1% 145/381 (Fall 2007 Cohort)	44.5% 171/384 (Fall 2008 Cohort)	55.3% 208/376 (Fall 2009 Cohort)	58%

Benchmark: 58%¹¹ (by 2018)

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
JUNE 15, 2017**

5/17/17

- VI. **Percentage of students who successfully reached semester credit hours of 24 credits for part-time and 42 credits for full-time by the end of the second academic year (Source: Voluntary Framework of Accountability)**

FY13 (2012-2013)	FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	Benchmark
N/A	46.3% 646/1394 (Fall 2011 Cohort)	33.5% 324/968 (Fall 2012 Cohort)	58.3% 813/1395 (Fall 2013 Cohort)	47.5%

Benchmark: 58%¹² (by 2018)

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

FY13 (2012-2013)	FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	Benchmark
19% (200/1,062) Fall 2009 Cohort	18% (186/1,011) Fall 2010 Cohort	19% (180/966) Fall 2011 Cohort	20% (191/976) Fall 2012 Cohort	21%

Benchmark: 21%¹³ (by 2018)

- VIII. **Percent of students who have completed a certificate or degree, transferred without completing a certificate or degree, or are still enrolled (Source: Voluntary Framework of Accountability)**

FY13 (2012-2013)	FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	Benchmark
NA	60% 638/1,060 Fall 2007 Cohort	57.9% 525/906 Fall 2008 Cohort	60.4% 842/1,395 Fall 2009 Cohort	62%

Benchmark: 60%¹⁴ (by 2018)

Objective D: Provide evidence of achievement of student learning outcomes

Performance Measures: This objective is under development

Benchmark: TBD (To be established in 2017)

Objective E: Offer opportunities for student engagement that go beyond the classroom

Performance Measures: This objective is under development

Benchmark: TBD (To be established in 2017)

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GOAL 3: INSTITUTIONAL STABILITY

Sustainable community and student success can only come from a solid institutional foundation. The stability of our institution is dependent upon ensuring that we have adequate capacity and resources to ensure the effectiveness of our operations.

Objective A: Provide employees with a work environment that values employee success and satisfaction

Performance Measures: This objective is under development
Benchmark: TBD (To be established in 2017)

Objective B: Ensure that the college maintains the financial resources necessary to meet its mission

Performance Measures:

- I. **Undergraduate Cost Per Credit: IPEDS instruction, academic support, student services, institutional support, and other expenses and deductions, divided by annual weighted credit hours (Sources: Cost: IPEDS Finance Survey, Part C; Credits: Weighted PSR 1.5 [including non-resident] plus CTE credits weighted at 1.0)**
Statewide Performance Measure

FY13 (2012-2013)	FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	Benchmark
NA	\$ 277.30 (\$50,266,494/ 181,270)	\$262.36 (\$44,004,146/ 167,724)	\$306.37 (\$48,285,971/ 157,609)	Less than \$300

Benchmark: \$300¹⁵ (by 2018)

- II. **Unduplicated headcount of all undergraduate degrees and certificates divided by IPEDS instruction, academic support, student services, institutional support, and other expenses and deductions. (Source: IPEDS Completions of any degree or certificate; IPEDS Finance Survey, Part C)** *Statewide Performance Measure*

FY13 (2012-2013)	FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	Benchmark
NA	1.916 (963/\$502.66)	2.204 (970/\$440.04)	2.143 (1,035/\$482.86)	2.3

Benchmark: 2.3¹⁶ (by 2018)

- III. **Total Yearly Dollar Amounts Generated Through External Grants (Source: College of Southern Idaho)**

FY13 (2012-2013)	FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	Benchmark
\$3,832,100	\$3,608,174	\$4,446,965	\$3,566,397	\$4 million

Benchmark: \$4 million¹⁷ (by 2018)

Objective C: Maintain a strong relationship with the CSI Foundation

Performance Measures:

- I. **Total Dollar Amount Awarded to Students by the CSI Foundation**

FY13 (2012-2013)	FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	Benchmark
\$1.3 million	\$1.71 million	\$1.78 million	\$1.76 million	\$1.9 million

Benchmark: \$1.9 million¹⁹ (by 2018)

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Objective D: Enhance infrastructure resources to ensure the college is safe, sustainable, and inviting to all of the members of our communities

Performance Measures: This objective is under development
Benchmark: TBD (To be established in 2017)

Objective E: Engage in ongoing, purposeful, systematic, integrated, and comprehensive planning and assessment

Performance Measures: This objective is under development
Benchmark: TBD (To be established in 2017)

Objective F: Improve institutional effectiveness by focusing on both internal and external communication strategies and processes

Performance Measures: This objective is under development
Benchmark: TBD (To be established in 2017)

KEY EXTERNAL FACTORS:

There are numerous external factors that could impact the execution of the College of Southern Idaho's Strategic Plan. These include, but are not limited to:

- Changes in the unemployment rate which has been show to significantly impact enrollment;
- Changes in local, state, and/or federal funding levels;
- Changes to regional accreditation requirements;
- Circumstances of and strategies employed by our partners (e.g. K-12, higher education institutions, local industry);
- Legal and regulatory changes.

EVALUATION PROCESS:

The College of Southern Idaho Strategic Plan is evaluated annually by its locally elected Board of Trustees. Benchmarks are established and evaluated throughout the year by the College's Strategic Planning Steering Committee and by College administration. The College reports on achievement of benchmarks annually to the College of Southern Idaho Board of Trustees and to the Idaho State Board of Education.

¹ CSI is working with industry to determine an appropriate measure of the training needs in the region. This need will fluctuate from year to year along with the economy of the area.

² This benchmark has been established based upon an average of the past four years of placement. While the benchmark is below the current placement level, external forces (e.g. unemployment rate) can significantly impact achievement of this benchmark.

³ Matching the FY 2016 2% increase would put enrollment on a positive trend after several years of declines.

⁴ As has been the case with college enrollment across the nation, CSI enrollment has been declining. Rather than setting a benchmark for growth, the College's current goal is to reverse this trend of declining enrollment. Once that goal has been achieved, a growth benchmark will be established.

⁵ The CSI Office of Dual Credit is working to acknowledge growth opportunities in this area while not outpacing institutional infrastructure.

⁶ This benchmark has been established to ensure that tuition aligns with peer institutions in the state.

⁷ Ninety percent is a reasonable target considering that comparison schools have averaged 83%-84% during this same time period. Students are asked, "How would you evaluate your entire educational experience at this college?" (Percentage reflects those marking "Good" or "Excellent")
Source Note: The *Community College Survey of Student Engagement (CCSSE)* is an annual survey administered to community college students across the nation by the Center for Community College Student Engagement. CSI participates in the survey during the spring semester each year. In this metric, "comparison schools" consists of all other schools participating in the CCSSE during that term. Traditionally, approximately 700 schools participate in a given term.

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⁸The 60% benchmark for first-time, full-time students has been set as a stretch benchmark in light of several college initiatives focused on retaining students, and in recognition of Goal 1, Objective C of the Idaho State Board of Education Strategic Plan.

⁹The 76% benchmark for first-time in college students has been set as a stretch benchmark in light of several college initiatives focused on retaining students, and in recognition of Goal 1, Objective C of the Idaho State Board of Education Strategic Plan. To add additional context to this measure, the College of Western Idaho earned a 57.5% on this metric while North Idaho College earned a 77.5% during FY 2016. 2012-2013 data is not available as it predates the College's participation in the Voluntary Framework of Accountability.

¹⁰The 31% benchmark has been established as a stretch benchmark in light of several initiatives the college has undertaken to increase graduation rates and in alignment with Goal 1, Objective C of the Idaho State Board of Education Strategic Plan.

¹¹The benchmark has been established as a stretch benchmark in light of several initiatives the college continues to refine in order to decrease the amount of time students spend in remediation and to increase their success in college-level courses. 2012-2013 data is not available as it predates the College's participation in the Voluntary Framework of Accountability.

¹²This is a new metric and the first three years of data show significant fluctuations in student progress. The current benchmark is an average of the first three years. After one more year of data, a stretch benchmark will be set in light of several college initiatives targeted at decreasing time to completion and in alignment with Goal 1, Objective C of the Idaho State Board of Education Strategic Plan.

¹³The 21% benchmark has been established in light of the recent positive trend in this area, several initiatives the college has undertaken to increase graduation rates, and in alignment with Goal 1, Objective C of the Idaho State Board of Education Strategic Plan.

¹⁴The current target is a stretch benchmark. It should be noted that this measure is based on a six-year cohort. Therefore, progress on college initiatives targeted at completion may take longer to appear in this metric. 2012-2013 data is not available as it predates the College's participation in the Voluntary Framework of Accountability.

¹⁵This benchmark is aligned with Goal 4, Objective C in the Idaho State Board of Education Strategic Plan and is currently well below the target of \$320 per undergraduate weighted student credit hour. Note: This metric has undergone several revisions over the past few years. Additionally, CSI has altered its reporting methodology for IPEDS financials. These factors have eliminated the ability to provide comparative data for 2012-2013 and have led to revised figures for other years compared to previous reports.

¹⁶This benchmark is aligned with Goal 4, Objective C in the Idaho State Board of Education Strategic Plan and is currently well above the State Board target of 1.7 graduates per \$100,000. Note: This metric has undergone several revisions over the past few years. Additionally, CSI has altered its reporting methodology for IPEDS financials. These factors have eliminated the ability to provide comparative data for 2012-2013 and have led to revised figures for other years compared to previous reports.

¹⁷The \$4 million benchmark has been established as an annual target, recognizing that grant opportunities fluctuate annually.

¹⁸This benchmark recognizes a target appropriation set annually by the College of Southern Idaho Foundation.

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	State Board of Education Goals			
	<i>Goal 1: A WELL EDUCATED CITIZENRY</i>	<i>Goal 2: INNOVATION AND ECONOMIC DEVELOPMENT</i>	<i>Goal 3: DATA-INFORMED DECISION MAKING</i>	<i>Goal 4: EFFECTIVE AND EFFICIENT EDUCATIONAL SYSTEM</i>
College of Southern Idaho Goals and Objectives				
GOAL 1: Community Success				
<i>Objective A: Strengthen the social fabric in the communities we serve</i>	✓	✓		
<i>Objective B: Cultivate economic partnerships across the communities we serve</i>		✓		
<i>Objective C: Meet the workforce needs of the communities we serve</i>	✓	✓		
GOAL 2: Student Success				
<i>Objective A: Foster participation in post-secondary education</i>	✓			
<i>Objective B: Reinforce a commitment to instructional excellence</i>				✓
<i>Objective C: Support student progress toward achievement of educational goals</i>	✓			✓
<i>Objective D: Provide evidence of achievement of student learning outcomes</i>	✓	✓	✓	
<i>Objective E: Offer opportunities for student engagement that go beyond the classroom</i>	✓			
GOAL 3: Institutional Stability				
<i>Objective A: Provide employees with a work environment that values employee success and satisfaction</i>				✓
<i>Objective B: Ensure that the college maintains the financial resources necessary to meet its mission</i>				✓
<i>Objective C: Maintain a strong relationship with the CSI Foundation</i>	✓			
<i>Objective D: Enhance infrastructure resources to ensure the college is safe, sustainable, and inviting to all of the members of our communities</i>				✓
<i>Objective E: Engage in ongoing, purposeful, systematic, integrated, and comprehensive planning and assessment</i>			✓	
<i>Objective F: Improve institutional effectiveness by focusing on both internal and external communication strategies and processes</i>				✓

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Updated May, 2017

College of Western Idaho Strategic Plan 2018 – 2022

STATUTORY AUTHORITY

This plan has been developed in accordance with Northwest Commission on Colleges and Universities (NWCCU) and Idaho State Board of Education standards. The statutory authority and the enumerated general powers and duties of the Board of Trustees of a junior (community) college district are established in Sections 33-2101, 33-2103 to 33-2115, Idaho Code.

MISSION STATEMENT

The College of Western Idaho expands learning and life opportunities, encourages individual advancement, contributes to Idaho's economic growth, strengthens community prosperity, and develops leaders.

VISION STATEMENT

By 2040, the College of Western Idaho will be a best-in-class, comprehensive community college that will influence individual advancement and the intellectual and economic prosperity of Western Idaho. By providing a broad range of highly accessible learning opportunities, this Vision will be realized through the College's Presence, Practice, and Impact.

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
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GOAL 1: Student Success

CWI values its students and is committed to supporting their success in reaching their educational and career goals.

Objective A: Improving Student Retention, Persistence, and Completion.

Performance Measures:

I. Maintain student completion of the individual courses in which they enroll.

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
80%	82%	74%	80%	>80%

Benchmark: *Course Completion rates will exceed 80% by 2022*

II. Increase percentage of students completing the program of study in which they enrolled

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
Fall Cohort 2010 10%	Fall Cohort 2011 9%	Fall Cohort 2012 11%	Fall Cohort 2013 13%	19.6%

Benchmark: *Completion Rate within 150% of program/major requirements will meet or exceed the Community College national average of 19.6% by 2022*

III. Increase percent of credit students who persist from term to term

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
69%	68%	67%	68%	>70%

Benchmark: *Term to Term persistence rates will meet or exceed 70% by 2022*

Objective B: Providing Support Services that Improve Student Success.

Performance Measures:

I. Improve or maintain Gap score on Student Satisfaction Survey related to support services (Library, Tutoring, Advising)

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
0.95 (0%)	0.84 (-12%)	0.69 (-18%)	0.67 (-3%)	0.65

Benchmark: *Maintain or exceed Gap score*

Objective C: Developing Effective Educational and Career Pathways and Transfer Opportunities.

Performance Measures:

I. Measure Under Development: Increase percentage of BSE students who transition to credit or WD programs

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
				TBD

Benchmark: *Develop and implement a formal tracking process; use the results of the first measurement cycle to establish a benchmark*

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
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II. Measure Under Development: Increase percent of CWI Dual Credit students who transition to CWI programs after high school graduation.

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
				TBD

Benchmark: Increase the number of Dual Credit students who transition to CWI to be determined

III. Increase percent of degree-seeking students who are successful in GEM math and English courses within their first 30 credits

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
17%	14%	18%	18%	TBD

Benchmark: Increase success rate of GEM Math and English completion within first 30 credits by 2022

IV. Measure Under Development: Improve percentage of AA or AS degree-seeking students who enroll at a four-year institution

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
				TBD

Benchmark: Increase credit transfer to four-year institutions by 2022

V. Measure Under Development: Develop transfer agreements (2 plus 2, 3 plus 1, etc.)

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
				TBD

Benchmark: Increase transfer agreements by 2022

Objective D: Mirror the Diverse Communities CWI serves in CWI's student body.

Performance Measures:

I. Sustain or improve student representation to align with the colleges service area

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
36%	33%	33%	32%	>=30%
56%	57%	56%	57%	>=57%

Benchmark: By 2022 CWI will sustain or increase its current proportion of:
30% non-white students
57% female students

Objective E: Foster a respectful community by being a model for organizational diversity.

Performance Measures:

I. Improve the gap score on the Student Satisfaction Survey

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
0.39 (0%)	0.38 (-3%)	0.33 (-13%)	0.26 (-21%)	<=0.26

Benchmark: By 2022 CWI will maintain or lower the Gap scores of questions related to safety and well-being (Questions: 12, 13 and 20).

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GOAL 2: Instructional Excellence

CWI will provide the highest quality instructional programs, which help learners achieve their goals and that also help the community and region to prosper.

Objective A: Advancing Innovative Programming and Strategies.

Performance Measures:

I. Measure Under Development: Increase Completion rates for students participating in innovative programming

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
				TBD

Benchmark: Completion rates will be increased by 2022.

Objective B: Expanding Instructional Resources and Development.

Performance Measures:

I. Measure Under Development: Increase number of respondents who agree or strongly agree that they have adequate opportunities for professional development to improve their skills

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
				TBD

Benchmark: Increase average score for full-time and adjunct faculty who agree/strongly agree on bi-annual Employee Survey

II. Measure Under Development: Increase Percentage of faculty who teach in an identified innovative instructional Model

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
				TBD

Benchmark: Increase percentage of faculty who teach in an innovative model by 2022

GOAL 3: Community Connections

CWI will bring the College into the communities it serves in meaningful ways by providing a variety of educational and enrichment programs including partnerships for economic development and general community connections.

Objective A: Promoting Partnerships and Learning that lead to Career Opportunities.

Performance Measures:

I. Measure Under Development: Increase participation levels in internal and external events

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
				TBD

Benchmark: Develop and implement a formal tracking process; use the results of the first measurement cycle to establish a benchmark

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II. Measure Under Development: Increase the number of scholarships from external stakeholders

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
				TBD

Benchmark: Increase external scholarships by 2022

III. Measure Under Development: Develop a sustainable process for tracking and measuring student employment after degree or program completion

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
				TBD

Benchmark: Develop and implement a formal tracking process; use the results of the first measurement cycle to establish a benchmark (SLDS, Idaho Department of Labor, follow up survey, etc.)

Objective B: Contributing to Economic Development through Customized Programs and Training.

Performance Measures:

I. Measure Under Development: Increase the number custom/contract/facility Workforce Development courses delivered by CWI

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
				TBD

Benchmark: Increase Workforce Development courses delivered by 2022

II. Measure Under Development: Increase the number of service learning and apprenticeships offered by CWI

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
				TBD

Benchmark: Increase opportunities by 2022

Objective C: Actively Engaging with the Community as Educational Leaders and as an Expertise Resource.

Performance Measures:

I. Measure Under Development: Increase community connections through speakers series and campus sponsored events

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
				TBD

Benchmark: Develop and implement a formal tracking process; use the results of the first measurement cycle to establish a benchmark

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Objective D: Developing Campus Environments and Facilities that Support Community Engagement and Interaction.

Performance Measures:

I. Measure Under Development: Increase use of CWI industry labs and specialized classrooms and equipment through business and industry partnerships

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
				TBD

Benchmark: Develop and implement a program and tracking; use the results of the first measurement cycle to establish a benchmark

GOAL 4: Organizational Stewardship

CWI finds strength through its people and viability in its operations and infrastructure; therefore, the College will continually evaluate its organizational and financial health to ensure sustainability.

Objective A: Investing in Owned Facilities.

Performance Measures:

I. Measure Under Development: Increase CWI Owned Space

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
				TBD

Benchmark: Increase Owned Space as a % of CWI Gross Square Footage (GSF)

Objective B: Demonstrating Efficiency in Infrastructure, Program Distribution, and Space Utilization.

Performance Measures:

I. Measure Under Development: Maintain net assignable square footage (NASF)

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
				TBD

Benchmark: NASF at or below defined guidelines

GOAL 5: Inclusive Excellence

CWI will embrace the strengths created through diversity and will adopt and promote inclusiveness in its practices.

Objective A: Attracting and Retaining Appropriate Staffing Resources.

Performance Measures:

I. Measure Under Development: Maintain or decrease voluntary turnover percentage of full time employees

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
				TBD

Benchmark: By 2022 maintain or decrease voluntary turnover percentage of full time employees

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
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II. Measure Under Development: Increase number of programs that have full time faculty at the sustainable/quality target

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
				TBD

Benchmark: CWI will achieve a sustainable target level by 2022

Objective B: Foster a respectful community by being a model for organizational diversity.

Performance Measures:

I. Measure Under Development: Implement specific question(s) on future Employee Satisfaction Survey to evaluate organizational diversity

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
				TBD

Benchmark: CWI will implement diversity specific questions in the FA17 Employee Survey and use those results to establish a target for 2022

Key External Factors

There are a number of key external factors that can have significant impact on our ability to fulfill our mission and institutional priorities in the years to come. Some of these include:

- *Continued revenue. Over a quarter of CWI's revenue comes from State of Idaho provided funds (general fund, CTE, etc.) Achieving parity with the state's other community colleges is a stated objective within our strategic plan. Ongoing state funding is vital to the continued success of CWI.*
- *Enrollment. CWI is actively engaged in recruiting and retention efforts in all areas of student enrollment. With nearly 50% of revenue generated by active enrollments, it is critical that CWI reach out in meaningful ways to its service area to support ongoing learning opportunities for the community and maintain fiscal stability for the college.*
- *Economy. Recent years have shown that the state and national economy have significant impacts on enrollment in higher education.*

Evaluation Process

The College of Western Idaho recently completed its Comprehensive Strategic Plan for 2018 through 2022 and is in the process of evaluating key components for evaluation, including metrics and benchmarks. Evaluations are initiated at regular intervals, the scope and timing of which are determined by the life cycle of the necessary processes and the impact to our students. Where processes are maintained in a data base, regular and recurring reports are leveraged to evaluate against stated standards. Where a more qualitative evaluation is employed, surveys or manual audits are performed to gauge delivery and performance.

When improvements are determined to be necessary, scope and impact to the student or business processes are then evaluated, desired outcomes are determined and a stated goal is formulated and then measured against existing goals or strategies to determine if it can be incorporated into existing structure or would be stand alone in nature.

Once a new goal is incorporated, an evaluative process will be created, benchmarking will be established and recurring evaluations made.

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North Idaho College

FY 2018-2022
Strategic Plan

MISSION STATEMENT

North Idaho College meets the diverse educational needs of students, employers, and the northern Idaho communities it serves through a commitment to student success, educational excellence, community engagement, and lifelong learning.

VISION STATEMENT

As a comprehensive community college, North Idaho College strives to provide accessible, affordable, quality learning opportunities. North Idaho College endeavors to be an innovative, flexible leader recognized as a center of educational, cultural, economic, and civic activities by the communities it serves.

GOAL 1: STUDENT SUCCESS

A vibrant, lifelong learning environment that engages students as partners in achieving educational goals to enhance their quality of life

Goal 1, Objective A: Provide innovative, progressive, and student-centered programs and services.

Performance Measures

- I. Percentage of first-time and new transfer-in students who were awarded a degree or certificate, transferred, or are still enrolled, within six years as defined by Voluntary Framework of Accountability (VFA).

2013	2014	2015	2016	Benchmark
66.6% (Fall 06 Credential-Seeking Cohort thru summer 12)	68.1% (Fall 07 Credential-Seeking Cohort thru summer 13)	65.7% (Fall 08 Credential-Seeking Cohort thru summer 14)	64.5% (Fall 09 Credential-Seeking Cohort thru summer 15)	70%

Benchmark: 70%¹ (by FY2022)

- II. Percentage of NIC Dual Credit students that matriculate at NIC or at another postsecondary institution

2013	2014	2015	2016	Benchmark
Prior method is not comparable, no data available.	59% (N=500) High School Grad Year 2014	54% (N=630) High School Grad Year 2015	63% (N=709) High School Grad Year 2016	65%

Benchmark: 65%² (by FY2022)

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III. Degree Production – Degree and certificate production and headcount of recipients (System-Wide Performance Measure)

2013	2014	2015	2016	Benchmark
1,083 awards / 1,038 headcount for 12-13	998 awards / 930 headcount for 13-14	965 awards / 898 headcount for 14-15	1,081 awards / 969 headcount for 15-16	>=1.2k awards / >=1k headcount

Benchmark: >=1.2k awards / >=1k headcount ³ (by 2022)

IV. Degree Production - Unduplicated headcount of graduates over rolling 3-year average degree seeking FTE (System-Wide Performance Measure)

2013	2014	2015	2016	Benchmark
24.3% (1,038/4,277) for 12-13	22.8% (930/4,069) for 13-14	23.5% (898/3,818) for 14-15	28.4% (969/3,407) for 15-16	30%

Benchmark: 30% ⁴ (by 2022)

Goal 1, Objective B: Engage and empower students to take personal responsibility and to actively participate in their educational experience.

Performance Measures

I. Percentage of employers (out of total respondents) who indicate satisfaction with overall preparation of CTE completers

2013	2014	2015	2016	Benchmark
			New (under development)	TBD

Benchmark: New measure, benchmark currently under development ⁵

Goal 1, Objective C: Promote programs and services to enhance access and successful student transitions.

Performance Measures

I. Persistence Rate - Full-time, first-time and new transfer in students who persist to spring or receive an award that first fall as a percentage of that population

2013	2014	2015	2016	Benchmark
83.1% (900/1083) Fall 12 to Spr 13	83.5% (792/948) Fall 13 to Spr 14	84.4% (708/839) Fall 14 to Spr 15	80.9% (648/801) Fall 15 to Spr 16	84%

Benchmark: 84% ⁶ (by 2020)

II. Retention Rate – Full time, first-time, degree seeking student retention rates as defined by IPEDs (System-Wide Performance Measure)

2013	2014	2015	2016	Benchmark
55% (456/832) Fall 12 cohort	55% (418/754) Fall 13 cohort	58% (377/655) Fall 14 cohort	52% (323/625) Fall 15 cohort	63%

Benchmark: 63% ⁷ (by 2020)

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
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III. Retention Rate – Part-time, first-time, degree seeking student retention rates as defined by IPEDS

2013	2014	2015	2016	Benchmark
37% (112/299) Fall 12 cohort	35% (102/295) Fall 13 cohort	39% (112/289) Fall 14 cohort	33% (98/296) Fall 15 cohort	45%

Benchmark: 45%⁸ (by 2020)

IV. Retention Rate –New transfer in, degree-seeking student retention rates (System-Wide Performance Measure)

2013	2014	2015	2016	Benchmark
59% (122/208) Fall 12 cohort	52% (80/155) Fall 13 cohort	57% (86/152) Fall 14 cohort	47% (54/116) Fall 15 cohort	65%

Benchmark: 65%⁹ (by 2022)

GOAL 2: EDUCATIONAL EXCELLENCE

High academic standards, passionate and skillful instruction, professional development, and innovative programming while continuously improving all services and outcomes

Goal 2, Objective A: Evaluate, create and adapt programs that respond to the educational and training needs of the region.

Performance Measures

I. Market Penetration - Unduplicated headcount of credit students as a percentage of NIC's total service area population.

2013	2014	2015	2016	Benchmark
3.9% for 12-13 (8,329/215,416)	3.6% for 13-14 (7,772/217,551)	3.3% for 14-15 (7,368/221,398)	3.2% for 15-16 (7,103/225,007)	3.6%

Benchmark: 3.6%¹⁰ (by 2022)

II. Market Penetration - Unduplicated headcount of non-credit students as a percentage of NIC's total service area population.

2013	2014	2015	2016	Benchmark
2.1% for 12-13 (4,421/215,416)	2.2% for 13-14 (4,807/217,551)	2.1% for 14-15 (4,625/221,398)	2.2% for 15-16 (4,989/225,007)	3.0%

Benchmark: 3.0%¹¹ (by 2022)

III. Remediation - Number and percentage of first-time freshmen who graduated from an Idaho high school in the previous year requiring remedial education as determined by institutional benchmarks. (System-Wide Performance Measure)

2013	2014	2015	2016	Benchmark
67.8% (360/531) for 12-13	66.5% (323/486) for 13-14	58.6% (315/538) for 14-15	58.3% (302/518) for 15-16	No benchmark set

Benchmark: No benchmark set at the postsecondary level¹²

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Goal 2, Objective B: Engage students in critical and creative thinking through disciplinary and interdisciplinary teaching and learning.

Performance Measures

- I. Percentage of instructional programs that respond annually to program review recommendations and document program changes/improvements

2013	2014	2015	2016	Benchmark
			New (under development)	TBD

Benchmark: New measure, benchmark currently under development ¹³

Goal 2, Objective C: Strengthen institutional effectiveness, teaching excellence and student learning through challenging and relevant course content, and continuous assessment and improvement.

Performance Measures

- I. Percentage of Student Learning Outcomes Assessment goals met over 3-year plan

2013	2014	2015	2016	Benchmark
70% for 12-13	72% for 13-14	Not assessed, resources allocated to another initiative	81% for 15-16	>= 80%

Benchmark: at least 80% ¹⁴ (by FY 2020)

- II. Full-time to Part-time faculty ratio

2013	2014	2015	2016	Benchmark
0.7:1.0 164 FT & 228 PT	0.8:1.0 164 FT & 204 PT	0.8:1.0 163 FT & 194 PT	0.8:1.0 161 FT & 207 PT	0.8:1.0

Benchmark: no less than 0.8:1.0 ¹⁵ (by FY 2020)

Goal 2, Objective D: Recognize and expand faculty and staff scholarship through professional development.

Performance Measures

- I. NIC is responsive to faculty and staff professional development needs as measured by funding

2013	2014	2015	2016	Benchmark
	Prior method is not comparable, no data available.	\$78k in current funding	\$78k in current funding	>= \$78k

Benchmark: No less than \$78k ¹⁶ (by FY 2022)

GOAL 3: COMMUNITY ENGAGEMENT

Collaborative partnerships with businesses, organizations, community members, and educational institutions to identify and address changing educational needs

Goal 3, Objective A: Advance and nurture relationships throughout our service region to enhance the lives of the citizens and students we serve.

Performance Measures

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- I. Percentage of student evaluations of community education courses with a satisfaction rating of above average

2013	2014	2015	2016	Benchmark
No data available for 12-13	93% for 13-14 (186/200)	94% for 14-15 (237/250)	98% for 15-16 (253/256)	85% benchmark has been met, new benchmark is currently under development

Benchmark: 85% benchmark has been met, new benchmark is currently under development ¹⁷

Goal 3, Objective B: Demonstrate commitment to the economic/business development of the region.

Performance Measures:

- I. Licensure Pass Rates

2013	2014	2015	2016	Benchmark
77%	81%	98%	99%	85%

Benchmark: 85% ¹⁸ (by FY 2022)

Goal 3, Objective C: Promote North Idaho College in the communities we serve.

Performance Measures

- I. Annual number and percentage increase of Dual Credit annual credit hours in the high schools

2013	2014	2015	2016	Benchmark
2,028 for 12-13 (73.6% increase)	2,399 for 13-14 (18.29% increase)	2,969 for 14-15 (23.76% increase)	3,639 for 15-16 (22.57% increase)	5% annual increase benchmark has been met, new benchmark is currently under development

Benchmark: 5% annual increase benchmark has been met, new benchmark is currently under development ¹⁹

- II. Dual Credit annual credit hours as percentage of total credits (System-Wide Performance Measures)

2013	2014	2015	2016	Benchmark
7% (10,039) for 12-13	8% (9,884) for 13-14	9% (9,922) for 14-15	11% (12,213) for 15-16	14%

Benchmark: 14% ²⁰ (by 2022)

- III. Dual Credit unduplicated Annual Headcount and percentage of total (System-Wide Performance Measures)

2013	2014	2015	2016	Benchmark
888 (11% of total) for 12-13	921 (12% of total) for 13-14	993 (13% of total) for 14-15	1,165 (16% of total) for 15-16	18%

Benchmark: 18% ²¹ (by 2022)

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Goal 3, Objective D: Enhance community access to college.

Performance Measures

I. Distance Learning proportion of credit hours

2013	2014	2015	2016	Benchmark
24.7% (15,051/61,055) Fall 13	25.1% (14,183/56,498) Fall 14	24.3% (12,738/52,428) Fall 15	23.9% (11,971/50,048) Fall 16	25% of total student population

Benchmark: 25% of total student population is achieved ²² (by 2022)

II. Dual Credit annual credit hours taught via distance delivery and percentage annual increase

2013	2014	2015	2016	Benchmark
3,460 for 12-13 (15.8% increase)	3,407 for 13-14 (1.53% decrease)	2,822 for 14-15 (17.17% decrease)	3,145 for 15-16 (11.45% increase)	Increase by 5% annually

Benchmark: Increase by 5% annually ²³ (by 2022)

GOAL 4: DIVERSITY

A learning environment that celebrates the uniqueness of all individuals and encourages cultural competency

Goal 4, Objective A: Foster a culture of inclusion.

Performance Measures

I. Percentage of students enrolled from diverse populations

2013	2014	2015	2016	Benchmark
81.3% White 9.2% Other 9.5% Unknown (12-13)	80.9% White 9.5% Other 9.6% Unknown (13-14)	80.1% White 14.2% Other 5.7% Unknown (14-15)	78.2% White 10.6% Other 11.2% Unknown (15-16)	Maintain a diverse, or more diverse population than the population within NIC's service region

Benchmark: Maintain a diverse, or more diverse population than the population within NIC's service region ²⁴ (by 2022)

Goal 4, Objective B: Promote a safe and respectful environment.

Performance Measures

I. Implement Green Dot at NIC. (Green Dot is a bystander-based prevention program designed to increase positive bystander behavior, change social norms, and reduce sexual and other forms of interpersonal violence perpetration and victimization.)

2013	2014	2015	2016	Benchmark
			New (under development)	TBD

Benchmark: New measure, benchmark currently under development ²⁵

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Goal 4, Objective C: Develop culturally competent faculty, staff and students.

Performance Measures

- I. Percentage of students surveyed that perceive NIC encourages contact among students from different economic, social, and racial or ethnic backgrounds (Community College Survey of Student Engagement - CCSSE)

2013	2014	2015	2016	Benchmark
41.7% Spring 13	37.7% Spring 14	39.6% Spring 15	Survey now being administered on a two-year rotation; no data available	Increase by 2% annually until the national average is met or exceeded

Benchmark: Increase by 2% annually until the national average is met or exceeded ²⁶ (by 2022)

GOAL 5: STEWARDSHIP

Economic and environmental sustainability through leadership, awareness, and responsiveness to changing community resources

Goal 5, Objective A: Exhibit trustworthy stewardship of resources.

Performance Measures

- I. Dollars secured through the Development Department via private donations and grants

2013	2014	2015	2016	Benchmark
\$3.1 million for 12-13	\$5.2 million for 13-14	\$8.2 million for 14-15	\$3.7 million for 15-16	\$2 million benchmark has been met, new benchmark is currently under development

Benchmark: \$2 million benchmark has been met, new benchmark is currently under development ²⁷

- II. Percentage of computers replaced within rotation window according to college-wide replacement schedule

2013	2014	2015	2016	Benchmark
	Prior method is not comparable, no data available.	ERS-A: 93.98% and ERS-B: 98.85% for 14-15	ERS-A: 93.81% and ERS-B: 96.71% for 15-16	100%

Benchmark: 100% ²⁸ (by 2020)

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III. Tuition and Fees and IPEDS rank for full-time, first-time, in-district students (full academic year) based on IPEDS definitions

2013	2014	2015	2016	Benchmark
\$2,846 with rank of 22.7% for 12-13	\$2,974 with rank of 22.7% for 13-14	\$3,022 with rank of 22.7% for 14-15	\$3,214 with rank of 22.7% for 15-16	Rank in the lowest 40% against IPEDS comparator institutions

Benchmark: Rank in the lowest 40% against IPEDS comparator institutions ²⁹ (by 2020)

IV. Undergraduate cost per credit (System-Wide Performance Measure)

2013	2014	2015	2016	Benchmark
\$249.92 for 11-12	\$270.79 for 12-13	\$302.49 for 13-14	\$314.86 for 14-15	\$320

Benchmark: \$320 ³⁰ (by 2020)

V. Graduates per \$100k – Graduates per \$100,000 of education and related spending by institutions as defined by IPEDS (System-Wide Performance Measure)

2013	2014	2015	2016	Benchmark
2.26 for 11-12	2.28 for 12-13	2.04 for 13-14	2.06 for 14-15	3.00

Benchmark: 3.00 ³¹ (by 2022)

Goal 5, Objective B: Demonstrate commitment to an inclusive and integrated planning environment.

This objective is currently under review.

Goal 5, Objective C: Explore, adopt, and promote initiatives that help sustain the environment.

Performance Measures

I. Percentage saved of utility dollars due to efficiency measures and energy upgrades

2013	2014	2015	2016	Benchmark
		Prior method is not comparable, no data available.	12.9% decrease in utilities expenditures over 7 years (thru FY16)	-14%

Benchmark: -14% ³²

KEY EXTERNAL FACTORS

- Changes in the economic environment
- Changes in local, state, or federal funding levels
- Changes in local, state, or national educational priorities
- Changes in education market (competitive environment)

EVALUATION PROCESS

- Details of implementation
 - The Director of Institutional Effectiveness leads a variety of sub-groups at the college in an annual review and revision of the strategic plan. The strategic plan is organized to align with North Idaho College’s core values. Together the core values and the strategic plan guide NIC to mission fulfillment.
- Status of goals and objectives
 - North Idaho College’s goals for the strategic plan are also the college’s core values. The objectives to meet the goals are reviewed with the data collected to determine if benchmarks have been met. The review process often leads to the following questions:
 - Is the data we are collecting providing information related to goal attainment?
 - Is additional data needed to better understand goal attainment?
 - Do the objectives need revision to reach goal attainment?
 - There were no substantial changes made to the goals and objectives in the past academic year.

¹ Benchmark is based on comparator institutions from the Voluntary Framework of Accountability (VFA). Numbers for those comparator institutions range between 63.7% and 67.7%. This measure is a stretch benchmark and is based on a six-year cohort, so initiatives targeted at completion may take longer to appear. Note: This data reflects the credential-seeking cohort, which is determined by course taking behavior - students who earned a minimum of 12 semester credit hours by the end of their second year.

² Benchmark is set based on an analysis of historical trends combined with the desired level of achievement. Percentage is calculated using the number of students with a given high school graduation year as the N. Initiatives are in place to continue that upward trend.

³ Benchmark is set based on an analysis of historical trends combined with the desired level of achievement and IPEDS data from comparator institutions which shows an average (mean) between 1,074 and 1,208 for number of awards, and an average (mean) between 947 and 1,039 for number of distinct awardees. Note: Includes all degrees and certificates awarded as reported to IPEDS.

⁴ Benchmark is set based on data from comparator institutions in Idaho which ranges between 18.7% and 30%. NIC is currently trending upward for this measure.

⁵ New measure, benchmark currently under development.

⁶ Benchmark is set based on an analysis of historical trends combined with the review of similar measures. NIC is currently experiencing a downward trend for this measure. This is a stretch benchmark.

⁷ Benchmark is set based on IPEDS data from comparator institutions which shows an average (mean) between 56% and 58% for this measure. NIC is currently experiencing a downward trend for this measure. This is a stretch benchmark.

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- ⁸ Benchmark is set based on IPEDS data from comparator institutions which shows an average (mean) between 38% and 39% for this measure. NIC is currently experiencing a downward trend for this measure. This is a stretch benchmark.
- ⁹ Benchmark is set based on an analysis of historical trends combined with the review of similar measures. NIC is currently experiencing a downward trend for this measure. This is a stretch benchmark.
- ¹⁰ Benchmark is set based on an analysis of historical trends combined with the desired level of achievement. Note: Service Area population numbers are based on United States Census Bureau estimates.
- ¹¹ Benchmark is set based on an analysis of historical trends combined with the desired level of achievement. Note: Service Area population numbers are based on United States Census Bureau estimates.
- ¹² No benchmark set at the postsecondary level. It should be noted that the State benchmark for this measure is < 55%. Note: Includes only those students that have a valid placement test score, includes both degree-seeking and non-degree-seeking students - a majority of those without scores are non-degree-seeking students - and Dual Credit students are not included.
- ¹³ New measure, benchmark currently under development.
- ¹⁴ Benchmark is set based on an analysis of historical trends combined with the desired level of achievement.
- ¹⁵ Benchmark is set based on an analysis of historical trends combined with the desired level of achievement. Note: Slight change was made in methodology starting in 2016. Counts now include all active employees. Prior years reflected active employees who were paid within the fiscal year.
- ¹⁶ Benchmark is set based on an analysis of historical trends combined with the desired level of achievement. Note: Includes central fund and professional improvement plan (PIP) funds.
- ¹⁷ Benchmark has been met, new benchmark is currently under development.
- ¹⁸ Benchmark is set based on an analysis of historical trends combined with the desired level of achievement. Benchmark will stay at 85% because of the variability over the years. Note: Includes Practical Nursing, Registered Nursing, Medical Assistant, Pharmacy Technology, Radiography Technology, Physical Therapist Assistant, and Law Enforcement.
- ¹⁹ Benchmark has been met, new benchmark is currently under development. NIC continues to see explosive growth in dual credit in the high schools.
- ²⁰ Benchmark is set based on an analysis of historical trends and efforts related to future growth. This measure continues to have an upward trend.
- ²¹ Benchmark is set based on an analysis of historical trends and efforts related to future growth. This measure continues to show an upward trend.
- ²² Benchmark is set based on an analysis of historical trends combined with the desired level of achievement. NIC is experiencing a downward trend in this measure, although slight. Note: Data reflects the number of Distance Learning student credit hours out of number of both non-distance and distance student credit hours, end-of-term. Distance Learning is defined by Instructional Methods, including Internet, Blackboard Live, Hybrid, and IVC-receiving sites.

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- ²³ Benchmark is set based on an analysis of historical trends combined with the desired level of achievement. This measure was showing a downward trend but has increased and is part of the efforts related to the Dual Credit students.
- ²⁴ Benchmark is set based on an analysis of historical trends combined with the desired level of achievement. Note: NIC Service Region comparison = 90.7% White, 7.2% Other, and 2.2% Unknown. Source = U.S. Census Bureau, 2011-2015 American Community Survey 5-Year estimates.
- ²⁵ New measure, benchmark currently under development.
- ²⁶ Benchmark is based on CCSSE comparator institutions which average closer to 53%. This is a stretch benchmark. Note: The Community College Survey of Student Engagement (CCSSE) is a survey administered to community college students across the nation.
- ²⁷ Benchmark has been met, new benchmark is currently under development.
- ²⁸ Benchmark is set based on an analysis of historical trends combined with the desired level of achievement. Note: ERS-A = Administrative Computers; ERS-B = Lab Computers. 2015-16 Rotation: ERS-A and ERS-B, 48-months; Prior years: ERS-A, 42-months, ERS-B, 48-months.
- ²⁹ Benchmark is set based on IPEDS data from comparator institutions. NIC consistently ranks in the lowest 40% against those comparators institutions.
- ³⁰ Benchmark is set based on data from comparator institutions in Idaho which ranges between \$258 and \$300 for this measure. Projected financials/student credit hours are also taken into consideration. Note: Cost includes Instruction, Academic Support, Student Services, Institutional Support, and Other Expenses/Deductions (as reported to IPEDS). Credits are weighted.
- ³¹ Benchmark is set based on IPEDS data from comparator institutions which ranges between 2.04 and 2.14 for this measure. Note: Cost includes Instruction, Academic Support, Student Services, Institutional Support, and Other Expenses/Deductions (as reported to IPEDS). Graduates count is unduplicated.
- ³² Benchmark is set based on an analysis of historical trends combined with the desired level of achievement.

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
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Appendix 2

State Board of Education Goals				
	Goal 1: A WELL EDUCATED CITIZENRY	Goal 2: INNOVATION AND ECONOMIC DEVELOPMENT	Goal 3: DATA-INFORMED DECISION MAKING	Goal 4: EFFECTIVE AND EFFICIENT EDUCATIONAL SYSTEM
Institution/Agency Goals and Objectives				
GOAL 1: STUDENT SUCCESS: A vibrant, lifelong learning environment that engages students as partners in achieving educational goals to enhance their quality of life				
Objective A: Provide innovative, progressive, and student-centered programs and services.				✓
Objective B: Engage and empower students to take personal responsibility and to actively participate in their educational experience.	✓			
Objective C: Promote programs and services to enhance access and successful student transitions.				✓
GOAL 2: EDUCATIONAL EXCELLENCE: High academic standards, passionate and skillful instruction, professional development, and innovative programming while continuously improving all services and outcomes				
Objective A: Evaluate, create and adapt programs that respond to the educational and training needs of the region.				✓
Objective B: Engage students in critical and creative thinking through disciplinary and interdisciplinary teaching and learning.	✓			
Objective C: Strengthen institutional effectiveness, teaching excellence and student learning through challenging and relevant course content, and continuous assessment and improvement.	✓			
Objective D: Recognize and expand faculty and staff scholarship through professional development.				✓

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
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GOAL 3: COMMUNITY ENGAGEMENT -Collaborative partnerships with businesses, organizations, community members, and educational institutions to identify and address changing educational needs				
Objective A: Advance and nurture relationships throughout our service region to enhance the lives of the citizens and students we serve.		✓		
Objective B: Demonstrate commitment to the economic/business development of the region.		✓		
Objective C: Promote North Idaho College in the communities we serve.	✓			
Objective D: Enhance community access to college facilities.	✓			
GOAL 4: DIVERSITY - A learning environment that celebrates the uniqueness of all individuals and encourages cultural competency				
Objective A: Foster a culture of inclusion.	✓			
Objective B: Promote a safe and respectful environment.	✓			
Objective C: Develop culturally competent faculty, staff and students.	✓			
GOAL 5: STEWARDSHIP - Economic and environmental sustainability through leadership, awareness, and responsiveness to changing community resources				
Objective A: Exhibit trustworthy stewardship of resources.				✓
Objective B: Demonstrate commitment to an inclusive and integrated planning environment.			✓	
Objective C: Explore, adopt, and promote initiatives that help sustain the environment.		✓		

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University of Idaho

AGRICULTURAL RESEARCH & EXTENSION SERVICE

STRATEGIC PLAN 2018-2023

MISSION STATEMENT

The University of Idaho, College of Agricultural and Life Sciences fulfills the intent and purpose of the only land-grant University in the state that serves the agricultural/food-industry, people and communities of Idaho and our nation:

- Through identification of critical needs and development of creative solutions,
- Through the discovery, application, and dissemination of science-based knowledge,
- By preparing individuals through agricultural, food and family consumer education and research to become leaders and contributing members of society

VISION STATEMENT

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

GOAL 1

Innovate: Scholarly and creative products of the highest quality and scope, resulting in significant positive impact for the region and the world.

Objective A: Build collaborations that increase scholarly and creative productivity through interdisciplinary, regional, national and global partnerships.

Performance Measures:

- I. Increases in sponsored research expenditures and scholarly/creative works derived from collaborative Federal and Corporate partnerships.

Baseline data/Actuals:

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
\$15,647,292	\$16,535,798	\$16,843,795	\$28,770,264	\$34,353,200

Benchmark: \$34,353,200 in research expenditures grant dollars by 2023.

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
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II. Increase of undergraduate and graduate students engaged and employed on sponsored projects

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
12%	12.36%	13.60%	14.00%	16.72%

Benchmark: 16.72% of our undergraduate and graduate students will be paid from sponsored projects by 2023.

III. Increase the number of Advanced/Graduate degrees in the area of Agricultural and Life Sciences

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
-	45	46.80	49.14	53.73

Benchmark: 53.73 Advanced/Graduate degrees will be awarded in the area of Agricultural and Life Sciences by 2023.

GOAL 2

Engage: Outreach that inspires innovation and culture

Objective A: Increase the number of individuals/families benefiting from U of I Outreach Extension Programs

Performance Measures:

I. Increase the number of direct educational and programmatic University of Idaho Extension Contacts

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
375,350	358,662	338,261	348,409	403,901

Benchmark: 403,901 Direct Contacts will be made from the U of I Extension Programs by 2023.

Objective B: Increase the number of youth participating in University of Idaho 4-H Youth Development programming

Performance Measures:

I. Increase the number of youth participating in U of I 4-H Youth Development Programming

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
56,546	55,742	54,786	56,430	67,380

Benchmark: 67,380 youth participating in the U of I Youth Development Programming by 2023.

Objective C: Increase the number of publications from University of Idaho Extension

Performance Measures:

I. Increase Peer Reviewed and Professional Scientific Publications from University of Idaho Extension

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
-	-	88	91	102

Benchmark: 102 University of Idaho Extension Peer Reviewed and Professional Scientific Publications will be published by 2023.

Objective D: Increase the educational and research web traffic accessed from the University of Idaho Extension network

Performance Measures:

I. Increase educational and research web traffic and views of U of I Extension Content

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
-	-	499,574	514,561	562,275

Benchmark: 562,275 web visits will be trafficked to the University of Idaho Extension websites by 2023

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS

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Key External Factors

- *Changes in county, state, federal and industry supported research and extension funding could impact ARES activities.*
- *Change in the public's trust in research based education.*
- *Maintenance and replacement of ageing infrastructure continues to impact research and extension productivity. Finding resources to meet these needs is imperative.*
- *Comparison of salary and benefits with peer institutions continues to hamper our ability to hire and retain highly qualified individuals within the Agricultural Research and Extension Service.*

Evaluation Process

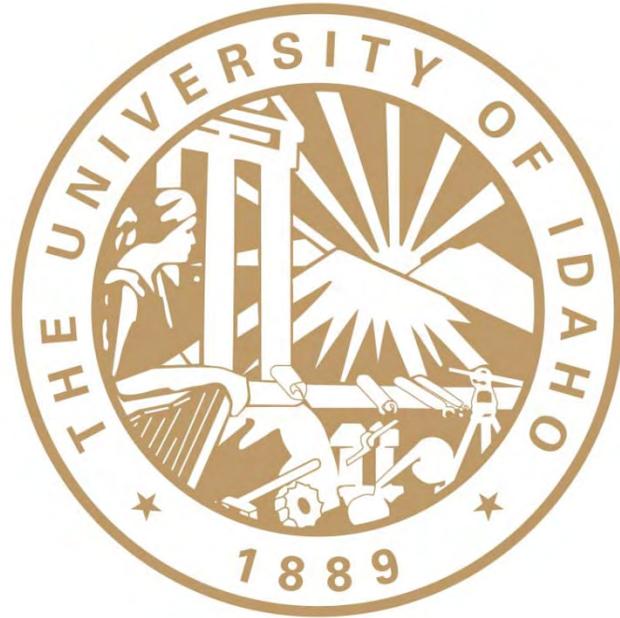
In conjunction with the Federal Agricultural Research and Extension Services (ARES) funding, the evaluation process for this strategic plan is documented through the Plan of Work identified by the USDA and a peer review panel of best practices in research and extension across all land grant institutions. The measurements used are of those that correlate with the National and State Agenda for the agricultural, family consumerism, research and education of our citizenry.

Appendix 1 (Optional)

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
JUNE 15, 2017**

Appendix 1

State Board of Education Goals					
	<i>Goal 1: A WELL EDUCATED CITIZENRY</i>	<i>Goal 2: INNOVATION AND ECONOMIC DEVELOPMENT</i>	<i>Goal 3: DATA- INFORMED DECISION MAKING</i>	<i>Goal 4: EFFECTIVE AND EFFICIENT EDUCATIONAL SYSTEM</i>	<i>Goal 5:</i>
Institution/Agency Goals and Objectives					
GOAL 1: Innovate: Scholarly and creative products of the highest quality and scope, resulting in significant positive impact for the region and the world.					
Objective A: Build collaborations that increases scholarly and creative productivity through interdisciplinary, regional, national and global partnerships.	✓	✓	✓	✓	
GOAL 2: Engage: Outreach that inspires innovation and culture					
Objective A: Increase the number of individuals/families benefiting from U of I Outreach Extension Programs	✓	✓	✓		
Objective B: Increase the number of youth participating in University of Idaho 4-H Youth Development programming	✓		✓	✓	
Objective C: Increase the number of publications from University of Idaho Extension	✓	✓	✓	✓	
Objective D: Increase the educational and research web traffic accessed from the University of Idaho Extension network	✓	✓	✓	✓	



University of Idaho Forest Utilization Research and Outreach (FUR)

STRATEGIC PLAN 2018-2022

Forest Utilization Research and Outreach (FUR)

MISSION STATEMENT

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

VISION STATEMENT

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

AUTHORITY and SCOPE

The Forest Utilization Research (FUR) program is authorized by Idaho Statute to enhance the value and understanding of vital natural resources and associated industry sectors via the Policy Analysis Group, Rangeland Center, Experimental Forest and Forest and Seedling Nursery through research, education and outreach to legislators, industry and the Idaho citizenry.

GOAL 1: Scholarship and Creativity

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

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

Performance Measures:

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

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Baseline data/Actuals:

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
35 participants	61 participants	46 participants	46 participants	20% growth

Benchmark: Number of CNR faculty, staff, students and constituency groups involved in FUR-related scholarship or capacity building activities.¹ (BY FY2023)

II. Number and diversity of courses that use full or partially FUR funded projects, facilities or equipment to educate, undergraduate, graduate and professional students.

Baseline data/Actuals:

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
	New Measure	26 courses	23 courses	15% growth

Benchmark: Number of courses using FUR funded projects, facilities or equipment during instruction.² (BY FY2023)

Objective B: *Emphasize scholarly and creative outputs that reflect our research-extensive and land-grant missions, the university and college’s strategic themes, and stakeholder needs, especially when they directly support our academic programming in natural resources.*

Performance Measures:

I. An accounting of products (e.g., research reports, economic analysis, BMPs) and services (e.g., protocols for new species shared with stakeholders, policy education programs and materials provided, accessible data bases or market models).

Baseline data/Actuals:

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
46 products	39 products	43 products	31 products	15% growth

Benchmark: Numbers and types of products and services delivered and stakeholders serviced.³ (BY FY2023)

II. An accounting of projects recognized and given credibility by external reviewers through licensing, patenting, publishing in refereed journals, etc.

Baseline data/Actuals:

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
15 referred articles	14 referred articles	15 referred articles	13 referred articles	25% growth

Benchmark: Number of courses using FUR funded projects, facilities or equipment during instruction.⁴ (BY FY2023)

GOAL 2: Outreach and Engagement

Engage with the public, private and non-profit sectors through mutually beneficial partnerships that enhance teaching, learning, discovery, and creativity.

Objective A: *Build upon, strengthen, and connect the College of Natural Resources with other parts of the University to engage in mutually beneficial partnerships with stakeholders to address areas targeted in FUR.*

Performance Measures:

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- I. Document cases: Communities served and resulting documentable impact; Governmental agencies served and resulting documentable impact; Non-governmental agencies and resulting documentable impact; Private businesses and resulting documentable impact; and Private landowners and resulting documentable impact. Meeting target numbers for audiences identified below and identifying mechanisms to measure economic and social impacts.**

Baseline data/Actuals:

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
			New measure	1,250 total participants

Benchmark: Number of external participants served.⁵ (BY FY2023)

GOAL 3: Financial Efficiency and Return on Investment (ROI)

Efficient financial management of FUR state appropriated dollars supporting Goals 1 and 2 and leveraging resources to secure external funding (e.g., external grants, private funding, and cooperatives)

Objective A: *Leveraging state funds to secure additional financial resources to increase impact on products, services and deliverables.*

Performance Measures:

- I. New funding sources from external granting agencies, private and public partnerships and other funding groups.**

Baseline data/Actuals:

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
		New Measure	13 new projects	25% growth

Benchmark: Number of new research projects per year.⁶ (BY FY2023)

Key External Factors

The key external factors likely to affect the ability of FUR programs to fulfill the mission and goals are as follows: (1) the availability of funding from external sources to leverage state-provided FUR funding; (2) changes in human resources due to retirements or employees relocating due to better employment opportunities; (3) continued uncertainty relative to global, national and regional economic conditions; and (4) changing demand for the state and region’s ecosystem services and products.

Evaluation Process

Quarterly status meetings between FUR units, including PAG, Rangeland Center, Experimental Forest and Research Nursery to ensure coordinated work, identification of new opportunities, and projects. Assessment of external proposals and new funding sources for leveraging for match opportunities to increase impacts of research, outreach, and technology transfer. Annual review of strategic plan to determine applicable progress toward benchmark and growth.

Appendix 1 (Optional)

Matrix to identify address to SBOE K-20 Education Strategic Plan

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¹ Increased staff resources in 2016 will allow us to involve more faculty, staff, students and constituency groups in FUR-related scholarship activities.

² Based on College and program goals to enhance coordination of course offerings and research.

³ Based on critical need to communicate with external stakeholders, and increase the pace of products produced.

⁴ Increased staff resources in 2016 focused on research will increase scientific outreach and communication.

⁵ New measure based on UI and college strategic goal to increase involvement and communication with external stakeholders. Benchmark established from internal analysis of recent year participants served.

⁶ Based on analysis of projects started and completed in recent years, staff capacity, and critical need to increase the pace of projects completed annually

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Appendix 1

State Board of Education Goals					
	Goal 1: A WELL EDUCATED CITIZENRY	Goal 2: INNOVATION AND ECONOMIC DEVELOPMENT	Goal 3: DATA-INFORMED DECISION MAKING	Goal 4: EFFECTIVE AND EFFICIENT EDUCATIONAL SYSTEM	Goal 5:
Institution/Agency Goals and Objectives					
GOAL 1: SCHOLARSHIP and CREATIVITY <i>Achieve excellence in scholarship and creative activity through an institutional culture that values and promotes strong academic areas and</i>					
<i>Objective A: Promote an environment that increases faculty, student, and constituency engagement in disciplinary and interdisciplinary scholarship</i>	✓		✓	✓	
<i>Objective B: Emphasize scholarly and creative outputs that reflect our research-extensive and land-grant missions, the university and college's strategic themes, and stakeholder needs, especially when they directly support our academic programming in natural resources.</i>	✓	✓	✓		
GOAL 2: OUTREACH and ENGAGEMENT <i>Engage with the public, private and non-profit sectors through mutually beneficial partnerships that enhance teaching, learning, discovery, and creativity.</i>					
<i>Objective A: Build upon, strengthen, and connect the College of Natural Resources with other parts of the University to engage in mutually beneficial partnerships with stakeholders to address areas targeted in FUR.</i>				✓	
GOAL 3: FINANCIAL EFFICIENCY and RETURN ON INVESTMENT <i>Efficient financial management of FUR state appropriated dollars supporting Goals 1 and 2 and leveraging resources to secure external funding (e.g., external grants, private funding, and cooperatives)</i>					

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<i>Objective A: Leveraging state funds to secure additional financial resources to increase impact on products, services and deliverables.</i>		✓	✓		
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Initiatives or Progress

IDAHO GEOLOGICAL SURVEY

FY2018-2022 Strategic Plan

MISSION STATEMENT

The Idaho Geological Survey is the lead state agency for the collection, interpretation, and dissemination of geologic and mineral data for Idaho. The agency has served the state since 1919 and prior to 1984 was named the Idaho Bureau of Mines and Geology.

Members of the Idaho Geological Survey staff acquire geologic information through field and laboratory investigations and through cooperative programs with other governmental, academic, and private sector alliances. The Idaho Geological Survey provides timely and meaningful information to the public, industry, academia, and legislative decision makers by conducting geologic mapping, geohazard assessments that focus on earthquakes and landslides, mineral and energy resource assessments, groundwater and hydrology research, and educational and outreach opportunities. The Survey's Digital Mapping Laboratory is central to compiling, producing, and delivering new digital geologic maps and publications for the agency. The Idaho Geological Survey is also engaged in the collection and compilation of data and information pertaining to abandoned and inactive mines in the state, earth science education, and a newly added focus of petroleum geology assessments. As Idaho grows, demand is increasing for geologic and geospatial information related to population growth, energy-mineral and water-resource development, landslide hazards, and earthquake monitoring.

VISION STATEMENT

The Idaho Geological Survey vision is to provide the state with the best geologic information possible through strong and competitive applied research, effective program accomplishments, and transparent access. We are committed to the advancement of the science and emphasize the practical application of geology to benefit society. We seek to accomplish our responsibilities through service and outreach, research, and education.

AUTHORITY

Idaho Code provides for the creation, purpose, duties, reporting, offices, and Advisory Board of the Idaho Geological Survey. The Code specifies the authority to conduct investigations, establish cooperative projects, and seek research funding. The Idaho Geological Survey publishes an Annual Report as required by its enabling act.

GOAL 1: Service and Outreach

Achieve excellence in collecting and disseminating geologic information and mineral data to the mining, energy, agriculture, utility, construction, insurance, and banking industries, educational institutions, civic and professional organizations, elected officials, governmental agencies, and the public. Continue to strive for increased efficiency and access to survey information primarily through publications, website products, in-house collections, and customer inquiries. Emphasize website delivery of digital products and compliance with new revision of state documents requirements (Idaho Code 33-2505).

Objective A: Develop and publish survey documents -

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Initiate and develop research initiatives and publish geological maps, technical reports, and data sets.

Performance Measures:

- I. Number of Published Reports on Geology/Hydrology/Geohazards/Mineral & Energy Resources (999 Publications, Maps, and Reports cumulative).**

Baseline data/Actuals:

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
32	27	39		39

Benchmark: The number and scope of published reports will be equal to or greater than the number of publications from the preceding year.¹

Objective B: Build and deliver website products - Create and deliver Idaho Geological Survey products and publications to the general public, state and federal agencies, and cooperators in an efficient and timely manner. Products include GIS data sets, reports, map publications, and web map applications.

Performance Measures:

- I. Number of website products used or downloaded (For FY16 there were 398,400 visitors to the Idaho Geological Survey website).**

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
132,454	157,540	185,635		191,709

Benchmark: The number of website products used or downloaded will be equal to or greater than the preceding year.¹

Objective C: Sustain Idaho State Documents Depository Program and Georef Catalog (International) - Deliver all Idaho Geological Survey products and publications to the Idaho Commission for Libraries for cataloging and distribution to special document collections in state university libraries and deliver digital copies of all products and publications to GeoRef for entry in their international catalog of geologic literature.

Performance Measures:

- I. Percentage total of Survey documents available through these programs (~ 99%).**

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
~99%	~99%	~99%	~99%	100%

Benchmark: 100%²

Objective D: Sustain voluntary compliance - Sustain voluntary compliance with uploads of new geologic mapping products published at the Idaho Geologic Survey to the National Geologic Map Database Website managed by the U.S. Geological Survey.

Performance Measures:

- I. Number of Geologic Maps that are uploaded to this national website depicting detailed geologic mapping in Idaho (589 maps cumulative have been uploaded).**

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
100%	100%	100%	100%	100%

Benchmark: 100% of all geologic maps that are published at the Idaho Geological Survey each year will be uploaded to this website.²

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
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GOAL 2: Research

Promote, foster, and sustain a climate for research excellence. Develop existing competitive strengths in geological expertise. Maintain national level recognition and research competitiveness in digital geological mapping and applied research activities. Sustain and build a strong research program through interdisciplinary collaboration with academic institutions, state and federal land management agencies, and industry partners.

Objective A: Sustain and enhance geological mapping - Sustain and enhance geological mapping and study areas of particular interest that have economic potential and geohazard concerns.

Performance Measures:

- I. **Increase the geologic map coverage of Idaho by mapping priority areas of socioeconomic importance. Identify and study areas with geologic resources of economic importance and identify and study areas that are predisposed to geologic hazards.**

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
36.6	36.9	37.4		37.8

Benchmark: Increase the cumulative percentage of Idaho’s area covered by modern geologic mapping. Re-evaluate geologic resources in Idaho that may have economic potential and identify and rank geologic hazards throughout the state.³

Objective B: Sustain and build external research funding – Sustain existing state and federal funding sources to maintain research objectives for the Idaho Geological Survey. Develop new sources of funding from private entities such as oil and gas, mining, and geothermal energy companies that are exploring and developing geologic resources in Idaho.

Performance Measures:

- I. **Increase externally funded grant and contract dollars with a particular focus of securing new sources of funding from the private sector.**

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
\$371,023	\$382,101	\$498,034		\$457,794

Benchmark: The number of externally funded grant and contract dollars compared to five year average.³

GOAL 3: Education

Support knowledge and understanding of Idaho’s geologic setting and resources through earth science education. Achieve excellence in scholarly and creative activities through collaboration and building partnerships that enhance teaching, discovery, and lifelong learning.

Objective A: Provide earth science education - Develop and deliver earth science education programs, materials, and presentations to public and private schools.

Performance Measures:

- I. **Number of educational programs provided to public and private schools and the public at large.**

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
20	9	19		≥ 19

Benchmark: The number of educational and public presentations will be equal to or greater than the previous year.⁴

Key External Factors

Funding:

Achievement of strategic goals and objectives is dependent on appropriate state funding.

External research support is partially subject to federal funding, and there is increasing state competition for federal programs. Because most federal programs require a state match, the capability to secure these grants is dependent on state funds and the number of full time equivalent employees.

Emerging natural gas and condensate infrastructure and production in southwestern Idaho will necessitate new research tools and personnel at the Survey to maintain research capabilities and to provide pertinent information to the public and the Idaho legislature. Economic and research partnerships with the oil and gas industry have been secured during the past year.

New partnerships are also being sought through universities, state and federal agencies, and natural resource industries.

Demand for services and products:

Changes in demand for geologic information due to energy and mineral economics play an important role in the achievement of strategic goals and objectives. Over the past six years, Idaho Geological Survey has experienced an 82% increase in the number of downloaded products from the Survey's website. The number of visitors to the Idaho Geological Survey website has increased by 87% over the same six year time frame. State population growth and requirements for geologic and geospatial information by public decision makers and land managers are also key external factors that are projected to increase over time.

Aspirational Goals for the Idaho Geological Survey:

Provide critical mass for primary customer services in southern and central Idaho through consolidation of personnel and technical resources at the Idaho Water Center in Boise. Appointment of new geological staff and support personnel to the Boise office of Idaho Geological Survey will permit a more responsive agency in southern and central Idaho and better coordination with other state agencies at the state's capitol.

Provide high quality petroleum assessments and geologic services to evaluate regions of existing oil and gas production and investigate other perspective areas in Idaho that have potential for developing hydrocarbon resources.

A multi-agency legislative request for one-time funding to build a permanent facility in the Boise metro region to house exploration drill cores and well cuttings. The purpose of the facility is to capture hundreds of millions of dollars of valuable and perishable subsurface information through the storage of geologic samples associated with oil and gas, mineral, geothermal, and groundwater exploration activities. Ongoing funding for building maintenance, utilities, and one warehouse technician to catalogue and maintain the samples for public and industry research and viewing is necessary. A legislative request for a small percentage (~0.25%) of the proceeds from oil and gas severance taxes could be a potential source of ongoing funding to address the building maintenance and salary and benefits for the warehouse technician.

Progressive development of personnel and agency resources to build a full-time geologic hazards program stationed in the Boise office of the Idaho Geological Survey that will coordinate with the Idaho Department of Emergency Management and focus on geologic hazard assessments and protection of human lives, homes, and the state's infrastructure such as pipelines, roads, and dams.

Increase the number and scope of digital web applications for the Survey's digital maps, datasets, and geologic information to accommodate smart phone and tablet technologies for the public. Currently 40% of all downloads from the agency website is to personal electronic devices.

Evaluation Process

An annual review of existing benchmarks and goals is necessary to ensure that Idaho Geological Survey is successfully executing its strategic plan and providing relevant and timely geologic and geospatial information for public dissemination. Research opportunities will be continually explored and collaborations with new funding partners, especially in the private sector, will be embraced. New technologies and data capture techniques will be continually evaluated on an annual basis to ensure Idaho Geological Survey is providing its data and publication resources in a user-friendly format that is easily accessible to the public. Ongoing review of regulatory and legal compliance obligations to state, federal, and private funding partners is a necessary requirement to maintain the research capabilities of the Idaho Geological Survey.

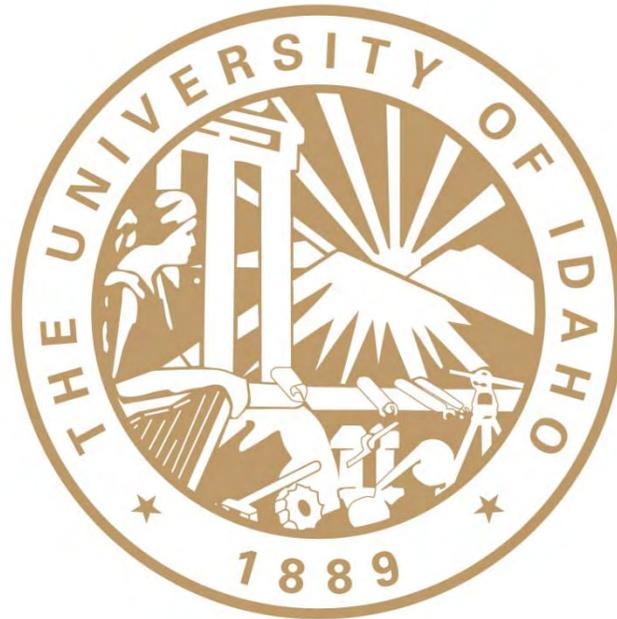
¹ These benchmarks are set based on existing resources and projected increases for this area. No additional resources were projected at the time of setting this benchmark, therefore a minimal increase would indicate growth in this area and increase efficiencies.

² This benchmark is based on current levels of performance and maintaining the current high level.

³ This benchmark is dependent in part on the ability to receive external grants to broaden areas not already covered. Due to the increasingly competitive nature of external grant funding it is determined that a simple increase of areas covered was a more meaningful measure than a set number of projects.

⁴ This benchmark is based on existing resources (including staff time) to provide presentations and developing educational partnerships to provide new venues for additional presentation above and beyond the current partnerships with public schools and postsecondary institutions.

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University of Idaho

Idaho (Washington-Idaho-Montana-Utah, WIMU) Veterinary Medical Education Program STRATEGIC PLAN 2018 - 2023

MISSION STATEMENT

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

VISION STATEMENT

To improve the health and productivity of Idaho's food-producing livestock

GOAL 1

Increase our educational impact

Objective A:

Provide greater access to educational opportunities to meet the evolving needs of society.

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
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Performance Measures:

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

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
67	71	54	75	65

Benchmark: Offer 65 one month student rotations (or equivalent) by 2023

II. Student placement in the Northwest Bovine Veterinary Experience Program (NW-BVEP).

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
-	-	12	12	15

Benchmark: Offer spots for 12 students annually by FY2023

III. Number/percentage of Idaho resident graduates licensed to practice veterinary medicine in Idaho.

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
60%	44%	64%	66%	79%

Benchmark: Over each 4-year period, at least 7 Idaho resident graduates (65%) become licensed to practice veterinary medicine in Idaho annually by FY2023

Key External Factors

Veterinary education through general food animal, small ruminant, beef and dairy blocks offered by University of Idaho faculty are undergoing a transition to improve student access to animals. The change in teaching is in direct consultation with the Washington State University College of Veterinary Medicine. Hiring of faculty to support this transition is underway.

Evaluation Process

The evaluation process for the WIMU program is based on the contractual language of the Washington-Idaho-Montana-Utah Reginal Agreement to fund the education of Veterinary Sciences to ensure the vitality of the Veterinary Services necessary to the economies of each state.

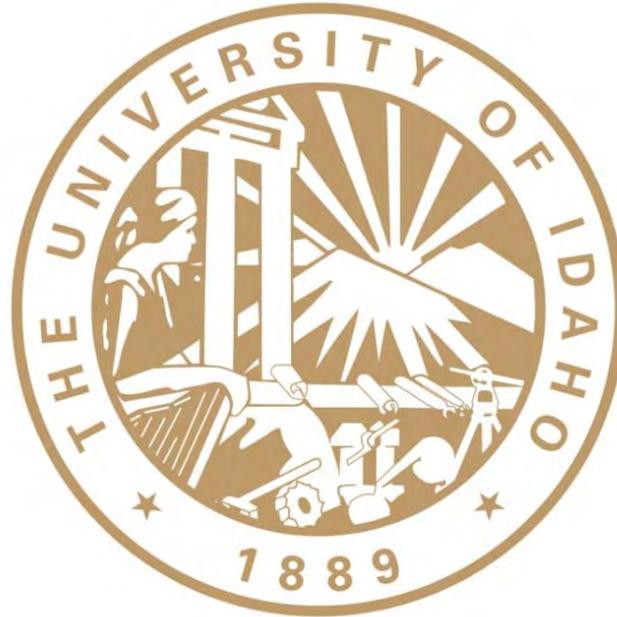
Appendix 1 (Optional)

N/A

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State Board of Education Goals					
	<i>Goal 1: A WELL EDUCATED CITIZENRY</i>	<i>Goal 2: INNOVATION AND ECONOMIC DEVELOPMENT</i>	<i>Goal 3: DATA- INFORMED DECISION MAKING</i>	<i>Goal 4: EFFECTIVE AND EFFICIENT EDUCATIONAL SYSTEM</i>	<i>Goal 5:</i>
Institution/Agency Goals and Objectives					
GOAL 1: Increase our educational impact					
Objective A: Provide greater access to educational opportunities to meet the evolving needs of society.	✓	✓	✓	✓	

Initiatives or Progress



WWAMI

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

Strategic Plan 2018-2022

WWAMI is Idaho’s medical school, and is under the leadership and institutional mission of the University of Idaho, in partnership with the University of Washington School of Medicine (UWSOM). In August 2015, we began the new 2015 WWAMI medical school curriculum at all six regional WWAMI sites. Students started with a multi-week clinical immersion experience—intensively learning the clinical skills and professional habits to serve them throughout their careers. For their first 18 months, students spend a full day each week learning and practicing clinical skills in a community primary care clinic and in workshops. This is in addition to their hospital-based “Colleges” training with a faculty mentor and small group of peers. This new curriculum allows our students to be on the University of Idaho campus for up to 4 terms, instead of the previous 2 terms. It also provides our medical students with the option to spend the majority of all four years of medical education in the State of Idaho. Over the past four years, the Idaho State Legislature appropriated funding to continue the support for 5 more first-year medical students in the Idaho WWAMI Targeted Rural and Underserved Track program (TRUST). The mission of TRUST is to provide a continuous connection between underserved communities, medical education, and health professionals in our region. This creates a full-circle pipeline that guides qualified students through a special curriculum connecting them with underserved communities in Idaho. In addition, this creates linkages to the UWSOM’s network of affiliated residency programs. The goal of this effort is to increase the medical workforce in underserved regions. In addition, the State of Idaho appropriated funding for 5 additional traditional WWAMI students, expanding the Idaho class size to 40 medical students starting in fall 2016.

As the medical education contract program for the State of Idaho with the University of Washington, the UI-WWAMI Medical Program supports the Strategic Action Plan of its host university, the University of Idaho, while recognizing its obligation to the mission, goals, and objectives of its nationally accredited partner program, the UWSOM.

MISSION STATEMENT

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

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

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

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

VISION STATEMENT

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

GOAL 1

A WELL EDUCATED CITIZENRY – Continuously improve access to medical education for individuals of all backgrounds, ages, abilities, and economic means.

Objective A:

Access - Provide outreach activities that help recruit a strong medical student applicant pool for Idaho WWAMI.

Performance Measures:

The number of Idaho WWAMI medical school applicants per year and the ratio of Idaho applicants per funded medical student seat.

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
158	157	141	164	5:1

Benchmark: National ratio of state applicants to medical school per state-supported seats.¹ The benchmark is the national ratio of state applicants to medical school to the number of state supported positions. The ratio of applicants in Idaho to the number of available positions was 4.07:1; the national ratio of in-state applicants to available positions is 16:1.

<https://www.aamc.org/download/321442/data/factstablea1.pdf>

Objective B:

Transition to Workforce - Maintain a high rate of return for Idaho WWAMI graduate physicians who choose to practice medicine in Idaho, equal to or better than the national state return rate.

Performance Measure:

Cumulative Idaho WWAMI return rate for graduates who practice medicine in Idaho.

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
51%	50%	51%	51%	41%

Benchmark: target rate – national average or better.² The benchmark is 41%, the national average of students that return to their native state to practice medicine. In Idaho, the return rate was 51% (296/586).

GOAL 2

CRITICAL THINKING AND INNOVATION - WWAMI will provide an environment for the development of new ideas, and practical and theoretical knowledge to foster the development of biomedical researchers, medical students, and future physicians who contribute to the health and wellbeing of Idaho’s people and communities.

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
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Objective A:

Critical Thinking, Innovation and Creativity – Generate research and development of new ideas into solutions that benefit health and society.

Performance Measure:

WWAMI faculty funding from competitive federally funded grants.

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
\$1.4M	\$2.3M	\$4.4M	\$1M	\$1.4M

Benchmark: \$1.4M³ The benchmark for this objective is \$1.4M annually, through 2023. In FY17, WWAMI-affiliated faculty at UI successfully brought in \$1M of research funding into Idaho from agencies such as the National Institute of Health (NIH) and the Department of Health and Human Services (DHHS). In addition, WWAMI has had a long standing relationship with the Idaho INBRE Program, where each year our medical students apply for summer research fellowships. INBRE received a \$16.3 million renewal grant from NIH in 2013.

Objective B:

Innovation and Creativity – Educate medical students who will contribute creative and innovative ideas to enhance health and society.

Performance Measures:

Percentage of Idaho WWAMI medical students participating in medical research (laboratory and/or community health).

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
100%	100%	100%	100%	100%

Benchmark: Internally set benchmark as measure of program quality - 100%⁴ The benchmark is 100% of Idaho WWAMI students participating in medical research. All students at the UWSOM must participate in a research activity.

Objective C:

Quality Instruction – Provide excellent medical education in biomedical sciences and clinical skills.

Performance Measure:

Pass rate on the U.S. Medical Licensing Examination (USMLE), Steps 1 & 2, taken during medical training.

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
100%	100%	100%	100%	91%

Benchmark: U.S. medical student pass rates, Steps 1 & 2⁵ The benchmark for the U.S. Medical Licensing Examination (USMLE), Steps 1 & 2, is the U. S. medical student pass rates.

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GOAL 3

EFFECTIVE AND EFFICIENT DELIVERY SYSTEMS – Deliver medical education, training, research, and service in a manner which makes efficient use of resources and contributes to the successful completion of our medical education program goals for Idaho.

Objective A:

Increase medical student early interest in rural and primary care practice in Idaho.

Performance Measure:

The number of WWAMI rural summer training placements in Idaho each year.

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
21	26	23	22	20

Benchmark: 20 rural training placements following first year of medical education⁶ The benchmark is 20 rural training placements following the first year of medical education. During the past summer, 22 students completed a Rural Underserved Opportunities Program (RUOP) experience in Idaho.

Objective B:

Increase medical student participation in Idaho clinical rotations (clerkships) as a part of their medical education.

Performance Measure:

The number of WWAMI medical students completing at least one clerkship in Idaho each year.

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
30	34	36	24	20

Benchmark: 20 clerkship students each year⁷ The benchmark is 20 clerkship students per year that complete at least one clerkship in Idaho. The Idaho Track is a voluntary program of the University of Washington School of Medicine in which students complete the majority of required clinical clerkships within Idaho. Third-year Idaho Track medical students complete approximately twenty-four weeks of required clerkships in Idaho, and fourth-year Idaho Track medical students complete three of four required clerkships in Idaho. Twelve third-year students and twelve fourth-year students participated in the Idaho Track during the 2015-2016 academic year. In addition to Idaho Track students, other UWSOM students rotated among the various clinical clerkships in Idaho. During academic year 2015-16, a total of 105 UWSOM students completed one or more clinical rotations in Idaho. Those 105 medical students completed a total of 231 individual clinical rotations in Idaho.

Objective C:

Support and maintain interest in primary care and identified physician workforce specialty needs for medical career choices among Idaho WWAMI students.

Performance Measure:

Percent of Idaho WWAMI graduates choosing primary care, psychiatry, general surgery, and OB/GYN specialties for residency training each year.

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FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
65%	64%	47%	59%	50%

Benchmark: 50% or more of Idaho WWAMI graduating class choosing needed work force specialties for residency training each year⁸ The benchmark is 50% of the Idaho WWAMI graduating class choosing a specialty for residency training that is needed in the state (primary care, psychiatry, general surgery, and OB/GYN specialties).

Objective D:

Maintain a high level Return on Investment (ROI) for all WWAMI graduates who return to practice medicine in Idaho.

Performance Measure:

Ratio of all WWAMI graduates who return to practice medicine in Idaho, regardless of WWAMI origin, divided by the total number of Idaho medical student graduates funded by the State.

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
75%	72%	75%	75%	60%

Benchmark: target ratio – 60%⁹ The benchmark for the Return on Investment (ROI) for all WWAMI graduates who return to practice medicine in Idaho is 60%. The current ROI is 75% (440/586).

Objective E:

Efficiently deliver medical education under the WWAMI contract, making use of Idaho academic and training resources.

Performance Measure:

Percent of Idaho WWAMI medical education contract dollars spent in Idaho each year.

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
67%	72%	70%	70%	50%

Benchmark: 50%¹⁰ The benchmark for this objective is 50%, the percentage of Idaho WWAMI medical education dollars spent in Idaho each year. In FY17, 70% of the State appropriations were spent in Idaho.

Key External Factors (beyond the control of the Idaho WWAMI Medical Program):

Funding: the number of state-supported Idaho medical student seats each year is tied to State legislative appropriations. Availability of revenues and competing funding priorities may vary each year.

Medical Education Partnerships: as a distributed medical education model, the University of Idaho and the UWSOM WWAMI Medical Program rely on medical education partnership with local and regional physicians, clinics, hospitals, and other educational institutions in the delivery of medical training in Idaho. The availability of these groups to participate in a distributed model of medical education varies according to their own budget resources and competing demands on their time and staff each year.

Population Changes in Idaho: with a growing population and an aging physician workforce, the need for doctors and medical education for Idaho’s students only increases. Changes in population statistics in Idaho may affect applicant numbers to medical school, clinical care demands in local communities and hospitals, and availability of training physicians from year to year.

New Medical School Curriculum: The University of Washington School of Medicine engaged in a major review and revision of the medical school curriculum which has impacted delivery of education and training in the WWAMI programs in Idaho. Given that students are on the University of Idaho campus for up to four terms instead of two, adjustments must be made to accommodate the increased number of medical students on campus. Expanded facilities, enhanced technology, additional faculty and support staff are necessary for the additional students and delivering this new state of the art curriculum. The University of Idaho is already anticipating these needs and working toward expanding facilities to accommodate the increased number of students. Tuition funds from third term medical students will help support the program's needs. The University of Idaho has identified and hired the necessary faculty to support the programmatic changes implemented in fall 2015. This curriculum renewal offers Idaho the opportunity to keep Idaho students in-state all four years of their medical education, which is a significant advantage in retaining students as they transition to clinical practice.

For-profit Medical Schools in Idaho: There is an increasing need for more high quality clerkships for our students. The current challenge in developing clinical training opportunities is that multiple health profession training programs, such as medical students, physician assistant students, nurse practitioner students, family medicine residents, internal medicine residents and psychiatry residents are all seeking clinical training sites in Idaho. The proposed introduction of a for-profit medical school in Idaho adding up to 300 additional clerkship students needing clinical training, would create significant challenges for clinicians in Idaho to meet those needs. The saturation of clinical training sites in Idaho has the potential to impact clinical opportunities for Idaho's only public supported medical education program housed in Idaho (WWAMI). Without strategic and thoughtful growth for medical education, the states only allopathic medical education opportunities for Idaho residents may be negatively impacted.

Evaluation Process

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

Cyber Security Plan

The WWAMI Medical Education Program has adopted the National Institute of Standards and Technology (NIST) Cybersecurity Framework and implementation of the Center for Internet Security (CIS) Controls through the University of Idaho, which follows the Executive Order from the State Board of Idaho, <https://gov.idaho.gov/mediacenter/execorders/eo17/EO%202017-02.pdf>

¹Based on nationally set standards. The benchmark is the national ratio of state applicants to medical school to the number of state supported seats.

² Based on national set standards. 41% is the national average of students that return to their native state to practice medicine

³ Based on available resources for pursuing external grants and increased competitive nature of federal awards.

⁴ Internally set benchmark as measure of program quality. All students at the UWSOM must participate in a research activity.

⁵ Based on national standards

⁶ Based on state needs and available resources

⁷ Based on analysis of areas of increase need in Idaho

⁸ Based on national standards for workforce specialties

⁹ Based on national standards for program return rates

¹⁰ Based on available Idaho resources

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Appendix 1

State Board of Education Goals					
Institution/Agency Goals and Objectives	Goal 1: A WELL EDUCATED CITIZENRY	Goal 2: INNOVATION AND ECONOMIC DEVELOPMENT	Goal 3: DATA-INFORMED DECISION MAKING	Goal 4: EFFECTIVE AND EFFICIENT EDUCATIONAL	Goal 5
GOAL 1: A WELL EDUCATED CITIZENRY <i>Continuously improve access to medical education for individuals of all backgrounds, ages, abilities, and economic means.</i>	✓	✓	✓		
<i>Objective A: Access - Provide outreach activities that help recruit a strong medical student applicant pool for Idaho WWAMI.</i>	✓		✓	✓	
<i>Objective B: Transition to Workforce - Maintain a high rate of return for Idaho WWAMI graduate physicians who choose to practice medicine in Idaho, equal to or better than the national state return rate.</i>	✓			✓	
GOAL 2: CRITICAL THINKING AND INNOVATION <i>WWAMI will provide an environment for the development of new ideas, and practical and theoretical knowledge to foster the development of biomedical researchers, medical students, and future physicians who contribute to the health and wellbeing of Idaho's people and communities.</i>	✓	✓			
<i>Objective A: Critical Thinking, Innovation and Creativity – Generate research and development of new ideas into solutions that benefit health and society.</i>	✓	✓		✓	
<i>Objective B: Innovation and Creativity - Educate medical students who will contribute creative and innovative ideas to enhance health and society.</i>	✓	✓			

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<i>Objective C: Quality Instruction – Provide excellent medical education in biomedical sciences and clinical skills.</i>	✓			✓	
GOAL 3: EFFECTIVE AND EFFICIENT DELIVERY SYSTEMS <i>Deliver medical education, training, research, and service in a manner which makes efficient use of resources and contributes to the successful completion of our medical education program goals for Idaho.</i>	✓		✓	✓	
<i>Objective A: Increase medical student early interest in rural and primary care practice in Idaho.</i>		✓		✓	
<i>Objective B: Increase medical student participation in Idaho clinical rotations (clerkships) as a part of their medical education.</i>					
<i>Objective C: Support and maintain interest in primary care and identified physician workforce specialty needs for medical career choices among Idaho WWAMI students.</i>				✓	
<i>Objective D: Maintain a high level Return on Investment (ROI) for all WWAMI graduates who return to practice medicine in Idaho.</i>		✓		✓	
<i>Objective E: Efficiently deliver medical education under the WWAMI contract, making use of Idaho academic and training resources.</i>	✓	✓		✓	

Initiatives or Progress

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**ISU Department of Family Medicine
Strategic Plan 2017-2022**

MISSION STATEMENT

Idaho State University Family Medicine Residency is committed to interdisciplinary, evidence-based care and service to our patients and community, university-based education of residents & students, and recruitment of physicians for the State of Idaho.

VISION STATEMENT

Idaho State University Family Medicine Residency (ISU FMR) envisions a clinically rich residency program; graduating courteous, competent, rural physicians.

GOAL 1

Access – Recruitment of physicians for Idaho

Objective A: Ensure national reputation and online national exposure to maintain a high number of high caliber applicants to ISU Family Medicine Residency.

Performance Measures:

High application rate and interview rate.

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
-- 77 interviews	-- 69 interviews	709 applications 78 interviews	825 applications 90 interviews	>200 applications >70 interviews

Benchmark: Applicant rate should be above 200 and interview rate should be 10 times the number of resident positions, or above 70 applicants per year.

Objective B: Match successfully each year through the Electronic Residency Application System.

Performance Measures:

Successful match each March.

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
7	7	7	7	7

Benchmark: Initial 100% fill rate for 7 slots, 0% SOAP

Objective C: Structure the program so that 50% of graduates practice in Idaho.

Performance Measures:

Percent of graduates practicing in Idaho.

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
2 of 7	6 of 7	3 of 7	5 of 7	≥50%

Benchmark: at least a 50% rate of graduates practice in Idaho

Objective D: Train and encourage residents to settle and serve in rural and underserved locations.

Performance Measures:

Percent of graduates practicing in rural and underserved areas.

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
60% rural 74% underserved	59% rural 82% underserved	58% rural 82% underserved	58% rural 80% underserved	≥75%

Benchmark: 75% of graduates practice in rural or underserved areas

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GOAL 2

Quality – Sustain and continuously improve medical care for Idaho citizens through education, quality improvement, and clinical research.

Objective A: Prepare and ensure the residents are educated to become board certified in family medicine.

Performance Measures:

Number of residents who take the American Board of Family Medicine exam within one year of training.

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
7	7	7	7	7

Benchmark: 95% of residents take the ABFM exam within one year.

Objective B: Achieve a high board examination pass rate.

Performance Measures:

Board examinations passed.

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
100%	100%	100%	100%	90%

Benchmark: 90% of graduates passed the ABFM exam in the last five years.

Objective C: Achieve high resident quality improvement rate.

Performance Measures:

Number of quality improvement projects.

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
7	7	7	7	≥90%

Benchmark: 90% of residents will complete a quality improvement project in PGY2 or PGY3.

Objective D: Achieve a high scholarly activity rate.

Performance Measures:

Scholarly department output.

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
30	31	26	9	

Benchmark: Number of scholarly activities publications & presentations.

GOAL 3

Efficiency – Improve long-term financial viability of the department/residency program.

Objective A: Maintain the best operational and financial structure to maximize funding streams and clinical revenues.

Performance Measures:

Maintain the new access point for Health West Pocatello Family Medicine.

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
Complete	Complete	Complete	Complete	Complete

Benchmark: Complete and maintain affiliation agreement.

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Objective B: Transition residency program through change in ownership and administration of Portneuf Medical Center

Performance Measures:

Level of support from PMC for ISU Family Medicine

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
Complete	Complete	Complete	Complete	Complete

Benchmark: Complete affiliation agreement with negotiated and maintained financial and programmatic support

Objective C: Maintained GME reimbursement

Performance Measures:

GME dollars reimbursed through cost reports

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
\$2.4M 18.6 FTE	\$2.5M 19.1 FTE	\$2.6M 18.5	\$2.7M 18.5	\$2.6 M 18.5 / 21 FTE

Benchmark: Maximize GME reimbursement per FTE

Objective D: Additional funding streams

Performance Measures:

Identify and maintain additional funding streams

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
3	3	4	3	≥2 per year

Benchmark: Awarded two new grants per year.

Key External Factors

- 1. Access – Recruitment of physicians for Idaho.**
 - a. Number of applicants depends upon the pool of medical students choosing family medicine.
 - b. Number of applicants who match in the program is dependent on multiple factors including geographic ties and choice.
 - c. Number of residents settling in rural locations and in Idaho is dependent on freedom from other commitments such as loan repayment, military service, and service obligations to other states.

- 2. Quality – Sustain and continuously improve medical care for Idaho citizens through education, quality improvement, and clinical research.**
 - a. Board examination pass rates are set nationally.
 - b. For quality projects, we are dependent on the efficiency of data base retrieval systems.
 - c. For medical research projects, we are dependent on external funding opportunities that vary nationally over time.

- 3. Efficiency- Improve the Long-term financial viability of the department/residency program.**
 - a. Health West Board decisions.
 - b. Parent Legacy corporate decisions regarding PMC.
 - c. National decisions regarding payment for graduate medical education.

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Evaluation Process

ISU Family Medicine utilizes yearly department Strategic planning and holds monthly Program Evaluation Committee Meetings to help establish and revise the goals and objectives of the residency.

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Appendix 1

Idaho State University
Cyber Security Compliance

This appendix provides an update to Idaho State University’s cyber security compliance with Idaho Executive Order 2017-02. Each area of concentration addresses ISU’s level of completion as outlined in accordance with the executive order’s standards. Please see the 2017 Cybersecurity Inventory Report recently submitted to the SBOE’s Audit Committee for additional details regarding the reporting of each the categories.

Adopt and to implement by June 30, 2017, the National Institute of Standards and Technology (NIST) Cybersecurity Framework

Complete	In Progress	Under Review
✓		

CSC 1: Inventory of Authorized and Unauthorized Devices.

Complete	In Progress	Under Review
	✓	

CSC 2: Inventory of Authorized and Unauthorized Software.

Complete	In Progress	Under Review
	✓	

CSC 3: Secure Configurations for Hardware and Software on Mobile Devices, Laptops, Workstations and Servers.

Complete	In Progress	Under Review
	✓	

CSC 4: Continuous Vulnerability Assessment and Remediation

Complete	In Progress	Under Review
✓		

CSC 5: Controlled Use of Administrative Privileges.

Complete	In Progress	Under Review
	✓	

Develop employee education and training plans and submit such plans within 90 days

Complete	In Progress	Under Review
		✓

All state employees complete the state’s annual cybersecurity training commensurate with their highest level of information access and core work responsibilities.

Complete	In Progress	Under Review
✓		

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*All public-facing state agency websites to include a link to the statewide cybersecurity website—
www.cybersecurity.idaho.gov.*

Complete	In Progress	Under Review
✓		

Family Medicine Residency of Idaho, Inc.



FY 2018 – 2022 Strategic Plan

MISSION STATEMENT

Train outstanding broad spectrum family medicine physicians to work in underserved and rural areas. Serve the vulnerable populations of Idaho with high quality, affordable care provided in a collaborative work environment.

VISION STATEMENT

To improve the health care for Idaho and beyond by producing outstanding family medicine physician leaders for their communities.

GOAL 1: Family Medicine Workforce

To produce Idaho's future family medicine workforce by attracting, recruiting, and employing outstanding medical students to become family medicine residents and to retain as many of these residents in Idaho as possible post-graduation from residency.

1.1. Core Program – Boise

1.1.1. Maintain resident class size of 11-11-11

- 1.1.1.1. Raymond (11-5-5)
- 1.1.1.2. Fort (0-2-2)
- 1.1.1.3. Emerald (0-2-2)
- 1.1.1.4. Meridian (0-2-2)

1.2. Rural Training Tracks

- 1.2.1.1. Caldwell (3-3-3)
- 1.2.1.2. Magic Valley (2-2-2)

1.3. Fellowships

- 1.3.1.1. Sports Medicine (1)
- 1.3.1.2. HIV Primary Care (1)
- 1.3.1.3. Geriatrics (1)
- 1.3.1.4. OB (1)

1.4 Core Program – Nampa

- 1.4.1 Will look to open new Family Medicine Residency Program in Nampa on July 1, 2019 with resident class size of 6 per class (6-6-6)

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Objective A: To recruit outstanding medical school students to FMRI for family medicine residency education, this includes recruitment to the rural training tracks and fellowships. The FMRI maintains an outstanding national reputation for training family physicians, participates in national recruitment of medical students, participates in training of medical students in Idaho and participates actively in the recruitment, interview and selection process to match outstanding candidates for its programs.

Performance Measures:

- I. FMRI will track how many students match annually for residency training in family medicine at FMRI.**

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
16/16 = 100%	16/16= 100%	16/16= 100%	16/16= 100%	100%

Benchmark: One hundred percent of all resident positions and over 50 percent of all fellow positions matched per year. This measure reflects the national standard of excellence in residency accreditation and capacity within the fellowships.

Objective B: To graduate fully competent family physicians ready to practice independently the full scope of family medicine. This is achieved through curriculum and experiential training which reflects the practice of family medicine in Idaho, including training in rural Idaho communities.

Performance Measures:

- II. FMRI will track the ABFM board certification rates of the number of graduates per year from FMRI.**

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
100%	100%	100%	100%	>95%

Benchmark: FMRI will attain a 95 percent ABFM board certification pass rate of all family physicians and fellows per year from the program. This is a measure commensurate with the accreditation standard for family medicine residency programs.

Objective C: To keep as many family physicians as possible in Idaho after residency and fellowship graduation. This is done through the recruitment process for residents and fellows, the intentional curriculum design to meet the needs of Idaho, programming and education reflective graduates in making practice location decisions.

Performance Measures:

- III. FMRI will encourage all graduates (residents and fellows) to practice in Idaho and track how many remain in Idaho.**

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
47%	43%	47%	56%	>50%

Benchmark: 50 percent retention rate of graduates to practice in Idaho. This measure reflects an outstanding benchmark well above the state median for retention of physicians retained from GME.

Objective D: To produce as many family physicians as possible to practice in rural or underserved Idaho. This is done through the recruitment process for residents and fellows, the intentional curriculum design to meet the needs of both rural and underserved Idaho, education reflective of the needs and opportunities in rural and underserved practices in Idaho, and dedicated role models in guiding graduates in making practice locations decisions to care for rural and underserved populations of

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patients. The curriculum intentionally involves direct care of rural and underserved populations throughout the course of residency training.

Performance Measures:

IV. Of those graduates staying in Idaho, FMRI will track how many stay in rural or underserved Idaho.

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
43%	50%	75%	100%	40%

Benchmark: 40 percent of graduates staying in Idaho will be practicing in rural or underserved Idaho. This measure demonstrates an exceptional commitment of the program and its graduates to serving rural and underserved populations in particular.

Objective E: To begin a new family medicine residency program in Nampa, Idaho with 6 family medicine residents per class.

Performance Measures:

V. To have the first class of 6 family medicine residents start on July 1, 2019.

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
N/A	N/A	N/A	N/A	100%

Benchmark: To fill the first class of 6 family medicine residents on July 1, 2019.

GOAL 2: Patient Care | Delivery | Service

Serve the citizens of Ada County and surrounding areas in a high-quality Patient Centered Medical Home.

- 2.1 All FMRI clinics where resident education is centered will attain and maintain National Committee on Quality Assurance (NCQA), Level III Patient Centered Medical Home (PCMH) recognition.
- 2.2 All FMRI clinics will utilize Meaningful Use criteria in using the Electronic Medical Records (EMR).
- 2.3 FMRI will maintain a 340b Pharmacy, with expanded access for our patients via expanded hours and utilize Walgreen’s and other local pharmacy collaborations.

Objective A: To maintain recognition NCQA Level III PCMH. Maintenance of NCQA recognition is on a 3 year cycle.

Performance Measures:

I. All FMRI clinics where resident continuity clinics reside will maintain Level III PCMH’s and we will apply for NCQA recognition for our other two clinics.

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
100%	100%	100%	100%	100%

Benchmark: Maintain 100% NCQA designation as a Level III PCMH at all FMRI clinics where resident continuity clinics reside. NCQA recognition is the national standard for PCMH recognition.

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Objective B: All FMRI clinics using Meaningful Use Electronic Medical Records. We are tracking the meaningful use objectives and measures and are assuring that all the providers at FMRI are meeting these.

Performance Measures:

II. All FMRI clinics using Meaningful Use EMR criteria.

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
100%	100%	100%	100%	100%

Benchmark: Implement Meaningful Use EMR at all clinics. Meaningful Use EMR is necessary for coordinated and integrated care as part of NCQA recognition and good patient care. Medicaid Provider Meaningful Use Incentive program is necessary for compliance.

Objective C: Maintenance and expansion of FMRI 340b pharmacy services. We have expanded our pharmacy hours to help patient access as well as the Walgreens and other pharmacy collaboration.

Performance Measures:

III. Maintain 340b pharmacy services , with expanded access for our patients via extended pharmacy hours and the Walgreen’s pharmacy collaboration

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
Not Available	Available	Available	Available	Available

Benchmark: 340b pharmacy available for all FMRI patients, with expanded access for our patients via extended hours and the Walgreen’s and other pharmacy collaboration.

GOAL 3: Education

To provide an outstanding family medicine training program to prepare future family medicine physicians.

- 3.1 All FMRI programs maintain Accreditation Council for Graduate Medical Education (ACGME) accreditation where appropriate.
- 3.2 All FMRI programs maintain integrated patient care curriculum and didactics.
- 3.3 All FMRI programs maintain enhanced focus on research and scholarly activities.
- 3.4 FMRI programs have a quality and patient safety curriculum for clinical learning environments.
- 3.5 FMRI demonstrates mastery of the New Accreditation System (NAS) of the ACMGE.

Objective A: To create an exceptionally high quality medical education environment to train future family physicians. All FMRI residents and fellows serve Idaho patients as an integral part of the educational process. Educational milestones and national standard measures are used to demonstrate competencies and excellence. All FMRI programs are in a process of continual improvement and measured for markers of success as a part of local oversight and national accreditation.

Performance Measures:

- I. A. Track successful completion of American Board of Family Medicine (ABFM) Board certification examination scores for all program graduates.**

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B. Track performance on American Board of Family Medicine (ABFM) Annual In-Service Training Examination.

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
100%	100%	100%	100%	>95%
94%	96%	97.2%	98%	>50%

Benchmark:

- A. At least 95 percent of all program graduates become ABFM Board certified.
- B. FMRI program performance above the national average (>50 percent) on an annual National In-Training Exam. This is a national standard and interval measure of trainee success in mastery in Family Medicine.

Objective B: FMRI will maintain full accreditation with Accreditation Council of Graduate Medical Education (ACGME) and its Residency Review Committee for Family Medicine (RRC-FM). This is a marker of certification and excellence for accredited programs.

Performance Measures:

II. FMRI will track its accreditation status and potential citations.

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
100%	100%	100%	100%	100%

Benchmark: Maintain 100 percent full and unrestricted ACGME program accreditation for all programs as appropriate. This measure meets the ideal goal for the FMRI programs.

Objective C: FMRI will maintain all ACGME accreditation requirements in the New Accreditation System (NAS) including a Clinical Competency Committee (CCC), Annual Program Evaluations (APE), Annual Institutional Review (AIR), and Clinical Learning Environment Review (CLER). This set of goals is met through oversight of each FMRI program by the FMRI Graduate Medical Education Committee on an ongoing basis.

Performance Measures:

III. FMRI will track its NAS CCC, APE, AIR and CLER goals.

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
N/A	100%	100%	100%	100%

Benchmark: Maintain 100 percent monitoring for all programs as appropriate. This measure meets the ideal goal for the FMRI programs.

GOAL 4: Faculty

FMRI has a diverse team of faculty that provides rich training environments, who are tremendously dedicated and committed to family medicine education, and enjoy working with family medicine residents and caring for our patients.

- 4.1 Continued expansion of faculty.
- 4.2 Continue to provide faculty development fellowship opportunities at the University of Washington.

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Objective A: Continue expansion of dedicated and committed family medicine faculty. Targeted recruiting of full spectrum family medicine faculty through local, alumni resource, regional and national recruiting efforts.

Performance Measures:

I. Hire sufficient number of family medicine faculty.

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
Less than sufficient	Less than sufficient	Less than sufficient	Less than sufficient	Sufficient

Benchmark: Sufficient numbers of family medicine faculty hired. This measure is based on projected need in consideration of availability of future resources.

Performance Measures:

II. One faculty member per year at the UW Faculty Development Fellowship.

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
One	One	One	One	One

Benchmark: One per year. This measure meets the ideal goal for the FMRI programs.

GOAL 5: Rural Outreach

The three pillars of FMRI’s rural outreach are to provide education to students, residents and rural providers, to provide service and advocacy for rural communities and foster relationships that will help create and maintain the workforce for rural Idaho.

5.1 Increase to 35 rural site training locations.

Objective A: To maintain 35 rural site training locations in Idaho. This goal is met though growing partnerships with communities resulting in development of additional rotations in rural Idaho.

Performance Measures:

III. Maintain 35 rural site training locations

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
N/A	31	34	34 With active PLA’s; In process of developing Driggs for 35	35

Benchmark: Maintain 35 sites. This measurement is based upon standing agreements with resident rotation sites.

Key External Factors

1. Funding: The Family Medicine Residency of Idaho (FMRI) and its operations are contingent upon adequate funding. For fiscal 2017, approximately 55% of revenues were generated through patient services (including pharmacy), 25% were derived from grants and other sources, and 20% came from contributions (excluding in-kind contributions for facility usage and donated supplies). Contributions include Medicare GME dollars and other amounts passed through from the area hospitals, as well as funding from the State Board of Education. Grant revenue is comprised primarily of federal or state-administered grants, notably a Consolidated Health Center grant, Teaching Health Center grant, and grants specific to HIV, TB and refugee programs administered by the FMRI.
2. Teaching Health Center (THC) Grant Funding: The FMRI received grant funding through the THC-GME program of the Affordable Care Act (ACA) in fiscal 2012 to fund six residents annually in family medicine training. This expansion increased the overall FMRI class size by two residents per class (total of six in the program representing the three classes). At this time, it is believed this funding will continue through fiscal 2017 due to the passage of the Medicare Access and CHIP Reauthorization Act of 2015 (MACRA). Award amounts will be dependent on the unused funds from the previous program years but are expected to be similar to fiscal 2016 awards. This funding is expected to stop on September 2017.
3. Hospital Support: FMRI requires contributions from both Saint Alphonsus and St. Luke's Health Systems in regards to Medicare DME/IME pass through money. This is money given through the hospitals to the Residency by the federal government in the form of Medicare dollars to help with our training. In addition, the hospitals both have additional contributions that are essential to FMRI's operations. The Hospitals have become progressively strapped financially and have not increased payment for the last 5 years.
4. Medicaid/Medicare: FMRI requires continued cost-based reimbursement through our Federally Qualified Health Center (FQHC) designation model for Medicaid and Medicare patients. This increased reimbursement funding is critical to the financial bottom line of the Residency. Medicaid and Medicare should continue its enhanced reimbursement for Community Health Centers and Federally Qualified Health Centers into the future. The new Presidents administration may have a disastrous impact on Medicaid.
5. Federally Qualified Health Center (FQHC) and Teaching Health Center Designations: FMRI must maintain its FQHC and Teaching Health Center designations and advocate for continued medical cost reimbursement. In late October 2013, FMRI became a Section 330 New Access Point grantee with the addition of the Kuna clinic and Meridian Schools clinic and the expansion of the Meridian clinic. Currently, all six of FMRI's outpatient clinics received the FQHC designation. FQHC grant funding represented approximately 5% of fiscal 2016 funding. FMRI will look to add two additional FQHC sites in FY 2018.
6. Legislation/Rules: The Idaho State Legislature's support of FMRI's request for state funding is critical to the ongoing success of FMRI as it provides essential financial resources for the FMRI's continued residency training program. The total funding FMRI received from the state in FY 2016 was \$1,529,700. This was increased for FY 2018 to \$3,029,700 to provide for the new

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Family Medicine Residency in Nampa as well as the FMRI's four fellowship programs and a new Rural Training Track in the future.

7. Governor's Support: Governor C.L. "Butch" Otter continued his strong support for FMRI and graduate medical education training by recommending an increase in funding for graduate medical education training in general and FMRI funding in particular as noted above.

Evaluation Process

A clear, specific and measurable methodology of setting goals around workforce education, patient care, faculty and rural outreach will be used. This will help both the FMRI and SBOE stay on a clear path for success with the FMRI program.

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Appendix 1

Family Medicine Residency Goals					
Institution/Agency Goals and Objectives	<i>Goal 1: Family Medicine Workforce</i>	<i>Goal 2: Patient Care / Delivery / Service</i>	<i>Goal 3: Education</i>	<i>Goal 4: Faculty</i>	<i>Goal 5: Rural Outreach</i>
GOAL 1: Family Medicine Workforce To produce Idaho’s future family medicine workforce by attracting, recruiting, and employing outstanding medical students to become family medicine residents and to retain as many of these residents in Idaho as possible post – graduation from residency.					
Objective A: To recruit outstanding medical school students to FMRI for family medicine residency education, this includes recruitment to the rural training tracks and fellowships. The FMRI maintains an outstanding national reputation for training family physicians, participates in national recruitment of medical students, participates in training of medical students in Idaho and participates actively in the recruitment, interview and selection process to match outstanding candidates for its programs.	✓	✓	✓		
Objective B: To graduate fully competent family physicians ready to practice independently the full scope of family medicine. This is achieved through curriculum and experiential training which reflects the practice of family medicine in Idaho, including training in rural Idaho communities.	✓		✓		✓
Objective C: To keep as many family physicians as possible in Idaho after residency and fellowship graduation. This is done through the recruitment process for residents and fellows, the intentional curriculum design to meet the needs of Idaho, programming and education reflective graduates in making practice location decisions.	✓	✓			✓
Objective D: To produce as many family physicians as possible in Idaho after residency and fellowship graduation. This is done through the recruitment process for residents and fellows, the intentional curriculum design to meet the needs of Idaho, programming and education reflective graduates in making practice location decisions.	✓				✓
GOAL 2: Patient Care Delivery Service Serve the citizens of Ada County and surrounding areas in a high-quality Patient Centered Medical Home.					
Objective A: To maintain recognition NCQA Level III PCMH. Maintenance of NCQA recognition is on a 3 year cycle.		✓	✓		

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<p>Objective B: All FMRI clinics using Meaningful Use Electronic Medical Records. We are tracking the meaningful use objectives and measures and are assuring that all the providers at FMRI are meeting these.</p>		✓	✓		
<p>Objective C: Maintenance and expansion of FMRI 340b pharmacy services. We have expanded our pharmacy hours to help patient access as well as the Walgreens and other pharmacy collaboration.</p>		✓			
<p>GOAL 3: Education To provide an outstanding family medicine training program to prepare future family medicine physicians.</p>					
<p>Objective A: To create an exceptionally high quality medical education environment to train future family physicians. All FMRI residents and fellows serve Idaho patients as an integral part of the educational process. Educational milestones and national standard measures are used to demonstrate competencies and excellence. All FMRI programs are in a process of continual improvement and measured for markers of success as a part of local oversight and national accreditation.</p>			✓		
<p>Objective B: FMRI will maintain full accreditation with Accreditation Council of Graduate Medical Education (ACGME) and its Residency Review Committee for Family Medicine (RRC-FM). This is a marker of certification and excellence for accredited programs.</p>			✓		
<p>Objective C: FMRI will maintain all ACGME accreditation requirements in the New Accreditation System (NAS) including a Clinical Competency Committee (CCC), Annual Program Evaluations (APE), Annual Institutional Review (AIR), and Clinical Learning Environment Review (CLER). This set of goals is met through oversight of each FMRI program by the FMRI Graduate Medical Education Committee on an ongoing basis.</p>			✓		
<p>GOAL 4: Faculty FMRI has a diverse team of faculty that provides rich training environments, who are tremendously dedicated and committed to family medicine education, and enjoy working with family medicine residents and caring for our patients.</p>					
<p>Objective A: Continue expansion of dedicated and committed family medicine faculty. Targeted recruiting of full spectrum family medicine faculty through local, alumni resource, regional and national recruiting efforts.</p>			✓	✓	

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<p>GOAL 5: Rural Outreach The three pillars of FMRI's rural outreach are to provide education to students, residents and rural providers, to provide service and advocacy for rural communities and foster relationships that will help create and maintain the workforce for rural Idaho.</p>					
<p>Objective A: To maintain 35 rural site training locations in Idaho. This goal is met though growing partnerships with communities resulting in development of additional rotations in rural Idaho.</p>					

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IDAHO SMALL BUSINESS DEVELOPMENT
STRATEGIC PLAN
2018 – 2022

EMPOWERING BUSINESS SUCCESS

MISSION STATEMENT

To enhance the success of small businesses in Idaho by providing high-quality consulting and training, leveraging the resources of colleges and universities.

VISION STATEMENT

Idaho SBDC clients are recognized as consistently outperforming their peers.

GOAL 1 - Maximum Client Impact

Focus time on clients with the highest potential for creating economic impact.

Objective A: Develop long-term relationships with potential and existing growth and impact clients.

Performance Measures:

I. Percent of hours with clients with recorded impact

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
49%	54%	52%	50%	70%

Benchmark: 70%¹ (by 2022)

II. Capital raised by clients in millions

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
\$24.3	\$31.6	\$33.9	\$36.1	\$40.6

Benchmark: \$40.6 million² (by FY 2022)

III. Client sales growth in millions

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
\$33.7	\$47.1	\$52.0	\$42.5	\$56.6

Benchmark: \$56.6 million³ (by FY 2022)

IV. Jobs created by clients

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
429	708	871	663	900

Benchmark: 900⁴ (by FY 2022)

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Objective B: Expand expertise available to clients through cross-network consulting, adding programs, using tools, and increasing partnerships.

Performance Measures:

I. Per cent of cross-network consulting hours (new metric)

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
				10%

Benchmark: 10%⁵ (by FY 2022)

GOAL 2 – Strong Brand Recognition

Increase brand recognition with stakeholders and the target market.

Objective A: Create statewide marketing plan and yearly marketing matrix to provide consistent voice and message.

Performance Measures:

I. Yearly marketing plan created and distributed

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
				completion

Benchmark: ⁶ (by FY 2022)

II. # of training hours

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
11,390	11,231	11,793	14,337	14,944

Benchmark: 14,944⁷ (by FY 2022)

Objective B: Create and implement a brand awareness survey.

Performance Measures:

I. Baseline awareness being established

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
				TBD

Benchmark: established in FY18⁸ (by FY 2022)

GOAL 3 – Increase Resources

Increase funding and consulting hours to create economic impact through increased client performance.

Objective A: Bring additional resources to clients through partnerships, students, and volunteers.

Performance Measures:

I. % client referrals from partners

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
				TBD

Benchmark: TBD⁹ (by FY 2022)

Objective B: Seek additional funding for Phase 0 program and to locate PTAC consultants in north and east Idaho.

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Performance Measures:

II. Amount of funding

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
				\$100,000

Benchmark: \$100,000¹⁰ (by FY 2020)

GOAL 4 – Organizational Excellence

Ensure the right people, processes and tools are available to deliver effective and efficient services.

Objective A: Implement professional development certification on Global Classroom.

Performance Measures:

I. % of employees meeting certification and recertification requirements

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
				100%

Benchmark: 100%¹¹ (by FY 2018)

II. Return on Investment

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
4:1	2:1	5:1	9:1	7:1

Benchmark: 6:1 average over rolling 5 years¹² (by FY 2020)

III. Overall customer satisfaction rating (source of data being changed)

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
				4.6

Benchmark: 4.6¹³ (yearly)

Objective B: Deliver monthly internal trainings to increase expertise and share best practices.

Performance Measures:

I. Rating of consultant skill adequacy (new metric)

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
				4.6

Benchmark: 4.6¹⁴ (yearly)

Key External Factors

The Idaho SBDC is part of a national network providing on-cost consulting and affordable training to help small business grow and thrive in all U.S. states and territories. The network has an accreditation process conducted every five years to assure continuous improvement and high quality programs. The accreditation standards, based on the Malcolm Baldrige Quality Standards, cover six key areas:

- Leadership
- Strategic Planning
- Stakeholder and Customer Focus
- Measurement, Analysis and Knowledge Management
- Workforce Focus

- Operations Focus

The Idaho SBDC also achieved accreditation of its technology commercialization program – one of 15 SBDC’s out of 63 networks – in 2014 and continues to offer technology commercialization assistance to entrepreneurs, existing companies, and colleges/universities. Maintaining this accreditation is a continuing focus.

Evaluation Process

Funding is received from the U.S. Small Business Administration (SBA), the State of Idaho through the State Board of Education, and Idaho’s institutes of higher education who host six outreach offices to cover all 44 Idaho counties. Needs and requirements from a three key stakeholders are considered on a yearly basis and incorporated into the Idaho SBDC’s strategic plan. Strategic planning is an on-going process with a yearly planning session conducted in an all-staff meeting in the Spring each year and progress tracked through a Fall all-staff meeting and two other conference calls. Performance metrics are required by SBA and also the accreditation process. A statewide Advisory Council composed of small businesses and stakeholder representatives meets four times per year and contributes to the strategic plan.

Progress on many of the performance measures versus goals are located on a dashboard in the Idaho SBDC’s client management system so that all staff understand the expectations and progress. Goals are reviewed at least twice a year during a monthly video conference with regional directors and program managers. Measures that are not part of the dashboard are calculated and reported to the State Board of Education.

¹ Benchmark is set based on an analysis of historical trends and available resources and a commitment to maximum client impact – 20% increase in hours with impact clients in 5 years.

² Benchmark is set based on an analysis of historical trends and available resources and a commitment to maximum client impact and a 20% increase in the average of the last 3 years.

³ Benchmark is set based on an analysis of historical trends and available resources and a commitment to maximum client impact and a 20% increase in the average of the last 3 years.

⁴ Benchmark is set based on an analysis of historical trends and available resources and a commitment to maximum client impact and a 20% increase in the average of the last 3 years.

⁵ Mechanism to measure is being developed.

⁶ Completing of marketing plan and yearly marketing calendar

⁷ Benchmark is set based on an analysis of historical trends and available resources and the use of training programs to increase awareness.

⁸ A process is being developed to set a baseline. A goal will be set in FY19.

⁹ Benchmark is being set by adjusting the list of partners and making the field mandatory. Baseline will be set in FY19 and benchmark projected.

¹⁰ Benchmark was set by calculating the demand for Phase 0 funding and for support of a half-time person in north Idaho and a half-time person in east Idaho.

¹¹ All employees should be certified within 6 month of start date and obtain 1 hour of certification for each hour worked/week (40 hours of yearly professional development for a full-time person).

¹² Based on 30% increase of the average of the past 3 years and is measured as a 3 year rolling average.

¹³ Based historical data and is a combination of the average of the overall satisfaction from the initial survey, 120-day survey, and annual survey - on a scale of 1-5 with 5 being the highest rating.

¹⁴ Based historical data and is a combination of the average of the skills assessment from the initial survey, 120-day survey, and annual survey - on a scale of 1-5 with 5 being the highest rating.

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Appendix 1

State Board of Education Goals					
	<i>Goal 1: A WELL EDUCATED CITIZENRY</i>	<i>Goal 2: INNOVATION AND ECONOMIC DEVELOPMENT</i>	<i>Goal 3: DATA- INFORMED DECISION MAKING</i>	<i>Goal 4: EFFECTIVE AND EFFICIENT EDUCATIONAL SYSTEM</i>	<i>Goal 5:</i>
Institution/Agency Goals and Objectives					
GOAL 1: MAXIMUM CLIENT IMPACT Focus consulting time on clients with the highest potential for creating economic impact.					
Objective A: Develop long-term relationships with potential and existing growth and impact clients.	✓	✓	✓		
Objective B: Expand expertise available to clients through cross-network consulting, adding programs, using tools, and increasing partnerships.	✓	✓			
GOAL 2: STRONG BRAND RECOGNITION Increase brand recognition with stakeholders and the target market.					
Objective A: Create statewide marketing plan and yearly marketing matrix to provide consistent voice and message.		✓	✓		
Objective B: Create and implement a brand awareness survey.		✓			
GOAL 3: INCREASE RESOURCES Increase funding and other resources to serve Idaho's small businesses and create economic impact.					
Objective A: Bring additional resources to clients through partnerships, students, and volunteers.		✓			

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Objective B: Seek additional funding for Phase 0 program and to locate PTAC consultants in north and east Idaho.		✓			
GOAL 4: ORGANIZATIONAL EXCELLENCE Ensure the right people, processes and tools are available to deliver effective and efficient services.					
Objective A: Implement professional development certification on Global Classroom.		✓		✓	
Objective B: Deliver monthly internal trainings to increase expertise and share best practices.		✓		✓	

**Idaho Dental Education Program
STRATEGIC PLAN
2018 – 2022**

MISSION STATEMENT

The Mission of the Idaho Dental Education Program is to provide Idaho residents with access to quality educational opportunities in the field of dentistry. We provide Idaho with outstanding dental professionals through a combination of adequate access for residents and the high quality of education provided. The graduates of the Idaho Dental Education Program will possess the ability to practice today’s dentistry. Furthermore, they will have the background to evaluate changes in future treatment methods as they relate to providing outstanding patient care.

VISION STATEMENT

The Idaho Dental Education Program envisions an elite educational program; graduating competent and ethical dentists who benefit the residents of Idaho as professionals.

Goal 1: Provide access to a quality dental education for qualified Idaho residents

Objective A: Access - Provide dental education opportunities for Idaho residents

Performance Measures:

I. Contract for 4-year dental education for at least 8 Idaho residents

2013	2014	2015	2016	Benchmark
Yes	Yes	Yes	Yes	Yes

Benchmark: Contract in place with Creighton University School of Dentistry or another accredited dental school.

II. Number of students in the program per year

2013	2014	2015	2016	Benchmark
8	8	8	8	10

Benchmark: Increase the number of students in the program each year to 10.

Objective B: Quality education – Deliver quality teaching to foster the development of students within the program.

Performance Measures:

I. First time pass rate of National Dental Boards Part I

2013	2014	2015	2016	Benchmark
100%	100%	100%	100%	>85%

Benchmark: Pass rate will meet or exceed 85%

II. First time pass rate of National Dental Boards Part II

2013	2014	2015	2016	Benchmark
100%	100%	100%	100%	>85%

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Benchmark: Pass rate will meet or exceed 85%

III. First time pass rate of Clinical Board Exam

2013	2014	2015	2016	Benchmark
8	8	8	8	10

Benchmark: Pass rate will meet or exceed 85% on clinical board exam necessary for licensure in Idaho.

Goal 2: Maintain some control over the rising cost of dental education

Objective A: Idaho Value - Provide the State of Idaho with a competitive value in educating Idaho dentists.

Performance Measures:

I. State cost per student

2013	2014	2015	2016	Benchmark
34%	34%	33%	33%	<50%

Benchmark: Idaho cost per student will be <50% of the national average cost per DDSE (DDS Equivalent). The cost per DDSE is a commonly utilized measure to evaluate the relative cost of a dental education program.

Objective B: Participant Value - Provide program participants with a competitive value in obtaining a dental degree

I. Student Loan Debt

2013	2014	2015	2016	Benchmark
		73.5%	66.7%	<80%

Benchmark: Student loan debt for IDEP participants will be <80% of the national average.

Goal 3: Serve as a mechanism for responding to the present and/or the anticipated distribution of dental personnel in Idaho.

Objective A: Availability - Help meet the needs for dentists in all geographic regions of the state.

Performance Measures:

I. Geographic acceptance of students into the program

2013	2014	2015	2016	Benchmark
Yes	Yes	Yes	Yes	Yes

Benchmark: Students from each of 4 regions of Idaho (North, Central, Southwest, and Southeast) granted acceptance each year.

II. Return rate

2013	2014	2015	2016	Benchmark
60%	50%	60%	67%	>50%

Benchmark: Greater than 50% of program graduates return to Idaho.

Goal 4: Provide access for dental professionals to facilities, equipment, and resources to update and maintain professional skills.

Objective A: Quality Care - Provide current resources to aid the residents of Idaho by maintaining/increasing the professional skills of Idaho Dentists.

Performance Measures:

I. Continuing Dental Education (CDE)

2013	2014	2015	2016	Benchmark
Yes	Yes	Yes	Yes	Yes

Benchmark: Provide continuing dental education opportunities for regional dental professionals when the need arises.

II. Remediation of Idaho dentists

2013	2014	2015	2016	Benchmark
Yes	Yes	Yes	Yes	Yes

Benchmark: Successfully aid in the remediation of any Idaho dentist, in cooperation with the State Board of Dentistry and the Idaho Advanced General Dentistry Program, such that the individual dentist may successfully return to practice.

Key External Factors

Funding:

Most Idaho Dental Education Program goals and objectives assume ongoing, and in some cases additional, levels of State legislative appropriations. Availability of these funds can be uncertain. Currently with State budget considerations that specifically impact our program, the goal to increase the number of available positions within the program from 8 to 10 has not been feasible. This will remain a long-term goal for the program.

Program Participant Choice:

Some IDEP goals are dependent upon choices made by individual students, such as choosing where to practice. Even though this is beyond our control, we have had an excellent track record of program graduates returning to Idaho to practice.

Idaho Dentist to Population Ratio

The more populated areas of Idaho are more saturated with dentists, making it difficult for new graduates to enter the workforce in these areas. With this in mind, we have still seen a good percentage of program graduates return to Idaho to practice.

Educational Debt of Graduates

The average educational debt of IDEP graduates continues to be an area of concern (for 2016 it was \$201,871). This amount of debt may limit graduates ability to return to Idaho initially.

Student Performance

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Some of the goals of the program are dependent upon pre-program students to excel in their preparation for the program. However, we have not encountered difficulty in finding highly qualified applicants from all areas of the State.

Evaluation Process

The Idaho Dental Education Program utilizes annual department strategic planning meetings to establish and revise program objectives and goals.

Idaho State University
Cyber Security Compliance

This appendix provides an update to Idaho State University’s cyber security compliance with Idaho Executive Order 2017-02. Each area of concentration addresses ISU’s level of completion as outlined in accordance with the executive order’s standards. Please see the 2017 Cybersecurity Inventory Report recently submitted to the SBOE’s Audit Committee for additional details regarding the reporting of each the categories.

Adopt and to implement by June 30, 2017, the National Institute of Standards and Technology (NIST) Cybersecurity Framework

Complete	In Progress	Under Review
✓		

CSC 1: Inventory of Authorized and Unauthorized Devices.

Complete	In Progress	Under Review
July 1, 2018	✓	

CSC 2: Inventory of Authorized and Unauthorized Software.

Complete	In Progress	Under Review
July 1, 2018	✓	

CSC 3: Secure Configurations for Hardware and Software on Mobile Devices, Laptops, Workstations and Servers.

Complete	In Progress	Under Review
July 1, 2018	✓	

CSC 4: Continuous Vulnerability Assessment and Remediation

Complete	In Progress	Under Review
✓		

CSC 5: Controlled Use of Administrative Privileges.

Complete	In Progress	Under Review
July 1, 2018	✓	

Develop employee education and training plans and submit such plans within 90 days

Complete	In Progress	Under Review
July 1, 2018		✓

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
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All state employees complete the state's annual cybersecurity training commensurate with their highest level of information access and core work responsibilities.

Complete	In Progress	Under Review
✓		

All public-facing state agency websites to include a link to the statewide cybersecurity website—www.cybersecurity.idaho.gov.

Complete	In Progress	Under Review
✓		



Idaho Museum of Natural History

FY2018-2022
Strategic Plan

MISSION STATEMENT

The Idaho Museum of Natural History actively nurtures an understanding of and delight in Idaho's natural and cultural heritage. As the official state museum of natural history, it acquires, preserves, studies, interprets and displays natural and cultural objects for Idaho residents, visitors and the world's community of students and scholars. The Museum also supports and encourages Idaho's other natural history museums through mentoring and training in sound museological practices.

VISION STATEMENT

Building Idaho's future, informed by our past.

GOAL 1: INCREASE VISITATION AND PUBLIC ENGAGEMENT

Objective A: Participation – Increase museum participation over the next five years.

Performance Measures:

I. Number of people visiting exhibits at museum

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
9,147	6,448	7,958	8,000*	>16,000

Benchmark: 60% increase (>16,000) by FY2022

II. Number of people attending museum events and programs

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
No data	No data	No data	2,860*	>3,600

Benchmark: 20% increase (>3,600) by FY2022

III. Digital media reach(social media and websites)

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
No data	179,058	674,482	607,787*	>1 million

Benchmark: 60% increase (>1 million) by FY2022

IV. Number e-newsletter subscribers

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
No data	No data	390	499*	>1,000

Benchmark: 100% increase (>1,000) by FY2022

V. Attendance at museums renting IMNH exhibits

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
No data	500,000	137,000	105,000	>100,000

Benchmark: Maintain or exceed an annual audience of 100,000 by an external venue

*As of May 18, 2017

Red text indicates SBOE aligned measures.

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VI. Number of memberships

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
24	19	16	18*	>100

Benchmark: Change by 555% (>100) in FY2018, reevaluate at end of FY2018

Objective B: Community Sponsorships and Giving – Increase investment by community through corporate sponsorship and public donations.

Performance Measures:

I. Corporate sponsorships

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
\$15,000	\$0	\$3,750	\$15,400	>\$30,800

Benchmark: Change by 100% (>\$30,800) in FY2018, reevaluate at end of FY2018

II. Public giving

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
n/a	n/a	\$5,200	\$13,422	>\$26,000

Benchmark: Change by 100% (>\$26,000) in FY2018, reevaluate at end of FY2018

GOAL 2: RESEARCH CAPACITY AND TRAINING

The Museum increases basic and applied knowledge through study of its collections, and increases research capacity by making these collections available to others.

Objective A: Student Opportunity – Increase the number of opportunities for students to gain career skills in marketing, graphic design, business operations, teaching, and research.

Performance Measures:

I. Number of student internships

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
n/a	41	58	48*	>40

Benchmark: Maintain or exceed 40

II. Number of students conducting research

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
n/a	n/a	n/a	9	30

Benchmark: 300% increase (>30) by FY2022

Objective B: Synergy and Collaboration – Increase productivity of research through partnerships with ISU faculty expertise.

Performance Measures:

I. Number and percent of ISU faculty with collaborations at museum

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
11 (2%)	10 (2%)	10 (2%)	12 (2%)	>18 (3%)

Benchmark: 50% increase (>18) by FY2022

*As of May 18, 2017

Red text indicates SBOE aligned measures.

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II. Number of new digital collections in partnership with Idaho institutions

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
8,755	4,978	5,457	2,547*	>2,500

Benchmark: Maintain or exceed 2,500

III. Total amount of research expenditures

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
(\$121,580,993)	17.4% (\$142,771,851)	2.8% (\$146,699,825)		>20% increase

Benchmark: 20%⁷ increase (by 2023)

IV. Percentage of students participating in internships

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
3.5%	3.4%			>30%

Benchmark: 30%⁷ (by 2023)

V. Percentage of undergraduate students participating in undergraduate research (ISU)

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
	41%	45%		>30%

Benchmark: 30%⁷ (by 2023)

GOAL 3: SUPPORT K-12 EDUCATION

The Museum will provide leadership and expertise to communities at local, state and national levels through partnership, collaboration.

Objective A: Accessibility – Increase the quantity of student interaction through the museum’s unique informal education program.

Performance Measures:

I. Amount of sponsored travel funding for K-12 student visitation to museum

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
		\$500	\$2,000	>\$6,100

Benchmark: 300% increase (>\$6,100) by FY2022

II. Number of students attending museum for School Group programming

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
		1,998	869*	>3,300

Benchmark: 400% increase (>3,300) by FY2019

III. Number of K-12 age public (“Child” from 4-17 years old) visiting exhibits at museum

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
		2,913	2,048*	>4,000

Benchmark: 60% increase (>4,000) by FY2022

*As of May 18, 2017

Red text indicates SBOE aligned measures.

GOAL 4: CREATE NEW MUSEUM BUILDING

The Museum maintains facilities and policies to preserve, expand, and make accessible collections for future generations.

Objectives for this goal are currently under development.

Key External Factors

Funding

Many of IMNH strategic goals and objectives assume on going and sometimes substantive, additional levels of State legislative appropriations. Availability of state revenues, upon which appropriation levels depend, can be uncertain from year to year. Similarly, while gubernatorial and legislative support for IMNH efforts are significant, priorities set by those bodies vary from year to year, affecting planning for institutional initiatives and priorities. When we experience several successive years of deep reductions in state-appropriated funding, as has occurred in the recent past, it makes it increasingly difficult to plan for and implement strategic growth.

Evaluation Process

In May of each year, museum staff will evaluate benchmarks and current numbers for fiscal year. Success and issues will be evaluated and benchmarks will be updated if needed. An advisory board composed of community members will be created in FY2018 and strategic planning will become one of their tasks in future years.

State Board of Education Goals				
	<i>Goal 1: A WELL EDUCATED CITIZENRY</i>	<i>Goal 2: INNOVATION AND ECONOMIC DEVELOPMENT</i>	<i>Goal 3: DATA-INFORMED DECISION MAKING</i>	<i>Goal 4: EFFECTIVE AND EFFICIENT EDUCATIONAL SYSTEM</i>
Idaho Museum of Natural History				
GOAL 1: INCREASE VISITATION AND PUBLIC ENGAGEMENT				
<i>Objective: Participation</i>	✓		✓	
<i>Objective: Community Sponsorships and Giving</i>				✓
GOAL 2: RESEARCH CAPACITY AND TRAINING				
<i>Objective: Student Opportunity</i>	✓	✓	✓	✓
<i>Objective: Synergy and Collaboration</i>	✓	✓		✓
GOAL 3: SUPPORT K-12 EDUCATION				
<i>Objective: Accessibility</i>	✓		✓	✓
GOAL 4: CREATE NEW MUSEUM BUILDING				
<i>Objective: currently under development</i>	✓	✓	✓	✓

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Idaho State University
Cyber Security Compliance

This appendix provides an update to Idaho State University’s cyber security compliance with Idaho Executive Order 2017-02. Each area of concentration addresses ISU’s level of completion as outlined in accordance with the executive order’s standards. Please see the 2017 Cybersecurity Inventory Report recently submitted to the SBOE’s Audit Committee for additional details regarding the reporting of each the categories.

Adopt and to implement by June 30, 2017, the National Institute of Standards and Technology (NIST) Cybersecurity Framework

Complete	In Progress	Under Review
✓		

CSC 1: Inventory of Authorized and Unauthorized Devices.

Complete	In Progress	Under Review
	✓	

CSC 2: Inventory of Authorized and Unauthorized Software.

Complete	In Progress	Under Review
	✓	

CSC 3: Secure Configurations for Hardware and Software on Mobile Devices, Laptops, Workstations and Servers.

Complete	In Progress	Under Review
	✓	

CSC 4: Continuous Vulnerability Assessment and Remediation

Complete	In Progress	Under Review
✓		

CSC 5: Controlled Use of Administrative Privileges.

Complete	In Progress	Under Review
	✓	

Develop employee education and training plans and submit such plans within 90 days

Complete	In Progress	Under Review
		✓

All state employees complete the state’s annual cybersecurity training commensurate with their highest level of information access and core work responsibilities.

*As of May 18, 2017

Red text indicates SBOE aligned measures.

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Complete	In Progress	Under Review
✓		

All public-facing state agency websites to include a link to the statewide cybersecurity website—www.cybersecurity.idaho.gov.

Complete	In Progress	Under Review
✓		

TechHelp Strategic Plan 2017 – 2021

MISSION STATEMENT

TechHelp will be a respected, customer-focused, industry recognized organization with strong employee loyalty, confidence of its business partners and with the resources and systems in place to achieve the following sustained annual results in 2021:

- 80 manufacturers reporting \$100,000,000 economic impact
- 180 jobs created
- > \$20,000 and < \$50,000 Net Income

VISION STATEMENT

TechHelp is Idaho’s Manufacturing Extension Partnership (MEP) center. Working in partnership with the state universities, we provide assistance to manufacturers, food and dairy processors, service industry and inventors to grow their revenues, to increase their productivity and performance, and to strengthen their global competitiveness.

“Our identity is shaped by our results.”

GOAL 1

Economic Impact on Manufacturing in Idaho – Deliver a quantifiable positive return on both private business investments and public investments in TechHelp by adding value to the manufacturing client and the community.

Objective A: *Offer technical consulting services and workshops that meet Idaho manufacturers’ product and process innovation needs.*

Performance Measure:

- I. Client reported economic impacts (sales, cost savings, investments and jobs) resulting from projects**

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017) Q1-Q4	Benchmark
\$163,426,070 277 New Jobs	\$34,142,000 154 New Jobs	\$182,258,168 340 New Jobs	\$33,022,678 100 New Jobs	\$100,000,000/180 New Jobs

Benchmark: *Reported cumulative annual impacts improve by five percent over the prior year achieving \$100,000,000 and 180 new jobs annual reported impact by 2021ⁱ.*

Objective B: *Offer a range of services to address the needs of Small, Rural, Start-up and Other manufacturers Idaho.*

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Performance Measure:

- I. Number of impacted clients categorized as Small, Rural, Start-up and Other as reported in the MEP MEIS system**

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017) Q1-Q3	Benchmark
N/A	N/A	N/A	17 Small	15 Small
N/A	N/A	N/A	39 Rural	20 Rural
N/A	N/A	N/A	4 Start-Up	10 Start-up
N/A	N/A	N/A	25 Other	35 Other

Benchmark: Number of clients served by category exceeds MEP goal as follows by 2021ⁱⁱ:
 15 Small,
 20 Rural,
 20 Start-up,
 35 Other

Objective C: *Ensure manufacturing clients are satisfied with services.*

Performance Measure:

- I. Customer satisfaction reported on MEP survey**

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
8 out of 10	10 out of 10	9 out of 10	9 out of 10	8 out of 10

Benchmark: Customer satisfaction score is consistently > 8 out of 10ⁱⁱⁱ

Goal 2

Operational Efficiency – Make efficient and effective use of TechHelp staff, systems, partners and third parties, and Advisory Board members.

Objective A: *Increase the number of client projects and events.*

Performance Measure:

- I. State dollars expended per project/event**

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
\$867	\$1,769	\$1,139	\$774	> Prior year's total

Benchmark: Dollars per project/event expended is less than prior year's total^{iv}

Objective B: *Offer services to numerous Idaho manufacturers.*

Performance Measure:

- I. Number of impacted clients per \$ Million federal investment as reported on MEP sCOREcard^v**

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
48 Clients Surveyed	45 Clients Surveyed	56 Clients Surveyed	69 Clients Surveyed	80 Clients Surveyed

Benchmark: Number of clients served exceeds federal minimum with a goal of 80 clients surveyed (i.e., 110 clients per \$ Million) by 2021^{vi}

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Goal 3

Financial Health – Increase the amount of program revenue and the level of external funding to assure the fiscal health of TechHelp.

Objectives A: *Increase total client fees received for services.*

Performance Measure:

I. Gross and Net revenue from client projects

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
\$728,284	\$668,217	\$615,117	\$593,940	\$1,200,000 gross annually
\$334,798	\$354,763	\$454,672	\$409,175	\$700,000 net annually

Benchmark: Annual gross and net revenue exceeds the prior year by five percent achieving \$1,200,000 gross and \$700,000 net annually by 2021^{vii}

Objectives B: *Increase external funding to support operations and client services.*

Performance Measure:

I. Total dollars of non-client funding (e.g. grants) for operations and client services.

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
\$785,000	\$825,000	\$910,236	\$885,236	\$1,300,000

Benchmark: Total dollars of non-client funding for operations and client services exceed the prior year's total achieving \$1,300,000 by 2021^{viii}.

Key External Factors

- I. State Funding:
Nationally, state funding is the only variable that correlates highly with the performance of the Manufacturing Extension Partnership centers. State funding is subject to availability of state revenues as well as gubernatorial and legislative support and can be uncertain.

- II. Federal Funding:
The federal government is TechHelp's single largest investor. While federal funding has been stable, it is subject to availability of federal revenues as well as executive and congressional support and can be uncertain.

- III. Economic Conditions:
Fees for services comprise a significant portion of TechHelp's total revenue. We are encouraged by current economic activity and believe it will support the ability of Idaho manufacturers to contract TechHelp's services.

Evaluation Process

The TechHelp Advisory Board convenes its membership, which is made up of representatives from leaders of manufacturing companies, professional services companies, and Idaho's three universities, to review and recommend changes to the center's planning, client services and strategic plan.

Recommendations are presented to the Advisory Board and the Executive Director for consideration. Additionally, as part of the NIST MEP cooperative agreement, the Advisory Board reviews and considers inputs that affect its strategic plan. Plan changes may be brought to the Advisory Board or TechHelp leadership and staff during the year. Review and re-approval occurs annually and considers progress towards performance measure goals, which are formally reviewed quarterly.

Performance towards meeting the set benchmarks is reviewed and discussed quarterly at both TechHelp staff meetings and at Advisory Board Meetings. The Advisory Board may choose at that time to direct staff to change or adjust performance measures or benchmarks contained strategic pan.

ⁱ This benchmark is based on current and projected resources and established best practices based on those resources.

ⁱⁱ This benchmark is based on current and projected resources, resource geographic location and established best practices based on those resources.

ⁱⁱⁱ This benchmark is based on analysis of customer survey feedback for types of services offered.

^{iv} This benchmark is based on analysis of available resources, types of services and program investment.

^v Methodology using a balanced scorecard.

^{vi} This benchmark is based on federal requirements and projections of federal investment.

^{vii} This benchmark is based on existing average performance levels and a 5% annual increase.

^{viii} This benchmark is based on existing average performance levels and a 5% annual increase.

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SUBJECT

Data Management Council Policies and Procedures

REFERENCE

August 2011

Board approved the Data Management Council Bylaws.

February 2015

Board approved changes to the Data Management Council policies.

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section I.O. Section 33-133(3)(b), Idaho Code

BACKGROUND/DISCUSSION

The Data Management Council (Council) is tasked with making recommendations on the oversight and development of the Educational Analytics System of Idaho (EASI) and oversees the creation, maintenance and usage of this P-20 and Workforce system. There are 12 seats on the Council. The Council consists of representatives from the Office of the State Board of Education (OSBE), public postsecondary institutions, a registrar, State Department of Education, school districts, Career & Technical Education, and the Idaho Department of Labor.

EASI consists of three separate and distinct databases housed and managed by the State Department of Education, the Office of the State Board of Education, and the Idaho Department of Labor.

Section 33-133(3)(b) requires the State Board of Education (Board) to publish and make available policies and procedures to comply with the federal family education rights and privacy act (FERPA) and other relevant privacy laws. The current Council policies and procedures approved by the Board require all data requests to be submitted to the Council. The Council is proposing changing the minimum cell size masking requirement from fewer than 10 to fewer than five (5) and two exemptions to that policy.

IMPACT

Reducing the minimum cell size required for masking from fewer than 10 to fewer than five will result in the ability for the OSBE and the State Department of Education to release data that was previously masked. There are many instances where data regarding school performance cannot be shared due to the current data masking policy because many of our schools are small enough that presenting data in multiple categories may result in a situation where one or more categories will contain fewer than 10 students and therefore must be masked. This change is recommended by the Data Management Council as a way to provide more data while still protecting the identities of students. EASI data where the cell

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size is fewer than five or within four from 100% shall be masked unless approval is granted from the Council or is part of the proposed exemptions.

The first proposed exemption applies only to aggregate data and includes enrollment information. Under this proposed change, a report could be released indicating there are, for example, three Hispanic students in a particular grade. If enrollment data are combined with student outcome data, such as proficiency on a test, normal masking rules would apply and this particular example could not be publicly released.

The second proposed exemption applies only to aggregate data and includes test participation information. Under this proposed change, a report could be released indicating that four students from a particular school took an AP exam. If the test participation data are combined with outcome data, such as the scores on the AP exams, normal masking rules would apply and this particular example could not be publicly released. This information provides context for test data and can be used to help explain large changes in test results if the participation rates are low.

ATTACHMENTS

Attachment 1 – Proposed policy

Page 3

STAFF COMMENTS AND RECOMMENDATIONS

The current policy does not allow the release of data points for many of the small rural schools where numbers often are fewer than 10. The proposed changes will allow for increased transparency while maintaining the requirement for aggregate data to protect privacy. Aggregate enrollment information is currently released publicly by the U.S. Department of Education. The proposed exemption allows the state to release data that are already being released at the national level.

Staff recommends approval.

BOARD ACTION

I move to approve the Data Management Council policies and procedures as submitted in attachment 1.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

IDAHO STATE BOARD OF EDUCATION
DATA MANAGEMENT COUNCIL
POLICIES AND PROCEDURES

Scope

The Idaho State Board of Education (Board) is constitutionally and statutorily charged with supervising public education in Idaho, K-20. The Board recognizes the need to measure how well our public schools are preparing children for higher education and how well higher education is preparing Idaho's future workforce. For this purpose, the Statewide Longitudinal Data System (SLDS) was created. The SLDS was created as a means to evaluate and improve the process by which a student progresses through Idaho's educational system. The SLDS allows the Board to detect strengths or weaknesses in Idaho's educational system by identifying trends in groups of students over time. These trends can then be used to analyze the public and higher education systems in order to improve efficiency, effectiveness, and accountability.

The SLDS will maintain a longitudinal record of students from preschool through all levels of the education system (elementary, middle and high schools, and higher education) and into the workforce. This system is a partnership of separate and unique source systems, including the K-12 system developed by the State Department of Education, the systems in use at the various postsecondary institutions, and the State Department of Labor wage record systems. The agreements between these separate groups allows for user-initiated matching of the data into a single, coherent structure on which longitudinal reporting and analysis can be performed. The privacy of all Personally Identifiable Information (PII) that is collected into the SLDS is protected in accordance with federal and state law.¹ Public reports generated from data within the SLDS do not identify individual students.

The Idaho Data Management Council (Council) is an oversight and controlling body of the SLDS, comprised of representatives approved by the Board from Idaho's public postsecondary institutions, the State Department of Education, the Department of Labor, Professional-Technical Education, Idaho public schools, and Board staff. The Council provides direction and makes recommendations to the Board on policies and procedures for the development and usage of the system, and reports back to the Board as needed on the progress made on issues that require Board consideration. The policies governing the Council and the SLDS are reviewed and approved by the Board of Education.

This policy defines the security of data contained in all parts of the SLDS. The definitions and policies described below are designed to protect the confidentiality of Personally Identifiable Information (PII) contained within Idaho's SLDS.

¹ Family Educational Rights and Privacy Act, 20 U.S.C. Section 1232g(a)(4)(A) and the Idaho Student Data Accessibility, Transparency and Accountability Act of 2014, Idaho Code Title 33, Section 133.

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Definitions

Participating Agency – Participating agencies consist of the Idaho State Board of Education, the Idaho State Department of Education, Idaho Professional-Technical Education, Idaho public institutions of higher education, and the Idaho Department of Labor.

Education Records - Information directly related to a student, and recorded in any medium maintained by an educational agency or institution or a person acting for such agency or institution.

Personally Identifiable Information (PII) – Includes: a student’s name; the name of a student’s family; the student’s address; a social security number; a student education unique identification number or biometric record; or other indirect identifiers such as a student’s date of birth, place of birth or mother’s maiden name; and other information that alone or in combination is linked or linkable to a specific student that would allow a reasonable person in the school community who does not have personal knowledge of the relevant circumstances, to identify the student.²

Disclose or Disclosure is the access to, or to release, transfer, or otherwise communication of PII to any party, by any means.³

Data Breach is the unauthorized acquisition of PII.

Unauthorized Data Disclosure is the intentional or unintentional release of PII to an unauthorized person or untrusted environment.

Aggregate Data is data collected or reported at a group, cohort or institutional level and does not contain Personally Identifiable Information (PII).

Data Access Levels are the four data access levels as defined by the Data Management Council as shown below:

Level 1 - Restricted-Use Data – Student-level data that includes PII. Level 1 data requires specific procedures to protect confidentiality.

Level 2 - Restricted-Use Data – Student-level data where all PII has been removed. Merging Level 1 data with Level 2 data would result in a file that is defined as Level 1.

Level 3 - Restricted-Use Data – Aggregate data created from Level 2 data. Data at this level contains no PII. Data at this level can be manipulated to view the data relative to a variety of data elements in compliance with data restrictions.

Level 4 - Public-Use Data – Aggregate or summarized data created from Level 1, Level 2 or Level 3 data that contains no PII and is provided in a format that cannot

² Idaho Code Title 33, Section 133

³ Family Educational Rights and Privacy Act, 34 CFR Part 99

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be manipulated to reveal restricted data elements. Level 4 data may be publicly released.

Data Standards and Quality

1. The Council shall maintain a dictionary of student data fields collected for inclusion within the SLDS. The dictionary shall include definitions of the data fields and explanations of the purposes for collecting the data (Data Dictionary). The Data Dictionary shall be available to the public via the Board of Education website: www.boardofed.idaho.gov. The Data Dictionary shall be reviewed annually by the Council, as required by Idaho Code, Section 33-133(3) (a). The annual review will ensure that no data is collected into the SLDS other than as set forth in the Data Dictionary. The annual review will include a determination of whether new data elements should be included into the SLDS. Any proposed changes to the Data Dictionary are subject to prior approval by the Board. Any Board approved changes made to the Data Dictionary shall be submitted to the Idaho State Legislature and the Idaho Governor annually for review and approval in accordance with Idaho law.
2. The Data Management Council is responsible for the accuracy and quality of the data contained in the SLDS. The Data Management Council shall conduct an annual review of the data contained in the SLDS to ensure that data collected is in accordance with the definitions in the Data Dictionary.
3. The Council shall recommend to the Board minimum cell size for public reports to prevent identification of individuals. The Board will set the cell size restrictions as required by Idaho Code, 33-133(1)(b).

Access and Security

1. The SLDS data shall be housed on a secure server, as defined through a Memorandum of Understanding (MOU) between the Office of the State Board of Education (OSBE) and the State Department of Education (SDE). All hardware, software, and network infrastructure shall be secured by a firewall from unauthorized external access, require individual user accounts, and be password protected to control internal access.
2. Periodic tests shall be run to ensure that technical safeguards remain effective. Documentation of the dates of tests run shall be maintained at OSBE.
3. Access to the K-12 and postsecondary SLDS shall be limited to those employees of OSBE and SDE who require access to perform their assigned duties. An annual review of existing access shall be performed by the Council.
4. Access to the SLDS shall require the use of a password. Passwords shall be unique to the assigned employee and shall not be shared.

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5. Data uploaded to and downloaded from the SLDS shall be done using secure methods to protect the data from a Data Breach or Unauthorized Data Disclosure.
6. Requests for SLDS data that do not require linking data across participating agencies and meet Level 4 Data Access Level specifications may be fulfilled by the agency that governs the requested data, pursuant to section 33-133, Idaho Code.
7. Requests for SLDS data that require linking data across participating agencies or fall within Levels 1, 2, or 3 Data Access Level specifications must be submitted to the Council using the "Data Request Form" and if required the "Acknowledgement of Confidentiality Requirements" publicly available on the OSBE website. Data requests for non-Level 4 data by non-participating state agencies require the completion of an MOU. Data requests for non-Level 4 data external to state agencies require completion of a Memorandum of Agreement (MOA) and "Acknowledgement of Confidentiality Requirements". Approving applicable SLDS data requests will be the responsibility of the Council or its designee. Approved requests will be processed in accordance with applicable state and federal law.
8. Requests for SLDS student-level data by the original custodian of those data may be fulfilled by the participating agency collecting the requested data.
9. The Council will determine that human subjects research requirements are met and approved by an Institutional Review Board (IRB) and any certificates of approval are submitted to OSBE before approval of the research request.
10. The Council will verify that the annual IRB review is completed.
11. The Council is charged with evaluating requests for SLDS data, determining whether access to data is allowed under federal and state law, and ensuring that when access to data is allowed, data is provided at the Data Access Level that is most protective of privacy while still meeting the stated purpose for the request. The Council shall not approve a Data Access Level that provides greater detail than what is necessary to fulfill the data request.
12. In compliance with FERPA guidelines, the Council shall maintain a record detailing all requests for data from the SLDS and including:⁴
 - a. The date of the request and the date of the response
 - b. A description of the data requested
 - c. The data provided in response to the request, if any
 - d. If PII was included in the data provided, the statutory authorization for providing it shall be recorded and a copy of the executed agreement governing the security, use and destruction of the PII shall be maintained in the Board offices.
13. Any request by a student or their parent for individual student records shall be redirected to the original custodian of the data.

⁴ 20 U.S.C. 1232g(b)(4); 20 U.S.C. 1232g(j)(4)

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14. Any release of data approved by the Council will include in the MOA or MOU details on limitations of use of the data, including length of time the data can be used, and procedures for destroying the data when use is complete.
15. Publicly released reports shall contain only aggregate data and not contain PII.
16. PII will not be disclosed unless in compliance with the limited circumstances allowed by state and federal law.⁵
17. If the disclosure of PII is allowed under federal or state law under an exception requiring a written agreement to document the use, security and destruction of the data; data shall not be disclosed prior to the execution of the agreement.
18. PII shall not be stored on unencrypted portable devices or laptops.
19. Any release of data that would result in the ability to identify the personally identifiable information (PII) of an individual must be approved by the Data Management Council, aggregated to a minimum cell size of five, or masked/blurred. This includes situations where a calculation can be done to arrive at a single count of fewer than five students that would risk exposure of PII. Instances where 100% or 0% of students fall within one category and would risk the exposure of PII must also be approved by the Data Management Council or masked/blurred since doing so discloses information on either all or no students and thereby violates the minimum cell size policy.
20. Aggregated enrollment data with no student outcomes is exempt from the cell size masking policy. This can include the school, grade level, gender, and race/ethnicity. Normal masking rules apply when any other identifying or educational outcome information is included.
21. Aggregate assessment participation data is exempt from the cell size masking policy when aggregated to the school, grade, and/or test. The exempt exams are the Idaho Reading Indicator (IRI), Idaho Standards Achievement Test (ISAT), Advanced Placement (AP), Preliminary Scholastic Aptitude Test (PSAT), American College Testing (ACT), and the Scholastic Aptitude Test (SAT). Normal masking rules apply when any other identifying or education outcome information is included.

Change Management and Prioritization

1. The Council shall review proposed enhancements to the SLDS and shall set priorities for the development of those enhancements.
2. The Council shall recommend any proposed enhancements to the SLDS to the Board, including changes to the governing policies and procedures which may affect access and security policies.

⁵ Family Educational Rights and Privacy Act, 20 U.S.C. Section 1232g(a)(4)(A) and the Idaho Student Data Accessibility, Transparency and Accountability Act of 2014, Idaho Code Title 33, Section 133

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3. The Council shall review and approve or deny any proposed changes to existing functionality or data definitions of the SLDS.

Training and Communication

1. The Council shall oversee the training of SLDS users to ensure consistency in procedures and adherence to access and security policies.
2. The Council shall review and approve specific training plans established by OSBE, SDE, and the Idaho Department of Labor, for properly securing SLDS data.
3. Training shall include building an understanding of federal and state privacy laws which protect the rights of students and compliance with IRB requirements.
4. The Council shall establish a webpage on the Board's website to provide the public with information pertinent to the SLDS.

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SUBJECT

College and Career Readiness Competencies

REFERENCE

April 2017	The Board reviewed and discussed the College and Career Readiness Competencies and requested the addition of "Knowledge of Core Subjects."
May 2017	The Board discussed incorporated the College and Career Readiness Competencies into administrative rule once approved.

BACKGROUND/DISCUSSION

The Board was presented with draft College and Career Readiness Competencies developed by a cross section of representatives for consideration. The approval of college and career readiness competencies will help to align expectation across systems, including: public education (K-20), labor, and commerce.

A formal definition may be used to inform policy and specific strategies and actions that will ensure students are well positioned to succeed after high school.

IMPACT

Utilization of a common definition and competencies for college and career readiness would help state agencies, institutions and public schools align efforts, expectations and outcomes.

ATTACHMENTS

Attachment 1 – College and Career Readiness Competencies Page 3

STAFF COMMENTS AND RECOMMENDATIONS

At the April 2017 Board meeting, staff were asked to add academic skills as a competency. This additional competency can be found under the title of "Knowledge of Core Subjects." No other changes were made between the competencies presented to the Board at the April 2017 meeting and those provided in Attachment 1.

At the May 2017 Board Retreat as part of the discussion on system-wide strategies, the Board discussed incorporating college and career readiness competencies as a minimum standard for students in the public school (K-12) system. Once approved, staff will bring back to the Board for consideration the incorporation of the standards into administrative rule. At the time, the Board will have an additional opportunity to consider the competencies and make additional changes.

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BOARD ACTION

I move to approve the College and Career Readiness Competencies as submitted in Attachment 1.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

College and Career Readiness¹

Purpose: Proficiency in basic academic skills, including math, reading and writing, are foundational to an educated and productive citizen. Successful application of this learning requires high technical and behavioral competencies. Together, these skills are critical for student success, whether at the collegiate level or in the workforce. Therefore, it is equally important that students, teachers, and policymakers have a common understanding and agreement about the specific competencies a high school graduate will need to possess in order to lead a successful and meaningful life.

Definition: College and career readiness is the attainment and demonstration of requisite competencies that broadly prepare high school graduates for a successful transition into some form of postsecondary education and/or the workplace.

Competencies:

- **Knowledge of Core Subjects:** Possess proficiency in the core subjects (language arts/communication, math, science, social studies, humanities and health/wellness), and ability to apply this knowledge and understanding to be successful in college or the workplace.
- **Critical Thinking/Creative Problem Solving:** Exercise sound reasoning to analyze issues, make decisions, identify problems and use good judgment to implement solutions and overcome problems. The individual is able to obtain, interpret, and use knowledge, facts, and data in this process, and may demonstrate originality and inventiveness.
- **Oral/Written Communications:** Articulate thoughts and ideas clearly and effectively in written and oral forms. The individual has public speaking skills; is able to express ideas to others; and can write/edit correspondence and reports clearly and effectively.
- **Teamwork/Collaboration:** Build collaborative relationships, work effectively within a team structure, and can negotiate and manage conflict.
- **Digital Literacy:** Confidently and effectively perform tasks in a digital environment through the use of information and communication technologies to find, evaluate, interpret, create and communicate ideas and information requiring both cognitive and technical skills.

¹ The definition and most of the competencies were drawn heavily from the National Association of Colleges and Employers' "Definition of Career Readiness and Competencies" (<http://www.naceweb.org/knowledge/career-readiness-competencies.aspx>).

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- Leadership: Leverage the strengths of others to achieve common outcomes or goals, and use interpersonal skills to encourage others. The individual is able to assess their emotions; use empathetic skills to guide and motivate; and organize, prioritize, and delegate work.
- Professionalism/Work Ethic: Demonstrate personal accountability and effective work habits (e.g., punctuality, working productively with others, and time workload management), and understand the impact of non-verbal communication. The individual demonstrates integrity and ethical behavior, acts responsibly, and is able to learn from their mistakes.
- Career Exploration and Development: Identify and articulate one's skills, strengths, knowledge, and experiences relevant to career goals, and identify training, education and competencies necessary for professional growth. The individual is able to navigate and explore career options, and understands and can pursue opportunities.
- Citizenship/Civic Responsibility: Think critically about complex issues and evaluate information about issues of public consequence. Demonstrate knowledge of institutions and processes of government and political systems. Possess behaviors, attitudes, and understanding needed to be a knowledgeable, active and engaged member of a community.
- Financial Literacy: Possess knowledge and understanding in the following areas: earning income, buying goods and services, using credit, saving and protecting assets and insuring.²

² Council for Economic Education, *National Standards for Financial Literacy*.

COLLEGE OF EASTERN IDAHO

SUBJECT

Trustee Zones

REFERENCE

June 2016

Board approved trustee zones for College of Southern Idaho, College of Western Idaho, and North Idaho College.

APPLICABLE STATUTE, RULE, OR POLICY

Section 33-2104A and 33-2106, Idaho Code

BACKGROUND/DISCUSSION

Pursuant to Section 33-2104A, Idaho Code, each community college district must be divided into five trustee zones. Each trustee position on the community college board is designated to a zone. Trustees must reside within the trustee zone they are designated in, however, all eligible electors residing within the community college district may vote for candidates in each and every zone.

Section 33-2104A, Idaho Code requires the trustee zones be established by the State Board of Education in a similar manner to the requirements for the Board to set school district trustee zones.

These include:

- The zones must be as nearly equal in population as practicable.
- If the community college district is situated within two or more counties, and any one of the counties has sufficient population to warrant at least one zone, then the boundaries of a trustee zone shall be located wholly within the boundaries of such county.
- The proposals to define or redefine the boundaries must include:
 - a legal description of each proposed trustee zone;
 - a map of the district showing how each proposed trustee zone would appear; and
 - the approximate population each zone would have.

Legislative history for section 33-2104A, Idaho code, specifies that the same process for zoning and rezoning currently prescribed for school districts should be used by the State Board of Education. In addition to the zoning and rezoning for expansion provisions language is included that parallels the school district zoning requirements, requiring that each district submit a proposal for rezoning to the State Board of Education following the decennial census.

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IMPACT

Approval of the trustee zones will allow the Board to then consider applicants for the Board of Trustees for the new community college.

ATTACHMENTS

Attachment 1 – Trustee Zone 1 Legal Description	Page 3
Attachment 2 – Trustee Zone 2 Legal Description	Page 4
Attachment 3 – Trustee Zone 3 Legal Description	Page 5
Attachment 4 – Trustee Zone 4 Legal Description	Page 6
Attachment 5 – Trustee Zone 5 Legal Description	Page 9
Attachment 6 – Trustee Zone Map	Page 12

STAFF COMMENTS AND RECOMMENDATIONS

In alignment with the school district zoning requirements and population variance standard set by the Board, legal descriptions are certified by an individual qualified to write property legal descriptions, the populations have a less than five percent variance, and where practicable existing boundary lines, such as census blocks, city boundaries, county boundaries, roads, geographical boundaries or other types of boundaries would be used.

The populations for each zone in the attached proposal are:

- Zone 1 – 22,888
- Zone 2 – 21,387
- Zone 3 – 21,567
- Zone 4 – 22,587
- Zone 5 – 21,660

A more detailed map may be accessed at:
<http://bonneville.maps.arcgis.com/apps/webappviewer/index.html?id=a5ddbcb83ab4e7d95d00e6e6fca3323>

The submitted zones meet the statutory requirements. Staff recommends approval.

BOARD ACTION

I move to approve the community college district trustee zone boundaries for the College of Eastern Idaho as submitted in Attachments 1 through 5.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

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Trustee Zone 1

Commencing at the northwest corner of Bonneville County, Idaho, common to Jefferson County, Idaho, and Bingham County, Idaho, being the northwest corner of Township 3 North, Range 34 East, B.M., the **True Point of Beginning**.

- 1) Thence, easterly, along the north line of said Bonneville County, being coincident with the north line of said Township 3 North Range 34 East, Township 3 North Range 35 East, Township 3 North Range 36 East, and Township 3 North Range 37 East, to the Thread of the Snake River.
- 2) Thence, following the thread of the Snake River, in a southerly direction, to a point of intersection with the County Line common to Bonneville and Bingham Counties, being a point on the section line common to Sections 15 and 16, Township 1 North Range 37 East.
- 3) Thence, north, along said Bonneville/Bingham County Line, to the Section Corner common to Sections 9, 10, 15, & 16 of said Township 1 North Range 37 East.
- 4) Thence, west, along said Bonneville/Bingham County Line, following the south section lines of Sections 9, 8, and 7 of said Township 1 North Range 37 East.
- 5) Thence, continuing west, along said Bonneville/Bingham County Line, following the south section lines of Sections 12, 11, 10, 9, 8, and 7 of said Township 1 North Range 36 East.
- 6) Thence, continuing west, along said Bonneville/Bingham County Line, following the south section lines of Sections 12, 11, 10, 9, 8, and 7 of said Township 1 North Range 35 East.
- 7) Thence, continuing west, along said Bonneville/Bingham County Line, following the south section lines of Sections 12, 11, 10, 9, 8, and 7 of said Township 1 North Range 34 East.
- 8) Thence, north, along said Bonneville/Bingham County Line, following the west line of Township 1 North 34 East, Township 2 North Range 34 East, and Township 3 North Range 34 East, to the **Point of Beginning**.

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Trustee Zone 2

Commencing at the most southwesterly corner of Bonneville County, Idaho, common with Bingham County, Idaho, being the southwest corner of Section 15, Township 1 North, Range 37 East, B.M., the **True Point of Beginning**.

- 1) Thence, north, along the County Line common to Bonneville and Bingham Counties, being the west section line of said Section 15, to a point of intersection with the Thread of the Snake River.
- 2) Thence, departing said County Line, following the thread of the Snake River, in a northerly direction, to a point of intersection with the approximate centerline of Idaho State Highway 20.
- 3) Thence, departing said Thread, northeasterly, generally along the centerline of Idaho State Highway 20, to a line that intersects a westerly extension of the centerline of West Anderson Street.
- 4) Thence, easterly, along said extension and West Anderson Street, to the intersection with East Anderson Street.
- 5) Thence, continuing easterly, along East Anderson Street to the intersection of North Yellowstone Highway (Idaho Highway 26) and East Lincoln Road.
- 6) Thence, continuing easterly, along East Lincoln Road to the intersection of North Woodruff Avenue.
- 7) Thence, southerly, along North Woodruff Avenue, to the intersection of Kearney Street.
- 8) Thence, westerly, along Kearney Street, to the intersection of Kelsey Avenue.
- 9) Thence, southerly, along Kelsey Avenue to the intersection of Garfield Street.
- 10) Thence west, along Garfield Street, to a point of intersection with the section line common to Sections 16 & 17, Township 2 North, Range 38 East, B.M.
- 11) Thence, south, along said section line, to the section corner common to Sections 16, 17, 20, & 21, Township 2 North, Range 38 East, B.M., said point lies generally on the centerline of 1st Street.
- 12) Thence, westerly, along 1st Street to the intersection of Northgate Mile/North Yellowstone Highway.
- 13) Thence, southwesterly, along Northgate Mile/North Yellowstone Highway to the intersection of South Boulevard.
- 14) The, south along South Boulevard, to the intersection of East 17th Street.
- 15) Thence, west, along East 17th Street to the intersection of South Holmes Avenue.
- 16) Thence, southerly, along South Holmes Avenue, to the intersection of East Sunnyside Avenue.
- 17) Thence, continuing southerly, along South Holmes Avenue, turning with a curve to the right, westerly into East 73rd Street.
- 18) Thence, westerly, along East 73rd Street, turning with a curve to the left into South 1st East.
- 19) Thence, southerly, along South 1st East Street, to the intersection of West 97th Street.
- 20) Thence, west along West 97th Street, to the **Point of Beginning**.

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Trustee Zone 3

Commencing at the intersection of East Sunnyside and South Holmes Avenue, being the section corner common to Sections 29, 30, 31, & 32, Township 2 North, Range 38 East, B.M., the **True Point of Beginning**.

- 1) Thence, easterly, along East Sunnyside Road, to the intersection of Western Avenue.
- 2) Thence, northerly, along Western Avenue, to the intersection of Rawson Street.
- 3) Thence, westerly, along Rawson Street to the intersection of Hillam Drive.
- 4) Thence, northerly, along Hillam Drive, to the intersection of Teton Street.
- 5) Thence, westerly, along Teton Street, to the intersection of Avocet Drive.
- 6) Thence, northerly, along Avocet Drive, to the intersection of East 17th Street.
- 7) Thence, easterly, along East 17th Street, to the intersection of South Ammon Road.
- 8) Thence, northerly, along South Ammon Road, to the intersection of Jason Drive.
- 9) Thence, easterly, along Jason Drive, to the intersection of South Adams Lane.
- 10) Thence, southeasterly, along South Adams lane, to a point of intersection with the north line of Briarwood # 6 Subdivision.
- 11) Thence, easterly along said north line, to a point of intersection the centerline of the Eastern Idaho Rail bed, being the west line of the City of Ammon.
- 12) Thence, northerly along said rail bed and west line of the City of Ammon, to a point of intersection with 1st Street.
- 13) Thence, westerly, along 1st Street, to the intersection of North 25th East (Hitt Road).
- 14) Thence, northerly, along North 25th East (Hitt Road) to the intersection of East Lincoln Road.
- 15) Thence, westerly, along East Lincoln Road, to the intersection of North Woodruff Avenue.
- 16) Thence, southerly, along North Woodruff Avenue, to the intersection of Kearney Street.
- 17) Thence, westerly, along Kearney Street, to the intersection of Kelsey Avenue.
- 18) Thence, southerly, along Kelsey Avenue to the intersection of Garfield Street.
- 19) Thence west, along Garfield Street, to a point of intersection with the section line common to Sections 16 & 17, Township 2 North, Range 38 East, B.M.
- 20) Thence, south, along said section line, to the section corner common to Sections 16, 17, 20, & 21, Township 2 North, Range 38 East, B.M., said point lies generally on the centerline of 1st Street.
- 21) Thence, westerly, along 1st Street to the intersection of Northgate Mile/North Yellowstone Highway.
- 22) Thence, southwesterly, along Northgate Mile/North Yellowstone Highway to the intersection of South Boulevard.
- 23) The, south along South Boulevard, to the intersection of East 17th Street.
- 24) Thence, east, along East 17th Street to the intersection of South Holmes Avenue.
- 25) Thence, southerly, along South Holmes Avenue, to the intersection of East Sunnyside Avenue, being the **Point of Beginning**.

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Trustee Zone 4

Commencing at the intersection of the approximate centerline of State Highway 20 and the Thread of the Snake River, the **True Point of Beginning**.

- 1) Thence, following the thread of the Snake River, in a northerly direction, to a point of intersection with the section line common to Sections 24 & 25, Township 3 North, Range 37 East, and B.M.
- 2) Thence east, along the section line common to said Sections 24 & 25, to the section corner common to Sections 24 & 25 Township 3 North Range 37 East, B.M. and Sections 19 & 30, Township 3 North, Range 38 East, B.M.
- 3) Thence, continuing east, along the section line common to Sections 19 & 30 Township 3 North, Range 38 East, B.M. to the section corner common to Sections 19, 20, 29 & 30, Township 3 North Range 38 East, B.M.
- 4) Thence, continuing east, along the section line common to Sections 20 & 29 Township 3 North, Range 38 East, B.M., following East 81st North, to the section corner common to Sections 20, 21, 28, & 29, at the intersection of East 81st North and North 15th East.
- 5) Thence, south, along the section line common to Sections 28 & 29, following North 15th East, to the section corner common to Sections 28, 29, 32, & 33, Township 3 North, Range 38 East, B.M., at the intersection of North 15th East and East 65th North.
- 6) Thence, east, along the section line common to Sections 28 & 33, Township 3 North, Range 38 East, B.M., to the section corner common to Sections 27, 28, 33 & 34, at the intersection of East 65th North and North 25th East.
- 7) Thence, south, along the section line common to Sections 33 & 34, Township 3 North, Range 38 East, B.M., to the section corner common to Sections 33 & 34, Township 3 North, Range 38 East, B.M. and Sections 3 & 4, Township 2 North, Range 38 East, B.M., at the intersection of North 25th East and East 49th North.
- 8) Thence, east, along the township line common to Section 34, Township 3 North, Range 38 East, B.M. and Section 3, Township 2 North, Range 38 East, B.M., to the section corner common to Sections 2 & 3, Township 2 North, Range 38 East, B.M. and Sections 34 & 35 Township 3 North, Range 38 East, B.M., at the intersection of East 49th North and North Ammon Road.
- 9) Thence, south, along the section line common to Sections 2 & 3, Township 2 North, Range 38 East, B.M., to the section corner common to Sections 2, 3, 10, & 11, Township 2 North, Range 38 East, B.M., at the intersection of North Ammon Road and East Iona Road.
- 10) Thence, west, along the section line common to Section 3 & 10, Township 2 North, Range 38 East, B.M., following East Iona Road, to the intersection of Segoe Lily Drive.
- 11) Thence south along Segoe Lily Drive to the intersection of Pinnacle Drive.
- 12) Thence west along Pinnacle Drive to the intersection of North Wildflower Drive.
- 13) Thence south along North Wildflower Drive to the intersection of Skyview Drive.
- 14) Thence west along Skyview Drive to the intersection of Tegan Drive.
- 15) Thence south along Tegan Drive to the intersection of East Larson Drive.
- 16) Thence west along East Larson Drive to the west line of Summit Park # 8, located in the NE1/4 Section 10, Township 2 North Range 38 East, B.M.
- 17) Thence south along the west line of Summit Park # 8, to the north line of the Eastern Idaho Railroad Inc. right-of-way.
- 18) Thence easterly, along the north line of said right-of-way, to the intersection of North Ammon Road.
- 19) Thence continuing easterly along said north line of railroad right-of-way, to the intersection of North 45th East.

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- 20) Thence, north, along the section line common to Section 2 & 11, Township 2 North Range 38 East, B.M., following North 45 East, to the intersection of East Iona Road.
- 21) Thence, east, along East Iona Road to the intersection of 1st Street.
- 22) Thence, south, along 1st Street to the intersection of Scorsby Street.
- 23) Thence, easterly, along Scorsby Street to the intersection of North Main Street.
- 24) Thence, continuing easterly, along Scorsby Avenue to the intersection of North 55th East, with said intersection lying on the Range line common to Section 7, Township 2 North, Range 39 East and Section 12, Township 2 North, Range 38 East, B.M.
- 25) Thence, south, along the range line common to Township 2 North, Range 39 East and Township 2 North, Range 38 East, B.M., following North 55th East, to the section corner common to Sections 13 & 24 Township 2 North, Range 38 East and Sections 18 & 19, Township 2 North, Range 39 East, B.M.
- 26) Thence, west, along the section line common to Sections 13 & 24 Township 2 North, Range 38 East, following 1st Street, to the intersection of South 52nd East.
- 27) Thence, south, along South 52nd East, following a projected line to the south to intersect East 21st S.
- 28) Thence, west, along East 21st S, to the north-south, longitudinal mid-section line of Section 25, Township 2 North, Range 38 East, B.M.
- 29) Thence, south, along said longitudinal section line, through Section 25, to the intersection of East Sunnyside Lane.
- 30) Thence, westerly, along East Sunnyside Lane, to the intersection of South Ammon Road.
- 31) Thence, southerly, along South Ammon Road, to the intersection of East 49th South.
- 32) Thence, westerly, approximately 1375 feet more or less to a canal.
- 33) Thence, northerly, running along said canal.
- 34) Thence, turning westerly, running along said canal approximately.
- 35) Thence, turning northerly, along said canal, and running to a point of intersection on East Sunnyside Road.
- 36) Thence, easterly, along East Sunnyside Road, to the intersection of Western Avenue.
- 37) Thence, northerly, along Western Avenue, to the intersection of Rawson Street.
- 38) Thence, westerly, along Rawson Street to the intersection of Hillam Drive.
- 39) Thence, northerly, along Hillam Drive, to the intersection of Teton Street.
- 40) Thence, westerly, along Teton Street, to the intersection of Avocet Drive.
- 41) Thence, northerly, along Avocet Drive, to the intersection of East 17th Street.
- 42) Thence, easterly, along East 17th Street, to the intersection of South Ammon Road.
- 43) Thence, northerly, along South Ammon Road, to the intersection of Jason Drive.
- 44) Thence, easterly, along Jason Drive, to the intersection of South Adams Lane.
- 45) Thence, southeasterly, along South Adams lane, to a point of intersection with the north line of Briarwood # 6 Subdivision.
- 46) Thence, easterly along said north line, to a point of intersection the centerline of the Eastern Idaho Rail bed, being the west line of the City of Ammon.
- 47) Thence, northerly along said rail bed and west line of the City of Ammon, to a point of intersection with 1st Street.
- 48) Thence, westerly, along 1st Street, to the intersection of North 25th East (Hitt Road).
- 49) Thence, northerly, along North 25th East (Hitt Road) to the intersection of East Lincoln Road.
- 50) Thence, westerly, along East Lincoln Road, to the intersection of North Yellowstone Highway, Route 26.
- 51) Thence, continuing westerly, from where East Lincoln Road turns into East Anderson Street, along East Anderson Street, to West Anderson Street.

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- 52) Thence, continuing westerly, along West Anderson Street, then following a line extending west from West Anderson Street to a point of intersection of the approximate centerline of Idaho State Highway 20.
- 53) Thence, southwesterly, along said approximate centerline to the Thread of the Snake River being the **Point of Beginning**.

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Trustee Zone 5

Commencing at a corner common to Bonneville County and Jefferson County, Idaho, at the Northwest corner of Section 1, Township 3 North, Range 37 East, Boise Meridian, the **True Point of Beginning**.

- 1) Thence easterly along the North boundary of Bonneville County, Idaho being common with the north line of Township 3 North, Ranges 37, 38, 39, 40, and 41 East to the Northeast Corner of Section 1, Township 3 North, Range 41 East B.M.;
- 2) Thence southerly along the North boundary of Bonneville County, being coincident with the east line of Section 1, Township 3 North Range 41 East to the Northwest corner of Section 6, Township 3 North, Range 42 East B.M.;
- 3) Thence easterly along the North boundary of Bonneville County, Idaho being common with the north line of Township 3 North, Ranges 42, 43, and a portion of 44 East to a point of intersection with Bonneville County and Teton County Idaho as well as the North line of Section 3, Township 3 North, Range 44 East B.M.;
- 4) Thence southeasterly along the line common to Bonneville County and Teton County, Idaho to a point of intersection with the East line of the Idaho Border, being located in Section 16, Township 2 North, Range 46 East B.M.;
- 5) Thence southerly along the East line of the Idaho Border, being common with the East line of Bonneville County, to a point of intersection with the South boundary of Bonneville County and the North line of Caribou County, Idaho, being located in Section 34, Township 4 South, Range 46 East B.M.;
- 6) Thence westerly along the south boundary of Bonneville County, being common with the South line of Township 4 South, Ranges 46 and 45 East to the Southwest corner of Section 31, Township 4 South, Range 45 East B.M.;
- 7) Thence northerly along the West line of Section 31 to the Southeast corner of Section 36, Township 4 South, Range 44 East B.M.;
- 8) Thence westerly along the south boundary of Bonneville County, being common with the South line of Township 4 South, Ranges 42, 43 and 44 East B.M. to the Southwest corner of Section 31, Township 4 South, Range 42 East B.M.; to the intersection of the Bingham, Bonneville and Caribou County lines ;
- 9) Thence northerly along the westerly boundary of Bonneville County, being the common line between ranges 41 and 42 East B.M. , to the Northwest corner of Section 6, Township 2 South, Range 42 East B.M.;
- 10) Thence westerly along the south boundary of Bonneville County, being common with the south line of Township 1 South, Ranges 40 and 41 East B.M., to the Southwest corner of Section 31, Township 1 South, Range 40 East B.M.;
- 11) Thence northerly along the westerly boundary of Bonneville County, being common with the west line of Township 1 South, Ranges 39 and 40 East B.M. , to the Northwest corner of Section 6, Township 1 South, Range 40 East B.M.;
- 12) Thence westerly along the south boundary of Bonneville County, being common with the south line of Township 1 North, Ranges 38 and 39 East B.M. to the Southwest corner of Section 31, Township 1 North, Range 38 East B.M.;
- 13) Thence northerly along the west boundary of Bonneville county, also being the common line between Township 1 North, Ranges 37 and 38 East B.M. , to the Norwest corner of Section 19, Township 1 North, Range 38 East B.M.;
- 14) Thence easterly along the north line of Section 19, Township 1 North, Range 37 East B.M. to the intersection of South 1st Street;

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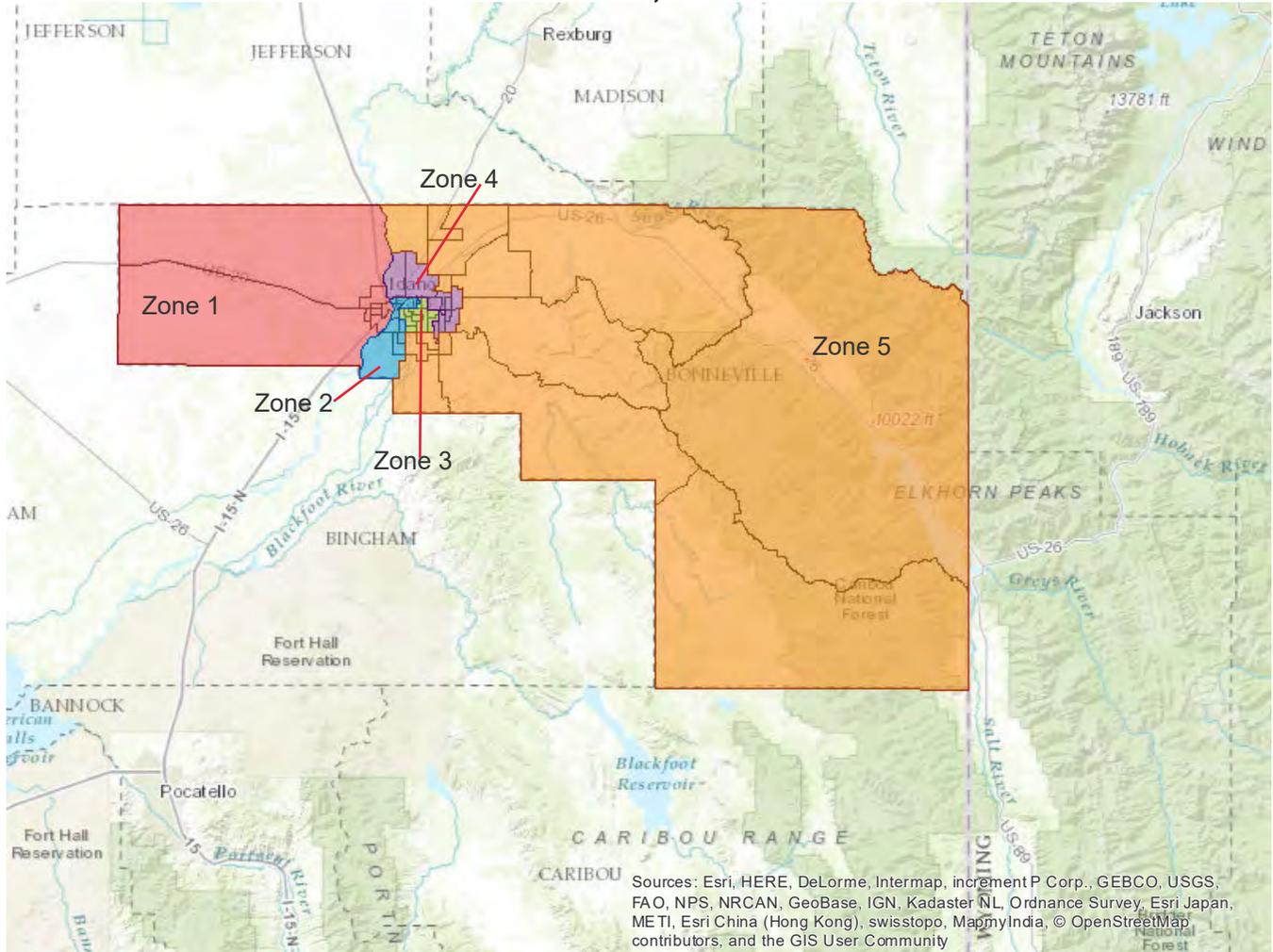
- 15) Thence northeasterly following along South 1st Street, East 73rd Street and South Holmes to a point of intersection with East Sunnyside Road, point being common with the Northwest corner of Section 32, Township 2 North, Range 38 East B.M.;
- 16) Thence easterly along East Sunnyside Road to the intersection of a canal, being located just west of the intersection of South Stonegate Drive and East Sunnyside Road in Section 34, Township 2 North, Range 38 East B.M.;
- 17) Thence following along the canal in a general south and easterly direction to a point of intersection with East 49th Street, being common with the South line of Section 34, Township 2 North, Range 38 East B.M.;
- 18) Thence easterly along East 49th Street to the intersection of South Ammon Road, being common with the Southeast corner of Section 34, Township 2 North, Range 34 East B.M.;
- 19) Thence northerly along South Ammon Road to a point of intersection with East Sunnyside Road, being common with the Northeast corner of Section 34, Township 2 North, Range 38 East B.M.;
- 20) Thence easterly along East Sunnyside Road to an extension of the longitudinal centerline of Section 25, Township 2 North, Range 38 East B.M.;
- 21) Thence northerly along the longitudinal centerline to a point of intersection with East 21 Street, being located in Section 25, Township 2 North, Range 38 East B.M.;
- 22) Thence easterly along East 21st Street to a point of intersection with South 52nd Street, being located in Section 25, Township 2 North, Range 38 East B.M.;
- 23) Thence northerly along South 52nd Street to a point of intersection with East 1st Street, said point being located on the south line of Section 13, Township 2 North, Range 38 East B.M.;
- 24) Thence easterly along East 1st Street being common with the South line of Section 13, Township 2 North, Range 38 East B.M. to the Southeast corner of said Section 13, also being a point of intersection with North 55th Street;
- 25) Thence northerly along North 55th Street, being common with the east lines of Section 13 and part of Section 12, Township 2 North, Range 38 East B.M., to a point of intersection with East Scoresby Avenue;
- 26) Thence westerly along East Scoresby Avenue to a point of intersection with North Olsen Road;
- 27) Thence northerly along North Olsen Road to a point of intersection with East Owens Avenue;
- 28) Thence westerly along East Owens Avenue, also being known as East Iona Road, to a point of intersection with North 45th Street, being located on the East line of Section 2, Township 2 North, Range 38 East B.M.;
- 29) Thence southerly along the section line common to Section 2 & 11, Township 2 North Range 38 East, B.M., following North 45th Street to the intersection with the Eastern Idaho Railroad Inc.;
- 30) Thence continuing westerly along said railroad to a point of intersection with the West boundary of Summit Park No. 8, located in the NE1/4 Section 10, Township 2 North Range 38 East, B.M.;
- 31) Thence northerly along said West boundary of said Summit Park No. 8 to a point of intersection with East Larson Drive;
- 32) Thence easterly along East Larson Drive to a point of intersection with North Tegan Drive;
- 33) Thence northerly along North Tegan Drive to a point of intersection with East Skyview Drive;
- 34) Thence easterly along East Skyview Drive to a point of intersection with North Wildflower Drive;
- 35) Thence northerly along North Wildflower Drive to a point of intersection with East Pinnacle Drive;
- 36) Thence easterly along East Pinnacle Drive to a point of intersection with North Segó Lily Drive;
- 37) Thence northerly along North Segó Lily Drive to a point of intersection with East Iona Road;
- 38) Thence easterly along East Iona Road, being common with the line between Sections Section 3 and 10, Township 2 North, Range 38 East, B.M., to a point of intersection with North Ammon Road, also being the Southeast corner of Section 3, common to Sections 2, 3, 10, & 11, Township 2 North, Range 38 East, B.M.;

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- 39) Thence northerly along North Ammon Road along the section line common to Sections 2 & 3, Township 2 North, Range 38 East, B.M. to a point of intersection with East 49th Street, also being the Northeast Corner of said Section 3;
- 40) Thence westerly along East 49th Street, common with the north line of Section 3, Township 2 North, Range 38 East, B.M. to a point of intersection with North 25th Street, also being the Northwest corner of said Section 3;
- 41) Thence northerly along North 25th Street, being common with the line to Sections 33 & 34, Township 3 North, Range 38 East, B.M., to the Northeast corner of said Section 33, being the intersection of North 25th Street and East 65th North;
- 42) Thence westerly along East 65th North being common with the north line of Section 33, Township 3 North, Range 38 East, B.M., to the Northwest corner of said Section 33, being a point of intersection with East 65th North and North 15th Street;
- 43) Thence northerly along the section line common to Sections 28 & 29, following North 15th East, to the section corner common to Sections 20, 21, 28, & 29,, Township 3 North, Range 38 East, B.M., at the intersection of North 15th East and East 81st North;
- 44) Thence westerly along East 81st North, being common with the north line of Sections 29 and 30, Township 3 North, Range 38 East, and extending westerly to a point of intersection with the thread of the Snake River;
- 45) Thence northerly along the thread of the Snake river to a point of intersection with the Jefferson and Bonneville County line, being located on the north line of Section 2, Township 3 North, Range 37 East, B.M.,
- 46) Thence easterly along the boundary between Jefferson and Bonneville County Idaho to the Northwest corner of Section 1, Township 3 North, Range 37 East, B.M., to the **Point of Beginning**.

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Sources: Esri, HERE, DeLorme, Intermap, incrementP Corp., GEBCO, USGS, FAO, NPS, NRCAN, GeoBase, IGN, Kadaster NL, Ordnance Survey, Esri Japan, METI, Esri China (Hong Kong), swisstopo, MapmyIndia, © OpenStreetMap contributors, and the GIS User Community

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SUBJECT

Instructional/Pupil Service Staff Evaluation Review for the 2015-2016 Academic Year – Final Report

APPLICABLE STATUTE, RULE, OR POLICY

Idaho Code § 33-1004B(14).

BACKGROUND/DISCUSSION

Effective July 1, 2015, Idaho Code § 33-1004B(14), specifically requires a review of a sample of teacher evaluations, conducted annually:

- A review of a sample of evaluations completed by administrators shall be conducted annually to verify such evaluations are being conducted with fidelity to the state framework for teaching evaluation, *including each evaluation component as outlined in administrative rule and the rating given for each component.*
- A portion of such administrators' instructional staff and pupil service staff employee evaluations shall be independently reviewed.

Starting in fiscal year 2017 this review was conducted by the Office of the State Board of Education. This review looked at instructional staff evaluations conducted in 2015-2016 school year. The evaluation review was conducted in two parts. The first portion of the annual review, *Phase One*, was completed on February 10, 2017. This phase focused on the requirements called out in IDAPA 08.02.02.120, and whether the review was conducted with fidelity to the state framework.

The Office of the State Board of Education staff randomly selected approximately 200 administrators who were active in the 2015- 2016 school year (approximately 25% of all current Idaho administrators). For each administrator chosen, the district uploaded at least three evaluations (with relevant supporting documents) completed in 2015-16 for both teachers and pupil service staff. All materials had identifying information redacted prior to disseminate to the reviewers. Timeline for the process was as follows:

- OSBE informed districts of randomly chosen administrators and requested a list of all the teachers and pupil service staff that the selected administrator evaluated during the 2015-2016 school year.
- OSBE staff randomly selected at least two teachers and one pupil service staff person, reviewed by each administrator.
- Prior to January 12, 2017, OSBE staff informed districts of the randomly selected staff members and requested the following documents be submitted for each, via a secure portal, no later than January 26, 2017:
 - Observations used to inform the staff members' summative evaluation

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- Completed, summative annual evaluation to include the professional practice portion as well as the student achievement section
- On February 9-10, 2017, twenty education leaders, certified for proficiency in the state evaluation system, met at the Office of the State Board of Education. The team reviewed evaluations for compliance with Code and Rule and supplied comments and recommendations at the end of the two-day session.

The second part of the review, *Phase Two*, was conducted from March 7 through March 23, 2017. From the administrators/evaluations selected in *Phase One*, approximately 10% were subject for a more in-depth review focused on district evaluation practices. Reviewers examined the evidence and artifacts used to determine the ratings assigned to each educator, by component. Information on district implementation of the evaluation system was also documented. Reviewers solicited feedback from administrators regarding the process to better understand evidence collection and overall fidelity in the use of the Idaho framework for teacher evaluations.

The purpose of Phase Two was for each reviewer to not only assess administrator compliance, but also to capture feedback and recommendations from practitioners closest to the evaluation process. Teachers voluntarily participated in surveys to assist reviewers in better understanding the implementation of district evaluation policies. During on-site visits, requisite district policy was reviewed for alignment with administrative rule, and district leaders were interviewed to better understand implementation practices.

The attached report provides the findings and recommendations from the FY2017 evaluation review process.

IMPACT

Annual evaluation reviews allow state policy makers to verify that the state framework is being implemented with fidelity and to judge the effectiveness of using the evaluation framework in conjunction with student outcomes (measurable student achievement) for determining movement on the Career Ladder. The Board may also use the information in directing changes in our teacher preparation programs to address areas of improvement for both administrators as well as instructional and pupil services staff.

ATTACHMENTS

Attachment 1 – FY17 Evaluation Review Process Provided to Districts	Page 5
Attachment 2 – FY17 Evaluation Review – FAQ’s	Page 6
Attachment 3 – FY17 Instructional Staff Evaluation Review Report of Findings	Page 7

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STAFF COMMENTS AND RECOMMENDATIONS

Recommendations include revision of IDAPA 08.02.02.120 to clarify evaluation requirements. Clear guidelines for support and training for administrators are represented in these recommendations, and will further shape the fidelity and usefulness of educator evaluations going forward.

BOARD ACTION

This item is for informational purposes only. Any action will be at the Board's discretion.

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CERTIFICATED STAFF EVALUATION REVIEW PROCESS: 2015-2016 SCHOOL YEAR

Pursuant to Idaho Code § 33-1004B(14), a review of a sample of teacher evaluations shall be conducted annually. Effective July 1, 2015, the legislation specifically requires the following:

- A review of a sample of evaluations completed by administrators shall be conducted annually to verify such evaluations are being conducted with fidelity to the state framework for teaching evaluation, *including each evaluation component as outlined in administrative rule and the rating given for each component.*
- A portion of such administrators' instructional staff and pupil service staff employee evaluations shall be independently reviewed.

The review was conducted in two parts. The first portion of the annual review, *Phase One*, focused on the requirements called out in IDAPA 08.02.02.120, and whether or not the review was conducted with fidelity to the state framework as required by state law. The Office of the State Board of Education (OSBE) randomly selected approximately 200 administrators who were active in the 2015-2016 school year (approximately 25% of all current Idaho administrators). For each administrator chosen, the district will be required to upload to a secure server at least three evaluations (with relevant supporting documents) completed in 2015-16 for both teachers and pupil service staff. This part of the review process was completed prior to February 15, 2017, and the aggregate data will be presented to the legislature, State Board of Education, and deans of Idaho's educator preparation programs. The process is as follows:

- OSBE will inform districts of the administrators randomly chosen and request a list of all the teachers and pupil service staff that the randomly selected administrator evaluated during the 2015-2016 school year. This list will be due back to OSBE not later than January 9, 2017.
- OSBE will randomly select at least two teachers and one pupil service staff person, as applicable, per administrator.
- On or before January 12, 2017, OSBE will inform districts of the randomly selected staff members and request the following documents be submitted for each, via a secure portal, **no later than January 26, 2017:**
 - Observations used to inform the staff members' summative evaluation
 - Completed, summative annual evaluation to include the professional practice portion as well as the student achievement section

The second part of the review, *Phase Two*, will be focused as a formative assessment of evaluation policy and implementation consistent with IDAPA 08.02.02.120. To better understand evidence collection and overall fidelity in the use of the Idaho framework for teacher evaluations, this portion of the process will require onsite visits to randomly selected districts.

Of the evaluations reviewed in *Phase One*, approximately 10% of those will be subject to more in-depth focus on district evaluation practices. Reviewers will examine the evidence and artifacts that were used to determine the ratings assigned to each educator, by component, as well as document information on district implementation of the evaluation system. Reviewers will also solicit feedback from administrators regarding the process. The goal of the onsite reviews is to produce data that will ultimately assist stakeholders in further understanding the practices that shape and support teacher evaluation, as well provide targeted information to state agencies and universities to better prepare and support teachers and administrators in the state of Idaho. Districts will be notified of selection for an onsite review no later than January 31, 2017.

For further information, please contact Christina Linder at (208) 332-1593 or christina.linder@osbe.idaho.gov

2015-16 EVALUATION REVIEW Frequently Asked Questions

Q: What if my district does not use the Danielson Framework, but instead another State Department of Education-approved instrument?

A: Though a district may have an approved instrument other than the Danielson Framework, the data from that instrument must be aligned to Idaho's model which requires reporting instructional practice according to a minimum of four domains consisting of 22 components. If for some reason your district does not report the 22 components as part of the summative evaluation, please include the documents that were submitted to the Idaho State Department of Education providing evidence of alignment.

Alignment is typically shown through a crosswalk showing how each of the district's evaluation components align to each of the Danielson components within the four domains of practice.

Q: What if my district does not retain notes and evidence of the two observations that are required by IDAPA to be documented?

A: Pursuant to Idaho Code § 33-518, "Each personnel file shall contain any and all material relevant to the evaluation of the employee." It is therefore expected that supporting documents and/or records from staff observations would be kept on file for a reasonable period of time. If this is not the case, please include a copy of your district's policy specifically related to the destruction of evaluation evidence. Also include the dates the observations took place, even if evidence of observations cannot be submitted.

Q: Will a copy of district evaluation policy and Individualized Professional Learning Plans (IPLP) be included in the 2015-16 review?

A: The focus of Phase One is on compliance, related to the required elements of professional practice and student achievement that inform a summative evaluation. Phase Two of the review – onsite visits – will broaden in scope. Reviewers will be collecting information on district policy, the use of evaluation data, training needs, IPLP implementation, and other issues related to evaluation found in Administrative Rule.

While districts are not specifically required to implement IPLPs as part of their evaluation policies, pursuant to Idaho Code §33-1201(a), not doing so will prevent teachers on the *Residency rung* of the Career Ladder from being advanced to the *Professional rung*. Likewise, without an IPLPs on file that documents a teacher's growth over three years of professional learning, teachers will not be eligible for Master Teacher Premiums pursuant to Idaho Code and §33-1004I.

Q: Who will conduct these reviews?

A: Reviewers are being recruited from across the state from a pool of trained evaluators spanning the K-20 education system. They will review both instructional staff evaluations and pupil service evaluations. Each will sign a confidentiality agreement, and to further ensure privacy and control bias, identifying information will be redacted from all materials submitted for review.

Q: Will my district get the results this year?

A: Absolutely. While the Phase One is driven by statute related to the Career Ladder, the goal of the entire review is to identify strong practices in evaluation across the state, as well as opportunities for improvement to better support educators.

REPORT TO THE IDAHO STATE BOARD OF EDUCATION

FY2017 EVALUATION REVIEW OF CERTIFICATED EDUCATORS

INTRODUCTION

Pursuant to Idaho Code § 33-1004B(14), a review of a sample of teacher evaluations must be conducted annually. Effective July 1, 2015, the statute specifically requires the following:

- A review of a sample of evaluations completed by administrators shall be conducted annually to verify such evaluations are being conducted with fidelity to the state framework for teaching evaluation, *including each evaluation component as outlined in administrative rule and the rating given for each component.*
- A portion of such administrators' instructional staff and pupil service staff employee evaluations shall be independently reviewed.

The FY2017 evaluation review reviewed evaluations conducted in 2015-2016. The review was designed to be conducted in two parts. The first portion of the annual review, Phase One, focused on the requirements called out in IDAPA 08.02.02.120, and whether or not evaluations meet the fidelity of the state framework which requires an assessment of all 22 components specified in administrative rule. The second part of the review, Phase Two, was completed on March 23, 2017, and focused on district evaluation policy and fidelity of implementation consistent with all areas of IDAPA 08.02.02.120.

Second phase reviews were conducted on-site to gather information on overall implementation of evaluations, and include a review of: (i) the evidence used in scoring teacher evaluations; (ii) documentation of teaching observations; (iii) progress in documenting teacher's individual professional learning plans; (iv) demonstration of growth in student achievement; and (v) proof of professional practice as shown through parent or student input, or a portfolio of professional work.

The following is a report on the findings of the FY2017 Evaluation Review of Certificated Educators.

Background

Prior to discussing the review process and preliminary findings, it is critical to understand the context around each district's understanding of the requirements for conducting evaluations of certificated staff:

- **Spring 2010** – The statewide evaluation framework was established in Administrative Code, including the domains and components of the Danielson Framework.
- **Spring/Summer 2014** – Districts submit evaluation plans for approval to the State Department of Education (Department) in order to ensure compliance with Idaho Administrative Rule 08.02.02.120.
- **Fall 2014** - The Department returns plans to the districts with feedback.
- **Spring/Summer 2015** - Districts submit revised evaluation plans for approval.

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- **Fall 2015** – The Department returns plans to districts, with suggested revisions. The form indicates that changes should be implemented for the 2015-16 school year. However, all plans were designated as either “Approved” (14 evaluation plans) or “Approved with Reservations” (143 evaluation plans). It was noted that the remaining five (5) school districts did not submit any plans at all.
- **Fall 2015** – Simultaneous to districts receiving approved plans, the Department communicated to district superintendents at their regional meetings that they would not dictate what was contained within the plans. Therefore, if a plan was submitted, it would be approved.
- **Fall 2015-Spring 2016** – The Department did not request any further plan review, and no further guidance or communication regarding evaluation policies was provided for districts designated as “approved with reservations.”
- **Early Spring 2016** - Idaho Legislature assigns oversight of the review process to the Office of the State Board of Education.

Being mindful that each district leader was operating on his/her best interpretation of “compliance” amidst widespread confusion about the evaluation process is essential to balancing the findings in this report; the purpose of which is to aid districts in fully understanding and achieving complete compliance, as well as conducting accurate, growth producing evaluations.

METHODS

Phase One of the Evaluation Review

The Office of the State Board of Education (OSBE) staff randomly selected 180 administrators who conducted evaluations in the 2015-2016 school year (approximately 20% of all current Idaho administrators) of which 178 were still active in Idaho. For each administrator chosen, the district was required to upload to a secure server at least three evaluations (with relevant supporting documents) completed in 2015-2016 for both teachers and pupil service staff (approximately 3% of all instructional staff, and 4% of all pupil service staff). All evaluation materials were redacted of identifying information to ensure confidentiality.

Phase Two of the Evaluation Review

The Office of the State Board of Education (OSBE) staff randomly selected seventeen districts from the 77 districts included in Phase One for further policy review. From each of these districts, up to three administrators were also randomly selected from those who had already participated in Phase One. Each administrator taking part in the second phase of the evaluation review (n = 25) was instructed to choose at least two instructional staff evaluations (additional to those reviewed previously and representing a range of performances) for on-site review. Table 1 provides the timeline for data collection and review in both Phase One and Phase Two.

Table 1. Timeline

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State Board of Education – FY2017 Evaluation Review Timeline Overview and Update	
DATE	DESCRIPTION
12/16/16	First draft of Notice – “Certificated Staff Evaluation Review Process” sent to major stakeholders for feedback. Received feedback by 12/30/16
12/30/16	Sent out revised “Certificated Staff Evaluation Review Process” and “Evaluation Review FAQs” to all Superintendents and Stakeholders
12/30/16	PHASE ONE - Sent out notification to all Superintendents of randomly selected administrators notifying them which administrators were chosen for evaluation review. See “mail merge email”, “Guidance”, and “Data Collection”
1/13/17 (Date extended due to inclement weather)	Districts returned to OSBE lists of all certificated staff evaluated by chosen administrators. Three staff including pupil service personnel were randomly selected, and districts were notified to begin collecting evaluation materials for upload to be completed no later than January 26, 2016. See “sample return email” and “Cover Page”
1/17/17	Email with specific instructions for upload sent to all districts. See “email”, “Fillable Cover Page”, “Evaluation Survey” and “Instructions for Upload to Secure Server”
1/26/16	All evaluation materials and completed surveys downloaded and prepared for review and data collection
1/31/2016	Notifications sent to seventeen additional districts that they had been randomly selected for further review in Phase Two of the evaluation review process
2/9-2/10/2017	Eighteen education leaders, certified for proficiency in the state evaluation system, reviewed evaluations for compliance with Code and Rule
3/7-3/23/2017	Phase Two reviews conducted on-site in sixteen of seventeen randomly selected districts (one could not be reached due to closed roads) and representing all six regions. Board staff and volunteer reviewers from Phase One conducted the reviews. Data was collected on-site, and survey links were distributed to selected administrators and their teachers
4/3-4/4/2017	Reconvened Phase One reviewers to analyze and discuss data and anecdotal information collected throughout the review process, and to assist in developing recommendations

Data Sources

For Phase One of the evaluation review, Board staff collected approximately 550 files containing evaluations conducted on certificated staff through the method described above. The sample of administrators chosen for review represents the distribution of school administrators across the state of Idaho, illustrated in Table 2. In addition to collecting three evaluations per administrator, each administrator was required to fill out a survey designed to gauge individual perception of preparedness in conducting evaluations, and level of desire for additional training in areas related to accurate, growth-producing evaluations. Included among the appendices is a full list of districts involved in the review, with districts selected for Phase Two visits denoted in bold font (Appendix A). A copy of the Evaluation Feedback Survey administered during the first phase of the review is also included (Appendix B).

Additional staff evaluations were collected in Phase Two to increase the sample size of evaluations reviewed for compliance to 600. The key purpose of the on-site visits was to record qualitative data, as supplied by district office personnel and administrators, regarding implementation of - and fidelity to - the state framework for evaluation. In addition to reviewers’ notes, feedback was captured in a series of surveys administered to district leaders, administrators from Phase Two, and the teachers evaluated by those administrators. Completion of surveys was mandatory for district leaders and administrators. Teacher response was entirely voluntary. Surveys are included in this report as Appendix C, Appendix D, and Appendix E, respectively.

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Table 2. Random sample percentages

	Number of Administrators by Region	% of State Total			Administrators Chosen for Review	% of Sample Total
Virtual (0)	5	1%			0	0%
Region 1	103	11%			21	12%
Region 2	66	7%			13	7%
Region 3	368	41%			73	41%
Region 4	138	15%			28	16%
Region 5	77	9%			16	9%
Region 6	145	16%			29	16%
	n = 897				n=180	

Review process

A team of 18 experienced educators from across Idaho participated in Phase One of the review, including current superintendents, district leaders, principals, faculty from educator preparation programs, and a representative of the Department. A list of reviewers, with information on their current positions and educational experience, is included as Appendix F. The criteria for reviewing the evaluation documents was drawn directly from IDAPA 08.02.02.120 and Idaho Code § 33-1004B(14) for both instructional personnel and pupil service personnel, as applicable.

The purpose of Phase One, was for each reviewer to assess administrator compliance in conducting evaluations in the following areas: completeness in assigning a score for each of the 22 components of the state framework; reported dates of two documented observations; compliance in using at least one other district-selected measure to inform professional practice; and reported measure(s) of student achievement. A graphic of the content and rationale for each aspect reviewed in this part of the process is included as Appendix G.

For Phase Two, on-site visits, a volunteer subset of the 18 member team responsible for conducting the reviews participated. The purpose of Phase Two was for each reviewer to not only assess administrator compliance, but also to capture feedback and recommendations from practitioners closest to the evaluation process. Teachers voluntarily participated in surveys to assist reviewers in better understanding the implementation of district evaluation policies. During on-site visits, requisite district policy was reviewed for alignment with administrative rule, and district leaders were interviewed to better understand implementation practices. A graphic of the content and rationale for each aspect of the evaluation process reviewed in Phase Two is included as Appendix H.

Reliability of Reviewers

To ensure accuracy and reliability among raters, all reviewers participating in Phase One were chosen based upon their current knowledge and use of the state's evaluation framework. They were additionally vetted for evidence of passing the state's only validated evaluator proficiency measure – known to early adopters as Teachscope.* The team then participated in a three-hour training session reviewing the criteria, discussing state requirements, and participating in calibration activities. Five evaluations were randomly chosen for review, first independently and then as a team. Training included clarifying conversations about current requirements, and opportunities throughout the two-day review to recalibrate, both in small group and full group discussions, as anomalies arose.

Because of their heightened understanding of evaluation requirements developed in Phase One of the review process, volunteers from this team also conducted on-site visits in Phase Two.

Data Analysis

Data presented here regarding compliance in evaluation practice consists of the total number, percentages, and distributions of compliant elements required in certificated staff evaluations as submitted by district administrators. These elements include components of the state framework for evaluation, dates of documented observations, measures of professional practice and student achievement.

Data from the Evaluation Feedback Survey (Appendix B) provides an overview of the perceptions of the selected administrators related to their preparedness in conducting evaluations and their desire for additional training.

Data from surveys completed by Phase Two administrators and the teachers they evaluated (Appendices D and E) is included for the purpose of exploring administrator and teacher understanding of district policy, and perceptions on evaluation as a means for professional growth. Data from the District Evaluation Policy Feedback survey provides both quantitative and qualitative data on district understanding and implementation of current requirements.

FINDINGS

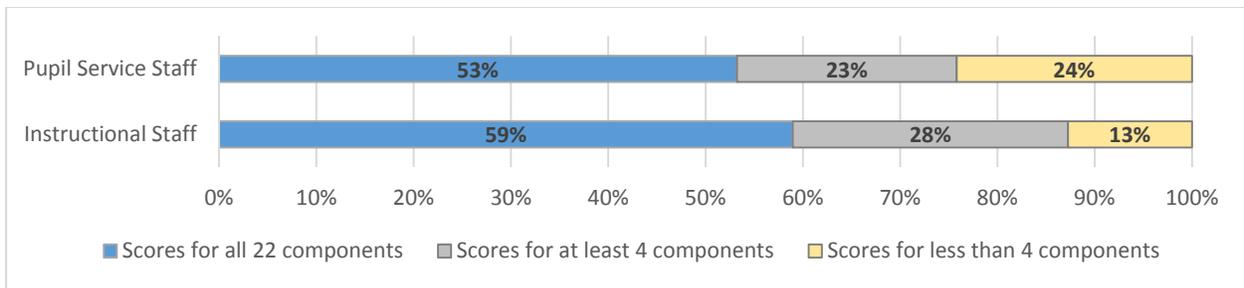
The findings presented here are based upon the criteria for completing evaluations of certificated personnel called out in IDAPA 08.02.02.120 to determine compliance with state mandate. These include 1) Use of the state framework which is comprised of 22 components across four domains of practice, 2) two documented observations, 3) district-selected measures of performance, and 4) measures of student performance.

*The Teachscope method of providing training and proof of proficiency in evaluation was purchased by Frontline in 2015.

Data specific to Idaho's framework for evaluation:

Figure 1. Evaluations in which all 22 components of the framework were rated, evaluations in which at least four components (representing each of the four domains) of the framework were rated, and evaluations in which three or fewer components of the framework were rated (n=600)

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Not infrequently, districts were very purposeful in rating fewer than 22 components, for example, differentiating between new teachers and veteran teachers. In some cases, evaluations consisted of only four ratings – one summative rating for each of the four domains of practice. Evaluations that included fewer than three components (37%), and therefore did not represent scores by domain, were also found to be noncompliant in multiple other areas.

Figure 2. Proficiency ratings across the 22 components - Instructional Staff (n = 534)

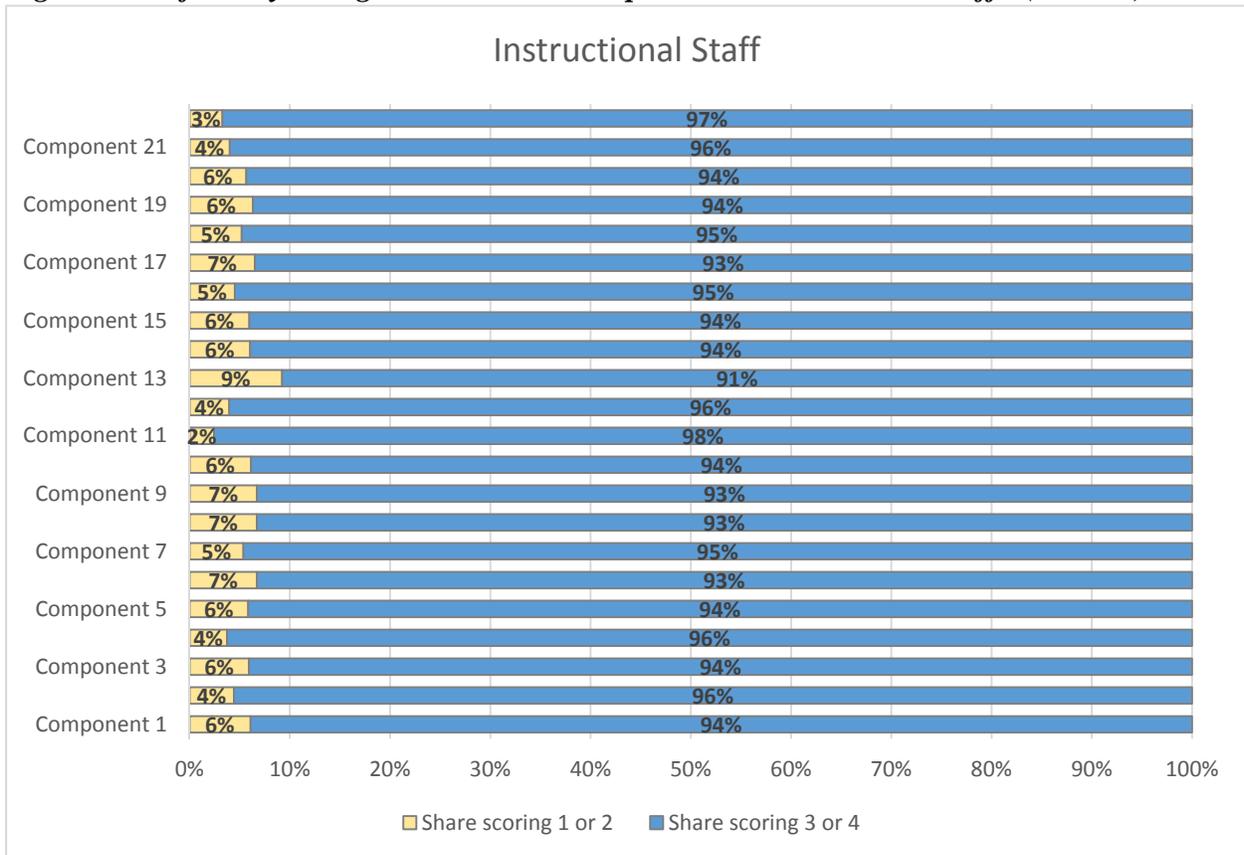
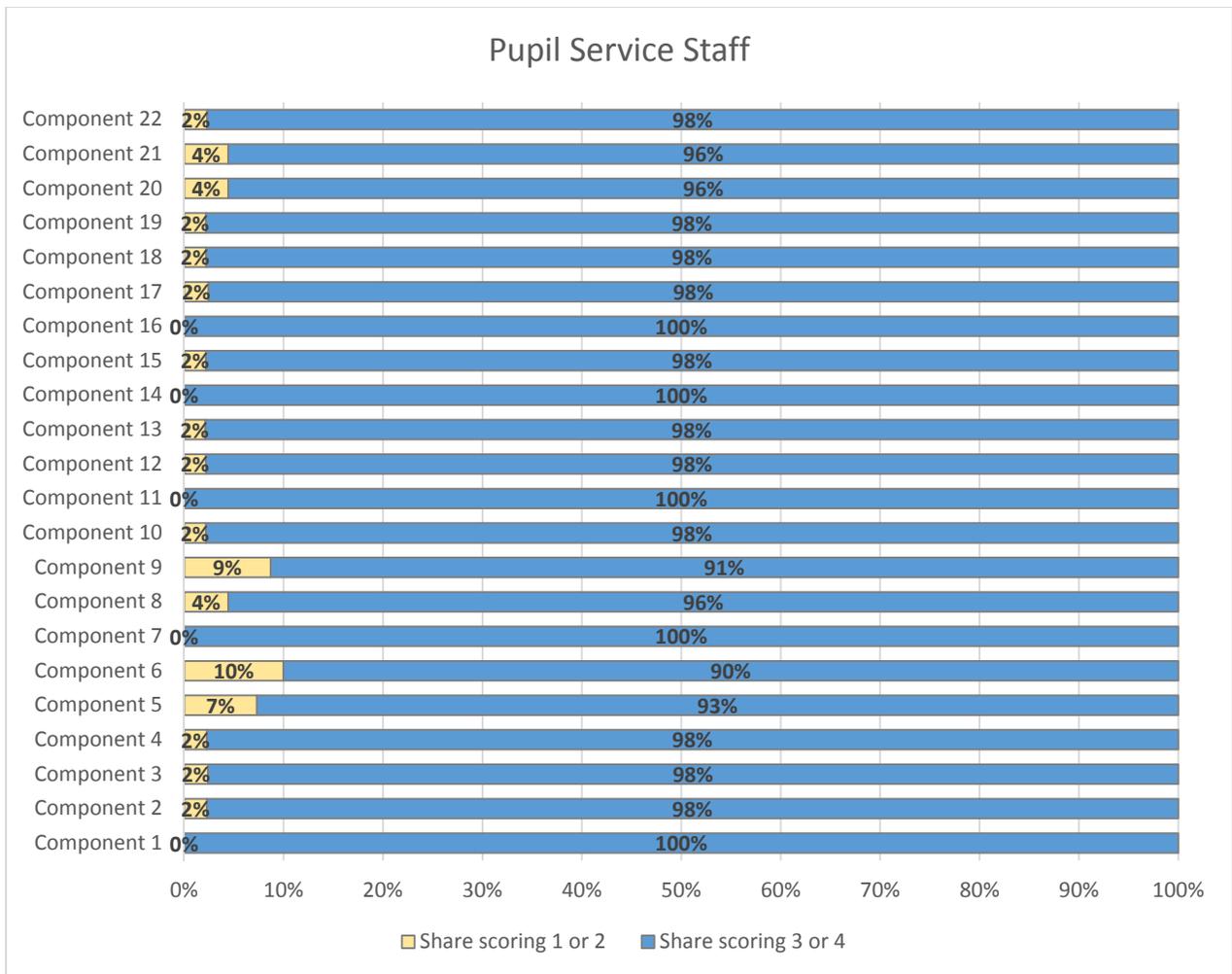


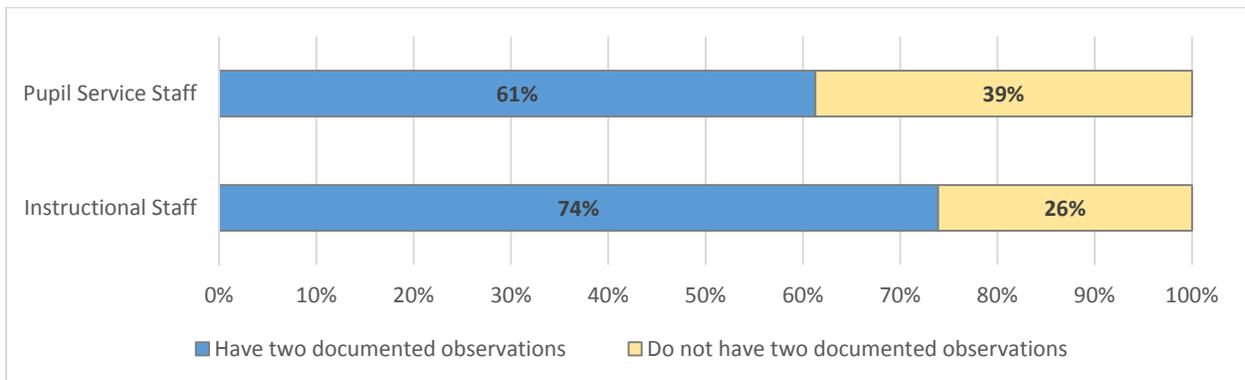
Figure 3. Proficiency ratings across the 22 components - Pupil Service Staff (n = 66)

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Data specific to IDAPA requirement - Two documented observations:

Figure 4. Evaluations based upon a minimum of two documented observations (n=600)



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Data specific to IDAPA requirement - Measures of teacher performance:

Figure 5. Evaluations including at least one district selected measure of performance (n=600)

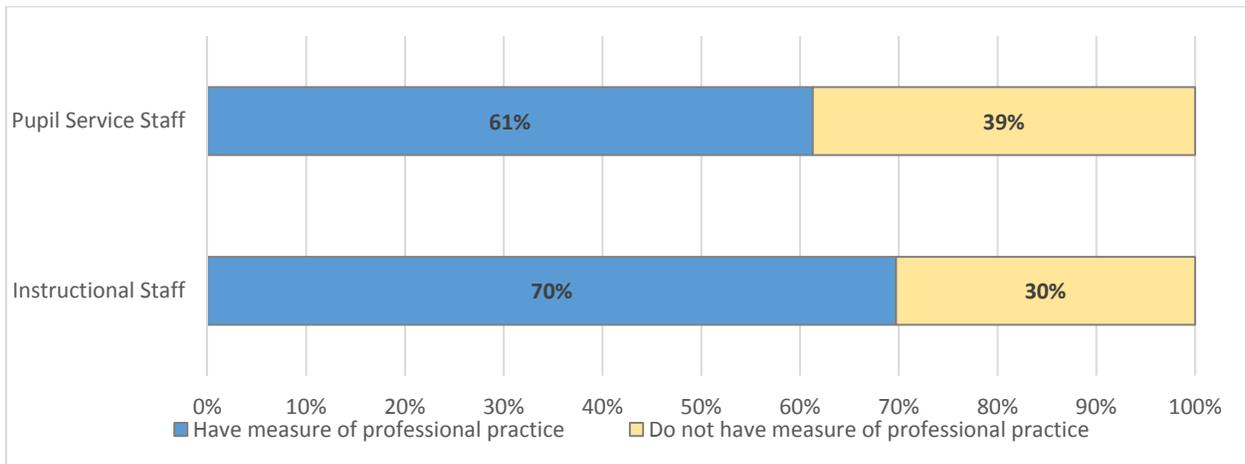
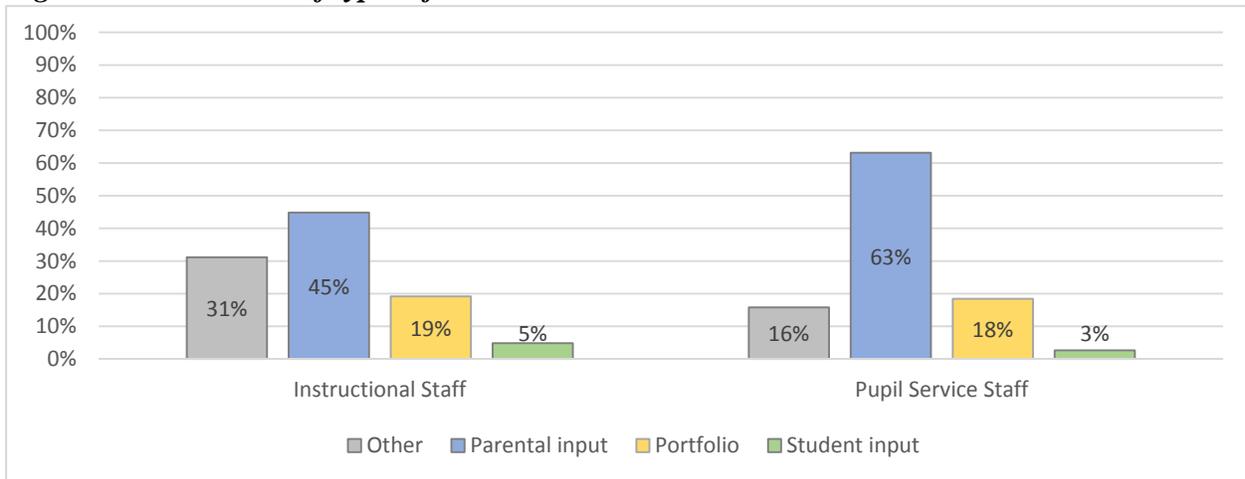
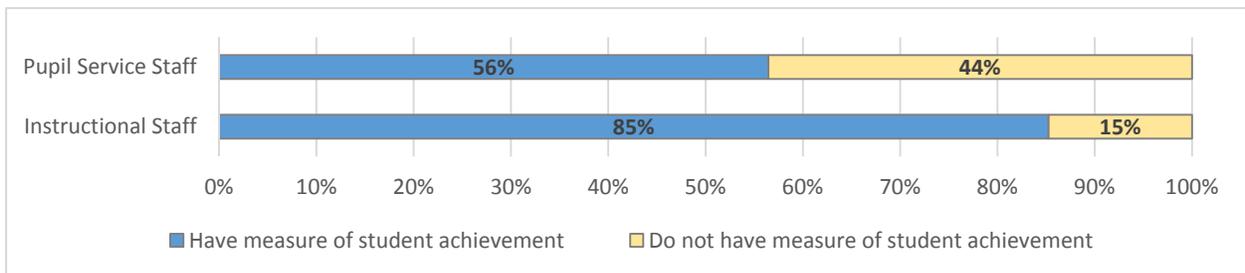


Figure 6. Distribution of types of measures



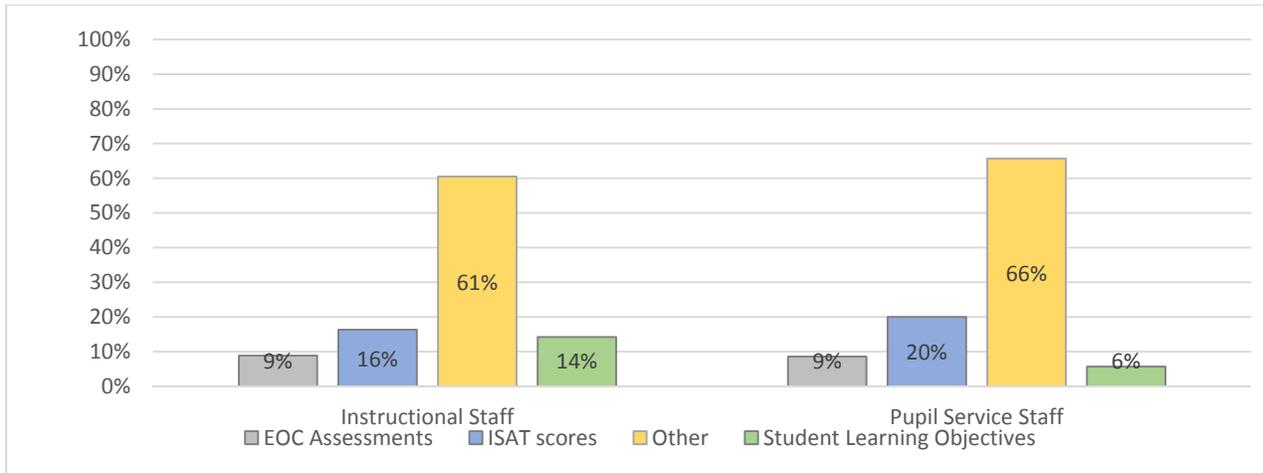
Data specific to IDAPA requirement - Measures of student performance:

Figure 7. Evaluations including at least one measure of student performance (n=600)



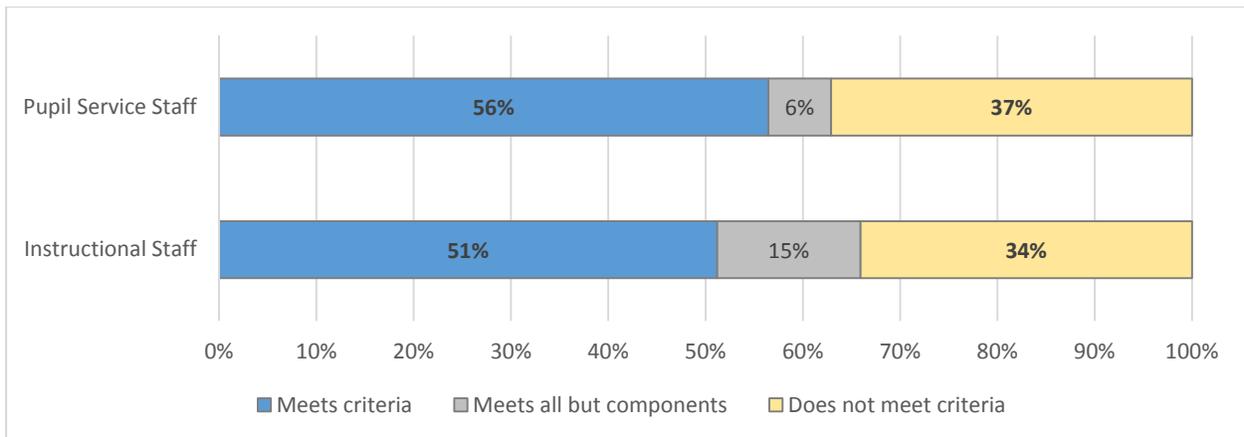
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Figure 8. Distribution of types of measures



Overall compliance – Evaluations meeting all IDAPA requirements:

Figure 9. Evaluations meeting all areas of compliance required by the state, and those meeting all areas of compliance EXCEPT the inclusion of all 22 components, (but not less than four scores representing each of the domains) (n=600)



Until it is clarified as to whether each component must be recorded, or just considered in the summative evaluation, it would not be unreasonable to consider the sum of both sets of evaluations as being compliant, resulting in 61% of pupil service evaluations and 66% of evaluations meeting state requirements.

Critical to fully understanding this data however, is the additional information gleaned from comments and onsite reviews. Although evaluations of pupil service staff appear to be compliant, administrators and superintendents overwhelmingly expressed concern about the relevance of the evaluation instrument and a need for greater clarity in understanding what constitutes an effective, growth-producing evaluation. Considering the wide variety of pupil service providers across the state, and the very different roles they serve in districts, alignment to

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the 22 components of the state's framework was not always possible, or best practice. These concerns are reflected in the Recommendations section of this report.

Data specific to professional learning opportunities:

Phase One Survey Results

Of the 178 administrators chosen for review, 92% responded to the Phase One Evaluation Feedback Survey. Their geographic distribution indicates a representative sample, and the findings above identify areas for targeted professional development based upon discrepancies in various areas of compliance. Administrators overwhelmingly reported a desire for professional learning opportunities in the following areas:

- 51.47% Agree or Strongly Agree that they would like additional support/training in understanding code/rule around conducting evaluations
- 60.47% indicated desire for more support and training in the Framework for Teaching, even though 80% of administrators surveyed passed the Teachscape Proficiency training and test and expressed confidence in their evaluation skills
- 60.25% Agree or Strongly Agree that they would like additional support/training in using evidence of teacher performance to accurately evaluate teachers
- 61.73% Agree or Strongly Agree that they would like additional support/training in facilitating professional conversations about teacher practice that stem from observation/evaluation

Phase Two Survey Results

Related to the above findings, a small subset of these administrators (n=25), and the teachers whom they evaluated in the 2015-16 school year (n=208), were surveyed in Phase Two to elicit a more detailed look at some of the Phase One questions, and others developed to explore professional learning opportunities. Because the sample size for this section of the review is so small, it does not provide reliable data on which to make recommendations. However, it is included because it represents the pilot implemented as a precursor to survey data that will be collected widely for the FY2018 Evaluation Review, and the results provide interesting questions for further research.

- When asked if they were confident in their ability to recognize/interpret evidence (administrators) or provide evidence (teachers) to support an accurate evaluation of each of the 22 components based upon the rubric, 96% of administrators indicated a level of confidence, while only 77% of teachers indicated confidence in their ability to provide the necessary evidence.

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- When asked about the practice of collecting evidence to support evaluations, 96% of administrators reported they regularly collected evidence, while just 79% of their teachers also agreed that evidence was being regularly collected.
- When asked if professional conversations about teacher practice regularly resulted from observation/evaluation, 96% of administrators reported that they regularly engaged in these conversations, while just 73% of their teachers also agreed that professional conversations were taking place.
- When teachers were asked about opportunities to receive feedback on their professional practice, 60% reported they would like more.
- When administrators were asked about opportunities to receive feedback on their evaluation practice, 96% of administrators reported they would like feedback from their superintendent, a mentor, and/or their staff.
- Administrators and their teachers were asked if summative evaluations completed in 2015-16 accurately reflected overall teaching performance and impact on student achievement. Of the 83% of administrators who believed their evaluations to be accurate, 73% of their teachers agreed with them.

Data specific to the implementation of evaluation within districts:

District leaders were interviewed using the District Policy Feedback Survey as the guide for discussions around alignment of district policy with state requirements. Most of the districts visited used the same boilerplate evaluation policy language crafted verbatim from rule, acquired through the Idaho School Boards Association. In many cases, while the district's practical application reflected the spirit of administrative rule, evaluation practice did not always resemble the letter of the law. The data from District Policy Feedback Surveys document variations in the way the state framework is being interpreted across districts. It is important to note that, during interviews or through open-ended survey questions, most district leaders were able to provide context and rationale in support of the variations. Some of the findings around purposeful variations are reflected in the Recommendations section of this report.

Data on Documented Observations

Because effective teacher practice is the cornerstone of student achievement, and documentation of teacher practice through observation is the cornerstone of the state's evaluation model, specific attention was given to understanding the characteristics of the "two documented observations" required in administrative rule. Results reveal that district policy was not always understood or implemented by administrators. Likewise, administrators and their teachers were not always in agreement about the expectations for documented observations conducted in their buildings.

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Figure 10. Share of characteristics of documented observations reported in district policies (n = 16)

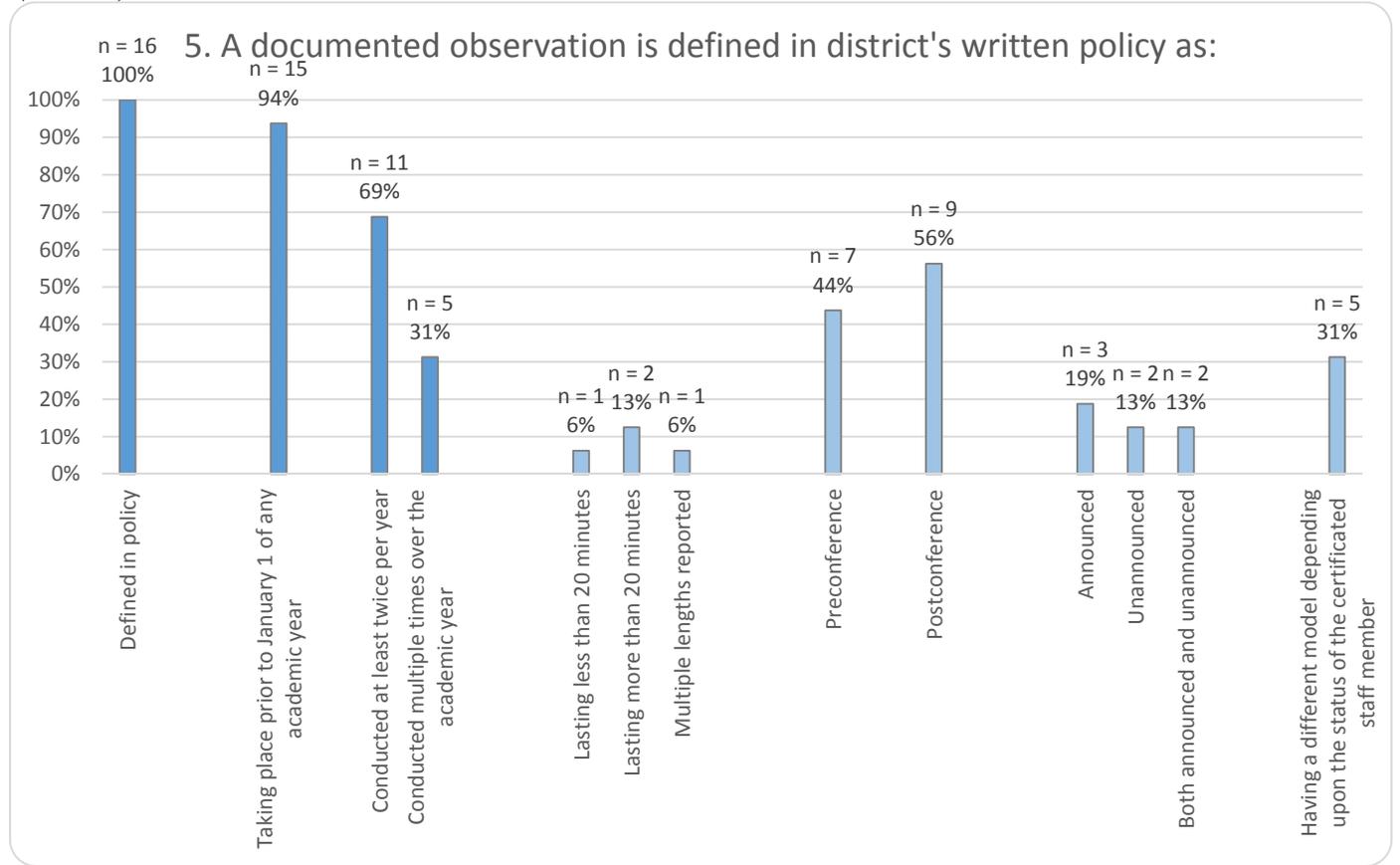


Figure 11. Share of administrators in agreement with their district's description of documented observations (n = 24)

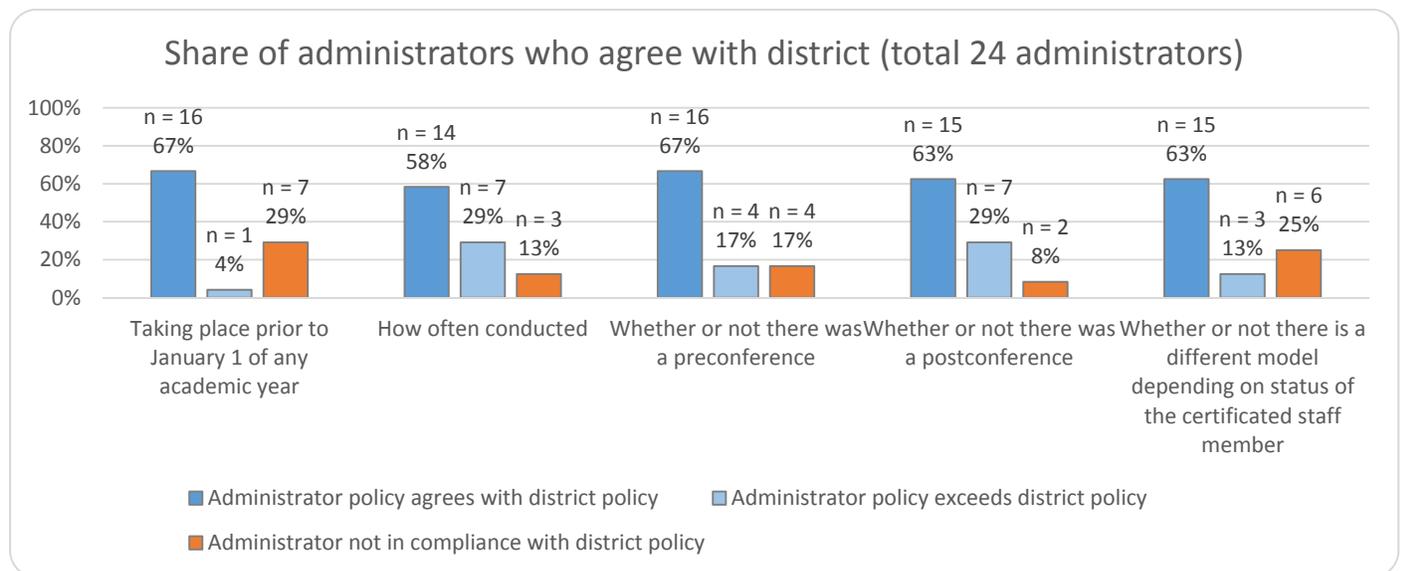
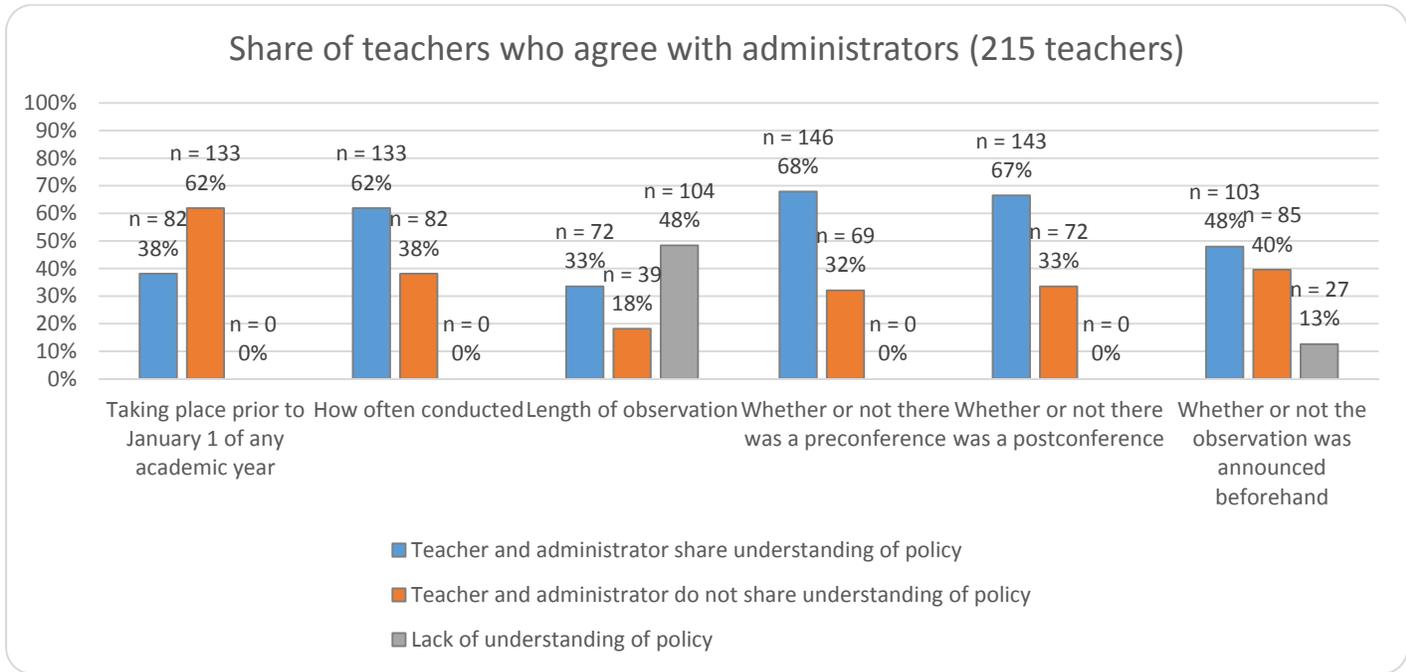


Figure 12. Share of teachers who agree with their administrator’s description of documented observations



The gray bar, *Lack of understanding of policy*, represents either partial agreement between teachers and administrators, or characteristics of documented observations that were indicated by one group, but left blank by the other.

The results from this small sample may indicate that communication between district leaders and administrators around evaluation policy could be shored up. Regarding communication between building administrators and their teachers, it is possible that these results are not indicative of a lack of communication but rather that teachers do not feel the need to know details.

Data on Compliance Regarding Efficacy of Evaluations

Of all areas outlined in evaluation rule, those directly related to professional development for administrators related to conducting efficacious evaluations, and a system for monitoring evaluations, are most often omitted from district written policies. Though 76% of districts reference having a plan for collecting and using data gathered from evaluations to inform individual professional development, the other areas of evaluation rule that support the efficacy of this practice are mostly ignored in district policies:

- Only 29% of districts have a plan for funding the ongoing evaluation training and professional development for principals - IDAPA 08.02.02.120.05(l)
- Only 53% of districts have a plan for the ongoing training for principals on evaluation tools and processes - IDAPA 08.02.02.120.05(k)
- Only 59% of districts include a method for monitoring the evaluation system- IDAPA 08.02.02.120.05(j)

Another key finding from Phase Two District Policy Feedback Survey results (and conversations with district personnel) is the lack of clarity in the area of evaluation of pupil service staff. Both administrators and district leaders reported frustration with the instruments available to appropriately document professional practice of pupil service staff. When asked if they would be interested in learning from other districts' best practices in evaluating pupil service staff, 75% of the districts surveyed reported they would benefit from such an opportunity. This finding is also addressed in the form of a recommendation.

Finally, it is important to reiterate that the sample size from which these findings are derived is too small to generalize. However, in the upcoming FY2018 Evaluation Review, these surveys will be replicated and administered to all randomly selected administrators and their teachers.

RECOMMENDATIONS AND CONCLUSION

In light of all of the data collected for the FY2018 Evaluation Review, there is overwhelming confirmation of district administrators' efforts to accurately evaluate teachers in Idaho.

Through the process of auditing 600 certificated staff evaluations, reviewers found wide discrepancy regarding how evaluations were organized, and what evidence was required to support evaluation scores. However, attempts to provide accurate and comprehensive evaluations were clearly demonstrated. In an effort to do a thorough and professional job of evaluation, as well as align with district initiatives, many schools/districts have created additional components. In some cases, districts have minimized the number of components for new teachers. This has complicated the process and, in some circumstances, resulted in the omission of specific state requirements. In other words, in striving to go above and beyond, some districts will appear noncompliant with overall expectations, yet the opposite intent is true; they are earnestly trying to honor the process and ensure evaluations are meaningful for teachers. In light of the apparent discrepancies surrounding aspects of the evaluation process, the need to clarify requirements in administrative rule, and the desire to more fully support districts in evaluation policy implementation, the following are recommended:

Recommendations

- 1. Amend IDAPA 08.02.02.120 to clarify discrepancies with Idaho Code as identified during the review process.**

Rationale: This year's evaluation review of 2015-2016 practices provides baseline data for future reviews. This process clarified an array of misunderstandings and/or miscommunications around evaluation requirements. There is clear disparity between the expectations of Idaho Code §33-1004B, (which states that all 22 components must be *reviewed* within a summative evaluation), and IDAPA 08.02.02.120, (which indicates all components must be *observed* but does not specify each is required as part of the summative evaluation). Because Idaho Code requires a *review of each component* it can be inferred that each must be scored. However, because neither code nor rule are

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explicit, many districts have interpreted rule to mean all components must be considered but not necessarily recorded in providing a summative score for each of the four domains.

2. **Amend IDAPA 08.02.02.120 to define evaluation standards for pupil service staff evaluations that are based upon each group’s national professional standards.**

Rationale: There is a clear need for greater clarity in rule regarding evaluation of pupil service staff. No consistency exists in these measures across the state. In many cases, measures are all but completely absent. Danielson does not have a framework, and of the ones that exist, pupil service rubrics have not received focused review and/or revision. As with instructional staff, it is recommended that pupil service staff are evaluated across the continuum of their career according to the national standards by which they were initially prepared.

3. **Provide additional guidance and training to administrators on implementing evaluation policy requirements.**

Rationale: Reviewers and administrators recommended that a process, similar to the one exercised in this evaluation review, be delivered to districts; not only to assist them in achieving compliance, but also to provide a means to guide districts beyond compliance and into continuous improvement of instructional practices and measures of student achievement.

Another recommendation was to provide a checklist of evaluation requirements, an evaluation template, and exemplars of evaluation practice. The majority of districts received feedback from the State Department of Education that their evaluation plans were “approved with reservations”, and superintendents have reported that they are still unclear about what is actually required.

4. **Provide additional training to administrators on conducting meaningful, growth-centered evaluations.** Administrators widely reported they found great value in the calibration effect of continued attendance at the SDE’s Danielson Training workshops. They also valued the opportunity to work with experts and peers in practicing evaluating evidence, as well as learning to conduct critical conversations about teacher practice. Administrators also expressed the desire to receive targeted training in assessment literacy and developing Individualized Professional Learning Plans in conjunction with staff and grounded in evaluation evidence, currently not included in the Danielson trainings.

5. **Create an Evaluation Clearinghouse to provide relevant, current resources for district use.**

Rationale: Leaders across districts embraced the idea of creating a “clearinghouse” for sharing best practices in all aspects of evaluation; observation, teacher professional practice, and student achievement measures; particularly useful for districts struggling with both process and resources.

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6. **Explore the possibility of implementing a statewide electronic evaluation management system.**
Rationale: Consistency in reporting and the opportunity to lighten the time burden on administrators was a common recommendation. Some districts have implemented evaluation management systems, but most cannot afford it. A statewide evaluation management system would not only ensure consistency and equality, but would additionally support certificated staff in documenting growth along the Career Ladder.

7. **Create a coalition of representatives from each Idaho administrator preparation program for consistency in administrator preparation and professional learning.**
Rationale: In light of the success Idaho educator preparation programs have experienced through their coalition efforts focusing on teacher prep, particularly the development of the Common Summative Assessment, administrator preparation programs could accomplish similar consistencies in preparing and supporting administrators. Responsibilities of the administrator coalition could include:
 - Gathering, developing, and vetting Clearinghouse resources
 - Developing a Common Summative Assessment
 - Collaborative development of recertification course required in code and rule for administrator

8. **Amend IDAPA 08.02.02.120 to define competencies required for administrator recertification evaluation credits.**
Rationale: Feedback from administrators throughout the review process specifically informed areas in which administrators are seeking training and ongoing support:
 - Understanding Professional Practice in Idaho Evaluation
 - Gathering accurate evidence and artifacts
 - Understanding and using the Framework rubric with fidelity
 - Proof of calibration and interrater reliability
 - Ability to provide effective feedback for teacher growth
 - Understanding and advising teachers on the IPLP and portfolio development
 - Understanding Student Achievement/Growth in Idaho Evaluation
 - Understanding how student growth measures impact summative evaluation
 - Proficiency in assessment literacy

Conclusion

Due to the absence of compliance feedback for the last two years, the same district protocols found to be deficient in the FY2017 review process were also being used in the 2016-2017 school year. Therefore, while next year's evaluation review may not represent growth in evaluation, it must be emphasized that the lack of growth will not be due to apathy. Feedback and clarification on requirements generated by this review came forward late into the school year, and districts will need 2017-2018 to implement corrective action.

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Additionally, much has been made of the large number of proficient ratings as illustrated in *Figure 2*. Reviewers and districts personnel alike felt it necessary to make clear that the high percentage of proficient ratings does not reflect a disregard for accuracy in evaluations. Rather, the make up of the State Framework is such that a score of “1” indicates a teacher is doing harm. District leaders are exiting these teachers prior to the completion of a full school year, and do not report those evaluations. Also, as component ratings are aggregated and averaged into a summative score, a “3” may be reported, but does not reflect the nuances that a rating scale with a smaller grain size may be able to capture.

In conclusion, in the vast majority of districts, leaders are striving to improve evaluation processes for their districts and within their buildings. The overarching message that came from the FY2017 Evaluation Review was the need for consistency and support from the state level. Another common strand was the desire to ensure that evaluation processes emphasize professional growth and continuous improvement alongside accountability. The above recommendations represent the need for clarity, resources, and training support that can make a measurable difference in the consistency and reliability of evaluations.

The FY2018 Evaluation Review is already underway, and methods used in the FY2017 Review will be replicated with slight modifications. All comments provided on surveys and through recorded interviews during the FY2017 Review will be thoroughly analyzed using rigorous qualitative research methods. This qualitative data, and all data collected in the upcoming review, will be included in the FY2018 Evaluation Review. Completion of that report is scheduled for December 2017, and will inform more specific recommendations related to future district training, individualized professional learning opportunities, and statewide policy clarification.

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Appendix A. Districts included in the evaluation review

District	District Number	Number of Administrators
BOISE INDEPENDENT DISTRICT	1	16
JOINT SCHOOL DISTRICT NO. 2	2	20
KUNA JOINT DISTRICT	3	2
COUNCIL DISTRICT	13	2
MARSH VALLEY JOINT DISTRICT	21	2
POCATELLO DISTRICT	25	7
BEAR LAKE COUNTY DISTRICT	33	1
ST MARIES JOINT DISTRICT (Phase Two cancelled-weather)	41	1
PLUMMER-WORLEY JOINT DISTRICT	44	1
SNAKE RIVER DISTRICT	52	1
BLACKFOOT DISTRICT	55	3
FIRTH DISTRICT	59	1
SHELLEY JOINT DISTRICT	60	1
BLAINE COUNTY DISTRICT	61	2
BASIN SCHOOL DISTRICT	72	1
WEST BONNER COUNTY DISTRICT	83	1
LAKE PEND OREILLE SCHOOL DISTRICT	84	2
IDAHO FALLS DISTRICT	91	6
BONNEVILLE JOINT DISTRICT	93	4
BOUNDARY COUNTY DISTRICT	101	2
NAMPA SCHOOL DISTRICT	131	9
CALDWELL DISTRICT	132	1
WILDER DISTRICT	133	1
MIDDLETON DISTRICT	134	2
PARMA DISTRICT	137	1
VALLIVUE SCHOOL DISTRICT	139	4
GRACE JOINT DISTRICT	148	1
CASSIA COUNTY JOINT DISTRICT	151	4
OROFINO JOINT DISTRICT	171	2
GLENNS FERRY JOINT DISTRICT	192	1
MOUNTAIN HOME DISTRICT	193	2
PRESTON JOINT DISTRICT	201	2
FREMONT COUNTY JOINT DISTRICT	215	1
EMMETT INDEPENDENT DIST	221	1
GOODING JOINT DISTRICT	231	1
WENDELL DISTRICT	232	1
HAGERMAN JOINT DISTRICT	233	1
SALMON RIVER JOINT SCHOOL DIST	243	1
MOUNTAIN VIEW SCHOOL DISTRICT	244	1

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JEFFERSON COUNTY JT DISTRICT	251	2
WEST JEFFERSON DISTRICT	253	1
JEROME JOINT DISTRICT	261	2
VALLEY DISTRICT	262	1
COEUR D'ALENE DISTRICT	271	6
LAKELAND DISTRICT	272	3
POST FALLS DISTRICT	273	3
MOSCOW DISTRICT	281	2
GENESEE JOINT DISTRICT	282	1
KENDRICK JOINT DISTRICT	283	1
SALMON DISTRICT	291	1
SOUTH LEMHI DISTRICT	292	1
HIGHLAND JOINT DISTRICT	305	1
SHOSHONE JOINT DISTRICT	312	1
MADISON DISTRICT	321	4
SUGAR-SALEM JOINT DISTRICT	322	1
MINIDOKA COUNTY JOINT DISTRICT	331	3
LEWISTON INDEPENDENT DISTRICT	340	2
LAPWAI DISTRICT	341	2
BRUNEAU-GRAND VIEW JOINT SCHOOL DISTRICT	365	1
PAYETTE JOINT DISTRICT	371	2
NEW PLYMOUTH DISTRICT	372	1
FRUITLAND DISTRICT	373	1
KELLOGG JOINT DISTRICT	391	2
TETON COUNTY DISTRICT	410	2
TWIN FALLS DISTRICT	411	6
FILER DISTRICT	413	2
HANSEN DISTRICT	415	1
MURTAUGH JOINT DISTRICT	418	1
<i>CASCADE DISTRICT*</i>	422	1
WEISER DISTRICT	431	1
COMPASS PUBLIC CHARTER SCHOOL, INC.	455	2
BLACKFOOT CHARTER COMMUNITY LEARNING CENTER, INC.	477	1
HERITAGE ACADEMY DISTRICT	479	1
CANYON-OWYHEE SCHOOL SERVICE AGENCY (COSSA)	555	1
MERIDIAN MEDICAL ARTS CHARTER HIGH SCHOOL, INC.	785	1
SANDPOINT CHARTER SCHOOL INC.	487	1
<i>MULLAN SCHOOL DISTRICT *</i>	392	1

Bold Font - Indicates districts randomly chosen for further review in Phase Two

* *No evaluations received from district* – No evaluations on file and administrator no longer employed.

APPENDIX B. Evaluation Feedback Survey - Phase One Evaluation Review

Evaluation Feedback Survey

THE STATE BOARD OF EDUCATION REQUESTS YOUR HELP IN PROVIDING FEEDBACK REGARDING THE STATE EVALUATION SYSTEM. THE PURPOSE OF GATHERING THIS INFORMATION IS TO BETTER SERVE OUR ADMINISTRATORS ACROSS THE STATE. YOUR CANDID FEEDBACK AND COMMENTS ARE GREATLY APPRECIATED. UNLESS YOU HAVE BEEN CHOSEN FOR EVALUATION REVIEW, NO IDENTIFYING INFORMATION IS REQUIRED.

FOR EACH STATEMENT BELOW, PLEASE SELECT AN OPTION FROM THE DROP DOWN BOX:
STRONGLY DISAGREE DISAGREE AGREE STRONGLY AGREE

THANK YOU FOR YOUR TIME AND PARTNERSHIP.

1. NAME: (Optional UNLESS you have been chosen for review)

2. EDUID: (Optional UNLESS you have been chosen for review)

3. DISTRICT (Optional UNLESS you have been chosen for review):

4. REGION:

- 1
- 2
- 3
- 4
- 5
- 6

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5. ROLE:

- Superintendent
- Principal
- Assistant Principal

6. YEARS SINCE INITIAL CERTIFICATION AS AN ADMINISTRATOR:

- 1-3
- 4-6
- 7-10
- 11 or more

7. I HAVE PROOF OF PROFICIENCY IN EVALUATION BASED UPON THE TEACHSCAPE ASSESSMENT:

- YES
- NO

8. YEARS SERVING AS AN ACTIVE ADMINISTRATOR:

- 1-3
- 4-6
- 7-10
- 11 or more

9. YEARS SERVING AS AN ACTIVE ADMINISTRATOR IN MY CURRENT DISTRICT:

- 1-3
- 4-6
- 7-10
- 11 or more

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10. ADMINISTRATOR PREPARATION PROGRAM ATTENDED:

- BSU
- ISU
- NNU
- U of I
- Other

Comments:

11. Upon completion of my administrator preparation program, I believe I was well-trained in teacher evaluation using the state's adopted system, the Framework for Teaching:

Comments:

12. I am familiar with the structure of the Framework for Teaching, all four domains of teaching responsibility and the 22 components that describe those domains:

Please describe types of training:

13. I have peers I can go to for assistance who are familiar with the Framework for Teaching, all four domains of teaching responsibility and the 22 components that describe those domains:

Comments:

14. I would like additional support/training in this area:

Comments:

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15. I am confident in my ability to recognize the sources of evidence necessary to evaluate each component, and to interpret the evidence against the rubrics for each component's levels of performance:

Please describe types of training:

16. I would like additional support/training in this area:

Comments:

17. I regularly collect evidence to support my evaluations:

Comments:

18. I believe that both summative evaluations and classroom observations should be accompanied by useful feedback that result in professional **conversations** about teacher practice:

Comments:

19. I regularly engage in professional conversations about teacher practice that stem from classroom observations/evaluation:

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20. I would like additional support/training in this area:

Comments:

21. I believe that evaluation should be directly connected to professional development opportunities:

Comments:

22. I am able to ensure that my teachers access professional development opportunities that are directly connected to evaluation:

Comments:

23. I am familiar with what is required of me in conducting evaluations based upon Idaho Code and Administrative Rule:

Comments:

24. I would like additional support/training in this area:

Comments:

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25. Is there anything you would like to add?

Phase 2: District Evaluation Policy Feedback

1. District Number

2. Region

- 1
- 2
- 3
- 4
- 5
- 6

3. Primary role of person completing this form

- Superintendent
- Human Resource Staff
- Other District Leader
- Reviewer

Evaluation Model and Measures informing Summative Evaluation -
Professional Practice for INSTRUCTIONAL STAFF.

Check only those boxes that are specifically called out in district's written policy regarding :

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4. Included in district's written policy:

(Select all that apply)

- Two (2) documented observations conducted annually
- Documentation of ratings for all **22 components** of the state framework (if aligned to state framework, evidence of mapping is required)
- Student Input
- Parent Input
- Portfolio

5. A **documented observation** is defined in district's written policy as:

(Select all that apply)

- Taking place prior to January 1 of any academic year
- Taking place once per year
- Conducted more than once, and at least twice per year
- Conducted multiple times over the academic year
- Lasting less than 20 minutes
- Lasting more than 20 minutes
- Including a preconference
- Including a post conference
- Announced in advance
- Unannounced/walkthrough
- Having a different model depending upon the status of the certificated staff member
- Not defined in policy

6. If district evaluation model varies from state framework in any of the prescribed components, please document variance here:

7. Indicate how 67% of professional practice is calculated in summative evaluation, please document evidence here:

8. Comments pertaining to evaluation policy of Professional Practice for Instructional Staff:

9. My district would benefit from training and/or learning from other districts' best practices in evaluation policy -Professional Practice for Instructional Staff:

Other (please specify)

**Evaluation Model and Measures informing Summative Evaluation -
Professional Practice for NON-INSTRUCTIONAL/PUPIL
PERSONNEL SERVICE PROVIDERS.**

Check only those boxes that are specifically called out in district's written policy regarding :

10. Included in district's written policy:

(Select all that apply)

- Two (2) documented observations conducted annually
- Documentation of ratings for all **22 components** of the state framework (if aligned to state framework, evidence of mapping is required)
- Student Input
- Parent Input
- Portfolio

11. If district evaluation model varies from state framework in any of the prescribed components, please document variance here:

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12. Indicate how at least 67% of professional practice is calculated in summative evaluation, please document evidence here:

13. Comments pertaining to evaluation policy on Professional Practice for Non-Instructional/Pupil Personnel Service Providers:

14. My district would benefit from training and/or learning from other districts' best practices in evaluation policy -Professional Practice for Non-Instructional/Pupil Personnel Service Providers:

Other (please specify)

Evaluation Model and Measures informing Summative Evaluation -
Student Achievement.

Check only those boxes that are specifically called out in district's written policy regarding **INSTRUCTIONAL STAFF:**

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15. Student achievement measures included in district's written policy:

(Select all that apply)

- ISAT (e.g. Smarter Balanced Assessment)
- Student Learning Objectives (includes pre and post assessments)
- Formative assessments
- Teacher-constructed assessments of student growth
- Pre and Post Tests
- Performance-based assessments
- Idaho Reading Indicator
- PSAT/SAT
- District-adopted assessment
- End of Course exams
- ACT
- Advanced Placement Exams
- International Baccalaureate
- ISAT Science
- Professional-Technical Exams

16. Indicate how 33% of student achievement is calculated in summative evaluation, please document evidence here:

17. Comments pertaining to evaluation policy on Student Achievement for Instructional Staff:

18. Comments, if any, pertaining to evaluation policy on Student Achievement/Growth for Non-Instructional/Pupil Personnel Service Providers:

19. My district would benefit from training and/or learning from other districts' best practices in evaluation policy -Student Achievement for Instructional Staff:

Other (please specify)

General Evaluation Policy – Participants, Procedures, and Professional Learning

20. District's written evaluation policy includes provisions for frequency and differentiation in evaluating all certificated employees as follows:

(Select all that apply)

- All certificated staff receive a summative evaluation annually, conducted by an administrator
- All certificated staff receive a summative evaluation annually, conducted by a combination of administrator/peer/self
- Only a designated portion of certificated staff receive a summative evaluation annually
- Evaluations are differentiated for nonrenewable contract personnel vs. renewable contract personnel

Other/Comments

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21. District's written evaluation policy includes:

(Select all that apply)

- Statements that identify the purpose or purposes for which the evaluation is being conducted; e.g., individual instructional improvement, personnel decisions
- Statements that identify the individuals responsible for appraising or evaluating certificated instructional staff and pupil personnel performance
- Requirement that administrators conducting evaluations have received training in evaluation and prior to September 1, 2018, shall demonstrate proof of proficiency in conducting observations and evaluating effective teacher performance
- A description of the sources of data used in conducting certificated personnel evaluations
- A description of the procedure used in the conduct of certificated personnel evaluations
- A rating system with four (4) rankings used to differentiate performance of teachers and pupil personnel certificate holders
- A rating system with three (3) rankings used to differentiate performance of teachers and pupil personnel certificate holders
- A method by which certificated personnel are informed of the results of evaluation
- A description of the action available to the school district as a result of the evaluation and the procedures for implementing these actions; e.g., job status change
- A description of the procedure available to the individual for appeal or rebuttal when disagreement exists regarding the results of certificated personnel evaluations
- A description of the procedure available to provide remediation in those instances where remediation is determined to be an appropriate course of action
- A description of how permanent records will be retained/maintained for each certificated personnel evaluation in the employee's personnel file
- A description of the method used to monitor and evaluate the district's personnel evaluation system
- A plan for ongoing training for evaluators/administrators and teachers on the districts evaluation standards, tool and process
- A plan for funding ongoing training and professional development for administrators in evaluation.

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22. District's written evaluation policy on the use of staff's individual evaluation information and professional learning opportunities:

(Select all that apply)

- Defines a plan for collecting and using data gathered from the evaluation tool that informs individual professional development
- Includes an annual evaluation conference
- Includes feedback on instructional practice related to all **22 components** of the state framework for teaching
- Includes goal setting for the following year
- Includes a discussion of relevant measures of professional practice and growth for the following year
- Includes a discussion of relevant measure of students' achievement for the following year
- Aggregate data is used as part of the district and individual schools Needs Assessment in determining professional development offerings throughout the district
- Individualized professional learning plan is required of all certificated staff based upon evaluation data
- Individualized professional learning plan is required of selected certificated staff based upon evaluation data
- Other/Comments:

23. Other REVIEWER COMMENTS on Policy Alignment:

24. WHAT EVALUATION TRAINING, IF ANY, HAS THE DISTRICT REQUIRED OF ADMINISTRATORS?
HAS THE DISTRICT PROVIDED ANY OF THIS TRAINING?:

25. WHAT EVALUATION TRAINING, IF ANY, HAS THE DISTRICT PROVIDED FOR TEACHERS?:

26. IF YOU COULD CHANGE ONE THING ABOUT BOARD RULE REGARDING EVALUATION
PROCESS, WHAT WOULD IT BE ?:

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27. HOW IS YOUR DISTRICT'S EVALUATION POLICY IMPROVING PROFESSIONAL PRACTICE AND GROWTH FOR YOUR TEACHERS?:

28. HOW IS YOUR DISTRICT'S EVALUATION POLICY IMPROVING STUDENT ACHIEVEMENT AND GROWTH? :

29. My district would benefit from training and/or learning from other districts' best practices in overall evaluation policy:

Other (please specify)

Phase Two Administrator Evaluation Feedback Survey

FOR EACH STATEMENT BELOW, PLEASE SELECT AN OPTION FROM THE DROP DOWN BOX:

STRONGLY DISAGREE DISAGREE AGREE STRONGLY AGREE

THANK YOU FOR YOUR TIME AND PARTNERSHIP.

1. NAME:

2. EDUID:

3. REGION:

- 1
- 2
- 3
- 4
- 5
- 6

4. I am confident in my understanding of, and ability to conduct, an accurate evaluation of pupil service providers in my district, including their impact on student growth:

Please describe types of training:

5. I would like additional support/training in this area:

Comments:

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6. What evaluation training, if any, has your district required you to take?

7. What evaluation training, if any, has your district provided for you?

8. I receive feedback on my evaluation practice from:

- My staff
- My superintendent/direct supervisor
- A mentor
- I do not receive any feedback on my evaluation practice
- Comments:

9. I would like to receive feedback on my evaluation practice from:

- My staff
- My superintendent/direct supervisor
- A mentor
- I do not want feedback on my evaluation practice
- Comments:

10. I believe that the evaluations I conduct directly support professional growth for my staff:

Please explain:

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11. I believe that the evaluations I conduct directly support personal and/or academic growth for all of the students in my building:

Please explain:

12. I am familiar with our district's evaluation policy:

Comments:

13. The evaluations I completed last year accurately reflected my staff's overall teaching performance and impact on student achievement:

Comments:

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14. I would **most often** characterize “documented observation” in my district as:

(Select all that apply)

- Taking place prior to January 1 of any academic year
- Once per year
- Conducted at least twice per year
- Conducted multiple times over the academic year
- Lasting **less than** 20 minutes
- Lasting **more than** 20 minutes
- Lasting no less than a full class period
- Including a preconference
- Including a post conference
- Announced in advance
- Unannounced/Walkthrough
- Having a different model depending upon the status of the certificated staff member
- Comments:

15. I would most often characterize a year-end “evaluation” in my district as:

(select all that apply)

- Including a conference
- Including feedback on my practice related to **all 22 components** of the state framework for teaching
- Including goal setting for the following year
- Including a discussion of relevant measures of my professional practice and growth
- Including a discussion of relevant measures of my students' achievement and areas for growth

Comments

Teachers- Evaluation Feedback Survey

THE STATE BOARD OF EDUCATION REQUESTS YOUR HELP IN PROVIDING FEEDBACK REGARDING THE STATE EVALUATION SYSTEM. THE PURPOSE OF GATHERING THIS INFORMATION IS TO BETTER SERVE OUR EDUCATORS ACROSS THE STATE. YOUR CANDID FEEDBACK AND COMMENTS ARE GREATLY APPRECIATED. NO IDENTIFYING INFORMATION IS REQUIRED.

FOR EACH STATEMENT BELOW, PLEASE SELECT AN OPTION FROM THE DROP DOWN BOX:

STRONGLY DISAGREE DISAGREE AGREE STRONGLY AGREE

THANK YOU FOR YOUR TIME AND PARTNERSHIP.

1. NAME: (Optional)

2. DISTRICT (Optional):

3. REGION:

- 1
- 2
- 3
- 4
- 5
- 6

4. ROLE:

- TEACHER
- PUPIL SERVICE PROVIDER
- INSTRUCTIONAL COACH/MENTOR TEACHER

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5. YEARS SERVING AS CERTIFICATED PERSONNEL:

- LESS THAN FOUR YEARS
- BETWEEN FOUR AND SEVEN YEARS
- BETWEEN SEVEN AND TEN YEARS
- MORE THAN TEN YEARS

6. YEARS SERVING IN MY CURRENT DISTRICT:

- LESS THAN FOUR YEARS
- BETWEEN FOUR AND SEVEN YEARS
- BETWEEN SEVEN AND TEN YEARS
- MORE THAN TEN YEARS

7. I am familiar with the structure of the Framework for Teaching, all four domains of teaching responsibility and the 22 components that describe those domains:

Please describe types of training:

8. I have peers I can go to for assistance who are familiar with the Danielson Framework for Teaching, all four domains of teaching responsibility and the 22 components that describe those domains:

Comments:

9. My district has provided support/training in this area:

Comments:

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10. I would like additional support/training in this area:

Comments:

11. I am confident in my understanding of, and ability to provide, the evidence necessary to support an accurate evaluation of each component, based upon the rubrics for each component's levels of performance:

Please describe types of training:

12. My district has provided support/training in this area:

Comments:

13. I would like additional support/training in this area:

Comments:

14. My administrator regularly collects evidence of my practice to support my evaluations:

Comments:

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15. I believe that both summative evaluations and classroom observations should be accompanied by useful feedback that result in professional *conversations* and *reflection* about my practice:

Comments:

16. My administrator regularly engages me in professional conversations about my practice that stem from observations/evaluation:

17. I would like more opportunities to receive feedback on my professional practice:

Comments:

18. I believe that evaluation should be directly connected to professional development opportunities:

Comments:

19. I am able to access professional development opportunities that are directly connected to evaluation:

Comments:

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20. I am familiar with our district's evaluation policy:

Comments:

21. My final evaluation last year accurately reflected my overall teaching performance and impact on student achievement:

Comments:

22. I would **most often** characterize "documented observation" in my district as:
(Select all that apply)

- Taking place prior to January 1 of any academic year
- Once per year
- Conducted at least twice per year
- Conducted multiple times over the academic year
- Lasting **less than** 20 minutes
- Lasting **more than** 20 minutes
- Lasting no less than a full class period
- Including a preconference
- Including a post conference
- Announced to me in advance
- Unannounced/Walkthrough
- Comments:

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23. I would most often characterize a year-end "evaluation" in my districts as:
(select all that apply)

- Including a conference
- Including feedback on my practice related to *all 22 components* of the state framework for teaching
- Including goal setting for the following year
- Including a discussion of relevant measures of my professional practice and growth
- Including a discussion of relevant measures of my students' achievement and areas for growth

Comments

Appendix C. Review team bios

Khristie Bair

Ms. Bair is employed as an elementary principal in the West Ada School District at Hillsdale Elementary School. She has been involved in education for the past 23 years and is currently enrolled through Northwest Nazarene University as a doctoral student in Educational Leadership.

Teresa Burgess

Ms. Burgess is employed as the Coordinator of the Title II-A: Improving Effective Instruction program for the Idaho State Department of Education. She has 19 years of education experience in Idaho, serving in her current position at the Department for the past five years. Teresa passed the Teachscape Proficiency assessment in July 2015. She continues to coordinate and attend workshops across the state for educators based on the Danielson Framework for Teaching.

Dr. Kelly Cross, Ed.D.

Dr. Cross is a Clinical Associate Professor in the College of Education at Boise State University. She is also Program Coordinator for the Educational Leadership Program and Associate Director of the Center for School Improvement and Policy Studies at Boise State University. Dr. Cross is the Principal Investigator of the Idaho Special Education Support and Technical Assistance (SESTA) Project for the state of Idaho. Prior to her position with Boise State University, she worked for 18 years with the Independent School District of Boise as a teacher and school administrator. Dr. Cross is trained in the Danielson Framework, completed the Teachscape Proficiency Assessment, and teaches the Danielson Framework to graduate students aspiring to become school leaders. She earned her Doctorate in Curriculum and Instruction from Boise State University, and her Specialist Degree in Educational Leadership from the University of Idaho.

Dr. Heidi Curtis

Dr. Curtis is the Chair of Graduate Education at Northwest Nazarene University. She was formerly a teacher and principal in Idaho public schools for 20 years before starting at the university.

Dr. Ann Farris

Dr. Farris has been in public education for 27 years, working as an elementary and secondary teacher as well as Federal Programs Administrator. She currently serves as the Boise Area Director for the Boise School District, overseeing 14 schools. She also works with District-wide curriculum and instruction, strategic planning, and facilities. Dr. Farris earned her B.A. from Arizona State University and M.A. and Ed.D. from Boise State University.

Dr. Andrew Grover

Dr. Grover is currently the superintendent of the Melba School District and has over 18 years of education experience in Idaho.

Randy Jensen

Mr. Jensen currently serves as the Principal at William Thomas Middle School. This is his 32nd year in education and 28th year as principal. He currently serves on the Board of Directors of the National Association of Secondary School Principals, the Idaho Digital Learning Academy and the Idaho Middle Level Association. He has worked on several state and national level committees. Randy has also worked closely with Idaho State University on several teacher preparation and teacher evaluation projects. He was the recipient of the 2016 Association for Middle Level Education National Distinguished Educator and the 2005 National Principal of the Year.

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Dale Layne

Mr. Layne taught elementary school in the Nampa School District for 9 years, before moving to the Jerome School District as an elementary principal in 1991. He served as an elementary principal for 17 years. Currently, Dale is in his 8th year as Superintendent of the Jerome School District. He holds a B.A. Degree in Elementary Education from Northwest Nazarene University, a M.A. Degree from Boise State University in Curriculum and Instruction, and an Ed.S Degree from the University of Idaho in School Leadership.

Barbara Leeds

Ms. Leeds is a retired Assistant Superintendent from the West Ada school District. She worked in education for 38 years serving students as a classroom teacher, assistant principal, curriculum coordinator, secondary/K-12 director, and HR Director. She was instrumental in the adoption of the Danielson Framework in WASD and the implementation of required professional development as the district transitioned from the Meridian evaluation model to Danielson. She currently works as an education consultant for districts experiencing complex personnel issues and has been hired by University of Idaho to develop a course for administrative training in the Danielson model.

Greg Lowe

Mr. Lowe is the current superintendent of the Wendell School District #232. He has been serving as superintendent for thirteen years. Before that, Greg was a building principal for eleven years. He began his career in Idaho public education as a classroom teacher. His fifteen years of classroom experience was extremely rewarding and prepared him for his leadership roles as principal and superintendent. Greg earned his B.A. from University of Utah and Administration and Ed. S degree at Idaho State University.

Dr. Laural Nelson

Dr. Nelson has been an Idaho educator for 27 years. She holds a Doctorate degree in Education Leadership from Idaho State University. Dr. Nelson has worked as a teacher, principal and superintendent at Valley School District in Hazelton, Idaho for 20 years. She is currently employed by Idaho Digital Learning Academy and is the Director of District Services and Supervision.

Brad Patzer, M.S., M.Ed., Ed.S,

Mr. Patzer has been in the field of education since the fall of 1988. During his career, Brad has taught at every grade level in both public and private schools. Brad is a former math and social studies teacher with extensive background working with alternative schools and online learning. He has served on the Professional Standards Commission for the state of Idaho, and on several other state level committees. Brad is a recipient of the 2004 National Milken Educator Award and presently serves as Regional Coordinator and Supervision Manager for Idaho Digital Learning Academy.

John Pearce

Mr. Pearce graduated from the College of Education at Idaho State University with a BSE in Chemistry & Mathematics. John earned his Masters of Education in Administration and Supervision from the University of Arkansas at Little Rock. He has served in secondary-level administration for the past 18 years and currently serves as the Principal of Wood River High School in the Blaine County School District.

Bob Ranells

Dr. Ranells is currently the superintendent of the Wallace School District and has over 35 years of education experience.

Lisa Sexton

Ms. Sexton has spent the past 26 years as a public educator in the Lakeland Jt. School District. Lisa has taught several grades at the elementary level. She has been an assistant principal, a principal, and is currently the Assistant Superintendent in the Lakeland Jt. School District. She has had the opportunity to serve on several state committees and was the President of the Idaho Association of Elementary School Principals. Lisa participated in the Danielson Train the Trainer training and provides ongoing professional development for the teachers in her district. For the past several years Lisa has been asked to provide instruction in the Danielson Framework to Lewis Clark State College PACE program students.

Gaylen Smyer

Dr. Smyer graduated from an Idaho high school and began his teaching career in Smithfield, Utah before having the opportunity to return to his hometown in the Gem State. Dr. Smyer has been an Idaho educator for 38 years serving as a teacher, building principal, assistant superintendent, and superintendent in the Cassia School District. Dr. Smyer completed his doctoral work in Educational Leadership through the University of Idaho and has served as superintendent for the past 10 years. Cassia school district was an early adopter of the Charlotte Danielson model. Dr. Smyer is Idaho's IASA 2017 Superintendent of the Year.

Jennifer Snow

Dr. Jennifer Snow currently serves as the Associate Dean for Teacher Education for Boise State University's College of Education. She has been working in teacher education for more than 17 years and has worked with Idaho educators since 2003. Her doctorate is in curriculum and supervision from The Pennsylvania State University. Dr. Snow serves on the Idaho Association for Colleges of Teacher Education and the Idaho Coalition for Educator Preparation. She has been involved with Charlotte Danielson Framework for Teaching since 1999 and works with preservice teachers and their practicing mentor teachers on the formative development and evaluation of professional practice.

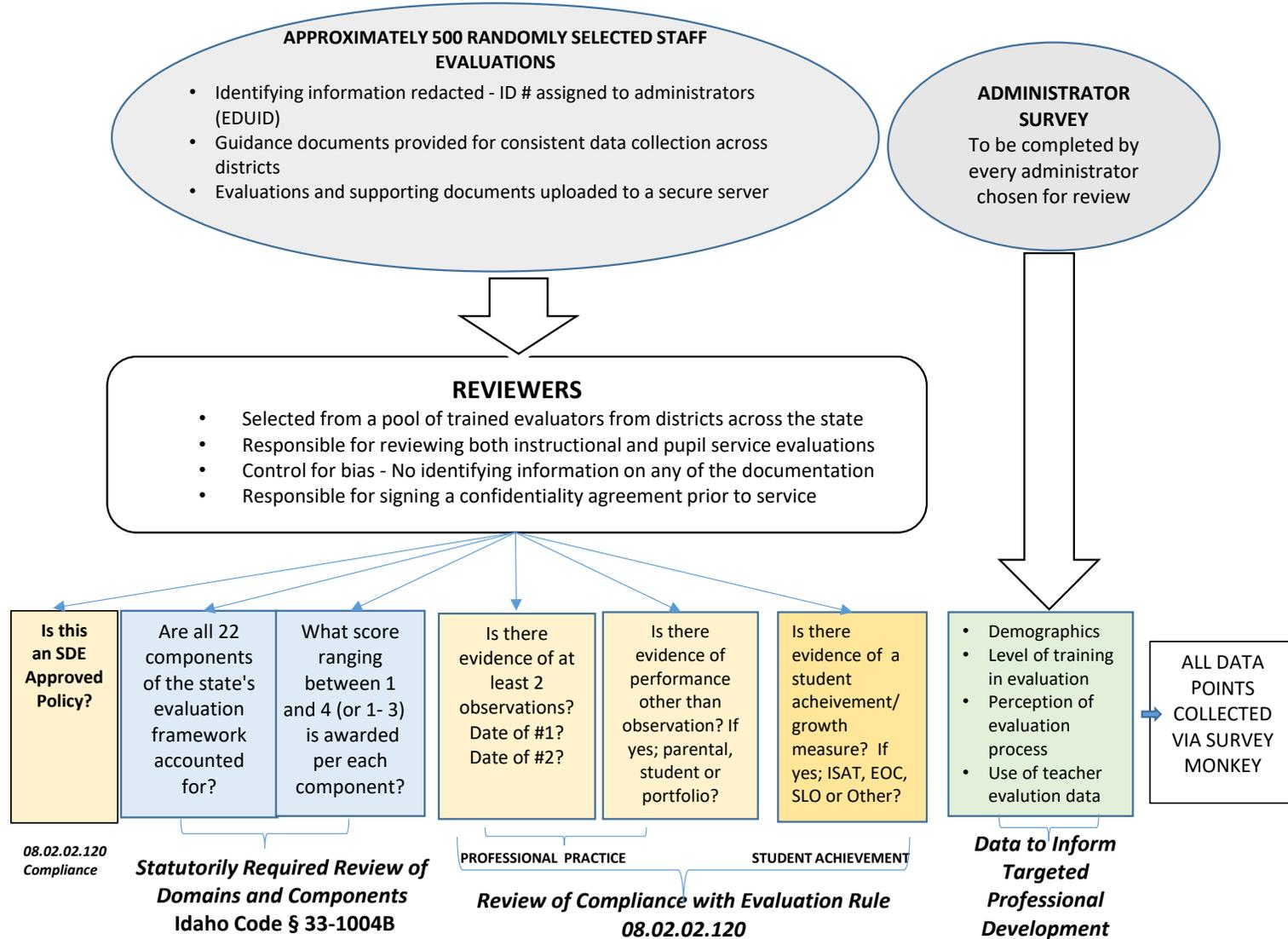
Diane Stinger

Ms. Stinger is a retired educator who taught in the classroom for 35 years. Diane currently works for Idaho State University as a University Clinical Educator supervising student interns. Additionally, she teaches an online course to cooperating teachers.

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APPENDIX D. Data Collection Graphic- P1

**2015-2016 EVALUATION REVIEW - PHASE ONE
DATA COLLECTION**

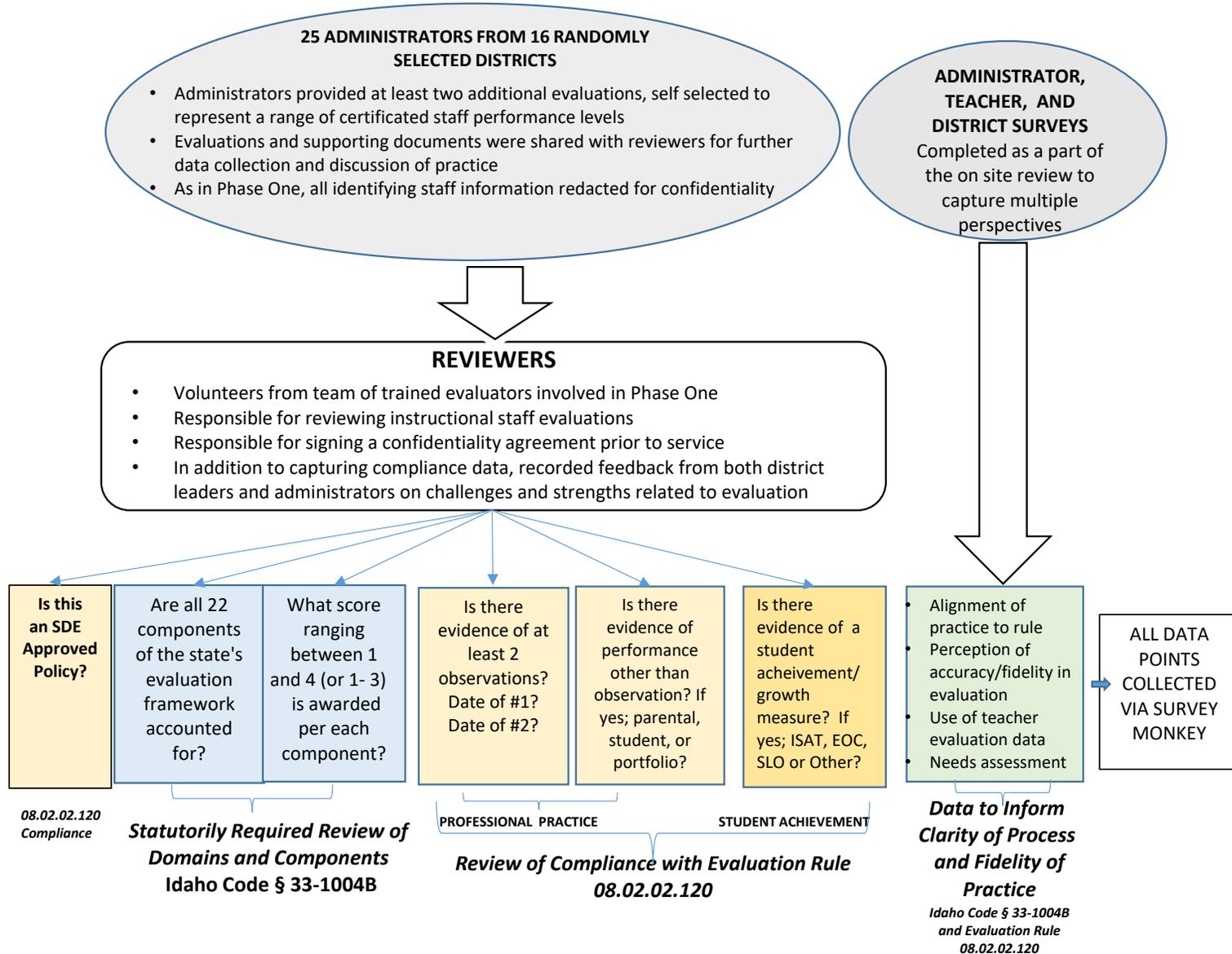


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APPENDIX ZZ. Data Collection Graphic - P2

**2015-2016 EVALUATION REVIEW - PHASE TWO
ONSITE REVIEW DATA COLLECTION**



2-24-17

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BOISE STATE UNIVERSITY/UNIVERSITY OF IDAHO

SUBJECT

Board Policy I.J. Use of Institutional Facilities and Services – First Reading

REFERENCE

April 2011	The Board approved additions to Board Policy I.J. to make permanent the conditions under which the Board can approve the sale or consumption of alcohol in conjunction with NCAA football games (Section 2.c). Prior to this policy change, the institutions were bringing requests for exceptions to Board Policy I.J. annually to allow for the consumption of alcohol in suite areas and at pregame corporate events.
June 2015	The Board approved alcohol service in conjunction with NCAA football pre-game events in compliance with Board Policy I.J.
September 3, 2015	The Board approved a waiver of the written invitation requirement of Board Policy I.J. and requested Boise State University and University of Idaho to establish secure areas for pregame events for ticket holders with structured alcohol service as a pilot. Minors were restricted from the alcohol service area and the institutions were required to report back on the pilot at the October 2015 Board Meeting
October 2015	Board approved extending the pilot approved at the September 3, 2015 Board meeting to home football games during the 2015-2016 football season. Each institution reported there were no incidences. The Board denied the request from Boise State University to expand alcohol service to Basketball Games.
June 2016	The Board denied the requests from the universities to waive the written invitation requirement of Board Policy I.J. and to establish secure areas for pregame events for ticket holders with structured alcohol service for the 2016 football season.

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section I.J – Use of Institutional Facilities and Services With Regard to the Private Sector
Idaho Administrative Code, IDAPA 08.01.08 – 100., Possession, Consumption, and Sale of Alcoholic Beverages at Public Higher Education Institutions.
Idaho Administrative Code, IDAPA 38.04.07 – 305, Food and Beverage

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BACKGROUND/DISCUSSION

For the past eleven seasons, the Board has approved the allowance of alcohol service and consumption prior to and during home football games in conjunction with the terms and guidelines outlined in Policy I.J., Section 2.c. For one season, 2015, the Board approved expanded alcohol service at controlled pregame events for all ticket holders. Prior to this, the universities had only sought to plan pregame events for sponsors to entertain clients, in alignment with conditions outlined in Policy I.J.

The proposed policy revisions:

- Designate certain venues where alcohol service at campus events to include certain NCAA athletic events under the same conditions as has been provided in Board policy. The CEO could then approve the plan and issue a permit in those limited facilities as happens with other campus events where alcohol is served. The Board would receive an annual report instead of being required to consider annual permission.
- Add the ability for a CEO to permit a designated pregame event for valid ticket holders under conditions prescribed in Board policy.
- Remove the word “written” in various places to avoid confusion over whether email or digital transmissions are allowed

Outside of athletic events, the change will also update prior requirements to have a defined seating area where alcohol beverages may be possessed and consumed at entertainment events. This section of policy is problematic with concerts, performances and similar events and for their promoters as it is difficult to set aside a section of seating for patrons consuming only non-alcoholic beverages – or vice versa.

IMPACT

Approval will alleviate the annual Board approval process for certain types of alcohol service on campuses and instead prescribe certain venues and conditions in policy that allow CEOs to permit alcohol services in conjunction with athletic events.

ATTACHMENTS

Attachment 1 – proposed policy revisions, Section I.J.

STAFF COMMENTS AND RECOMMENDATIONS

In response to the desire from various Board members to limit the requests for waivers of the Board’s policies Boise State University and the University of Idaho are jointly proposing amendments to the Board’s policy regarding the service of alcohol in institution facilities or on institution properties (Board Policy I.J.). Idaho Administrative Code, IDAPA 38.04.07.305.02 prohibits the consumption or

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distribution of alcohol in common spaces of State facilities, and IDAPA 08.01.08.100 prohibits the sale, possession or consumption of alcoholic beverages in college or university owned, leased, or operated facilities and on campus grounds, except as provided in the State Board of Education Governing Policies and Procedures. Board Policy Section I.J. sets the provision by which alcohol may legally be sold or consumed in institution facilities.

Board Policy I.J. currently allows the presidents of the institutions to approve permits for the service of alcohol for events on campus (under specified conditions that are not in conjunction with student athletics events). Alcohol service may be allowed with prior Board approval in conjunction with NCAA football pregame events. Alcohol service in conjunction with any other student athletic event is prohibited.

The proposed amendments remove some of the current provisions of policy allowing CEO's to permit alcohol service at "permitted events." The proposed policy revisions:

1. eliminates the requirement that a written personal invitation is required,
2. eliminates the requirement that the institutions immediately report the permits,
3. eliminates the requirement that the institutions report the issued permits to the Board at a Board meeting, and
4. eliminates language requiring areas where alcoholic beverages are consumed to be clearly marked and separated from other areas and that additional space be provided outside of the areas where alcohol is possessed and consumed to accommodate those that do not wish to be present where alcohol is being consumed.

Additional language is added authorizing the CEO to issue Alcohol Beverage Permits that meet or exceed existing requirements.

The proposed amendment to the policy regarding the sale or consumption of alcohol in conjunction with NCAA football games would expand permission to allow alcohol service at all NCAA athletic events and then confine the service to specific venues listed in the policy. Approval of such events will require the submittal of a plan to the CEO who is then authorized to approve the events on an annual basis. Only the approval of additional venues will be brought to the Board for consideration. Youth may be present as long as they are under the direct supervision on an adult. Individuals who have purchased admission or their ticketed guests may attend; a written personal invitation will not be required. A report must be submitted to the Board annually with details on alcohol service in conjunction with athletic events including any alcohol related incidents reported.

Four venues at Boise State University, one venue and Idaho State University and two venues at the University of Idaho are identified as approved locations.

In addition to the amendments proposed by the universities the attached draft

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includes an increase in the per instance liability limits from \$500,000 to \$1,000,000. This amendment would bring the policy in compliance with the minimum liability required by Risk Management for permitted events.

On page 10 of Attachment 1, 2.c.ii. Pre-game events, references patrons who hold tickets to "the football game," if the expansion of alcohol service is to all NCAA athletic events as indicated in subsection 2.c, this appears to conflict with the previous addition.

BOARD ACTION

A motion to approve first reading of changes to Board policy section I.J. as submitted in Attachment 1.

Moved by _____ Seconded by _____ Carried Yes ____ No ____

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Idaho State Board of Education

GOVERNING POLICIES AND PROCEDURES

SECTION: I. GENERAL GOVERNING POLICIES AND PROCEDURES

SUBSECTION: J. Use of Institutional Facilities and Services with Regard to the Private Sector
[April 2011-August 2017](#)

I. Use of Institutional Facilities and Services

- a. Consistent with education's primary responsibilities of teaching, research, and public service, the institutions, under the governance of the State Board of Education and Board of Regents of the University of Idaho (Board), have and will continue to provide facilities and services for educational purposes. Such services and facilities, when provided, should be related to the mission of the institution and not directly competitive with services and facilities reasonably available from the private sector. The institutions' provision of services and facilities should be educationally related. In addition, the Board recognizes that the institutions have a role in assisting community and economic development in a manner that supports the activities of the private sector. To this end, cooperation with local, state, and federal agencies is encouraged.
- b. Priority and guidelines for use of institutional services and facilities is as follows:
 - i. Institutionally sponsored programs and projects.
 - ii. Community programs or projects of an educational nature where the services or facilities provided by the institutions are directly related to the teaching, research, or service mission of the institution.
 - iii. Local, state, or federally sponsored programs and projects.
 - iv. The institutions will maintain a list of special events, services and facilities provided in those special events, the sponsor's name, the date of the use, and the approximate number of persons attending. This list will be available for public inspection. Individual institutional policies should be adopted in accordance with this general philosophy and policy statement of the Board. To this end, a coordinated effort between the public and private sector is encouraged.

2. Possession, Consumption, and Sale of Alcohol Beverages at Institutional Facilities

- a. Board Administrative Rules IDAPA 08.01.08 provides requirements relative to alcoholic beverages on campus grounds. Said rules generally prohibit the possession or consumption of alcoholic beverages in areas open to and most commonly used by the general public on campus grounds. The rules authorize the Board to waive the prohibition pursuant to Board policies and procedures.

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The chief executive officer of each institution may waive the prohibition against possession or consumption of alcoholic beverages only as permitted by and in compliance with this policy. The grant of any such waiver shall be determined by the chief executive officer ("CEO") only in compliance with this Policy and in accordance with the provisions set forth herein, and not as a matter of right to any other person or party, in doing so, the chief executive officer must ensure that the decisions to allow possession and consumption of alcoholic beverages are consistent with the proper image and the mission of the institution.

- b. Each institution shall maintain a policy providing for an institutional Alcohol Beverage Permit process. For purposes of this policy, the term "alcoholic beverage" shall include any beverage containing alcoholic liquor as defined in Idaho Code Section 23-105. Waiver of the prohibition against possession or consumption of alcoholic beverages shall be evidenced by issuance of a written Alcohol Beverage Permit issued by the CEO of the institution which may be issued only in response to a completed ~~written~~ application therefore. Staff of the State Board of Education shall prepare and make available to the institutions the form for an Alcohol Beverage Permit and the form for an Application for Alcohol Beverage Permit which is consistent with this Policy. ~~Immediately upon~~ issuance of an Alcohol Beverage Permit, a ~~complete~~ copy of the ~~application and the~~ permit shall be delivered to the Office of the State Board of Education, and Board staff shall disclose the issuance of the permit to the Board ~~no later than the next Board meeting~~. An Alcohol Beverage Permit may only be issued to allow the sale or consumption of alcoholic beverages on public use areas of the campus grounds provided that all of the following minimum conditions shall be met. An institution may develop and apply additional, more restrictive, requirements for the issuance of an Alcohol Beverage Permit. The CEO has the authority by the Board to issue Alcohol Beverage Permits that meet or exceed the following requirements.
- i. An Alcohol Beverage Permit may be granted only for a specifically designated event (hereinafter "Permitted Event"). Each Permitted Event shall be defined by the activity planned, the area or location in which the activity will take place and the period of time during which the activity will take place. The activity planned for the Permitted Event must be consistent with the proper image and mission of the institution. The area or location in which the activity will take place must be defined with particularity, and must encompass a restricted space or area suitable for properly controlling the possession and consumption of alcoholic beverages. The time period for the activity must be a single contiguous time period for a separate defined occurrence (such as a dinner, a conference, a reception, a concert, a sporting competition and the like). An extended series of events or a continuous activity with no pre-determined conclusion shall not be a Permitted Event. The area or location of the Permitted Event, the restricted space or area therein for possession and consumption of alcoholic beverages and the applicable time periods for the Permitted Event must

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each be set forth in the Alcohol Beverage Permit and in the application therefore.

- ii. The serving of alcoholic beverages must be part of a planned food and beverage program for the Permitted Event, rather than a program serving alcoholic beverages only. Food must be available at the Permitted Event.

Consumption of alcoholic beverages and food cannot be the sole purpose of a Permitted Event.

- iii. Non-alcoholic beverages must be as readily available as alcoholic beverages at the Permitted Event.

- iv. A Permitted Event must be one requiring paid admission through purchase of a ticket or through payment of a registration fee, or one where admission is by ~~written~~, personal invitation. Events generally open to participation by the public without admission charges or without ~~written~~ personal invitation shall not be eligible for an alcoholic beverage permit. Only persons who have purchased a ticket or paid a registration fee for attendance at a Permitted Event, or who have received an ~~an written~~ invitation to a Permitted Event, and who are of lawful age to consume alcoholic beverages, will be authorized to possess and consume alcoholic beverages at the Permitted Event.

- v. Permitted Events which are generally open to the public through purchase of a ticket (such as sporting events, concerts or other entertainment events) must set out a confined and defined area where alcoholic beverages may be possessed and consumed. ~~For such events, the defined area where alcoholic beverages may be possessed and consumed shall be clearly marked as such, and shall be separated in a fashion that entry into the area and exit from the area can be controlled to ensure that only those authorized to enter the area do so and that no alcoholic beverages leave the area.~~ Only those individuals lawfully attending the Permitted Event who are of lawful age to consume alcoholic beverages may be allowed into the ~~defined~~ area where alcohol is served, provided that such individuals may be accompanied by youth for whom they are responsible, but only if such youth are, at all times, under the supervision and control of such individuals. ~~For such events there shall be sufficient space outside of the area where alcoholic beverages may be possessed and consumed to accommodate the participating public who do not wish to be present where alcoholic beverages are being consumed.~~

- vi. Except as provided for in c. below, Nno student athletic events, (including without limitation NCAA, NIT, NAIA and intramural student athletic events) occurring in college or university owned, leased or operated facilities, or

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anywhere on campus grounds, shall be Permitted Events, nor shall a Permitted Event be allowed in conjunction with any such student athletic event.

- vii. An Alcohol Beverage Permit for a Permitted Event to which attendance is limited to individuals who have received a personal-written invitation, or to those who have registered to participate in a particular conference (for example, a reception, a dinner, an exclusive conference) may allow alcoholic beverages to be possessed and consumed throughout the area of the event, provided that the area of the event is fully enclosed, and provided further that the area of the event must be such that entry into the area and exit from the area can be controlled to ensure that only those authorized to enter the area do so and that no alcoholic beverages leave the area. Additionally, the area of the Permitted Event must not be open to access by the general public, or to access by persons other than those properly participating in the Permitted Event.
- viii. Application for an Alcohol Beverage Permit must be made by the organizers of the event. Such organizers must comply with all applicable laws of the State of Idaho and the local jurisdiction with respect to all aspects of the event, including the possession sale and consumption of alcoholic beverages.
- ix. The Alcohol Beverage Permit, any required local catering permit, and applicable state or local alcoholic beverages permits shall be posted in a conspicuous place at the defined area where alcoholic beverages are authorized to be possessed and consumed.
- x. The sale, service and consumption of alcoholic beverages at a Permitted Event shall be confined to the specific event, area or activity identified on the Beverage Permit application. Any alcoholic beverages allowed at a Permitted Event shall be supplied through authorized contractors of the organizers (such as caterers hired by the organizers). In no event shall the institution supply or sell alcoholic beverages directly. In no event shall the general public or any participants in a Permitted Event be allowed to bring alcoholic beverages into a Permitted Event, or leave the defined area where possession and consumption is allowed while in possession of an alcoholic beverage.
- xi. The person/group issued the Beverage Permit and the contractors supplying the alcoholic beverages shall assume full responsibility to ensure that no one under the legal drinking age is supplied with any alcoholic beverage or allowed to consume any alcoholic beverage at the Permitted Event. Further, the person/group must provide proof of insurance coverage, including host liquor liability and liquor legal liability, in amounts and coverage -limits sufficient to meet the needs of the institution, but in no

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case less than \$1,500,000 minimum coverage per occurrence. Such insurance must list the permitted person/group, the contractor, the institution, the State Board of Education and the State of Idaho as additional insured's, and the proof of insurance must be in the form a formal endorsement to the policy evidencing the coverage and the required additional insured's.

xii. The Alcohol Beverage Permit shall set forth the time at which sale, service, possession and consumption of alcoholic beverages will be permitted, which times shall be strictly enforced. Service and sale of alcoholic beverages shall stop at a time in advance of the time of closure of the event sufficient to allow an orderly and temperate consumption of the balance of the alcoholic beverages then in possession of the participants of the event prior to closure of the event.

xiii. These guidelines shall apply to both institutional and non-institutional groups using institutional facilities.

c. The sale or consumption of alcoholic beverages on campus grounds in conjunction with NCAA ~~football games athletic events is prohibited except for certain listed pre-game events and service in venue suite areas as described below may be permitted with prior Board approval. Alcohol service at pre-game events and in-suite areas are limited to the locations listed below only, no other locations are allowed.~~ Each year an institution that wishes to ~~seek Board approval permit such sale and service~~ must ~~present a written proposal to the Board, at the Board's regularly scheduled June Board meeting, for the ensuing football season. The proposal must include prepare a plan that detailed the~~ descriptions and drawings of the areas where events which will include alcohol service will occur. The ~~Board CEO~~ will review the ~~proposal plan and may issue the permit as long as the following criteria are met under the following criteria and, upon such review, may also apply further criteria and restrictions in its discretion. An institution's proposal shall be subject to the following minimum conditions:~~

i. Approved Locations:

1) Boise State University:

- Caven-Williams Sports Complex (Pre-game football)
- Allen Noble Hall of Fame Gallery (Pre-game football)
- Stueckle Sky Center (In-suite football)
- Double R Ranch Club Room – Taco Bell Arena (In-suite/Club room basketball)

2) Idaho State University:

- Exterior of Holt Arena - east end area adjacent to the Sports Medicine Center (Pre-game football)

3) University of Idaho:

- Lighthouse Center/Bud and June Ford Club Room (In-suite/Club

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- Room football and basketball)
 - President's/Corporate Tents – activities field north end (Pre-game football)

Institutions may bring to the Board requests to seek approval to add new or renovated facilities to the approved locations list.

ii. Pre-game events

- 1) The event must be conducted during pre-game only, no more than three- hours in duration, ending at kick-off.
- 1)2) ~~For pre-game events held in institution stadium suite areas,~~ Only patrons who hold tickets to the football game seats in the area shall be allowed into the ~~area during games event.~~
- 3) The event must be conducted in a secured area surrounded by a fence or other methods to control access to and from the area. There must be no more than two entry points manned by security personnel where ID's are checked and special colored wrist bands issued.
- 4) -A color-coded wrist band system must identify attendees and invited guests, as well as those of drinking age. ~~Unless otherwise specifically approved annually by the Board, under such additional terms and conditions as it sees fit, n~~No one under the legal drinking age shall be admitted into the ~~alcohol service and consumption area of an event unless such youth are accompanied by and are, at all times, under the supervision and control of an attendee of legal drinking age. The area shall be clearly marked and shall be separated in a fashion that entry into the area and exit from the area can be controlled to ensure that only those authorized to enter the area do so and that no alcoholic beverages leave the area~~

iii. In--Suites/Club Rooms

- 1) ~~The area must be for sponsors to entertain clients/guests for home football games.~~ Attendance is limited to adult patrons and guests who have received a personal written invitation purchased admission and their ticketed guests, and must not be open to access by the general public.
- 2) ~~For events held in institution stadium suite areas a~~Adult patrons may be accompanied by youth for whom they are responsible, but only if such youth are, at all times, under the supervision and control of such adult patrons.
3. ~~For events held in institution stadium suite areas, t~~The sale of alcohol must begin no sooner than three hours prior to kick offthe start of the athletic contest and must end at the start of the 4th quarter seventy-five (75) percent of the way into the contest to allow for an orderly and temperate consumption of the balance of the alcoholic beverages then in possession of the participants of the game prior to the end of the game.

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iv. All events. All events, pre-game and in-suite, must meet the following requirements.

- 1) All ticket holders ~~Companies involved in the to the~~ event must be sent a letter communication outlining the location and Board alcohol policy. The ~~communication~~letter must state the minimum drinking age in Idaho is 21 and that at no time ~~is should such companies allow any~~ underage drinking and/or serving of alcohol to visibly intoxicated persons allowed.
- 2) Alcohol-making or -distributing companies are not allowed to sponsor the event. In no event shall the institution supply or sell alcoholic beverages directly. In no event shall invitees or participants in such event be allowed to bring alcoholic beverages into the area, or leave the defined area where possession and consumption is allowed while in possession of an alcoholic beverage.
- 3) The food provider must provide TIPS trained personnel who monitor the sale and consumption of all alcoholic beverages to those of drinking age. Any required local catering permit, and applicable state or local alcoholic beverage permits, shall be posted in a conspicuous place at the defined area where alcoholic beverages are authorized to be possessed and consumed.
- 4) Food must be available at the event. Non-alcoholic beverages must be as readily available as alcoholic beverages.
- 5) Security personnel located throughout the area must monitor all alcohol wristband policies and patron behavior.
- 6) Event sponsors/food providers must be required to insure and indemnify the State of Idaho, the State Board of Education and the institution for a minimum of \$2,000,000, and must obtain all proper permits and licenses as required by local and state ordinances. All applicable laws of the State of Idaho and the local jurisdiction with respect to all aspects of the event, including the possession, sale and consumption of alcoholic beverages, must be complied with. Event sponsors/food providers supplying the alcoholic beverages shall assume full responsibility to ensure that no one under the legal drinking age is supplied with any alcoholic beverage or allowed to consume any alcoholic beverage at the event. Further, event sponsors/food providers must provide proof of insurance coverage, including host liquor liability and liquor legal liability, in amounts and coverage and coverage limits sufficient to meet the needs of the institution, but in no case less than \$1,500,000 minimum coverage per occurrence. Such insurance must list the event sponsor/food provider, the institution, the State Board of Education and the State of Idaho as additional insureds,

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and the proof of insurance must be in the form of a formal endorsement to the policy evidencing the coverage and the required additional insureds.

7) A report must be submitted to the Board annually with details on alcohol service in conjunction with athletic events including any alcohol related incidents reported. ~~after the conclusion of the football season before consideration is given to the approval of any future requests for similar events on home football game days.~~

d. The sale or consumption of alcoholic beverages on campus grounds in conjunction with NCAA ~~football bowl games~~ post season athletic competition shall be permitted ~~only with Board approval~~ under the same conditions ii. through xiv#., as described in subsection c. above, except that the minimum amount of insurance/indemnification shall be \$5,000,000.

e. Within residential facilities owned, leased or operated by an institution, the CEO may allow the possession or consumption of alcoholic beverages by persons of legal drinking age within the living quarters of persons of legal drinking age. Consumption of alcohol shall not be permitted in the general use areas of any such residence facility. Possession of alcohol within the general use areas of a residential facility may only be done in a facility where consumption has been authorized by the CEO, and such possession shall be only as is incidental to, and reasonably necessary for, transporting the alcohol by the person of legal drinking age to living quarters where consumption is allowed. The term "living quarters" as used herein shall mean, and be limited to, the specific room or rooms of a residential facility which are assigned to students of the institution (either individually or in conjunction with another room mate or roommates) as their individual living space.

3f. Alcohol-making or -distributing companies shall not be allowed to advertise goods or services, nor be the named or advertised sponsor of events on campus grounds or in any institutional facilities.

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BOISE STATE UNIVERSITY

SUBJECT

Alcohol Report and Request for Pre-game Request – Stueckle Sky Center

REFERENCE

- | | |
|-----------|--|
| June 2013 | Board approved a request to establish secure areas for pregame activities that serve alcohol for the 2013 football season as well as alcohol service in the Sky Center during home games, Famous Idaho Potato Bowl, and the 2014 Spring Game and the Caven Williams Sports Complex for home football games and the Famous Idaho Potato Bowl. |
| June 2014 | Board approved a request to establish secure areas for pregame activities that serve alcohol for the 2014 football season as well as alcohol service in the Sky Center during home games, Famous Idaho Potato Bowl, and the 2015 Spring Game and the Caven Williams Sports Complex for home football games and the Famous Idaho Potato Bowl. |
| June 2015 | Board approved a request to establish secure areas for pregame activities that serve alcohol for the 2015 football season as well as alcohol service in the Sky Center during home games, Famous Idaho Potato Bowl, and the 2016 Spring Game and the Caven Williams Sports Complex for home football games and the Famous Idaho Potato Bowl. |
| June 2016 | Board approved a request to establish secure areas for pregame activities that serve alcohol for the 2016 football season as well as alcohol service in the Sky Center during home games, Famous Idaho Potato Bowl, and the 2016 Spring Game for home football games and the Famous Idaho Potato Bowl. |

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, I.J – Use of Institutional Facilities and Services With Regard to the Private Sector
Idaho Administrative Code, IDAPA 08.01.08 – 100., Possession, Consumption, and Sale of Alcoholic Beverages at Public Higher Education Institutions.
Idaho Administrative Code, IDAPA 38.04.07 – 305, Food and Beverage

BACKGROUND/DISCUSSION

For the past eleven football seasons, the Board has granted permission under Policy I.J. to allow service of alcohol on campus in conjunction with Bronco home football games and the Famous Idaho Potato Bowl. Boise State University requests Board approval to provide alcohol service in the Stueckle Sky Center prior to each home football game for 2017 season, potential conference championship game, Famous Idaho Potato Bowl Game, and 2018 spring game as outlined below.

Stueckle Sky Center

Prior to approval of construction of the skybox suites, the Board granted approval for the University to represent that alcohol service would be available in the skyboxes. Based on that approval, the leases with patrons for the suites, club seats and loge seats were all created with the understanding that alcohol service would be available during games in this area of the stadium only. However, such alcohol service is clearly known to be at the sole discretion of the Board.

The University seeks permission to allow alcohol sales to patrons leasing seats in the Stueckle Sky Center on the west side of the stadium. In this secure area, Boise State will allow patrons to purchase food and beverages, both non-alcoholic and alcoholic.

The University will provide all control measures and follow all requirements of Board policy regarding alcohol service. As with the previous years, the University will provide all the control measures and follow all requirements of Board policy regarding alcohol service. In addition, the University will conduct the pre-game activities under the following conditions:

1. The Sky Center is enclosed and totally separate from the general seating areas; alcohol service will only be available to patrons with tickets in the Sky Center.
2. There is no access from the general seating area into the Sky Center. Further, only patrons who hold tickets to seats in the Sky Center will be allowed into the Sky Center during games.
3. Service will begin no sooner than three hours prior to kick off and will end at start of the 4th quarter.
4. Two entry points at the North and South Elevator Towers will be manned by security personnel.
5. Security personnel will be located throughout the Sky Center area on each of the four floors monitoring all alcohol policies and patron behavior.
6. Security personnel will not allow patrons to exit or enter the area with any food or beverages.
7. The Boise State University campus food provider (Aramark) will carry the alcohol license and insurance and will provide TIPS trained personnel to monitor the sale and consumption of all alcohol to those of legal drinking age only.
8. Boise State will abide by all terms and conditions of the Board's existing alcohol policy.
9. The official food sponsor will be required to insure and indemnify the State of Idaho, the State Board of Education, and Boise State University for a minimum of \$2,000,000, and to make sure the proper permits and licenses are obtained.
10. No alcohol making or distributing companies may be allowed to sponsor the activities.

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11. Boise State University will implement further measures to assure underage drinking does not take place in the Sky Center as shown on the attachment. A list of those measures defining how the Sky Center is monitored and secured is attached. This security plan was provided to the Board at the Board's request with regard to the 2011 season.

Boise State University utilizes campus security, along with the Boise City Police and other law enforcement and civilian officials, to control and manage the service of alcohol. Even during sold out games, no serious issues or concerns have been reported since alcohol service began in 2005. Boise State will have the same or an enhanced security plan that has been in place for the past ten seasons for the coming season.

IMPACT

Approval will allow Boise State University to continue the practice of serving alcohol in restricted areas during home football games.

ATTACHMENT

Attachment 1 – Security Plan – Stueckle Sky Center

STAFF COMMENTS AND RECOMMENDATIONS

Idaho Administrative Code, IDAPA 38.04.07.305.02 prohibits the consumption or distribution of alcohol in common spaces of State facilities and IDAPA 08.01.08.100 prohibits the sale, possession or consumption of alcoholic beverages in college or university owned, leased, or operated facilities and on campus grounds, except as provided in the State Board of Education Governing Policies and Procedures. Board Policy Section I.J. sets the provision by which alcohol may legally be sold or consumed in institution facilities.

Board Policy Section I.J. allows for the chief executive office to approve limited permits under specific conditions, including the requirement that the events be ticketed or by invitation only, food be provided at the event, the event cannot be in conjunction with any student athletic event and "...the chief executive officer must ensure that the decisions to allow possession and consumption of alcoholic beverages are consistent with the proper image and the mission of the institution." Alcoholic beverages may only be allowed in conjunction with NCAA pregame football activities with prior Board approval under very specific conditions, including: the area must be for sponsors to entertain clients/guests, attendance is limited to adult patrons, access to the area is limited through controlled access points, attendance is limited to those with a written invitation, food must be available at the event, the event must be conducted during the pre-game only and not last more than three hours, ending at kick-off.

Pursuant to Board policy I.J. a report must be submitted to the Board annually after the conclusion of the football season prior to consideration being given to the approval of any future request for similar events on home football game days. This agenda item serves as the institutions report.

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BOARD ACTION

I move to approve the request by Boise State University to allow alcohol service in Stueckle Sky Center during the 2017 home football season, Famous Idaho Potato Bowl, the 2018 spring game, and if applicable, the conference championship game in full compliance with Board policy section I.J.

Moved by _____ Seconded by _____ Carried Yes ____ No ____

Boise State University
2016 Football Season – Albertsons Stadium
Security Plan and Alcohol Report
Stueckle Sky Center

The following report addresses security for alcohol service at Boise State Football games in the Stueckle Sky Center. Security plans for the Sky Center are as follows and will be conducted at each home game for the 2017 season. The plan outlines measures taken to ensure that no underage drinking occurs.

There have been no serious incidents regarding the service of alcohol during the 2005 through 2016 season.

As with previous years, Boise State University will provide all the control measures and follow all requirements of the Board policy regarding alcohol service. Also, the university will conduct the activities with the following staff and security in the building on game day.

Staffing Plan

The following staffing will be implemented. The staff will be instructed that controlling the prevention of underage drinking of alcohol and/or overindulgence of alcohol is high priority.

- Crowd manager Supervisor – Oversee all patron services staff for the SSC
- Assistant Crowd Management Supervisor – Assist Crowd Management Supervisor in supervision of patron services staff in the SSC

North Elevator Lobby

- Crowd Manager throughout the game. Stationed at entry point. Will check tickets, ensures alcoholic beverages do not enter or leave the facility and assist with patron services duties.
- Crowd Manager during load in and out then will move to the Loge level during the game. Checks tickets, ensures alcoholic beverages do not enter or leave the facility and patron services duties.

South Elevator Lobby

- Crowd Manager throughout the game. Stationed at entry point. Will check tickets, ensures alcoholic beverages do not enter or leave the facility and assist with patron services duties.
- Crowd Manager during load in and out then will move to the Club level during the game. Checks tickets, ensures alcoholic beverages do not enter or leave the facility and patron services duties.

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Level 3 – Loge Level

- Crowd Manager at the N. stairs stadium to loge level – Ensures guests in the stadium do not enter the Sky Center and SSC patrons do not enter the stadium. Patron services duties
- N. Elevator lobby Crowd Manager – Monitors Patrons who enter the Loge Level bar, assists in monitoring alcohol sales at the bar.
- Club Room Bar Crowd Manager – Monitors alcohol sales at the bar. Patron services duties.
- South stairs stadium to loge level Crowd Manager. Ensures guests in the stadium do not enter the Sky Center and SSC patrons do not enter the stadium. Patron services duties.
- Crowd Manager to rove throughout the loge level—Patron services duties, monitors alcohol sales in bar and seating area.

Level 4 – Club Level

- Club Room Crowd Manager - Monitors the alcohol sales at the bar. Patron Services Duties
- South Stairwell Crowd Manager - Monitors movement of SSC patrons between the Suite and club level.
- Hallway Crowd Manager - Rove throughout the hall way. Patron services duties, monitors alcohol sales at kiosk.
- Club Lounge Crowd Manager - Monitors alcohol sales in bar area and patron services duties
- North Stairwell Crowd Manager -- Monitors movement of SSC patrons between the Suite and club level.
- Club Area Crowd Manager - Monitors back row of club seating area to ensure the isle remains clear. Patron services duties.
- West Stairs Crowd Manager between 4th and 5th floor-- Monitors movement of SSC patrons between the Suite and club level.
- Crowd Manager to rove between lounge and hallway—Patron services duties and assists in monitoring alcohol sales at bar and kiosk.

Level 5—Suite Level

- Club Room Bar Crowd Manager - Monitors the alcohol sales at the bar and Patron Services Duties
- South Hallway Crowd Manager - Patron services duties and rove hall to monitor patrons in the suites.
- North End of Hallway Crowd Manager - Patron services duties and rove hall to monitor patrons in the suites.

Level 6—Press Level

- Club Room Bar Crowd Manager - Monitors the alcohol sales at the bar and Patron Services Duties
- South End Hallway Crowd Manager - Patron services duties and rove hall to monitor patron in the suites.

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- North End Hallway Crowd Manager - Patron services duties. Rove hall to monitor patron in the suites.

Policies

- SSC is enclosed and totally separate from the general seating areas and alcohol service will only be available to patrons with tickets in the Sky Center.
- There is no access from the general seating area into SSC. Only patrons who hold tickets to seats in the SSC will be allowed into the Sky Center during games.
- The sale of alcohol will begin no sooner than three hours prior to kick off and will end at the start of the 4th quarter.
- Security personnel will not allow patrons to exit or enter the area with any food or beverages.
- The Boise State University campus food provider (Aramark) will carry the alcohol license and insurance and will provide TIPS trained personnel to monitor the sale and consumption of all alcohol to those of legal drinking age only.
- Boise State will abide by all terms and conditions of the Board's existing alcohol policy.
- The official food sponsor will be required to insure and indemnify the State of Idaho, the State Board of Education, and Boise State University for a minimum of \$2,000,000, and to make sure the proper permits and licenses are obtained.
- No alcohol making or distributing companies may be allowed to sponsor the activities.
- Each suite in the SSC shall have a sign displayed prominently with the following statement:

Laminated info sheet included in all suites placed on refrigerator.

Boise State University has received permission from the State Board of Education to serve alcohol in the Stueckle Sky Center. To continue to provide this service, we will need your help and cooperation.

- Please drink responsibly.
- The University will enforce a **zero tolerance policy** on **alcohol abuse** and **underage drinking** that could result in removal from the Sky Center and revocation of game tickets.
- Underage drinking is against the law and is not allowed anywhere in the Stueckle Sky Center.
- Please keep all items away from open windows. Items dropped or thrown from the suites could seriously injure fans seated below.
- Ticket must be displayed on a lanyard at all times. If you do not have a lanyard, let an usher know so one can be provided.
- Service of alcoholic beverages will cease at the completion of the third quarter.
- Alcoholic beverages are not allowed in the elevators.
- Patrons are not allowed to enter or exit the Stueckle Sky Center with any food or beverage.

“It is a privilege for us to serve alcohol in the Stueckle Sky Center”
Have a great Game Day, GO BRONCOS!

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IDAHO STATE UNIVERSITY

SUBJECT

Request for Pre-game Alcohol Service Request

REFERENCE

June 2014	Board approved a request to establish secure areas for pre-game activities that serve alcohol for the 2014 football season.
June 2015	Board approved a request to establish secure areas for pre-game activities that serve alcohol for the 2015 football season
June 2016	Board approved a request to establish secure areas for pre-game activities that serve alcohol for the 2016 football season

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, I.J – Use of Institutional Facilities and Services With Regard to the Private Sector
Idaho Administrative Code, IDAPA 08.01.08 – 100, Possession, Consumption, and Sale of Alcoholic Beverages at Public Higher Education Institutions.
Idaho Administrative Code, IDAPA 38.04.07 – 305, Food and Beverage

BACKGROUND / DISCUSSION

Board policy allows service of alcohol on campus in conjunction with pre-game home football game events with prior Board approval and under specific condition outlined in Board Policy I.J. During the 2007 through 2016 football seasons, Idaho State University followed models established by the University of Idaho and Boise State University for staging similar events.

In accordance with approval granted by the State Board for the 2016 football season, Idaho State University reports that the program in place appeared to work well and that there were no reports of violations of the policy or Board approved conditions or incidents of underage drinking. Idaho State University is continuing to work with campus public safety, the Pocatello City Police and other officials to provide a controlled area for service of alcohol prior to home football games.

Idaho State University requests Board approval to establish a secure area on the east side of Holt Arena, prior to each home Bengal football game, for the purpose of allowing corporate partners, Bengal Foundation, Football Alumni Team members and invited guests the opportunity to gather with clients, friends, and guests for the 2017 home football games. In this secure area, Idaho State University Athletics will allow patrons to purchase food and beverages (non-

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alcoholic and alcoholic). The alcoholic beverages will be sold and served by a licensed provider and the University's official food service provider. Idaho State University will provide control measures and follow all requirements of Board policy regarding alcohol service. The University will conduct the pre-game activities under the following conditions:

1. A secured area surrounded by a fence to control access to and from the area.
2. Three-hour duration, ending at kick-off.
3. Alcohol making or distributing companies will not be allowed to sponsor the activities or tents.
4. A color-coded wrist band or pass admission system will identify attendees and invited guests. No one under legal drinking age will be admitted.
5. All corporate partners involved in the pre-game location will be sent a letter outlining pre-game location and the SBOE alcohol policy. The letter will state the minimum drinking age in Idaho is 21 and that at no time should they allow underage drinking and/or serving of alcohol to visibly intoxicated persons.
6. One entry/exit point, which will be manned by security personnel.
7. Security personnel located throughout the controlled area will be monitoring the alcohol wristband policy and patron behavior.
8. Security personnel will not allow patrons to exit the area with alcoholic beverages.
9. Tent sponsors will be required to insure and indemnify the State of Idaho, the State Board of Education and Idaho State University for a minimum of \$2,000,000 and to make sure that the proper permits and licenses are obtained.
10. The area is for sponsors to entertain clients/guests for the Fall 2017 home football games, including sales and service of alcohol.
11. A review of the 2016 events will be brought back after the conclusion of the season before consideration will be given to any future requests for similar activities on home football game days.

IMPACT

If the Board does not approve the alcohol waiver request, Idaho State University will not be able to include the sale of alcohol on campus at home football games during the 2017 season.

ATTACHMENTS

- Attachment 1 - Map of Designated Area Page 5
- a. Holt Arena – Full Aerial View
 - b. Sports Med Center – Proposed Control Area
- Attachment 2-Detail of Booth and Service Areas–West Side of Holt Arena Page 6

STAFF COMMENTS AND RECOMMENDATIONS

Idaho Administrative Code, IDAPA 38.04.07.305.02 prohibits the consumption or distribution of alcohol in common spaces of State facilities and IDAPA 08.01.08.100 prohibits the sale, possession or consumption of alcoholic

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beverages in college or university owned, leased, or operated facilities and on campus grounds, except as provided in the State Board of Education Governing Policies and Procedures. Board Policy Section I.J. sets the provision by which alcohol may legally be sold or consumed in institution facilities.

Board Policy Section I.J. allows for the chief executive office to approve limited permits under specific conditions, including the requirement that the events be ticketed or by invitation only, food be provided at the event, the event cannot be in conjunction with any student athletic event and "...the chief executive officer must ensure that the decisions to allow possession and consumption of alcoholic beverages are consistent with the proper image and the mission of the institution." Alcoholic beverages may only be allowed in conjunction with NCAA pregame football activities with prior Board approval under very specific conditions, including: the area must be for sponsors to entertain clients/guests, attendance is limited to adult patrons, access to the area is limited through controlled access points, attendance is limited to those with a written invitation, food must be available at the event, the event must be conducted during the pre-game only and not last more than three hours, ending at kick-off.

Pursuant to Board policy I.J. a report must be submitted to the Board annually after the conclusion of the football season prior to consideration being given to the approval of any future request for similar events on home football game days. This agenda item serves as the institutions report.

BOARD ACTION

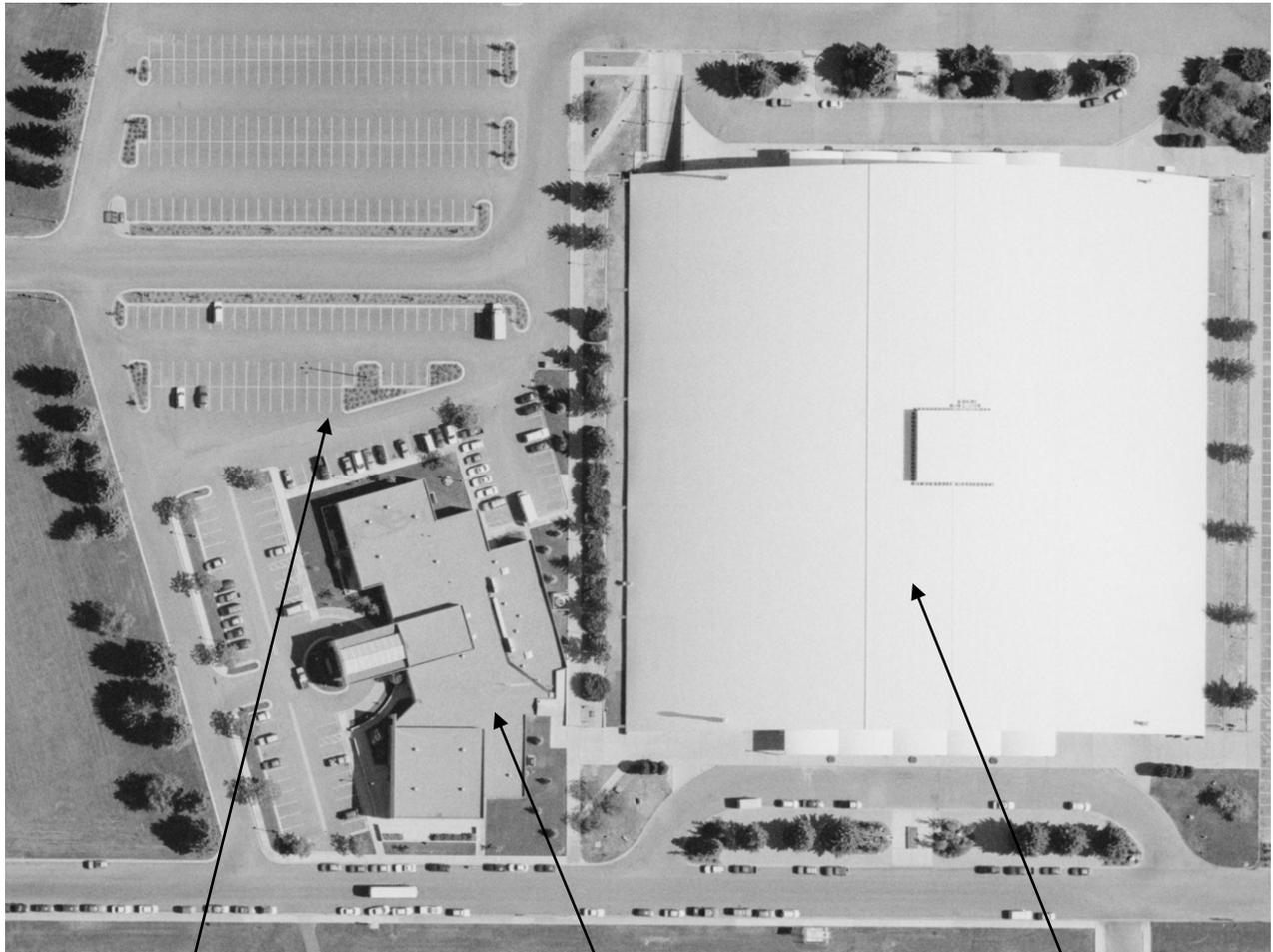
I move to approve the request by Idaho State University to establish secure areas as specified in Attachment 1 and 2 for the purpose of allowing alcohol service during pre-game activities under all of the conditions outlined in Board policy I.J. subsection 2.c. for the 2017 football season.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

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IDAHO STATE UNIVERSITY

Aerial View of Holt Arena and Sports Med Center



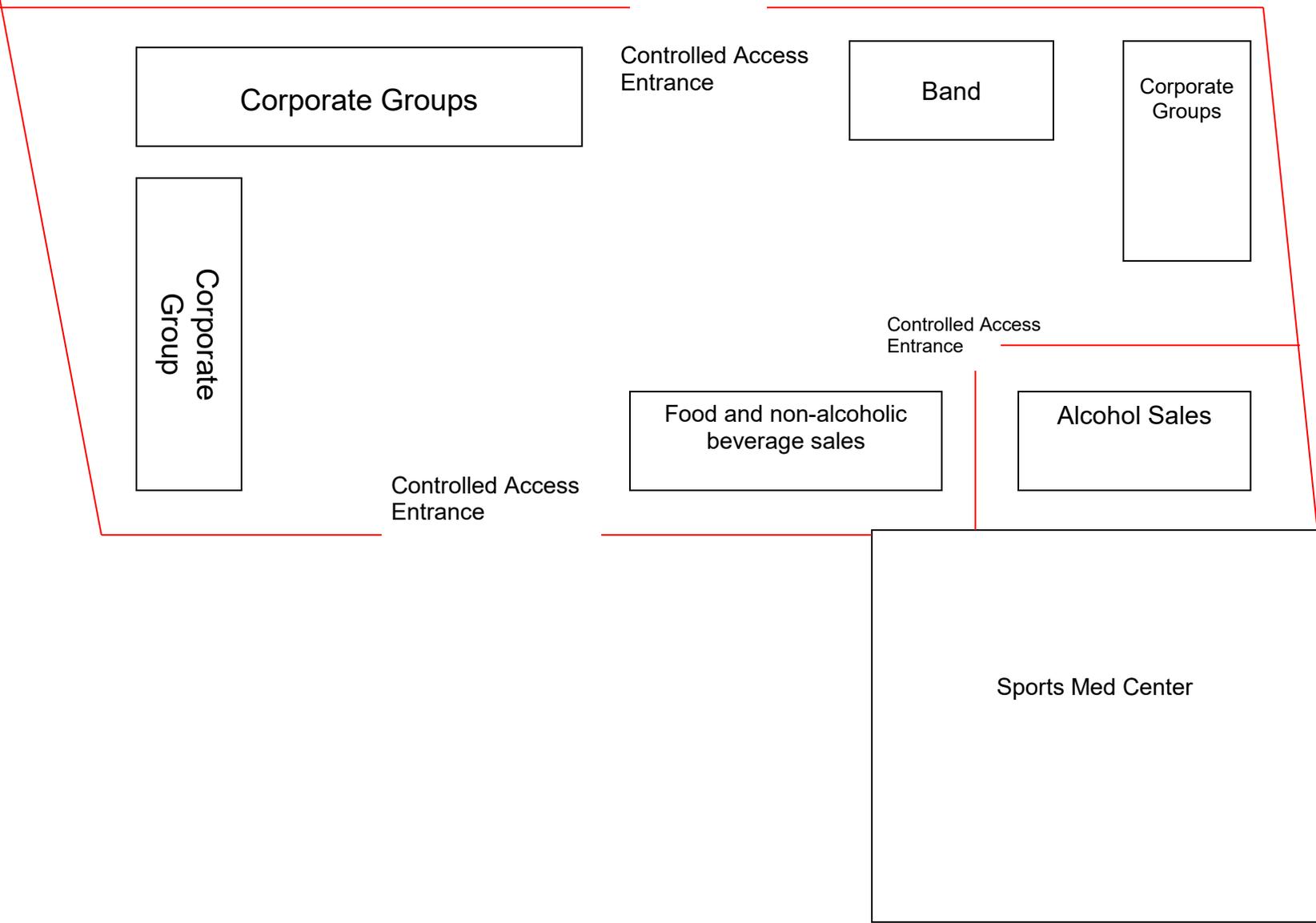
Football Tailgate area

Sports Med Center

Holt Arena

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Idaho State University
Football Pre-Game Tailgate



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UNIVERSITY OF IDAHO

SUBJECT

The University of Idaho requests Board approval to establish secure areas for the purpose of allowing pre-game activities that include the service of alcohol for the 2017 football season and 2018 Spring Game.

REFERENCE

2004-2014	Each year the Board approved the request by UI to establish secure areas for pre-game activities that serve alcohol for the football season.
June 18, 2015	Board approved the request by UI to establish secure areas for pre-game activities that serve alcohol for 2015 football season.
September 3, 2015	Board approved the additional request by UI to serve alcohol during football games in the Vandal Fan Zone on a pilot basis with a report to the Board the following October.
October 21, 2015	Board voted to extend the approval of expanded alcohol service in the Vandal Fan Zone during home football games for the 2015-16 season.
June 16, 2016	Board voted to end the expanded alcohol service in the Vandal Fan Zone and approved the request by UI to establish secure areas for pre-game activities that serve alcohol for 2016 football season, 2017 Spring Game, post-season bowl game and if applicable conference championship game.

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, I.J – Use of Institutional Facilities and Services With Regard to the Private Sector
Idaho Administrative Code, IDAPA 08.01.08 – 100., Possession, Consumption, and Sale of Alcoholic Beverages at Public Higher Education Institutions.
Idaho Administrative Code, IDAPA 38.04.07 – 305, Food and Beverage

BACKGROUND/DISCUSSION

The current Board policy provides that Idaho institutions may seek approval for the sale or consumption of alcoholic beverages in conjunction with NCAA football games. The University of Idaho has consistently made and had such requests approved by the Board and has a history of having no serious issues or concerns related to service of alcohol at pre-game activities.

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The UI seeks approval from the Board to continue its prior practice whereby in a secure area, patrons may purchase food and beverages (non alcoholic and alcoholic) from Sodexo, the university's official food service provider, as part of home football pre-game activities. The university will follow all requirements of Board policy regarding alcohol service, and will conduct the pre-game events under the conditions set out in Board policy I.J.2.

As per Board/Regents policy I.J.2.c.iii.(1) a color-coded wrist band system will serve to identify all authorized attendees and guests, with a separate wrist band clearly identifying those of drinking age. Underage children will not be allowed into the alcohol service area.

The UI creates a restaurant-type atmosphere within the secure areas. Feedback on the events has been very positive, and fans appreciated the opportunity to participate in pre-game events. These types of functions are beneficial to the university and are strategic friend- and fund-raising opportunities.

In managing its pre-game functions, the UI seeks to provide a family oriented, safe, fun, and exciting atmosphere that promotes attendance and enhances the game experience.

The Student Activities Field, north end, will be the location for the secure area where food and beverage service (including alcoholic beverages) will take place. Within the secure area there will be space for the President's Circle Pre-Game Function, and for Corporate Tents, including the university's athletic marketing agent (Learfield). These functions provide an opportunity for corporate sponsors to reward employees and say "thank you" to valued customers by hosting private functions. This area is located on the east side of the ASUI-Kibbie Dome. The south end of this field will be available for the University to host visiting team institutions pursuant to all applicable Board and Institution policies.

Service of alcohol at the President's Pre-game Function and the Corporate Events will be through tents creating a controlled area for monitoring attendance and consumption, with service limited to the tents and no alcohol allowed to leave the tents. This layout allows the institution to control all events permitted for pre-game service of alcohol.

No serious issues or concerns related to service of alcohol at pre-game activities were experienced in the 2016 football season

IMPACT

Again there have been no serious incidences regarding the pre-game service of alcohol through the 2016 football season and the 2017 spring practice football game where service has been approved. The University of Idaho creates a restaurant-type atmosphere within the secure areas. Feedback on the events has been very positive, and fans appreciated the opportunity to participate in pre-

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
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game events. These types of functions are beneficial to the university and are strategic friend- and fund-raising opportunities.

ATTACHMENTS

Attachment 1 – Maps and Drawings of Service Areas

Page 5

STAFF COMMENTS AND RECOMMENDATIONS

Idaho Administrative Code, IDAPA 38.04.07.305.02 prohibits the consumption or distribution of alcohol in common spaces of State facilities and IDAPA 08.01.08.100 prohibits the sale, possession or consumption of alcoholic beverages in college or university owned, leased, or operated facilities and on campus grounds, except as provided in the State Board of Education Governing Policies and Procedures. Board Policy Section I.J. sets the provision by which alcohol may legally be sold or consumed in institution facilities.

Board Policy Section I.J. allows for the chief executive office to approve limited permits under specific conditions, including the requirement that the events be ticketed or by invitation only, food be provided at the event, the event cannot be in conjunction with any student athletic event and "...the chief executive officer must ensure that the decisions to allow possession and consumption of alcoholic beverages are consistent with the proper image and the mission of the institution." Alcoholic beverages may only be allowed in conjunction with NCAA pregame football activities with prior Board approval under very specific conditions, including: the area must be for sponsors to entertain clients/guests, attendance is limited to adult patrons, access to the area is limited through controlled access points, attendance is limited to those with a written invitation, food must be available at the event, the event must be conducted during the pre-game only and not last more than three hours, ending at kick-off.

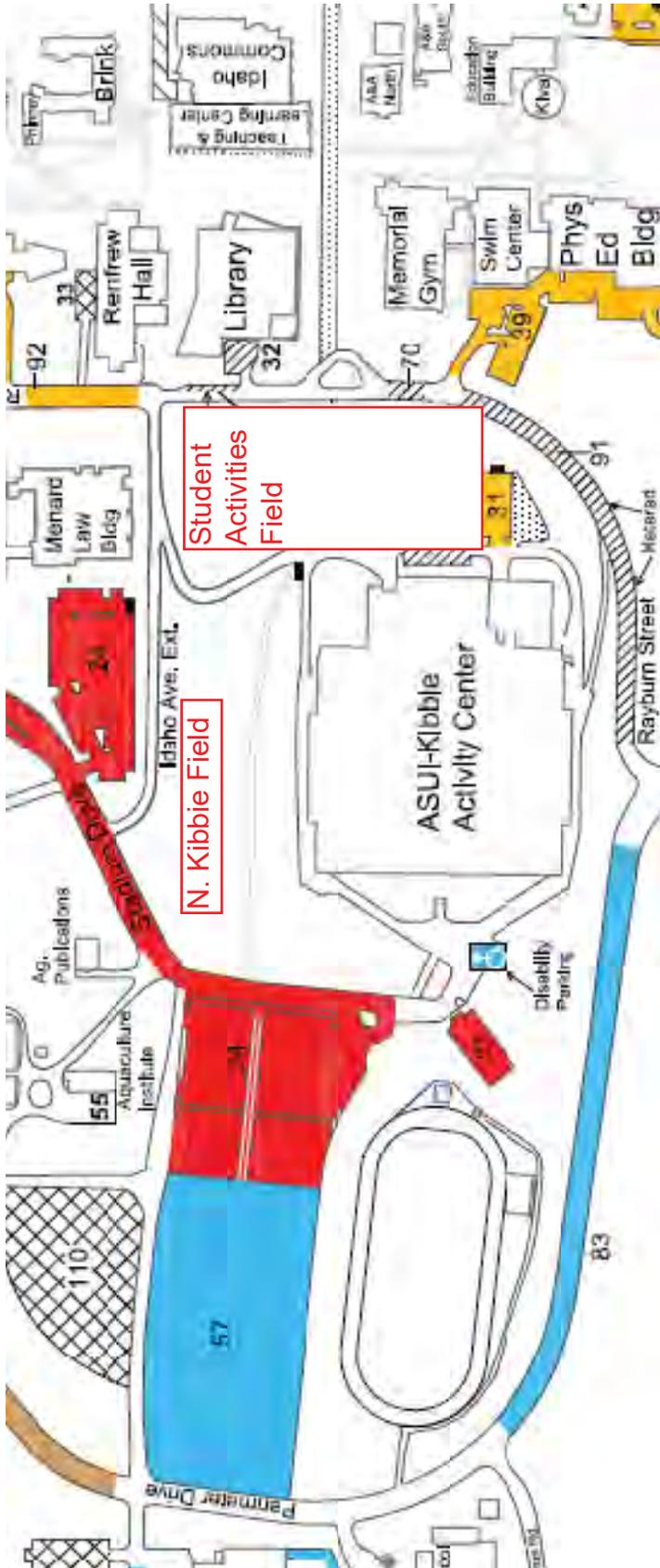
Pursuant to Board policy I.J. a report must be submitted to the Board annually after the conclusion of the football season prior to consideration being given to the approval of any future request for similar events on home football game days. This agenda item serves as the institutions report.

BOARD ACTION

I move to approve the request by the University of Idaho to establish a secure area under in full compliance with the provisions set forth in Board policy I.J.2. for the purpose of allowing alcohol service during the 2017 football season and the spring 2018 football scrimmage, with a post-season report brought back to the Board.

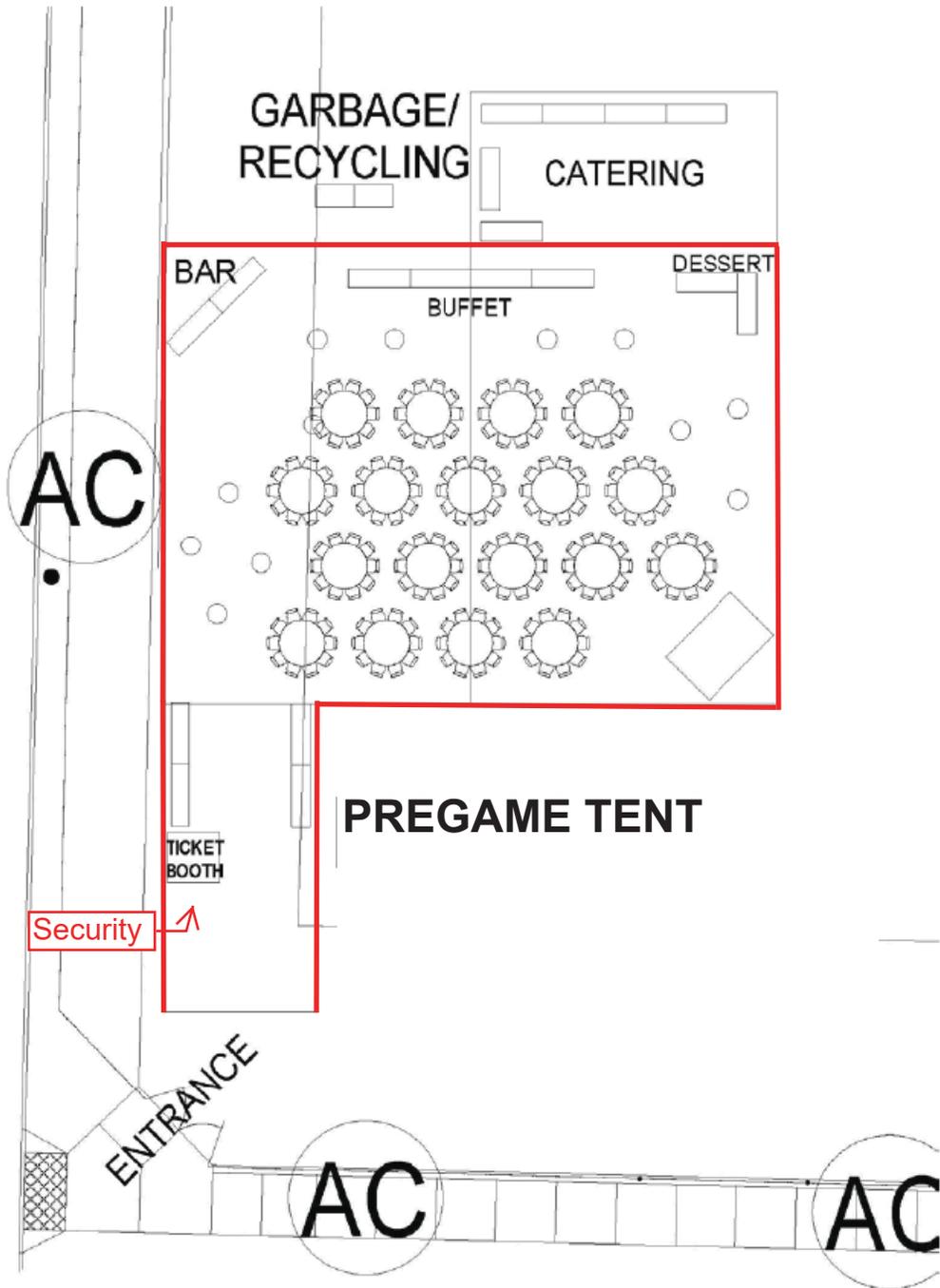
Moved by _____ Seconded by _____ Carried Yes ____ No ____

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2015 Vandal Pre-game Activities Map

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
JUNE 15, 2017



PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
JUNE 15, 2017

UNIVERSITY OF IDAHO

SUBJECT

Request for approval of sale of alcohol - Litehouse Center/Bud and June Ford Club Room (Center).

REFERENCE

April 21, 2011	Board approval of revisions to SBOE/Regents Policy I.J. relating to service of alcohol at institution events and within institution stadium suite areas.
June 23, 2011	Board approved the request by UI to authorize alcohol service during the 2011 football season in the Litehouse Center/Bud and June Ford Club Room under the conditions outlined in Board Policy I.J. subsection 2.c.
June 21, 2012 through June 15, 2016	Board approved the request by UI to authorize alcohol service during the football season and during the ensuing spring football scrimmage each year, in the Litehouse Center/Bud and June Ford Club Room under the conditions outlined in Board Policy I.J. subsection 2.c.

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, I.J – Use of Institutional Facilities and Services With Regard to the Private Sector
Idaho Administrative Code, IDAPA 08.01.08 – 100, Possession, Consumption, and Sale of Alcoholic Beverages at Public Higher Education Institutions.
Idaho Administrative Code, IDAPA 38.04.07 – 305, Food and Beverage

BACKGROUND/DISCUSSION

The current Board policy provides that Idaho institutions may seek approval for the sale or consumption of alcoholic beverages in conjunction with NCAA football games. The University of Idaho seeks permission to allow ticketed and authorized patrons in the Center to purchase food and beverages (non alcoholic and alcoholic) from Sodexo, the university's official food service provider, before and during home football games in the 2017 football season as well as for the 2018 Spring Football Scrimmage Game for the Litehouse Center/Bud and June Ford Club Room (Center) in the ASUI-Kibbie Activity Center (ASUI-Kibbie Dome). The university will follow all requirements of Board policy I.J.2. regarding alcohol service in conjunction with home football games.

- The Center is an enclosed secured area within the ASUI-Kibbie Activity Center which is separate from general ticketed seating areas and which will only be available to patrons with tickets to the Center.

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
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- There is no access from the general seating area into the Center and only patrons who hold tickets to seats within the Center will be allowed into the Center during games.
- All entry points to Center Suites and the Center Clubroom area (identified in the attached drawings) will be staffed with trained security personnel.
- In addition, Security Personnel will be located within the Center to monitor activities within the suites and clubroom
- The university's food service provider (Sodexo) will provide the alcohol license and will provide TIPS trained personnel to conduct the sale of all alcoholic beverages in conjunction with Sodexo's provision of food and non-alcoholic beverages.
- The university and center patrons will abide by all terms and conditions of the Board policy and any other conditions place by the Board. Violation of Board policy of additional conditions by Center Patrons will result in action by the university up through removal from the Center and forfeiture of Center game tickets.

No serious issues or concerns related to service of alcohol at the Center were experienced in the 2012 through 2016 football seasons.

IMPACT

Service of alcohol within the Center is an extension of the university's pre-game and game-day activities surrounding home football games. Again there have been no serious incidences regarding the pre-game service of alcohol through the 2016 seasons and 2016 spring scrimmage game where service has been approved. The University of Idaho continues to strive for a restaurant-type atmosphere within the secure areas. Feedback on the events has been very positive. These types of functions are beneficial to the university and are strategic friend- and fund-raising opportunities.

ATTACHMENTS

Attachment 1 – Maps and Drawings of the Center

Page 5

STAFF COMMENTS AND RECOMMENDATIONS

Idaho Administrative Code, IDAPA 38.04.07.305.02 prohibits the consumption or distribution of alcohol in common spaces of State facilities and IDAPA 08.01.08.100 prohibits the sale, possession or consumption of alcoholic beverages in college or university owned, leased, or operated facilities and on campus grounds, except as provided in the State Board of Education Governing Policies and Procedures. Board Policy Section I.J. sets the provision by which alcohol may legally be sold or consumed in institution facilities.

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Board Policy Section I.J. allows for the chief executive office to approve limited permits under specific conditions, including the requirement that the events be ticketed or by invitation only, food be provided at the event, the event cannot be in conjunction with any student athletic event and "...the chief executive officer must ensure that the decisions to allow possession and consumption of alcoholic beverages are consistent with the proper image and the mission of the institution." Alcoholic beverages may only be allowed in conjunction with NCAA pregame football activities with prior Board approval under very specific conditions, including: the area must be for sponsors to entertain clients/guests, attendance is limited to adult patrons, access to the area is limited through controlled access points, attendance is limited to those with a written invitation, food must be available at the event, the event must be conducted during the pre-game only and not last more than three hours, ending at kick-off. For events held in institution stadium suite areas, only patrons who hold tickets to seats in the area are allowed entrance, the sale of alcohol may not begin prior to three (3) hours before kick-off and must end at the start of the 4th quarter, adult patrons may be accompanied by youth if the youth is under adult supervision at all times.

Pursuant to Board policy I.J. a report must be submitted to the Board annually after the conclusion of the football season prior to consideration being given to the approval of any future request for similar events on home football game days. This agenda item serves as the institutions report.

BOARD ACTION

I move to approve the request by the University of Idaho to allow alcohol service during the 2017 football season and during the spring 2018 football scrimmage, in the Lighthouse Center/Bud and June Ford Club Room located in the ASUI-Kibbie Activity Center under all of the conditions outlined in Board Policy I.J. subsection 2.

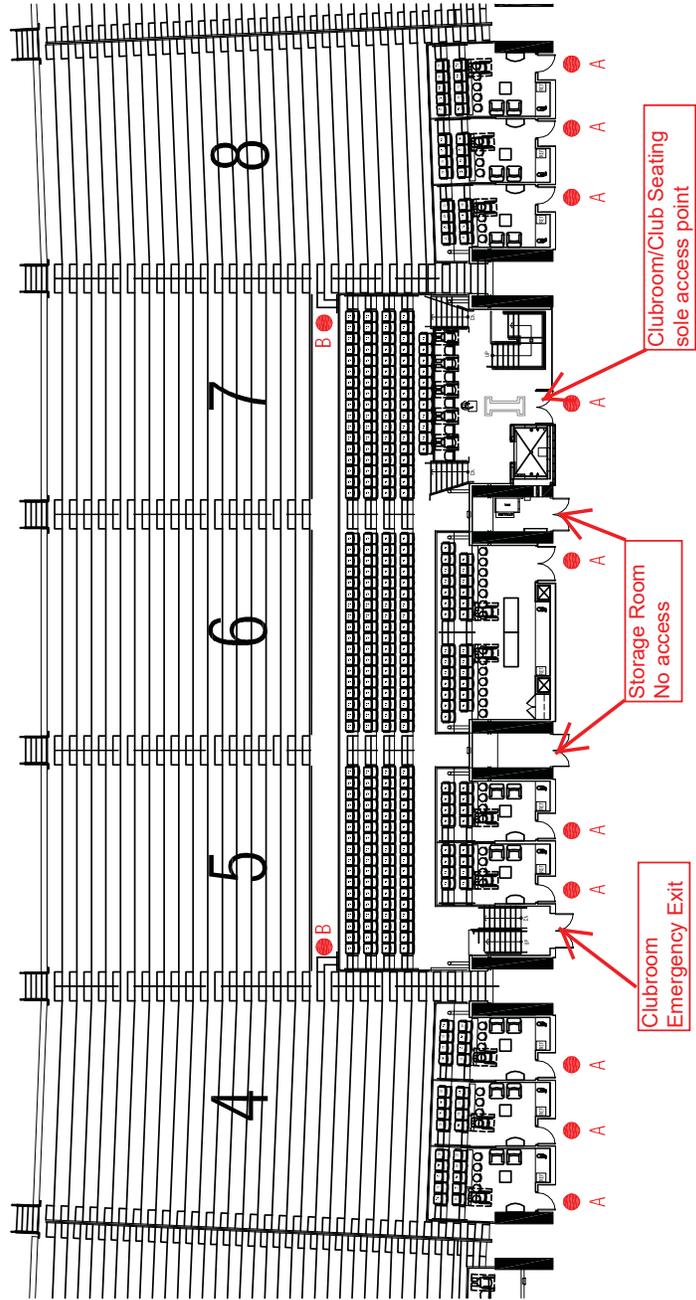
Moved by _____ Seconded by _____ Carried Yes ____ No ____

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PERSPECTIVE
CLUB ROOM, CLUB SEATING, LOGE SEATING, AND MINI SUITES
ASUI KIBBIE ACTIVITY CENTER
UNIVERSITY OF IDAHO

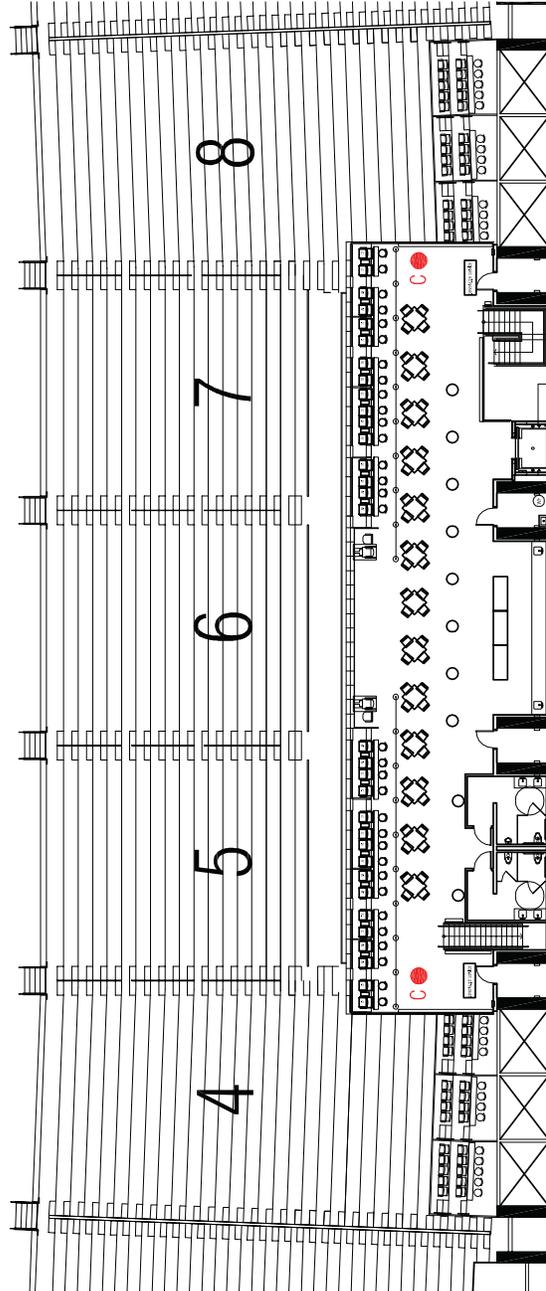
A = Security Personnel at individual suite access points and clubroom entry
B = Security Personnel - monitors in loge seating area



CROWD MANAGEMENT/SECURITY PERSONNEL (TYP. @ EACH RED DOT)
CLUB SEATING, SUITES, AND CONCOURSE LEVEL

ASUJ KIBBIE ACTIVITY CENTER
UNIVERSITY OF IDAHO

C = Security Personnel - Clubroom monitors



CROWD MANAGEMENT/SECURITY PERSONNEL (TYP. @ EACH RED DOT)
CLUB ROOM LEVEL

ASUI KIBBIE ACTIVITY CENTER
UNIVERSITY OF IDAHO

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PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
JUNE 15, 2017

SUBJECT

Idaho Public Television (IPTV) Annual Report

APPLICABLE STATUTE, RULE, OR POLICY

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

BACKGROUND/DISCUSSION

This agenda item fulfills the Board's requirement for 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.

Ron Pisaneschi, General Manager of the Idaho Public Television, will provide an overview of IPTV's progress in carrying out the agency's strategic plan.

ATTACHMENTS

Attachment 1 – IPTV Annual Agency Review PowerPoint Presentation Page 3

BOARD ACTION

This item is for informational purposes only. Any action will be at the Board's discretion.

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Annual Agency Overview

June 15, 2017

Ron Pisaneschi, General Manager

Today's Presentation

- Overview of Content and Services
- Budget
- Statewide Delivery Systems
- Challenges

New Educational Initiatives

- PBS Teacher Ambassador Grant
- STEM & Literacy Outreach Initiative
- Screenings & New 24 x 7 PBS Kids Channel
- OSERS Project
- EPSCoR Update
- Journey To College Update
- Local Productions



TCP Video



PBS Teacher Ambassador Project

- \$350,000 Grant from Anne Ray Trust
- Hired Burley Teacher Kari Wardle
- Training on Using Digital Media & Technology Effectively in the Classroom
- Buhl, Wendell, & Gooding
- Needs Assessment
- PBS Learning Media 120,000+ Resources

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
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The screenshot shows the PBS LearningMedia website. At the top is a blue banner with the 'Scout Classroom Edition' logo and various educational icons. Below the banner is the PBS LearningMedia logo and a navigation menu with 'ABOUT' and 'LOG IN' buttons. A search bar is present with filters for 'All Grades', 'All Subjects', and 'All Types'. The main content area features a 'NEWEST CONTENT' section with a 'PD from PBS' announcement for 'Developing Passionate Readers in a Digital World' and a 'MOST POPULAR' section. A large 'MOTHER'S DAY' banner is displayed, featuring a historical photograph of a woman and a man. To the right, there are two promotional cards: one for 'Idaho's 2017 Digital Innovator' featuring Paige Somoza, and another for 'Early Elementary Coding Camp 2017' with a cartoon character icon.



Paige Samosa Video



STEM & Literacy Outreach Initiative

- Funding from CPB, PBS, Union Pacific, Walmart, Jeker Foundation, & STEM Action Center
- Travelling Trunks
- Libraries & After School Network
- Aps & PBS PlayPads for Kids to Use
- Scratch Junior Coding Camps
- Training for Parents & Caregivers – Progress Tracker



Cindy Lunte Video



Screenings & New 24 x 7 PBS Kids Channel

- Teachers Use PBS Content More Than Any Other Source
- PBS Kids Content Delivers Results
- Parents Trust PBS More Than Any Other Media Brand
- New Channel - Broadcast & Live Streaming



PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
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PBS KIDS Learning Goals



STEM (Science, Technology, Engineering & Math)

	2-5	Scientific Inquiry, Life Science				
	2-5	Scientific Inquiry, Life Science, Paleontology, West History				
	2-5	Scientific Inquiry, Engineering and Math				
	2-5	Scientific Inquiry, Math				
	2-5	Scientific Inquiry, Life/Earth/Physical Science, Math				
	2-5	Math				
	5-8	Math				
	4-11	Scientific Inquiry, Life Science				
	4-11	Math				
	6-10	Scientific Inquiry, Life/Earth/Physical Science, Engineering				
	6-10	Math				
	6-10	Science, Technology, Engineering, Math				
	6-10	Engineering				
	4-11	Natural science, Life/Earth/Environmental Science				
	4-11	Health & Fitness, Nutrition, Math				
	6-10	Scientific Inquiry, Environmental/Life/Earth Science				

WEB-ONLY

LITERACY

	2-5	Literacy				
	2-5	Literacy				
	2-5	Literacy				
	4-11	Literacy, Vocabulary Acquisition				
	4-11	Literacy, Vocabulary Acquisition				
	4-11	Literacy				

SOCIAL & EMOTIONAL DEVELOPMENT & MORE

	2-5	Social & Emotional Development				
	2-5	Spanish, Social & Emotional Development				
	2-5	Social & Emotional Development				
	2-5	Social & Emotional Development				
	2-5	Social & Emotional, Physical Development				
	2-5	Social & Emotional, Physical Development				
	4-11	Social Skill Development, Problem Solving				
	4-11	English Language Acquisition, Cultural Awareness				
	4-11	Systems Thinking				
	4-11	Systems Thinking				
	4-11	Social & Emotional Development				
	4-11	Social & Emotional Development, Fine Arts				
	4-11	Spanish, Cultural Awareness				
	4-11	Music				
	4-11	US Geography & History				

WEB-ONLY

OSERS

- National Comprehensive Center To Improve Literacy for Students with Disabilities at U of Oregon
- \$250,00 Grants Over 5 Years
- Stream Workshops & Produce Teacher Training Videos
- Working with Lee Pesky Learning Center
- First Event October 2017
- Included in PBS Teacherline

EPSCoR

- Fourth Year of IdahoPTV's Inclusion in Partnership
- 2017 – Portneuf River Project – ISU Researchers
- Next – Impact of Loss of Farmland on Environment & Water Quality
- Broadcast & Online as Idaho Science Journal Shorts
- Planning Next Grant Request to National Science Foundation

Idaho Science Journal Video of MILES Project



Journey To Education

- Journey To College
- Journey To Career
- Journey To Opportunity
- Discussing Future Plans
- Revisit Student - Document Impact on Their Lives
- Video & Social Media Emphasis



Consistently #1 most-watched PBS
station, per capita

Source: Feb. 2012-2016, TRAC Media, Total Ratings

Valued Services to All Idahoans

460,000+ People View Per Week On-Air

- More Children & Ethnically Diverse Than Commercial Stations
- #2 in U.S. for Broadcast Only Households
- More than 5,000 Online Viewers of Local Productions Each Month

Source: Feb. 2016, Nielsen Media

Online Access via Desktop & Mobile



iOS & Android Apps; Roku, Chromecast, AppleTV Channels

Broadcast vs. Online

Video Viewing Is Still Mostly on Television



Television
31 Hours per Week



Online
4.5 Hours per Week

Source: November 2016 Nielsen Company

Local Productions



PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
JUNE 15, 2016



The graphic features a central white board with the text "Science TREK" in blue and green. Surrounding the board are nine topic cards, each with a date and an image. The cards are: "Sleep May 16th" (boy sleeping), "Computers Sept. 20th" (computer and laptop), "Zoology Oct. 18th" (rainbow pyramid and dog), "Rivers Apr. 18th" (river landscape), "Digestive System Nov. 15th" (digestive system diagram), "Chemistry Mar. 21st" (chemistry flasks), "Snakes Feb. 21st" (snake), "Exoplanets Jan. 17th" (solar system), and "Forests Dec. 20th" (forest landscape).

Sleep
May 16th

Computers
Sept. 20th

Zoology
Oct. 18th

Rivers
Apr. 18th

Digestive System
Nov. 15th

Chemistry
Mar. 21st

Snakes
Feb. 21st

Exoplanets
Jan. 17th

Forests
Dec. 20th

Science TREK

Science Trek Video



PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
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*A partnership of LSO,
Legislature, Governor,
Supreme Court & IdahoPTV*

Operational funding provided by:

- IDAHO PUBLIC TELEVISION
- isba Idaho State Broadcasters Association
- Union Pacific
- Building America
- IAC IDAHO ASSOCIATION OF COUNTIES
- ICBA IDAHO CABLE BROADCASTING ASSOCIATION
- BOISE STATE UNIVERSITY IDAHO POLICY INSTITUTE
- Boise State University Endowment

181,000+ Stream Requests Last Year



Outdoor Idaho Video

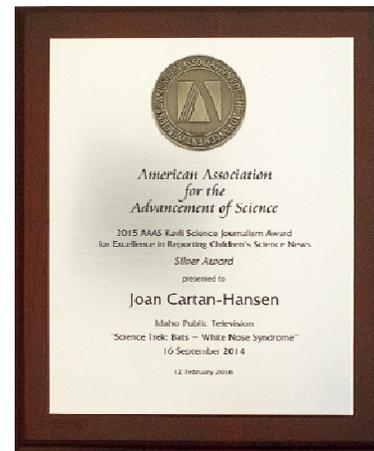


Award Winning Productions

72 International, National & Regional Awards



**Writer – Program
Bruce Reichert**

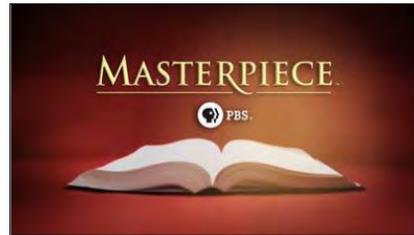


**Joan Cartan-Hansen
Idaho Public Television
"Science Trek: Bats -
White Nose Syndrome"**

Private Giving Exceeds Peers

- Higher Percentage of Donors Per Capita
 - 1.1% versus .5%
- Higher Average Gift Amount
 - \$114 versus \$62

National Programming



◆ THE VIETNAM WAR ◆

A FILM BY KEN BURNS & LYNN NOVICK

Fall 2017



Vietnam War Video

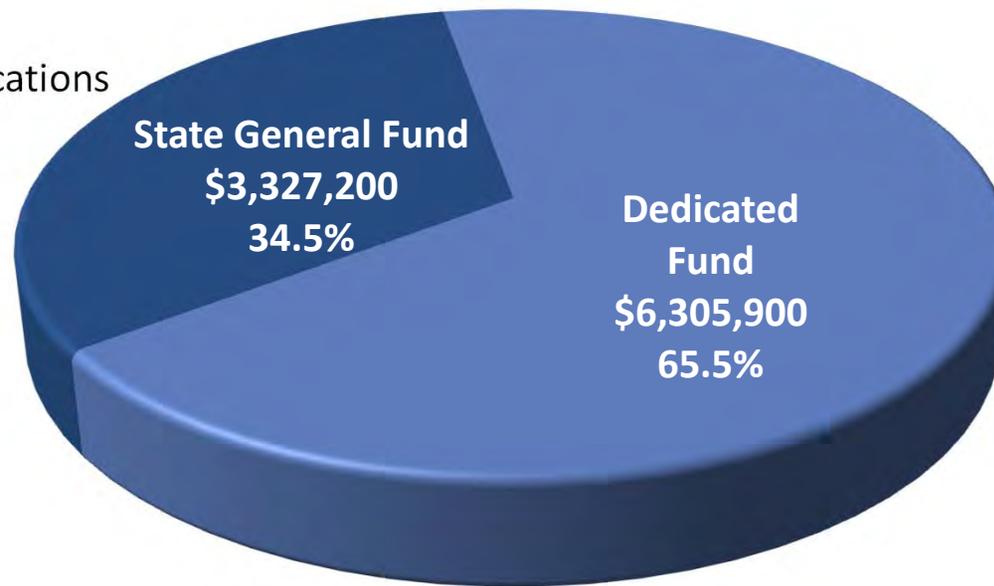


Appropriated Funding FY 2018

\$ 9,633,100*

Statewide Delivery System

- Deliver content to nearly every Idaho household
- Support education
- Emergency communications
- Deliver government (*Idaho in Session*)



Educational Content

- National and Regional Programming
- Local Program Creation
- Online Resources
- Educational Outreach

* Includes One-Time Capital: General - \$1,006,500 and Dedicated - \$396,000

Peer Group Comparison

STATE	FY17 STATE FUNDS	\$/PERSON
Alabama	\$8,407,250	\$1.73
Arkansas	\$9,038,533	\$3.05
Georgia	\$15,158,097	\$1.50
Iowa	\$9,090,846	\$2.93
Kentucky	\$14,073,200	\$3.24
Louisiana	\$5,132,436	\$1.13
Maryland	\$8,198,000	\$1.42

STATE	FY17 STATE FUNDS	\$/PERSON
Mississippi	\$6,800,000	\$2.27
Nebraska	\$10,329,068	\$5.49
Oklahoma	\$3,153,548	\$0.84
South Carolina	\$7,639,083	\$1.65
South Dakota	\$4,052,806	\$4.75
Wisconsin	\$6,569,740	\$1.16
West Virginia	\$4,703,785	\$2.54

14 State Average

\$7,691,233

\$2.37

Idaho

\$3,022,100

\$1.83

Operational Funding Outlook

- Congressional Funding to CPB Flat or Shrinking
- Already Outperform Peers in Private Fundraising – Limited Growth Projected
- Only 13 of 64 FTE Funded With State Funds – CEC Costs Come Out of Operations

FY2019 Line Item Requests

- Fund Shift from Dedicated to General Fund for Engineering & Fiscal Positions
- New Engineering Position to Address Impact of FCC Spectrum Auction
- New Educational Outreach Position to Enhance Efforts Statewide

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
JUNE 15, 2016



Equipment Funding

Critical Equipment & Infrastructure Concerns

- \$23 Million in State Assets
- \$18 Million (81.2%) Is Depreciated
- Federal Grant Programs Eliminated
- Significant Deferral of Asset Replacement

Spectrum Auction/Repacking

Congress Authorized the FCC to Take Back TV Spectrum & Auction to Broadband Providers

- Auction Closed in April
- Channels 38-51 Sold - Including KCDT Ch. 45
- Repacking All Broadcasters Into Channels 2-36 From 2017-2020

Spectrum Auction/Repacking

FCC Will Find New Channels & Pay Costs of Channel Changes for Transmitters but Not Translators

- Coeur d'Alene Transmitter on Channel 45 Will Have to Move by January 2020 – Equipment Funded by Auction Proceeds but not Staffing
- Detailed Plan & Budget Due to FCC by July 12, 2017

Spectrum Auction/Repacking

New Translator Frequencies Not Guaranteed –
Transmitter Moves Can Bump Translators

- 14 of our 47 Translators Will Be forced to Find New Channels
- Can't Ask for New Channels till Early 2018
- May Not Be Enough Channels to Go Around
- Cost \$100,000 +

Q & A



PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
JUNE 15, 2017

DEPARTMENT OF EDUCATION

SUBJECT

Draft Every Student Succeeds Act State Consolidated Plan

REFERENCE

December 2015	The Board was updated on the status of the Every Student Succeeds Act and the process the Department will conduct in bringing forward to the Board a new Federal Consolidated State Plan.
August 2016	Board received recommendations from the Accountability Oversight Committee on a new state accountability system. The Board approved the proposed rule setting out the new accountability framework that will be used for both state and federal accountability.
November 28, 2016	Board approved pending rule creating the new statewide accountability system based on the Governor's K-12 Task Force recommendations, Accountability Oversight Committee Recommendations and public input gather by staff through public forums held around the state.
April 2016	Board received an update on the work of the Board's Teacher Pipeline Workgroup and preliminary recommendation for developing and supporting effective teachers in Idaho.

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section III.AA. Accountability Oversight Committee
Section 33-110, Idaho Code – Agency to Negotiate, and Accept, Federal Assistance
Idaho Administrative Code, IDAPA 08.02.02 – Section 111, Assessment in the Public Schools; IDAPA 08.02.02 – Section 112, Accountability

BACKGROUND/DISCUSSION

On December 10, 2015, the Every Student Succeeds Act (ESSA) was signed into law, reauthorizing the Elementary and Secondary Education Act (ESEA) for the first time since 2001. This reauthorization replaced the system of ESEA Waivers that states had been submitting to the US Department of Education (USDOE) since No Child Left Behind (NCLB) expired in 2014.

Pursuant to the new Act, all states must submit state plans indicating how the State will implement the various Elementary Secondary Education Act (as amended) Titles. States may submit the plans as a Consolidated State Plan. The plan(s)

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
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must be submitted to the U.S. Department of Education in order to receive federal funding under the various education titles. The State Department of Education is committed to developing a plan that reflects the priorities and needs of the students and educators of Idaho.

Idaho's Consolidated State Plan describes how the state will use its allocated federal funds to support districts and schools serving disadvantaged children, including how the State will help improve Idaho's lowest performing schools. The State receives approximately \$82 million in federal support tied to ESSA, requirements. Idaho's plan, if approved by the U.S. Department of Education, would take effect in the 2017-18 school year.

The State Department of Education is bringing the draft consolidated plan to the State Board of Education for discussion. A more finalized version of the plan will be brought forward at a later date for Board approval.

If, after a state plan has been submitted to the US Department of Education (USDOE) and approved, the state wishes to alter aspects of the plan, the state may revise the plan and resubmit to the USDOE.

The timeline for the drafting of Idaho's Consolidated Plan is as follows:

- November 1, 2016: First draft released after the formation of 13 workgroups that included individuals serving diverse roles in schools and the community
- November 16, 2016: Second draft released after collecting feedback on the first draft through 5 in-person feedback forums and online comment submissions
- January 13, 2017: Third draft released after incorporating comments from the Planning, Policy, and Government Affairs subcommittee of the State Board of Education and comments submitted jointly by the Idaho School Boards Association, Idaho Education Association, and Idaho Association of School Administrators
- April 28, 2017: Fourth draft released after adapting the plan to USDOE's new template and progress on data modeling for reporting and goal setting
- June 15, 2017: Fifth draft presented to the State Board of Education after feedback from the Accountability Oversight Committee
- June – July 2017: Additional feedback will be collected from membership of the Idaho School Boards Association, Idaho Education Association, and Idaho Association of School Administrators, as well as the Accountability Oversight Committee and other entities seeking additional input, including the public
- August 10, 2017: Sixth draft of the plan will be presented to the State Board of Education for final approval
- September 14, 2017: Final plan will be submitted to USDOE after signatures from Superintendent of Public Instruction Sherri Ybarra, State Board of Education President Emma Atchley, and Governor C.L. "Butch" Otter

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
JUNE 15, 2017

IMPACT

Idaho's consolidated plan must be approved by USDOE in order for Idaho to receive approximately \$82 million from the federal government to support public K-12 education.

ATTACHMENTS

Attachment 1 – Accountability Oversight Committee Feedback	Page 5
Attachment 2 – Board Staff Feedback on Technical Corrections	Page 7
Attachment 3 - Draft Every Student Succeeds Act Consolidated State Plan	Page 15

STAFF COMMENTS AND RECOMMENDATIONS

Section 33-110, Idaho Code designates the State Board of Education as the State Educational Agency (SEA) and the only agency authorized to negotiate with the federal government on matters concerning education. As the SEA, the State Board of Education must approve, and is ultimately responsible for the implementation of the Consolidated State Plan. The Board has historically delegated the implementation of many of the federal program requirements to the State Department of Education as they pertain to the elementary and secondary public school system.

The Consolidated State Plan includes assurances of the State of Idaho on:

- Improving Basic Programs Operated by Local Educational Agencies (Title I, Part A)
- Education of Migratory Children (Title I, Part C)
- Prevention and Intervention Programs for Children and Youth Who Are Neglected, Delinquent, or At-Risk (Title I, Part D)
- Supporting Effective Instruction (Title II, Part A) – this section historically has been referred to as Supporting Effective Teachers
- English Language Acquisition, Language Enhancement, and Academic Achievement (Title III, Part A)
- Student Support and Academic Enrichment Grants (Title IV, Part A)
- 21st Century Community Learning Centers (Title IV, Part B)
- Rural and Low-Income School Program (Title V, Part B, Subpart2)
- McKinney-Vento Homeless Assistance Act: Education for Homeless Children and Youth Program (Title VII, Subpart B)

Plan development and submittal requirements include:

- consultation in a timely and meaningful manner with Governor (or appropriate officials from the Governor's Office), and
- provide the Governor with 30 day prior to the SEA submitting the plan for signature.

For each component of the Consolidated State Plan (academic assessment; accountability, support, and improvement for schools; supporting excellent educators; and supporting all students), the state must conduct outreach to and

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solicit input from stakeholders during the design and development of the State's plan to implement the programs included in the plan. In addition to the Governor's Office, required stakeholders include: members of the State Legislature, local education agencies, representatives of Indian Tribes, educators and organizations representing educators, parents and family, community-based and civil rights organizations, higher education institutions, employers, and the public.

ESSA includes an additional focus on reducing achievement gaps in our underserved populations (Hispanic and American Indian), attracting and retaining effective Science, Technology, Engineering and Math (STEM) teachers, and career technical education.

The new state accountability system was approved by the Board in 2016 and accepted by the Legislature during the 2017 legislative session. The system was designed to meet state accountability needs as well as the federal accountability requirements. All public schools, school districts and charter schools are subject to the assessment and accountability requirements specified in IDAPA 08.02.03.111 and 112. If the Board approves a divergent accountability system through the Consolidated State Plan, those schools subject to the requirements in the plan would have to meet the requirements in the administrative rule and the plan. Additional requirements for the Board to approve in the state accountability system include: if and how any of the accountability measures will be weighted and combined to identify low and high performing schools, interim and long term targets for our schools and districts to meet, what happens to school who have been identified as low performing, how long these schools have to improve, and what happens to the schools should they not improve within the specified time frame.

BOARD ACTION

This item is for informational purposes only. Any action will be at the Board's discretion.

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**STATE BOARD OF EDUCATION
ACCOUNTABILITY OVERSIGHT COMMITTEE
Feedback Regarding Idaho's Draft Consolidated State Plan**

Members:

Jackie Thomason, Chair	Member (7/1/15 - 6/30/17)	Former Chief Academic Officer, West Ada District
Linda Clark	Member (Ex-officio)	Member, State Board of Education
Debbie Critchfield	Member (Ex-officio)	Member, State Board of Education
Pete Koehler	Member (Ex-officio)	Deputy Superintendent, State Department of Education
Julian Duffey	Member (5/19/16 - 6/30/18)	Special Education Director, Bonneville Joint District
John Goedde	Member (7/1/15 - 6/30/17)	Former State Senator and Former School Board Trustee, Coeur d'Alene District
Rob Sauer	Member (5/19/16 - 6/30/18)	Superintendent, Homedale School District
Roger Stewart	Member (6/1/16 - 6/30/18)	Professor, College of Education, Boise State University
Alison Henken	Staff Support	K-12 Accountability & Projects Manager, Office of the State Board of Education

Introduction

In August 2016, the Accountability Oversight Committee (Committee) presented a recommended framework for a new K-12 school accountability system to the Board. The Committee's framework was then used to draft a proposed administrative rule, which was revised after public comment and was confirmed by the legislature during the 2017 Legislative Session.

The Accountability Oversight Committee has continued its work by providing regular feedback to the State Department of Education (SDE) on drafts of Idaho's revised Consolidated State Plan, particularly the sections related to assessment, accountability, and identifying and supporting schools in need of improvement. The Committee has provided feedback and recommendations to State Department of Education staff at four Committee meetings:

- October 14, 2016: Feedback on initial ideas (prior to release of Draft 1 on November 1, 2016)
- November 10, 2016: Feedback on November 1, 2016 Draft
- January 13, 2017: Feedback on November 13, 2017 Draft
- May 8, 2017: Feedback on April 27, 2017 Draft

Feedback

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The Accountability Oversight Committee has provided substantial feedback to the SDE on the drafts of the Consolidated State Plan. The majority of this feedback has been incorporated into more recent drafts and will not be outlined in this report. The Committee has also participated in several presentations and discussions regarding proposals included in the Consolidated State Plan regarding the use of accountability data. The Committee has expressed support for the proposed process for doing meaningful differentiation of schools through a data dashboard and using data from specific indicators to identify schools for support and improvement.

The following items reflect areas of feedback that the Committee has provided to the SDE that have not yet been addressed through revisions to the Draft Consolidated State Plan:

Section of Current Plan	Feedback Provided	Feedback
A.4.iii	5/8/17	Committee recommended revising the process and calculation used to establish the state’s long-term goals. While the Committee believes in setting high standards for the districts and schools, members expressed concerns that the proposed calculation results in some goals that would be unattainable during the proposed timeline (particularly those for English learners and students with disabilities). Committee recommended the SDE examine the possibility of using a process to set the state’s long-term goals for each indicator based on a review of Idaho’s performance data and aligned to the rate of improvement previously made by schools or districts who are in the 75 th percentile for that indicator.
A.4.vi.a	11/10/16; 1/13/17	Committee approved a motion to formally recommend that all schools, rather than just Title I schools, be included in the process to identify schools for support and improvement.
A.4.vi.a	1/13/17	With the proposal to identify schools for Comprehensive Support and Improvement every 3 years (rather than annually), the Committee expressed interest in establishing a system to issue warnings to schools if their performance in a given year would have qualified them for support and improvement if that had been a qualifying year.
A.4.vi.b	1/13/17	Committee expressed support for a presented idea to propose that alternative high schools be identified for Comprehensive Support and Improvement based on a five-year extended graduation rate of less than 67%, rather than the four-year cohort graduation rate (which will be used for general high schools).
A.4.viii.c	1/13/17	Committee provided feedback that they felt the support and requirements for schools who fail to improve within 3 years of being identified for Comprehensive Support and Improvement needed to be more structured and substantial than the language in the current draft. The committee recommended that the process include an audit to determine the school’s level of implementation of a specific list of key research-based practices (use of high quality curriculum, RTI process, professional learning committees, etc.) and direct support from the state related to the any of those practices where the school can improve.

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Feedback on Consolidated State Plan, May 17 Draft

Section #	Page #	Section Topic	Feedback
		General	Voice of the plan is specific to SDE and SDE's plan rather than the State of Idaho's plan. Many initiatives will not be able to be implemented without the cooperation of the educational system or Board of Education action.
Title I			
A.2	8	Eighth Grade Math Exception	The response provided is unnecessary and not pertinent to the question asked. We should mark "No," but there is no need for additional information.
A.3.i	9	Native Language Assessments	The statement at the end of this section, "All assessments for accountability are provided in Spanish as well as English" is not accurate (we provide language/translation support, but we do not administer the ISAT ELA test fully in Spanish). Additionally, it is not a necessary response to the question presented for sub-section i. The response provided in A.3.ii. is accurate and appropriate, so this sentence in A.3.i. should be deleted.
A.3.iv	10		No response was provided to the question.
A.4.ii.c	12	Minimum N-Size	No response was provided to the question presented (there should be). The Board's Data Management Council has set the current N size to less than 10, the Board will considering a change to an N size of less than 5 at the June 2016 Board meeting.
A.4.iii.a and A.4.iii.b	13-15	Establishment of Long-Term Goals (Academic & Graduation)	The long-term goals for some sub-groups may be problematic. Specifically, the goals for Students with disabilities and English learners may be too aggressive and could create educator frustration with the state (Example: 6.9% proficient to 53.5% proficient in 6 years is not doable for EL students).
A.4.iii.c	16	Establishment of Long-Term Goals (English Language Proficiency)	The document says that the goals will be calculated by June 30, 2017. That timeline does not feel appropriate, since it does not give adequate opportunity for the Board or public to provide feedback (that would be after the Plan is out for a 30 day public comment period). The Board is required to set the long term goals (IDAPA 08.02.03), the Board is not being requested to consider goals at the June 2017 Board meeting.
A.4.iv.a	17-18	Indicators	There is a reference missing in 01. School Category b. High Schools – it says "as defined in Subsection" with no reference. Also, there is a font change where the indicators from rule were copied and pasted in. The Indicators have been set in administrative rule, and rather than referencing generically "multiple measures" the actual measures should be listed.
A.4.iv.a and A.4.v	19	Indicators / Meaningful Differentiation /	In A.4.iv.a (page 19), the italicized sub-section "Based on long-term goals" directs the reader to see the annual meaningful differentiation of schools methodology to understand how the long-terms goals are incorporated (which is required per ESSA). However, in reviewing the Annual Meaningful Differentiation section (A.4.v) AND the Identification of Schools section (A.4.vi), there

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and A.4.vi		Identification of Schools	does not appear to be clear information about how the long-terms goals are incorporated into our process of differentiation and/or identification.
A.4.iv.a	20-21	Indicators	The descriptions of Academic Growth state that it will be measured by the difference in performance for the current year (i.e. percent proficient) and either the performance in the prior year OR the performance “two years in the past.” However, it never clarifies how those 2 years of previous data will be used. Perhaps it will either be a comparison of current year to prior year OR a comparison of current year to the AVERAGE of the prior 2 years? IDAPA 08.02.03 requires growth toward proficiency be based on a trajectory model approved by the State Board of Education.
A.4.iv.d	21	Progress in Achieving English Language Proficiency	The calculation will be determined by June 30, 2017. See comment to Section A.4.iii.c.
A.4.iv.e	21	School Quality or Student Success Indicator(s)	This says that Idaho plans to move to a statewide school climate survey as its school quality indicator (for the purposes of school identification). IDAPA 08.02.03 sets out school quality measures by school category. These include Students in grad 8 enrolled in pre-algebra or higher, state satisfaction and engagement survey administered to parents, students, and teachers, communication with parents on student achievement for school serving students in K through grade 8. At the high school level the school quality measures are college and career readiness, state satisfaction survey, students in grade 9 enrolled in algebra I or higher, communication with parents on student achievement. At the alternative school the school quality measures are credit recovery and accumulation, college and career readiness, state satisfaction and engagement survey, and communication with parents on student achievement.
A.4.v.a.	22	Annual Meaningful Differentiation	The plan indicates only the minimum federally required measures will be used. Educators across the state have indicated they want to be held accountable based on multiple measures that give a broader picture of what the school did and not just the minimum federally required measures. Additionally, the school quality measure is already identified in IDAPA 08.02.02 but is not identified in the plan.
A.4.vi.	25-26	Identification of Schools	On page 26 (Step 6), it is clear that the intention is to only identify schools if they are Title I. Past practice has been to include all schools. IDAPA 08.02.03 accountability requirements covers all schools, including the school identification process (Idaho would have to ensure that the bottom 5% of Title one schools are identified per federal law). This would mean slightly more than 5% of school would be identified each year since Administrative Code, covers all schools.

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A.4.vi.b	26	Identification of Schools- Comprehensive Support and Improvement Schools	The plan is proposing to identify for Comprehensive Support and Improvement every 3 years. It should be clear whether the State will determine identification based on a graduation rate of less than 67% using the 4-year cohort graduation rate for the identification year (only) OR a three-year average of the 4-year cohort graduation rate for the school (for the 3 years since the last identification). Identification every 3 years would allow for schools to be low performing for 3 years prior to identification and it would not allow schools that have shown significant improvement in the first year to no longer be identified until year 3. The indicators identified in the plan do not include all of the accountability measures and then averages all of the scores. This does not allow for any weighting of the measures and disregards measures identified as “accountability” measures in IDAPA 08.02.03. The Plan indicates School Quality measure is yet to be identified, but IDAPA 08.02.03 already identifies the school quality measures.
A.4.vii	28-29	Annual Measurement of Achievement	With regard to incorporating 95% participation, the plan quotes the section of rule that says that if a school fails to have 95% participation it “automatically identifies the school as not having achieved measurable progress in ISAT proficiency.” However, it is not clear here what that will mean relative to the proposed accountability system. Does it mean they will be considered not meeting interim progress for that year for proficiency? Would it potentially impact the school’s identification status (or likelihood to get identified)? Since it’s not clear how long-term goals or measurements of interim progress are incorporated into our system of meaningful differentiation and/or school identification, the impact/consequence here is unclear. If they are identified in part based on participation and the next year they meet the target do they have to wait three years before they are identified again.
A.4.viii.a	29	Continued Support for School and LEA Improvement – Exit Criteria	This section asks the State to set exit criteria. The Plan states that “If a comprehensive school meets the outcomes criteria defined in its improvement plan... and would not be identified in the lowest performing 5% of schools, the LEA may opt to exit.” This could allow a school to be in the bottom 6% and if they meet criteria they have set, to exit There needs to be a clear, consistent expectation of the improvement a school needs to make to exit, whether they are identified for being in the bottom 5% or for having a graduation rate under 67% (that is not even mentioned in this section and should be). Additionally, later in the document (Section A.4.viii.c on page 30), there is a reference to “ISDE’s exit criteria.” The State Board has set the state exit criteria in the past. IDAPA 08.02.03 specifies the State Board of Education will set all accountability measures and timelines for schools who fail to meet annual measurable progress, this would include state exit criteria.

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A.4.viii.a and A.4.viii.e	29 & 37	Exiting & Funding	Section A.4.viii.a says that if a school exits, the “school would not be eligible for school improvement funding.” Section A.4.viii.e in the last paragraph of the Comprehensive needs assessment and action plan section provides that “The school will be considered exited, but funding may continue for the length of the grant to make sure the improvement efforts can be continued.” These provisions appear contradictory.
A.4.viii.b	30	Exit Criteria – Targeted Support	Exiting schools from Targeted Support and Improvement with no other criteria except that they no longer fall into the bottom 5% for that subgroup means that a school could move to the bottom 6% and get exited, which would make them at high-risk for being identified again and going back and forth rather than receiving the kind of support they need to actually improve.
A.4.viii.c	30	More Rigorous Interventions	This section needs more development (the AOC gave similar feedback). This basically says another needs assessment will be done, but there is no clarity on what the possible actions of the state could be relative to providing substantial support to the LEA and school in making improvements. Additionally, it says the Comprehensive and Integrated Field Review (CIFR) team will be composed of SDE staff and regional educators. What about other education experts and/or higher ed? The language on who the CIFR team members will be could be a little broader so that the teams can be carefully selected to do a rigorous and thorough review of the school based on specific expertise.
A.4.viii.d	31	Resource Allocation Review	The statement that particular attention will be given to LEAs with 50% or more schools identified for comprehensive support and improvement is setting a really high bar for extra attention, since identification for comprehensive support and improvement is based on the bottom 5% of schools and/or less than 67% graduation rate. What are the chances of many (if any?) districts having more than 50% of their schools qualify? Should we be concerned if more than a third (33%) of a district qualifies? If we used more than a third, a rural district with 3 schools (elementary, middle/jr, and high school) wouldn’t necessarily be flagged as an LEA if one of their schools was identified.
A.4.viii.a and Multiple		STAT	The State Technical Assistance Team (STAT) is mentioned several places in the document. However, in the place where the STAT is initially introduced in A.4.viii.a, there is <i>very little</i> information about what the STAT is, who will be a part of the STAT, or what their role is in supporting school improvement. That comes later (mostly on pages 35-36), but there are numerous references to the STAT in between.
A.4.viii.e	36	Core Team	The Core Team is referenced (related to the STAT being responsible for convening them), but there is no explanation of who the Core Team is or what their role is (anywhere in the document).
A.4.viii.e	33-40	Technical Assistance /	This section reflects the systems and supports that the SDE/state currently has in place. Based on that, this section likely will not change much before this plan is submitted. There appears to be no

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		Support Provided to Identified Schools	evaluation of the effectiveness of some of the technical assistance and supports that are in place. The Board could consider directing Board staff and SDE staff, with substantial involvement from stakeholder groups and districts/schools (especially those that have worked through the improvement process) to take a close look at the technical assistance/support services being provided, their effectiveness and cost to determine the ways we could improve our system to be more strategic, efficient, and results-driven.
A.6	43-46	School Transitions	This section lacks specifics about what the State is doing. And if there are places where we're not doing enough, there isn't clear language about what we're doing to address the gap (in planning, setting new strategies, etc.). The question presented specifically asks us to address the support we're providing to help students transition from MS to HS and to reduce dropouts. That question is not addressed in either the MS or HS sub-section of the Plan. Additionally, the HS sub-section is very brief and doesn't touch on a number of initiatives we already have in place to encourage and support the transition to postsecondary. On pg 45, there is a section about English Learners that provides info about general EL support but doesn't address how we help ELs through academic transitions.
B.1.i	47	Supporting Needs of Migratory Children	In Section B.1, we are supposed to address how the state and LEAs are ensuring the needs of migrant students are met (including preschool and those who have dropped out). In sub-section B.1.i, we are supposed to address the full range of services available for migratory children. Our response only indicates that the state provides ongoing training. It does not provide information about services provided to students either due to support from the state or from LEAs.
B.1.ii	47	Supporting Needs of Migratory Children	There is a lack of detail regarding the info requested. This says we do joint planning but does not indicate how/the processes we use for joint planning.
B.1.iv	47-48	Supporting Needs of Migratory Children	The intro before the table indicates that required "strategies" are bolded. Only one strategy, 3.2, is bolded. However, while this is a math strategy, there is a very similar ELA strategy that is not bolded
C.1	53	Transitions Between Correctional Facilities and Local Programs	The first sentences states that we <i>will</i> establish procedures to ensure timely re-enrollment of students from juvenile justice into secondary schools or re-entry programs. However, there is no other information about <i>the process</i> we will use to establish these procedures or by when we intend to have them developed and implemented. Overall, this section uses a lot of future tense ("will"), making it unclear whether these are practices that are already in place and will be continuing or if they are practices/procedures that still need to be established and implemented.

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C.2	54	Program Objectives and Outcomes	This section is confusing for the reader in its use of “Goal” “Objective” and “Outcome”. The measureable outcomes are listed as objectives in the table, but not above it. For instance, in the outline of the Objectives before the table, the Outcome listed for Objective #2 seems more associated with Objective #1. In the table Goal #1 has an Objectives that align more to Objective #1 and Outcome #2 above. Additionally, in the table, it feels like some of the Goals / Objectives / Performance Measures need to be split up, so that they are more specific and more clearly aligned.
Title II			
A.1	57	Use of Funds	<p>Support for Teachers: Recruit and Retain: Grow Your Own – Plan does not take into consideration the work completed by the Board’s K-12 Teacher Pipeline Workgroup.</p> <ul style="list-style-type: none"> • Plan includes a means to work with IHEs to certify paraprofessionals. This would need to be coordinated through the State Board due to potential program changes/creating new programs. • Plan includes efforts to recruit teaching candidates as early as high school by offering dual-credit education classes. The plan does not give any detail to address the current shortage of qualified dual-credit teachers, and the link between university general education requirements and education focused credits. Unless these courses specifically fulfill general education requirements (as opposed to just being interesting education courses to spark interest) it may be difficult to align graduation credits/certification requirements. <p>An early Grow Your Own program (2006) involving universities partnering to provide coursework for special education paraprofessionals was not sustainable due to a lack of ongoing coordination. The plan does not appear to include the systemic approach necessary to maintain the program.</p>
	57		<p>Retain: Mentorship and Coaching - Detail is limited regarding what is trying to be accomplished here, other than “support” teachers. It seems important that this work would be integrally tied to teacher evaluation measures, Individualized Professional Learning Plans, and should target outcomes that correlate directly to increased student growth.</p> <p>Recommendations of the Educator Pipeline Committee in this area are being considered for implementation by the Board this year. The description does not indicate coordination with these efforts. Idaho has already developed Mentor Standards, and over the last 10 years many pockets of trained mentors and excellent resources have developed, though they are scattered throughout the state. The plan should be intentional in being consistent with previous efforts to maximize the outcomes.</p>

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	58		Support for the Idaho Instructional Framework - Could be amended to include the findings from the 2015-16 evaluation review, particularly to emphasize professional learning that was requested by administrators related to the instructional framework. This section also provides an opportunity to introduce Idaho's career ladder into this document. The section, for the purposes of describing Idaho's system for addressing educator effectiveness, does not include the state's focus on the continuum of professional growth that begins in pre-service (with the Common Summative Assessment) and supports teacher learning (IPLP) from the "residency" novice teaching phase through to Master Teacher designation.
A.2.	58	Use of Funds to Improve Equitable Access to Teachers in Title I, Part A Schools	This section references the teacher pipeline issues REL was contracted to explore, but does not tie it to the Idaho Superintendent's Network as it was in the earlier drafts. The Superintendents Network is listed in the proposed programs for supporting educators table.
A.3.	59	System of Certification and Licensing	Language reflects the old certification system and does not reflect the current certification requirements that have been effective since March 2017.
	60		Clinical Requirements – The statement “There are no specific state requirements with regard to preservice teaching experience in diverse settings or with special student populations” is not entirely accurate. Idaho operates on a CAEP partnership agreement, attending to diversity in placements is a focus of each educator preparation program (EPP). Programs are purposeful in trying to get candidates into diverse settings, and they collect this data and produce it during reviews. Finding diverse placements is important to EPPs, they regularly collect this data for review, and is an item that gets voluntarily called out as an opportunity for ongoing improvement.
	60		Alternative Routes to Certification - The Idaho definition of an alternate route is “a teacher of record working toward full certification” and needs to be clearly defined in this document. The federal definition is broader. Additionally, certificates/endorsements can be gained through both ABCTE and TFA (including an alternate route through a traditional program), which the Feds consider an alternative route to certification. Teachers can be prepared through a non-traditional program outside of the "emergency" provision. Districts may hire them as a matter of choice, not because they have to prove an emergency. This section does not describe the full picture of alternative routes to certification as they exists in Idaho.
	62		Pupil Personnel and Administrator Certification Standards - The description of these standards is confusing and does not capture the current rigor. These standards are not independent standards – they are included alongside, and are very similar to, the preparation standards for instructional

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			personnel; they are just not grounded on Core Teaching Standards. Each of these programs goes through the exact same review process, though their performance standards are generally based upon current national standards supported through each group's professional organization.
	63		Current Work Regarding Certification of Educators - This section is outdated and inaccurate. The work of the Teacher Certification group was completed in fall 2016, resulting in rule change adopted in 2016 by the Board and accepted by the legislature during the 2017 legislative session (effective March 2017). Certification changes that are now official are not reflected in this document (see above). Regarding flexibility in certification, this discussion has now been taken up by the Educator Pipeline Work Group convened by the Board. The group has been meeting since February 2017.
A.6.	64		<p>The plan states: "Idaho will not use Title II-A funds for the improvement of Teacher Preparation programs. Title II-A is focused on the needs of educators in rural, high-poverty, and high-minority schools."</p> <p>In earlier sections of the document there are references to working with higher education preparation programs to create new routes to teaching, these statements conflict with the statement above. There is clearly an intention to use dollars in the preparation of teachers. Additionally, this section is designed to support improvements identified by the SEA. Through both the Pipeline work and the Evaluation Review, many areas have been identified as critical to better preparing and supporting both teachers and administrators (induction, revised educator preparation courses, and ongoing training in assessment literacy to name a few). This section should be revised to better define (and perhaps better conceptualize the use of) funds for preparation and other focus areas identified. Idaho has used state level funds in this area to improve teacher preparation programs and the need has not diminished. Once example is the proposed inclusion of college and career readiness student competencies that will need to be integrated into the teacher preparation programs.</p>

Idaho Consolidated State Plan
The Elementary and Secondary Education Act of 1965, as
amended by the Every Student Succeeds Act

Fifth Draft (5.17.2017)

Introduction

Section 8302 of the Elementary and Secondary Education Act of 1965 (ESEA), as amended by the Every Student Succeeds Act (ESSA),¹ requires the Secretary to establish procedures and criteria under which, after consultation with the Governor, a State educational agency (SEA) may submit a consolidated State plan designed to simplify the application requirements and reduce burden for SEAs. ESEA section 8302 also requires the Secretary to establish the descriptions, information, assurances, and other material required to be included in a consolidated State plan. Even though an SEA submits only the required information in its consolidated State plan, an SEA must still meet all ESEA requirements for each included program. In its consolidated State plan, each SEA may, but is not required to, include supplemental information such as its overall vision for improving outcomes for all students and its efforts to consult with and engage stakeholders when developing its consolidated State plan.

Completing and Submitting a Consolidated State Plan

Each SEA must address all of the requirements identified below for the programs that it chooses to include in its consolidated State plan. An SEA must use this template or a format that includes the required elements and that the State has developed working with the Council of Chief State School Officers (CCSSO).

Each SEA must submit to the U.S. Department of Education (Department) its consolidated State plan by one of the following two deadlines of the SEA's choice:

- **April 3, 2017;** or
- **September 18, 2017.**

Any plan that is received after April 3, but on or before September 18, 2017, will be considered to be submitted on September 18, 2017.

Alternative Template

If an SEA does not use this template, it must:

- 1) Include the information on the Cover Sheet;
- 2) Include a table of contents or guide that clearly indicates where the SEA has addressed each requirement in its consolidated State plan;
- 3) Indicate that the SEA worked through CCSSO in developing its own template; and
- 4) Include the required information regarding equitable access to, and participation in, the programs included in its consolidated State plan as required by section 427 of the General Education Provisions Act. See Appendix B.

Individual Program State Plan

An SEA may submit an individual program State plan that meets all applicable statutory and regulatory requirements for any program that it chooses not to include in a consolidated State plan. If an SEA intends to submit an individual program plan for any program, the SEA must submit the individual program plan by one of the dates above, in concert with its consolidated State plan, if applicable.

¹ Unless otherwise indicated, citations to the ESEA refer to the ESEA, as amended by the ESSA.

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Consultation

Under ESEA section 8540, each SEA must consult in a timely and meaningful manner with the Governor or appropriate officials from the Governor's office, including during the development and prior to submission of its consolidated State plan to the Department. A Governor shall have 30 days prior to the SEA submitting the consolidated State plan to the Secretary to sign the consolidated State plan. If the Governor has not signed the plan within 30 days of delivery by the SEA, the SEA shall submit the plan to the Department without such signature.

Assurances

In order to receive fiscal year (FY) 2017 ESEA funds on July 1, 2017, for the programs that may be included in a consolidated State plan, and consistent with ESEA section 8302, each SEA must also submit a comprehensive set of assurances to the Department at a date and time established by the Secretary. In the near future, the Department will publish an information collection request that details these assurances.

For Further Information: If you have any questions, please contact your Program Officer at OSS.[State]@ed.gov (e.g., OSS.Alabama@ed.gov).

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Cover Page

Contact Information and Signatures	
SEA Contact (Name and Position):	Telephone:
Mailing Address: Idaho Department of Education PO Box 83720 Boise ID 83720	Email Address:
<p>By signing this document, I assure that: To the best of my knowledge and belief, all information and data included in this plan are true and correct. The SEA will submit a comprehensive set of assurances at a date and time established by the Secretary, including the assurances in ESEA section 8304. Consistent with ESEA section 8302(b)(3), the SEA will meet the requirements of ESEA sections 1117 and 8501 regarding the participation of private school children and teachers.</p>	
Authorized SEA Representative (Printed Name) Superintendent Sherri Ybarra	Telephone: 208.332.6815
Signature of Authorized SEA Representative	Date:
Governor (Printed Name)	Date SEA provided plan to the Governor under ESEA section 8540:
Signature of Governor	Date:

Programs Included in the Consolidated State Plan

Instructions: Indicate below by checking the appropriate box(es) which programs the SEA included in its consolidated State plan. If an SEA elected not to include one or more of the programs below in its consolidated State plan, but is eligible and wishes to receive funds under the program(s), it must submit individual program plans for those programs that meet all statutory and regulatory requirements with its consolidated State plan in a single submission.

Check this box if the SEA has included all of the following programs in its consolidated State plan.

or

If all programs are not included, check each program listed below that the SEA includes in its consolidated State plan:

- Title I, Part A: Improving Basic Programs Operated by Local Educational Agencies
- Title I, Part C: Education of Migratory Children
- Title I, Part D: Prevention and Intervention Programs for Children and Youth Who Are Neglected, Delinquent, or At-Risk
- Title II, Part A: Supporting Effective Instruction
- Title III, Part A: English Language Acquisition, Language Enhancement, and Academic Achievement
- Title IV, Part A: Student Support and Academic Enrichment Grants
- Title IV, Part B: 21st Century Community Learning Centers
- Title V, Part B, Subpart 2: Rural and Low-Income School Program
- Title VII, Subpart B of the McKinney-Vento Homeless Assistance Act: Education for Homeless Children and Youth Program (McKinney-Vento Act)

Instructions

Each SEA must provide descriptions and other information that address each requirement listed below for the programs included in its consolidated State plan. Consistent with ESEA section 8302, the Secretary has determined that the following requirements are absolutely necessary for consideration of a consolidated State plan. An SEA may add descriptions or other information, but may not omit any of the required descriptions or information for each included program.

A. Title I, Part A: Improving Basic Programs Operated by Local Educational Agencies (LEAs)

1. Challenging State Academic Standards and Assessments (*ESEA section 1111(b)(1) and (2) and 34 CFR §§ 200.1–200.8.*)²
2. Eighth Grade Math Exception (*ESEA section 1111(b)(2)(C) and 34 CFR § 200.5(b)(4)*):
 - i. Does the State administer an end-of-course mathematics assessment to meet the requirements under section 1111(b)(2)(B)(v)(I)(bb) of the ESEA?
 - Yes
 - No

Idaho encourages LEAs to provide advanced opportunities in math during middle school. In Idaho, “advanced opportunities” are defined as options for students to individualize their high school learning plan to get a jump-start on their future. These options include dual credit, technical competency credit, Advanced Placement, and International Baccalaureate programs. However, the state does not have statewide EOC assessments. LEAs have the option of creating their own districtwide assessments.

- ii. If a State responds “yes” to question 2(i), does the State wish to exempt an eighth-grade student who takes the high school mathematics course associated with the end-of-course assessment from the mathematics assessment typically administered in eighth grade under section 1111(b)(2)(B)(v)(I)(aa) of the ESEA and ensure that:
 - a. The student instead takes the end-of-course mathematics assessment the State administers to high school students under section 1111(b)(2)(B)(v)(I)(bb) of the ESEA;
 - b. The student’s performance on the high school assessment is used in the year in which the student takes the assessment for purposes of measuring academic achievement under section 1111(c)(4)(B)(i) of the ESEA and participation in assessments under section 1111(c)(4)(E) of the ESEA;
 - c. In high school:
 1. The student takes a State-administered end-of-course assessment or nationally recognized high school academic assessment as defined in 34 CFR § 200.3(d) in mathematics that is more advanced than the assessment the State administers under section 1111(b)(2)(B)(v)(I)(bb) of the ESEA;
 2. The State provides for appropriate accommodations consistent with 34 CFR § 200.6(b) and (f); and
 3. The student’s performance on the more advanced mathematics assessment is used for purposes of measuring academic achievement under section 1111(c)(4)(B)(i) of the ESEA and

² The Secretary anticipates collecting relevant information consistent with the assessment peer review process in 34 CFR § 200.2(d). An SEA need not submit any information regarding challenging State academic standards and assessments at this time.

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participation in assessments under section 1111(c)(4)(E) of the ESEA.

- Yes
- No

iii. If a State responds “yes” to question 2(ii), consistent with 34 CFR § 200.5(b)(4), describe, with regard to this exception, its strategies to provide all students in the State the opportunity to be prepared for and to take advanced mathematics coursework in middle school.

N/A

3. Native Language Assessments (ESEA section 1111(b)(2)(F) and 34 CFR §

200.6(f)(2)(ii)):

- i. Provide its definition for “languages other than English that are present to a significant extent in the participating student population,” and identify the specific languages that meet that definition.

Idaho’s CSPR data for SY 14-15 shows the following language spoken by our English Learners:

Language	# of EL Students
Spanish	10,741
Arabic	354
Somali	159
Swahili	143
Nepali	142

Spanish is the dominant language used other than English in our state.

In Idaho, the only other language that is spoken at a “significant extent in the participating student population” is Spanish. All assessments for accountability are provided in Spanish as well as English.

- ii. Identify any existing assessments in languages other than English, and specify for which grades and content areas those assessments are available.

Idaho administers the Idaho Standards Achievement Test (ISAT) developed by Smarter Balanced in grades 3–8 and 10. The state follows the guidelines set forth by Smarter Balanced related to translation, including translated test directions in a students’ native language. Currently, Idaho’s ISAT offers translated test directions available in 14 languages. In addition supports for English Learners include stacked translation in Spanish and translation glossaries in an additional 7 languages.

- iii. Indicate the languages identified in question 3(i) for which yearly student academic assessments are not available and are needed.

N/A

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- iv. Describe how it will make every effort to develop assessments, at a minimum, in languages other than English that are present to a significant extent in the participating student population including by providing
 - a. The State’s plan and timeline for developing such assessments, including a description of how it met the requirements of 34 CFR § 200.6(f)(4);
 - b. A description of the process the State used to gather meaningful input on the need for assessments in languages other than English, collect and respond to public comment, and consult with educators; parents and families of English learners; students, as appropriate; and other stakeholders; and
 - c. As applicable, an explanation of the reasons the State has not been able to complete the development of such assessments despite making every effort.

- 4. Statewide Accountability System and School Support and Improvement Activities (ESEA section 1111(c) and (d)):
 - i. Subgroups (ESEA section 1111(c)(2)):
 - a. List each major racial and ethnic group the State includes as a subgroup of students, consistent with ESEA section 1111(c)(2)(B).

Within Idaho’s accountability system, all required historically underperforming subgroups are included in both federal reporting as well as comprehensive and targeted school identifications: Economically disadvantaged are students with a free or reduced-price lunch status. English learners are those who have not yet tested as English proficient. Minority subgroups will be disaggregated for American Indian or Alaskan Native; Asian; Black or African American; Native Hawaiian or Pacific Islander; White; Hispanic or Latino. Students with disabilities are all students that meet criteria outlined in Idaho’s eligibility evaluation. This is further described in the Idaho Special Education Manual at <http://www.sde.idaho.gov/sped/sped-manual/>
 - b. If applicable, describe any additional subgroups of students other than the statutorily required subgroups (*i.e.*, economically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners) used in the Statewide accountability system.

N/A
 - c. Does the State intend to include in the English learner subgroup the results of students previously identified as English learners on the State assessments required under ESEA section 1111(b)(2)(B)(v)(I) for purposes of State accountability (ESEA section 1111(b)(3)(B))? Note that a student’s results may be included in the English learner subgroup for not more than four years after the student ceases to be identified as an English learner.

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- Yes
- No

- d. If applicable, choose one of the following options for recently arrived English learners in the State:
- Applying the exception under ESEA section 1111(b)(3)(A)(i); or
 - Applying the exception under ESEA section 1111(b)(3)(A)(ii); or
 - Applying the exception under ESEA section 1111(b)(3)(A)(i) or under ESEA section 1111(b)(3)(A)(ii). If this option is selected, describe how the State will choose which exception applies to a recently arrived English learner.

ISDE and the Title III English Learner workgroup prefers option 3, however the workgroup would prefer not to make decisions about exceptions for recently arrived English Learners because of the limited ACCESS 2.0 data. March 2016 was the first year of administering the ACCESS 2.0 assessment. However, in October 2016 WIDA released new English language proficiency cut scores for use with the March 2017 ACCESS 2.0 administration. Therefore, Idaho only has 1 year of scores from the March 2017 administration that are aligned to revised English language proficiency cut scores.

- ii. Minimum N-Size (ESEA section 1111(c)(3)(A)):
- a. Provide the minimum number of students that the State determines are necessary to be included to carry out the requirements of any provisions under Title I, Part A of the ESEA that require disaggregation of information by each subgroup of students for accountability purposes.

The minimum number of students required for a given group to be included in the school identification accountability system is $N \geq 25$. This minimum number is required for the “all students” group as well as subgroups listed in Section A(4)(1)(a).

- b. Describe how the minimum number of students is statistically sound.

Using statewide testing data from the two most recent years, ISDE confirmed that using 25 for the minimum number of students required to be included in the accountability system provided reliable indicators of school performance at the indicator level. Additionally, throughout the design process, options for data aggregation were chosen that maximized the number of students represented in school accountability performance. For example, at the indicator-school level, the statewide accountability system will aggregate at least two, and up to three, years of data (the maximum allowable) to determine student achievement for the purposes of school identification.

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- c. Describe how the minimum number of students was determined by the State, including how the State collaborated with teachers, principals, other school leaders, parents, and other stakeholders when determining such minimum number.
- d. Describe how the State ensures that the minimum number is sufficient to not reveal any personally identifiable information.³

The State of Idaho places a high value on preserving the privacy of students and safeguarding their personally identifiable information (PII). To ensure that student data is treated with the utmost security, Idaho has enacted statutory protections found in Idaho Code § 33-133. As part of this protection, the statute permits the release of student data in aggregate. It requires that “the minimum number of students shall be determined by the state board of education.” To provide oversight and guidance over the collection, retention, and security of student data, the State Board of Education created the Data Management Council (DMC). This controlling body has set rules on minimum numbers reported in aggregate. These minimums supersede any other minimums that may be defined elsewhere unless expressly permitted by the DMC. *Any release of data that would result in the ability to identify the personally identifiable information (PII) of an individual must be approved by the Data Management Council, aggregated to a minimum **cell size of 10**, or masked/blurred. This includes situations where a calculation can be done to arrive at a single count of less than 10 students that would risk exposure of PII. Instances where 100% or 0% of students fall within one category and would risk the exposure of PII must also be approved by the Data Management Council or masked/blurred since doing so discloses information on either all or no students and thereby violates the minimum cell size policy.*

- e. If the State’s minimum number of students for purposes of reporting is lower than the minimum number of students for accountability purposes, provide the State’s minimum number of students for purposes of reporting.

Idaho ensures that no single student is identifiable either through reporting (cases where the minimum cell size < 10 is not shown) or in Title I school identification processes.

Performance of student groups that are too small to be included in the

³ Consistent with ESEA section 1111(i), information collected or disseminated under ESEA section 1111 shall be collected and disseminated in a manner that protects the privacy of individuals consistent with section 444 of the General Education Provisions Act (20 U.S.C. 1232g, commonly known as the “Family Educational Rights and Privacy Act of 1974”). When selecting a minimum n-size for reporting, States should consult the Institute for Education Sciences report “[Best Practices for Determining Subgroup Size in Accountability Systems While Protecting Personally Identifiable Student Information](#)” to identify appropriate statistical disclosure limitation strategies for protecting student privacy.

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Title I school identification will still be reported on the state website so long as the cell size includes 10 or more students. Enrollment numbers and percentages will be displayed so long as there is at least one student within the subgroup.

- iii. Establishment of Long-Term Goals (ESEA section 1111(c)(4)(A)):
 - a. Academic Achievement. (ESEA section 1111(c)(4)(A)(i)(I)(aa))
 - 1. Describe the long-term goals for improved academic achievement, as measured by proficiency on the annual statewide reading/language arts and mathematics assessments, for all students and for each subgroup of students, including: (1) the timeline for meeting the long-term goals, for which the term must be the same multi-year length of time for all students and for each subgroup of students in the State, and (2) how the long-term goals are ambitious.

The long-term goals for Idaho are based on the state's vision for educating all students and a thorough review of the two years⁴ of ISAT data. The goals follow the state's projected trajectory similar to the goals in the ESEA waiver. Idaho wants to ensure that LEAs and schools are focused on goals that are both ambitious and achievable. Idaho's long-term goals seek to reduce the percentage of all non-proficient students by half over six years. The long-term goals are set for the State, districts, and schools and are based on achievement from the previous school year.

Calculation:

Long-term Goal (Growth goal for 6 years) = Previous Year % Proficient/Advanced + (100 – % Proficient/Advanced in Previous Year) X 50%

Interim Progress Goal (Growth goal for each year) = Growth goal for 6 years /6

Baseline and long-term goals:

Baseline and long-term goals for academic achievement

Student group	Reading/ Language Arts: Baseline Data and Year	Reading/ Language Arts: Long-term Goal	Mathematics: Baseline Data and Year	Mathematics: Long-term Goal
Goal: Reduce the percentage of all non-proficient students by half over six years. The baseline year is 2016.				
All students	53.0	76.5	41.6	70.8
Economically disadvantaged	40.6	70.3	30.3	65.1

⁴ As of May 2017, ISDE has administered the ISAT two times.

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Student group	Reading/ Language Arts: Baseline Data and Year	Reading/ Language Arts: Long-term Goal	Mathematics: Baseline Data and Year	Mathematics: Long-term Goal
Goal: Reduce the percentage of all non-proficient students by half over six years. The baseline year is 2016.				
students				
Students with disabilities	15.0	57.5	15.2	57.6
English learners	6.9	53.5	7.1	53.5
Minority students (non-white)*	37.4	68.7	25.8	62.9

* Data for the minority subgroup will be further disaggregated for the purpose of report card reporting. for American Indian or Alaskan Native; Asian; ; Black or African American; Native Hawaiian or Pacific Islander; White; Hispanic or Latino.

2. Provide the measurements of interim progress toward meeting the long-term goals for academic achievement in Appendix A.

See Appendix A.

3. Describe how the long-term goals and measurements of interim progress toward the long-term goals for academic achievement take into account the improvement necessary to make significant progress in closing statewide proficiency gaps.

The long-term goals reduce the percentage of non-proficient students by half over a period six years. For schools with subgroups with varying levels of achievement, the goal to reduce the percentage of non-proficient students in this way requires *faster growth* for student groups that are farther behind. In this way, goal-setting aims to reduce the achievement gap between proficient and non-proficient students in the State.

b. Graduation Rate. (ESEA section 1111(c)(4)(A)(i)(I)(bb))

1. Describe the long-term goals for the four-year adjusted cohort graduation rate for all students and for each subgroup of students, including: (1) the timeline for meeting the long-term goals, for which the term must be the same multi-year length of time for all students and for each subgroup of students in the State, and (2) how the long-term goals are ambitious.

Idaho’s long-term goals seek to reduce the percent of non-graduating students by half over six years. The long-term goals are set for the state, districts, and schools and are based on graduation rates from the previous school year.

Calculation:

Long-term Goal (Growth goal for 6 years) = Previous Year % Graduating + (100 – % Graduating in Previous Year) X 50%

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Interim Progress Goal (Growth goal for each year) = Growth goal for 6 years /6

Baseline and long-term goals for the four year adjusted cohort graduation rate

Student group	Baseline (Data and Year)	Long-term Goal (Data and Year)
Goal: Reduce the percentage of all non-graduating students by half over six years. The baseline year is 2016.		
All students	78.9	89.5
Economically disadvantaged students	72.0	86.0
Students with disabilities	58.4	79.2
English learners	72.3	86.1
Minority students*	72.3	86.1

* Data for the minority subgroup will be further disaggregated for the purpose of report card reporting. for American Indian or Alaskan Native; Asian; ; Black or African American; Native Hawaiian or Pacific Islander; White; Hispanic or Latino.

2. If applicable, describe the long-term goals for each extended-year adjusted cohort graduation rate, including (1) the timeline for meeting the long-term goals, for which the term must be the same multi-year length of time for all students and for each subgroup of students in the State; (2) how the long-term goals are ambitious; and (3) how the long-term goals are more rigorous than the long-term goal set for the four-year adjusted cohort graduation rate.

The long term goals for the extended graduation rate will be developed after Idaho establishes the reporting necessary to calculate extended cohort graduation rate.

3. Provide the measurements of interim progress toward the long-term goals for the four-year adjusted cohort graduation rate and any extended-year adjusted cohort graduation rate in Appendix A.

See Appendix A.

4. Describe how the long-term goals and measurements of interim progress for the four-year adjusted cohort graduation rate and any extended-year adjusted cohort graduation rate take into account the improvement necessary to make significant progress in closing statewide graduation rate gaps.

As with goals for reading/language arts and mathematics assessments, by reducing the number of non-graduating students

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by half over six years, student groups with lower rates of graduating students will be required to increase number of graduates at a faster rate in order to meet the state's goals.

c. English Language Proficiency. (ESEA section 1111(c)(4)(A)(ii))

Idaho establishes a student's English language proficiency level using WIDA's ACCESS Placement Test (W-APT). The student's results on this screener determine the level of English language proficiency. The date of the screener provides a baseline to track this information over time..

1. Describe the long-term goals for English learners for increases in the percentage of such students making progress in achieving English language proficiency, as measured by the statewide English language proficiency assessment, including: (1) the State-determined timeline for such students to achieve English language proficiency and (2) how the long-term goals are ambitious.

Idaho will use the 2017 Access 2.0 data to develop long term goals as required by the U.S. Department of Education. These goals will be calculated by June 30, 2017.

2. Provide the measurements of interim progress toward the long-term goal for increases in the percentage of English learners making progress in achieving English language proficiency in Appendix A.

As with long-term goals, Idaho use the 2017 Access 2.0 data to develop long term goals as required by the U.S. Department of Education. These goals will be calculated by June 30, 2017.

iv. Indicators (ESEA section 1111(c)(4)(B))

- a. Academic Achievement Indicator. Describe the Academic Achievement indicator, including a description of how the indicator (i) is based on the long-term goals; (ii) is measured by proficiency on the annual Statewide reading/language arts and mathematics assessments; (iii) annually measures academic achievement for all students and separately for each subgroup of students; and (iv) at the State's discretion, for each public high school in the State, includes a measure of student growth, as measured by the annual Statewide reading/language arts and mathematics assessments.

Idaho's Accountability Framework was approved by the Legislature in 2017 and includes the full range of Idaho's structure for ensuring students are college and career ready. Idaho believes defining success requires going beyond statewide test scores and should illustrate multiple measures reflecting the many facets of our students. The

indicators that will be publicly reported in our online dashboard reflect Idaho's state values and will further empower educators and families to make good decisions about their children.

School district, charter school district and public charter school accountability will be based on multiple measures aimed at providing meaningful data showing progress toward interim and long-term goals set by the State Board of Education for student achievement and school improvement. The state Accountability Framework will be used to meet both state and federal school accountability requirements and will be broken up by school category and include measures of student academic achievement and school quality as determined by the State Board of Education.

01. School Category.

- a. Kindergarten through grade eight (K-8): Schools in this category include elementary and middle schools as defined in Subsection 112.05.f.
- b. High Schools, not designated as alternative high schools, as defined in Subsection
- c. Alternative High Schools

02. Academic Measures by School Category.

- a. K-8:
 - i. Idaho Standards Achievement Tests (ISAT) Proficiency.
 - ii. ISAT growth toward proficiency based on a trajectory model approved by the State Board of Education.
 - iii. ISAT proficiency gap closure.
 - iv. Idaho statewide reading assessment proficiency.
 - v. English Learners achieving English language proficiency.
 - vi. English Learners achieving English language growth toward proficiency.
- b. High School:
 - i. ISAT proficiency.
 - ii. ISAT proficiency gap closure.
 - iii. English Learners achieving English language proficiency.
 - iv. English Learners achieving English language growth toward proficiency.
 - v. Four (4) year cohort graduation rate, including students who complete graduation requirements prior to the start of the school district or charter schools next fall term.

vi. Five (5) year cohort graduation rate, including students who complete graduation requirements prior to the start of the school district or charter schools next fall term.

c. Alternative High School:

i. ISAT proficiency.

ii. English learners achieving English language proficiency.

iii. English learners achieving English language growth towards proficiency.

iv. Four (4) year cohort graduation rate, including students who complete graduation requirements prior to the start of the school district or charter schools next fall term.

v. Five (5) year cohort graduation rate, including students who complete graduation requirements prior to the start of the school district or charter schools next fall term.

03. School Quality Measures by School Category.

a. K-8:

i. Students in grade 8 enrolled in pre-algebra or higher.

ii. State satisfaction and engagement survey administered to parents, students, and teachers (effective starting in the 2018-2019 school year).

iii. Communication with parents on student achievement (effective starting in the 2018-2019 school year).

b. High School:

i. College and career readiness determined through a combination of students participating in advanced opportunities, earning industry recognized certification, and/or participation in recognized high school apprenticeship programs.

ii. State satisfaction and engagement survey administered to parents, students, and teachers (effective starting in the 2018-2019 school year).

iii. Students in grade 9 enrolled in algebra I or higher.

iv. Communication with parents on student achievement (effective starting in the 2018-2019 school year).

c. Alternative High School:

i. Credit recovery and accumulation.

ii. College and career readiness determined through a combination of students participating in advanced opportunities, earning industry recognized certification, and/or participation in recognized high school apprenticeship programs.

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- iii. State satisfaction and engagement survey administered to parents, students, and teachers (effective starting in the 2018-2019 school year).
- iv. Communication with parents on student achievement (effective starting in the 2018-2019 school year).

School identification is just one part of Idaho’s Accountability Framework. The purpose of Title I school identification as described in the following sections is to guarantee that schools with the most need receive support from ISDE. Therefore, the elements of Idaho’s school identification model that are specifically chosen for this purpose are also intentionally aligned with the supports and interventions provided by ISDE. Further, it is critical for school identification calculations to be transparent and clear so that all stakeholders understand why a school is or is not designated to receive support.

Used for all schools in state: The academic achievement indicators in this section are used for all schools in the state according to the school categories as outlined in Idaho’s Accountability Framework.

Same calculation for all schools: The same calculation is used for all schools in the state for the academic achievement indicator. This is further described in the process of annual meaningful differentiation methods later in this section.

Validity and reliability: Achievement indicators are calculated using statewide test scores in Mathematics and English Language Arts. The ISAT has met validity and reliability criteria as outlined in the Federal Assessment Peer Review.

Based on long-term goals: Please see annual meaningful differentiation of schools methodology for how long-term goals are incorporated into the school identification.

Proficiency on statewide reading/language arts and mathematics assessments: The achievement indicator is based on the percentage of proficient students on these tests. Please see annual meaningful differentiation of schools methodology for further explanation.

95% participation: Please see annual meaningful differentiation of schools methodology for how participation in testing is incorporated into the school accountability system.

Academic achievement indicators

Indicator	Measure	Description
Academic Achievement	Idaho Student Achievement Test (ISAT) 3–8 Mathematics	These measures represent the proficiency on statewide mathematics and ELA/Literacy tests. In the school identification system, academic achievement is the current year percentage of
	ISAT 3–8 English Language arts (ELA)/Literacy	

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Indicator	Measure	Description
Academic Growth	ISAT High School Mathematics	students scoring proficient or above within a school.
	ISAT High School ELA/Literacy	
	Idaho Student Achievement Test (ISAT) 3–8 Mathematics	Academic progress on the ISAT will be measured by the difference in percentage of student scoring proficient or above in the current year of testing and either the percent proficient in the prior year (for schools with only two years of data), or the percent proficient two years in the past (for schools with three years of data or more).
	ISAT 3–8 English Language arts (ELA)/Literacy	
ISAT High School Mathematics		
	ISAT High School ELA/Literacy	

- b. Indicator for Public Elementary and Secondary Schools that are Not High Schools (Other Academic Indicator). Describe the Other Academic Indicator, including how it annually measures the performance for all students and separately for each subgroup of students. If the Other Academic Indicator is not a measure of student growth, the description must include a demonstration that the indicator is a valid and reliable statewide academic indicator that allows for meaningful differentiation in school performance.

Idaho’s Other Academic Indicator is Academic Growth as defined in the table above.

- c. Graduation Rate. Describe the Graduation Rate indicator, including a description of (i) how the indicator is based on the long-term goals; (ii) how the indicator annually measures graduation rate for all students and separately for each subgroup of students; (iii) how the indicator is based on the four-year adjusted cohort graduation rate; (iv) if the State, at its discretion, also includes one or more extended-year adjusted cohort graduation rates, how the four-year adjusted cohort graduation rate is combined with that rate or rates within the indicator; and (v) if applicable, how the State includes in its four-year adjusted cohort graduation rate and any extended-year adjusted cohort graduation rates students with the most significant cognitive disabilities assessed using an alternate assessment aligned to alternate academic achievement standards under ESEA section 1111(b)(2)(D) and awarded a State-defined alternate diploma under ESEA section 8101(23) and (25).

Please see the methodology for the annual meaningful differentiation of schools methodology later in this section for further explanation. Idaho uses the four-year adjusted cohort graduation rate for the graduation indicator.

Graduation rate indicators

Indicator	Measure	Description
Graduation Rate	The four-year cohort graduation rate	The percent of students graduating using the four-year graduation cohort rate calculation within a

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Indicator	Measure	Description
		school reported ⁵ in the current school year.
Graduation Rate Growth	The four-year cohort graduation rate	The difference between the percent of students reported graduating in the current year and the prior year (for schools with only two years of data), or the percent reporting graduating two years in the past (for schools with three years of data or more).

- d. Progress in Achieving English Language Proficiency (ELP) Indicator. Describe the Progress in Achieving ELP indicator, including the State’s definition of ELP, as measured by the State ELP assessment.

The state has defined the English Language Proficiency as 5.0 composite proficiency level with 4.0 or higher on listening, speaking, reading, and writing. Idaho will use data from the 2017 Access 2.0 administration to define the progress for achieving English Language Proficiency. This calculation will be determined by June 30, 2017.

School Quality indicator

Indicator	School Category	Measure
School Quality or Student Success	K-8	Students in grade 8 enrolled in pre-algebra or higher.
	High School	College and career readiness as determined by students participating in advanced opportunities.
	Alternative High School	College and career readiness as determined by students participating in advanced opportunities.

- e. School Quality or Student Success Indicator(s). Describe each School Quality or Student Success Indicator, including, for each such indicator: (i) how it allows for meaningful differentiation in school performance; (ii) that it is valid, reliable, comparable, and statewide (for the grade span(s) to which it applies); and (iii) of how each such indicator annually measures performance for all students and separately for each subgroup of students. For any School Quality or Student Success indicator that does not apply to all grade spans, the description must include the grade spans to which it does apply.

Idaho will use the indicators outlined in the Accountability Framework for which data is available. Idaho plans to move to a statewide school climate survey as its school quality indicator. The survey used will

⁵ Graduation rate lags by one school year.

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developed in collaboration with the State Board of Education and Idaho's education stakeholders. The State Department will determine a process by which the survey will be piloted and implemented into school identification.

- v. Annual Meaningful Differentiation (*ESEA section 1111(c)(4)(C)*)
- a. Describe the State's system of annual meaningful differentiation of all public schools in the State, consistent with the requirements of section 1111(c)(4)(C) of the ESEA, including a description of (i) how the system is based on all indicators in the State's accountability system, (ii) for all students and for each subgroup of students. Note that each state must comply with the requirements in 1111(c)(5) of the ESEA with respect to accountability for charter schools.

Idaho will meaningfully differentiate all schools annually using the state's report card, which will show school progress on the indicators listed in section A(iv) of this plan. A subset of these indicators will then be used every three years to determine schools for comprehensive support and improvement, and each year to determine schools for and targeted support and improvement, as required by law.

Idaho's philosophy is to create a system of annual meaningful differentiation that allows ISDE to identify schools for improvement only if they are both the lowest performing in the state and not improving. To lay the foundation for this approach, the system for annual meaningful differentiation will allow schools to be recognized for either achievement, growth in achievement, or both. Using the methodology in this plan, ISDE avoids two common challenges associated with school accountability:

Growth Ceiling Issue: Within Idaho's previous star rating system, it was possible for very high-performing schools to receive low ratings due to lack of growth, despite there being little room available for progress.

Low Baseline Issue: Previously, even if schools were growing at a fast rate, they could receive poor ratings due to low baseline performance.

This system will incorporate achievement and growth for the five federally required indicators:

- Mathematics (statewide test)
- English Language Arts/Literacy (statewide test)
- Graduation Rate
- English Language Proficiency
- School Quality

ISDE will group schools by K-8, high school, and alternative schools. In Idaho rule, alternative schools are defined as, "Alternative secondary programs are those that provide special instructional courses

and offer special services to eligible at-risk youth to enable them to earn a high school diploma. Designated differences must be established between the alternative school programs and the regular secondary school programs. Alternative secondary school programs will include course offerings, teacher/pupil ratios and evidence of teaching strategies that are clearly designed to serve at-risk youth as defined in this section. Alternative high school programs conducted during the regular school year will be located on a separate site from the regular high school facility or be scheduled at a time different from the regular school hours.”

Stakeholder feedback on school category approach was positive. Feedback also included a proposal to group schools using concentration of low-income students; however, ISDE will use the K-8, high school, and alternative school groupings because Title I school identification itself applies only to schools with a high concentration of low-income students.

The steps below describe how hypothetical School X’s performance results in annual meaningful differentiation in Idaho’s school report card. Additionally, the report card will note whether a school has been identified for improvement or not identified.

Step 1: For the first indicator, identify *Achievement* and *Growth* for School X.

School X math performance

Prior year(s) Proficient/Advanced	Current year Proficient/Advanced
55%	75%

Achievement is the percentage of students proficient or advanced.

School X’s math *achievement* is 75.

Growth is the difference between the percent proficient or above in either the prior year (for schools with only two years of data) or two years in the past (for schools with three years of data or more). School X’s math *Growth* is 75 minus 55, or 20.

Step 2: Determine rank of *Achievement* and *Growth* relative to all other public schools in the state.

	Achievement	Rank
School P	99	1
School F	98	2
School AA	96	3

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School S	94	4
	●	●
	●	●
School X	75	197
	●	●
	●	●
School G	32	378

School X's math *Achievement* was about in the middle relative to other schools in the state, ranking 197 of 378 schools.

There are 181 schools with lower *Achievement* than School X and 196 that have higher *Achievement* than School X.

	Growth	Rank
School T	22	1
School X	20	2
School C	12	3
School L	11	4
	●	●
	●	●
	●	●
School P	0	378

School X's math *Growth* was higher than all schools but one in the state, ranking second in *Growth*.

There are 376 schools with lower *Growth* than School X.

Step 3: Calculate percentile for *Achievement* and *Growth*.

The percentile is a simple calculation: divide the number of schools below School X by the total number of public schools in the state. This number is then multiplied by 100. This calculation reveals the percent of schools in the state that fall below School X in *Achievement* and *Growth*.

Achievement percentile

$$\frac{\text{Number of schools below School X (161)}}{\text{Total number of schools (378)}} * 100 = 48$$

48 percent of schools in the state fall below School X in *Achievement*.

Growth percentile

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<u>Number of schools below School X (376)</u>	* 100 = 99
Total number of schools (378)	

99 percent of schools in the state fall below School X in *Growth*.

The results of these percentile calculations will be displayed in the school report card, allowing viewers to see both achievement and growth for each indicator at each school.

- b. Describe the weighting of each indicator in the State’s system of annual meaningful differentiation, including how the Academic Achievement, Other Academic, Graduation Rate, and Progress in ELP indicators each receive substantial weight individually and, in the aggregate, much greater weight than the School Quality or Student Success indicator(s), in the aggregate.

When identifying comprehensive and targeted support and improvement schools as described below, ISDE will apply equal weights to any of the indicators used. Using this methodology, academic indicators will receive 80 percent weighting for high schools and alternative schools (4 of the 5 indicators used in School X’s indicator scores above) and 75 percent weighting for K–8 for schools (3 of the 4 required indicators). Stakeholder feedback indicated a desire to avoid assigning artificial weights to each indicator because the weights may appear arbitrary.

- c. If the State uses a different methodology for annual meaningful differentiation than the one described in 4.v.a. above for schools for which an accountability determination cannot be made (e.g., P-2 schools), describe the different methodology, indicating the type(s) of schools to which it applies.

N/A

vi. Identification of Schools (ESEA section 1111(c)(4)(D))

- a. Comprehensive Support and Improvement Schools. Describe the State’s methodology for identifying not less than the lowest-performing five percent of all schools receiving Title I, Part A funds in the State for comprehensive support and improvement.

Idaho will identify schools in 2017 and every three years thereafter.

Using the percentile calculations described in section A(v)(a) of this plan as the foundation, ISDE will use additional, simple calculations to identify the lowest-performing 5% of schools for comprehensive support and improvement.

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Step 4: The value for each indicator defaults to the higher of *Achievement* or *Growth*.

In the example in section A(v)(a), because 99 is higher than 48, 99 will represent the score for School X’s math indicator. 48 will *not* be used to determine whether the school will receive comprehensive support.

Step 5: Repeat for all indicators, and take the average.

School X’s indicator results					
Math	English Language Arts	Graduation Rate	EL Proficiency	School Quality	Average
99	Higher of either <i>Growth</i> or <i>Achievement</i> percentile	Higher of either <i>Growth</i> or <i>Achievement</i> percentile	Higher of either <i>Growth</i> or <i>Achievement</i> percentile	To be Determined (see Section A(iv)(e))	Average of all indicator scores

Step 6: Repeat for all Title I schools in the state and rank schools from highest to lowest.

Step 7: Choose the bottom 5 percent as comprehensive schools within the K-8, high school, and alternative school categories.

- b. Comprehensive Support and Improvement Schools. Describe the State’s methodology for identifying all public high schools in the State failing to graduate one third or more of their students for comprehensive support and improvement.

Beginning in 2017, Idaho will identify all public high schools in the state with graduation rates less than 67% as comprehensive support and improvement schools every three years. Graduation rates will be reported annually.

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- c. Comprehensive Support and Improvement Schools. Describe the methodology by which the State identifies public schools in the State receiving Title I, Part A funds that have received additional targeted support under ESEA section 1111(d)(2)(C) (based on identification as a school in which any subgroup of students, on its own, would lead to identification under ESEA section 1111(c)(4)(D)(i)(I) using the State's methodology under ESEA section 1111(c)(4)(D)) and that have not satisfied the statewide exit criteria for such schools within a State-determined number of years.

ISDE will identify comprehensive support and improvement schools with historically low-performing subgroups after the first year of identification of comprehensive schools.

- d. Year of Identification. Provide, for each type of schools identified for comprehensive support and improvement, the year in which the State will first identify such schools and the frequency with which the State will, thereafter, identify such schools. Note that these schools must be identified at least once every three years.

Idaho will begin identifying comprehensive support and improvement schools for the 2017-18 school year and every three years thereafter.

- e. Targeted Support and Improvement. Describe the State's methodology for annually identifying any school with one or more "consistently underperforming" subgroups of students, based on all indicators in the statewide system of annual meaningful differentiation, including the definition used by the State to determine consistent underperformance. (*ESEA section 1111(c)(4)(C)(iii)*)

The methodology for identifying targeted support and improvement schools will mirror that of identifying comprehensive support and improvement schools. In addition to percentile calculations for the all students group described in Section A(v)(a), percentiles will be calculated for each historically underperforming student group. The lowest performing five percent of schools for each student group will be used to determine targeted support and intervention schools using the same procedure described in Section A(vi)(a). In the event that a school is identified as both a targeted and comprehensive school, that school will receive only the comprehensive designation and count toward the number of schools in the state identified as a comprehensive support and improvement school.

The definitions of the historically underperforming student groups that will be used to determine targeted support and intervention schools are:

1. Economically disadvantaged are students with a free or reduced-price lunch status.
2. English learners are those who have not yet tested as English proficient.

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3. Minority students include American Indian or Alaskan Native; Asian; ; Black or African American; Native Hawaiian or Pacific Islander; White; Hispanic or Latino
4. Students with disabilities are all students that meet criteria outlined in Idaho's eligibility evaluation. This is further described in the Idaho Special Education Manual.

Each targeted support and improvement school will be required to develop and implement an improvement plan approved by the LEA.

If a targeted support and improvement school does not show any improvement for three consecutive years in reducing the achievement gap for its identified subgroup, the ISDE will notify the LEA that the school is moving into the comprehensive support and improvement identification for historically low-performing subgroup.

- f. Additional Targeted Support. Describe the State's methodology for identifying schools in which any subgroup of students, on its own, would lead to identification under ESEA section 1111(c)(4)(D)(i)(I) using the State's methodology under ESEA section 1111(c)(4)(D), including the year in which the State will first identify such schools and the frequency with which the State will, thereafter, identify such schools. *(ESEA section 1111(d)(2)(C)-(D))*

Idaho will identify the lowest performing 5% of schools for economically disadvantaged, students with disabilities, English learners, and each minority student group historically underperforming subgroups on an annual basis as described above. Each year, Idaho will re-run the methodology.

- g. Additional Statewide Categories of Schools. If the State chooses, at its discretion, to include additional statewide categories of schools, describe those categories.

N/A

- vii. Annual Measurement of Achievement *(ESEA section 1111(c)(4)(E)(iii))*: Describe how the State factors the requirement for 95% student participation in statewide mathematics and reading/language arts assessments into the statewide accountability system.

Idaho understands that in order to provide a fair and accurate picture of school success, and to help parents, teachers, school leaders, and state officials understand where students are struggling and how to support them, the state must ensure high participation in statewide assessments.

According to current Idaho Administrative Code (IDAPA 08.02.03.112(e)), "failure to include ninety-five percent (95%) of all students and ninety-five percent (95%) of students in designated subgroups

automatically identifies the school as not having achieved measurable progress in ISAT proficiency.”

Additionally, “If a school district does not meet the ninety-five percent (95%) participation target for the current year, the participation rate can be calculated by the most current three (3) year average of participation.”

Should a school or LEA not meet the 95% participation minimum standard, the local school board will be notified by ISDE that the school or district has failed to meet the minimum standard of reporting and that this will be reflected on the state report card.

All schools must develop a parent outreach plan to ensure high participation in statewide assessments. However, if a school has at least 95% participation in any year, the school will not be required to submit a parent outreach plan for the following year.

Parent outreach materials and other resources are available on the [ISDE’s website](#).

viii. Continued Support for School and LEA Improvement (ESEA section 1111(d)(3)(A))

a. Exit Criteria for Comprehensive Support and Improvement Schools.

Describe the statewide exit criteria, established by the State, for schools identified for comprehensive support and improvement, including the number of years (not to exceed four) over which schools are expected to meet such criteria.

If a comprehensive school meets the outcomes criteria defined in its improvement plan during the first or second year of identification and would not be identified in the lowest performing 5% of schools, the LEA may opt to exit that school. In this case, the school would not be eligible for school improvement funding.

Comprehensive support and improvement schools will be identified every three years. The first year of a comprehensive school’s identification will be a planning year. The planning year will include a comprehensive needs assessment and development of a school improvement plan, as required by ESSA. The LEA may choose to implement its own comprehensive needs assessment for the school or the LEA may opt to ask the state to conduct the school’s needs assessment. After the needs assessment, the planning year will also include completion of a school improvement plan, which will also identify resource inequities. The plan is first approved by the LEA and then submitted to the ISDE.

The LEA will oversee the implementation of the school’s improvement plan for the next two years (years 2 and 3), with support from ISDE where appropriate, unless the school exits comprehensive designation

earlier. LEA and school leadership will participate in regular State Technical Assistant Team (STAT) discussions where all of the school's stakeholders, including ISDE staff, are involved in the school's success. This group will meet regularly to track progress, discuss data, and identify needs and resources. Idaho is committed to supporting comprehensive support and improvement schools with all possible resources.

- b. Exit Criteria for Schools Receiving Additional Targeted Support. Describe the statewide exit criteria, established by the State, for schools receiving additional targeted support under ESEA section 1111(d)(2)(C), including the number of years over which schools are expected to meet such criteria.

Each year, if a targeted school is not re-identified in the subsequent identification process, it will exit targeted designation.

The State Technical Assistance Team (STAT) will annually evaluate and redirect resources for these schools as needed. More rigorous support may include participation in Idaho Building Capacity, Idaho Principals Network, increased use of Math and ELA coaches, etc. If the targeted designation continues at the end of the three year cycle, the school will be designated as a comprehensive support and improvement school.

- c. More Rigorous Interventions. Describe the more rigorous interventions required for schools identified for comprehensive support and improvement that fail to meet the State's exit criteria within a State-determined number of years consistent with section 1111(d)(3)(A)(i)(I) of the ESEA.

If a school identified for comprehensive support and improvement fails to meet ISDE's exit criteria after three years, ISDE will require a state-led Comprehensive and Integrated Field Review (CIFR), to take place during the fall following the third year of identification. The CIFR team will be created by ISDE, not the LEA of the identified school. The purpose of the CIFR team is to determine existing capacity within the LEA and offer specific recommendations to the LEA and ISDE.

The CIFR team will comprise both ISDE staff and representatives from LEAs and schools in the region with similar demographics but higher levels of student achievement. ISDE will seek nominations from the Idaho Association of School Administrators, Idaho School Board Association, Idaho Association of Special Education Directors, and the Idaho Education Association. ISDE will also request applications from LEAs and high-achieving schools.

The CIFR will collect evidence of practices associated with substantial school improvement. The team will observe a stratified sample of

teachers, including teachers of special populations, using a standard protocol. The standard observation protocol will include a subset of the indicators that align with the state's current teacher evaluation system. The CIFR process will also include focus groups with teachers, parents, students, and noncertified staff (e.g., food service, custodians, and paraprofessionals). Interviews will be conducted with the administrators of the school. All data will then be analyzed to describe the practices of the system and possible areas of improvement.

CIFRs are conducted to maintain a balance of positive support and mutual accountability and to help determine further state supports and interventions. Recommendations will tie back to the school and LEA improvement plans and processes. The inclusion of representatives from within the region is essential. It is the desire of ISDE to continue ongoing discussion and collaboration between LEAs at the local level. ISDE will ensure connections to programs, technical assistance, and training opportunities that match the needs of the school at the state level.

The results of the review will determine what recommendations the CIFR the team, in collaboration with the LEA, will pursue.

- d. Resource Allocation Review. Describe how the State will periodically review resource allocation to support school improvement in each LEA in the State serving a significant number or percentage of schools identified for comprehensive or targeted support and improvement.

The STAT will meet regularly with leadership from each LEA and its school in comprehensive or targeted support and improvement. LEA and school leadership are part of the STAT for that comprehensive or targeted school. Particular attention will be given to those LEAs with 50% or more schools identified as comprehensive support and improvement or targeted support and improvement. As part of the state's support, all comprehensive support and improvement schools will conduct a comprehensive needs assessment. Resource inequities may be identified through interviews, a fiscal review, and a root cause analysis of each school's achievement needs to help plan supports and interventions for improving practices.

Following the comprehensive needs assessment, the LEA will work with stakeholders to develop a comprehensive support and improvement plan for the school to improve student outcomes. The plan will include measurable objectives linked to the school's prioritized needs, and will address any resource inequities.

After the resource inequities are determined, the STAT will identify and prioritize the resources needed that will align with achievement proficiency gaps. In addition to reviewing the funds granted to each LEA, other areas will also be reviewed. This includes how the funds

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are spent and whether expenditures align with comprehensive/targeted support and improvement plan activities.

ISDE has access to a wide variety of resources, including funding, expertise, math and ELA coaches, leadership training, and assessment development. The allocation of these resources will first be applied to those comprehensive and targeted schools, especially the LEAs that have more than 50% of schools identified for comprehensive or targeted support.

- e. Technical Assistance. Describe the technical assistance the State will provide to each LEA in the State serving a significant number or percentage of schools identified for comprehensive or targeted support and improvement.

Idaho is committed to a robust statewide system of support. It is designed to pair local issues with local solutions and draws from a variety of resources and programs to build the capacity of schools and LEAs for continuous and sustainability improvement. The statewide system of support is managed and coordinated by the STAT. This team is responsible for overseeing all school improvement grants for targeted and comprehensive schools. The STAT works with LEAs and the Idaho Capacity Builders to ensure that improvement plans are evidence-based and managed for high performance.

Plan implementation and management support may be provided by the STAT if specifically requested by the LEA or school. The assistance may be in the form of conducting a comprehensive needs assessment, drafting a comprehensive plan, defining evidenced-based interventions, defining key indicators to measure and monitor, conducting periodic data collection, evaluating the data, and making necessary corrections in the interventions.

As shown in the table below, the statewide system of support includes a breadth of strategies and activities that LEAs and schools can select based on need. Schools identified for comprehensive support and improvement will likely need to draw on multiple strategies, whereas schools identified for targeted support and improvement may apply focused resources on meeting the needs of particular groups of students. This could include drawing on the English Learner Program to support EL students or providing extended learning time to help accelerate learning for specific groups of students. All funded activities and programs are evaluated regularly for evidence of effective implementation and to assess the degree to which services and activities are evidence-based. Programs draw on guidance from the U.S. Department of Education's What Works Clearinghouse and expertise from the Northwest Comprehensive Center and Regional Education Lab Northwest. The STAT will ensure that school improvement plans meet evidence-based requirements under ESSA.

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State-led school improvement activities are funded through the state administrative set-aside for 1003(a) funds. Services are provided directly to schools identified for improvement, when requested by the LEA as an optional part of the 1003(a) funding formula.

Strategies used in the Idaho statewide system of support

Strategy	Activity	Provider/program	Funding source
Managing comprehensive and targeted school improvement	Diagnostic evaluation/needs assessment to determine key challenges and root causes	ISDE or approved vendor	Title I-A School improvement funds
	Comprehensive school improvement and leadership coaching	Idaho Capacity Builders or approved vendor	
Improving leadership effectiveness	Leadership coaching	Idaho Building Capacity Network	School improvement funds
	Mentoring and support for principals	Idaho Principals Network Idaho Principal Mentoring Project	School improvement funds Title II-A
	Mentoring and support for superintendents	Idaho Superintendents Network	School improvement grant
Aligning curriculum and improving instruction	Professional development and technical assistance in curriculum and standards development and alignment, and research-based instructional improvement	Approved vendors; state regional mathematics or ELA specialists	School improvement funds and State funds
	Content Standards/ literacy coaching	Idaho Coaching Network, ELA/Literacy	State funds
	Training on the Idaho Content Standards and technical assistance with how to align curriculum, instruction, and assessment practices.	Idaho Coaching Network/ELA/Literacy Coaches, Idaho Math Centers	State funds
	Educator evaluation training	ISDE Educator	State funds

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Strategy	Activity	Provider/program	Funding source
	and coaching	Effectiveness Coordinator	
	Training to the school or LEA regarding the Smarter Balanced Consortium Assessments	ISDE	State and federal funds
Supporting English learners	Technical assistance with ELL program design	Idaho English Learner Program	State and federal funds
	Training on WIDA standards and technical assistance on aligning WIDA standards with RTI practices	Idaho English Learner Program	State and federal funds
Multi-tiered Systems of Support and special education	Response to Intervention training and coaching	Special Education Division	State funds, Special education funds (SPDG)
	Training on intensive interventions, assessments and strategies related to special education	Idaho Center on Disabilities and Human Development	Special Education funds
Extended learning time	Technical assistance on how to redesign the school day using extended learning and/or other opportunities (e.g., 21st Century Community Learning Centers)	ISDE or external vendor	Title IV
Family and community engagement	Technical assistance in the inclusion of families and the community in the school improvement planning and implementation process	ISDE- Family Engagement Coordinator	State funds
	Access to and support with the Family Engagement Tool (FET)		
Fiscal management	Technical assistance on the alignment of state funds (e.g., technology funds, advanced opportunities) and the policies necessary to ensure their success	ISDE	State funds

The following describes each of these strategies and activities in greater detail:

Management of Comprehensive and Targeted School Improvement

LEAs and schools need guidance and support in conducting needs assessments, prioritizing goals and needs, and developing improvement plans that are actionable and effective. ISDE partners with local and regional organizations to provide this assistance.

Comprehensive needs assessment and action plan: As part of the state's support, all comprehensive support and improvement schools will conduct a comprehensive needs assessment. The needs assessment may include an examination of four key components of each school: climate and culture, student engagement, leadership, and stakeholder perspectives and experiences. Data will be collected and analyzed using key performance and improvement indicators for school quality and learner outcomes. Areas of improvement will include a root-cause analysis to determine appropriate solutions. Improvement areas will be prioritized based on the information collected. This information will help guide LEAs in writing their comprehensive support and improvement plans and will help the STAT provide ongoing support assistance. If the LEA would like assistance from ISDE in either conducting the diagnostic evaluation or recommending an external provider, the School Improvement Coordinator will provide the information and resources.

Action plans from the diagnostic evaluation will address the why, who, what, when, and resource allocation for making improvement changes. A vision for the school will be developed and the school's strategic direction—setting short-term (one year) and long-term (3–5 years) goals—will be identified. An important component of the plan will include external stakeholder involvement in the development process and during the implementation of the plan. External stakeholders will include, at a minimum, the principal and other school leaders, teachers, and parents. The LEA will address in the plan how it will monitor and oversee the plan's implementation, as well as how the effectiveness of the plan will be evaluated. Title I-A school improvement funds may be used to fund a comprehensive needs assessment if the LEA chooses to use an external provider. Additionally, grant funds will be available for all schools identified as comprehensive support and improvement for the purpose of implementing system changes, strategies, and interventions as identified in the school's improvement plan based on the results of the comprehensive needs assessment.

The STAT will provide a network approach to improving instruction and achievement for each school identified as comprehensive support and improvement. The STAT will include the deputy superintendent of academic performance, community relations officer, federal programs

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director, associate deputy of federal programs, director of special education, director of Title III, director of curriculum and instruction, director of assessment, and school improvement coordinator. Depending upon the needs of the schools identified for comprehensive or targeted assistance, other specialists will be asked to provide input.

The STAT will meet no less frequently than once per quarter. Meetings will be either in person, web-based, or a combination (depending on where team members are located) with LEA and school leaders. The state school improvement coordinator will develop the agenda with input from STAT member stakeholders and will facilitate the meetings. One of the key responsibilities of this group will be to review data to inform strategies for improvement. Data from each of the stakeholders will be provided to the STAT members ahead of the meeting time. The purpose of the meeting will be to review progress from the last meeting and identify action plan supports and next steps for the following meeting. All stakeholder members are mutually responsible for the improvement of the school.

Given that the STAT will have members who are part of ISDE's executive team, ISDE will have an internal system of control with regular feedback provided to the superintendent and cabinet. The STAT members will also be responsible for continuing to convene regular meetings of the Core Team. ISDE, the STAT, and the Core Team will have access to technical assistance from external providers and will reach out to staff from other state education agencies to brainstorm challenges.

The community relations officer will provide regular updates and seek input from the various stakeholder groups such as the Regional Superintendents, Idaho Association of School Administrators, Idaho Education Association, Idaho School Boards Association, Idaho Business for Education, as well as the Idaho State Board of Education (SBOE) and the Idaho Legislature. Individual directors and coordinators (e.g., Title I, Indian Education, Migrant, McKinney-Vento, Title IV-A, Title III, Migrant) will include ESSA updates and seek input at all stakeholder meetings.

The Idaho School Boards Association and Idaho Association of School Administrators, which represent local education leaders, will be a particularly important thought partner to ISDE and LEAs in order to ensure improved outcomes. A goal of ISDE is mutual accountability.

The STAT will use the LEA and school improvement plans as a component of analysis of school progress. This team will work with LEAs to examine school data in an iterative process that includes an initial benchmark of student achievement levels, delivery of the prescribed intervention, a second assessment of progress, continued intervention, and a third assessment of progress.

If the monitoring of data demonstrates *no improvement in student progress* toward desired outcome(s) after two cycles within one year of the initial grant, the STAT, in collaboration with the LEA, should determine modification to the intervention(s) or a redefinition of the intervention. The new or modified intervention should be implemented and the monitoring process should begin again.

If the school no longer falls in the category of comprehensive support due to the *significant increase in achievement and/or growth* or it is the conclusion of the STAT that the school's processes and procedures will result in higher levels of student outcomes, ISDE and the LEA will discuss termination of designation and a plan for interim measures of progress, student data, and scaffolded support. The school will be considered exited, but funding may continue for the length of the grant to make sure the improvement efforts can be continued.

Idaho Building Capacity Project: Central to the strategy of providing assistance with the management of school improvement is the Idaho Building Capacity (IBC) Project. The project began in 2008 and is now a cornerstone of ISDE's statewide system of support and its approach to school improvement. Idaho Capacity Builders are experienced educators who have in-depth knowledge of school improvement processes and demonstrated experience implementing change processes. All schools identified for comprehensive or targeted support will receive support from a Capacity Builder. Capacity Builders coach leaders and leadership teams through the tasks of improvement with monthly training and assist in promoting alignment among the various parts within the school or LEA system. Capacity Builders are provided with a toolkit of evidence-based school improvement resources and, in partnership with school and LEA leaders, help create and implement a customized school improvement plan. The Capacity Builders are managed by regional school improvement coordinators at Boise State University, Idaho State University, and the University of Idaho.

Improving Leadership Effectiveness

The statewide system of support includes several activities aimed at increasing the effectiveness of LEA and school leadership. The following activities draw on the strengths and assets of Idaho's educators while providing focused support to leaders of schools identified for comprehensive or targeted support and improvement.

Idaho Principals Network (IPN): The IPN brings school principals together in a professional learning community that is singularly focused on improving outcomes for all students by improving the quality of instruction in all schools. Through the IPN, principals participate in a balance of content, professional conversation, and collegial instructional rounds related directly to instructional leadership, managing change, and improving the overall effectiveness

of the instructional core. For example, the network has worked on improving classroom observations, building turnaround leadership competencies, and instructional rounds. For schools in comprehensive and targeted designation, the IPN provides coaching and support unique to the leadership needs of each principal.

Idaho Superintendents Network (ISN): The ISN was developed by ISDE in partnership with Boise State University's Center for School Improvement and Policy Studies. The purpose of this project is to support the work of LEA leaders in improving outcomes for all students by focusing on the quality of instruction. The network comprises committed superintendents who work together to develop a cohesive and dedicated leadership community focused on teaching and learning. The superintendents support each other as they bring about change and collectively brainstorm obstacles that may prevent improvement in the quality of the instruction in their LEAs. ISDE acts as a resource and provides the necessary research, experts, and planning to bring superintendents from across the state together to discuss self-identified issues. The ISN is a key resource for superintendents in LEAs with schools that are in comprehensive and targeted designation in order to support and build their capacity in specific aspects of leadership. Areas of support provided by the ISN include transforming district central offices for learning improvements, using data to improve teacher effectiveness and instruction, and creating strong stakeholder relationships.

The Idaho Principal Mentoring Project (IPMP): The IPMP is designed for early career principals in Idaho. This project is voluntary and will provide new to position principals multiple levels of support. The program hires highly distinguished principals and/or superintendents trained by the state to mentor school leaders. Principal mentors are assigned to principal mentees based on need and experience. Mentors coach leaders through the tasks of improvement with regular high-performance phone calls. Principal mentors are provided with a toolkit of mentoring resources and work with mentees to create a customized mentoring plan that focuses on developing the skills and dispositions in four critical areas of school level leadership: interpersonal and facilitation skills, teacher observation and feedback, effective school-level practices and classroom-level practices, and using data to improve instruction.

Aligning Curriculum and Improving Instruction

Professional development and technical assistance from state regional content specialists: Idaho has a network of local teacher leaders and content specialists who provide high-quality professional development across the state. In partnership with Idaho State University, the regional mathematics centers provide support to K–12 teachers, schools, and LEAs. The centers work directly with schools

and teachers to create individualized support plans, including in-class feedback and modeling of lessons, schoolwide workshops, and guidance on creating professional learning communities. The Idaho Content Literacy Coaches are a group of more than 600 teacher leaders who provide professional development on the Idaho Content Standards, along with lessons, units, and assessments aligned to the Idaho Content Standards. For schools identified as in need of comprehensive or targeted support and improvement, regional mathematics and literacy specialists provide job-embedded coaching.

Educator effectiveness coordinator: Educator effectiveness is a program that provides LEAs with standards, tools, resources, and support to increase teacher and principal effectiveness and consequently increase student achievement. The educator effectiveness coordinator integrates educator effectiveness policies and resources within Idaho's statewide system of support. Schools identified for comprehensive or targeted support and improvement may utilize the educator effectiveness program for the following: integrating observation and evaluation into continuous school and LEA improvement; technical assistance and professional development on effective instructional strategies and interventions; and creating school and LEA improvement plans that integrate educator observation and evaluation practices with resources, strategies, assessments, and evaluation procedures that will adequately address the needs of all learners.

Supporting English Learner Students

Schools identified for comprehensive or targeted support and improvement may serve disproportionately high percentages of EL students compared with other schools in the state. ISDE is part of the WIDA Consortium and provides:

Technical assistance with EL program design and implementation: The Idaho English Learner Program assists school districts with federal and state requirements of ELs. Program staff works with LEAs to create, implement, and maintain language development programs that provide equitable learning opportunities for ELs. The Idaho EL and Title III Program also provides support for all Idaho educators of EL students through professional learning opportunities that are intentionally designed based on evidence about student and teacher needs.

Training on WIDA standards and technical assistance on aligning WIDA standards with RTI practices: The Idaho State EL and Title III Program partners with the WIDA consortium to provide training and technical assistance in implementing the WIDA standards and assessments for English language development and in using data to design and manage instruction and support for EL students.

Extended Learning Time

Adjusting dosage and intensity of interventions can be facilitated by the provision of extended learning time for students and educators. ISDE will encourage LEAs to assess school schedules for efficient use of available time and to ensure that available time is effectively used for instruction and academic intervention. LEAs will be encouraged to determine how—within existing frameworks and resources—schools can provide interventions and supports beyond scheduled instructional time and how they might use school improvement funds to extend learning time beyond the school day. Additionally, LEAs will be encouraged to evaluate and determine how extended professional learning time can be made available for educators within schools identified for comprehensive improvement.

Family and Community Engagement

ISDE believes family and community engagement is essential for student success and for creating effective, quality schools. LEAs and schools are expected to include family and community engagement strategies in their improvement plans. ISDE provides the following resources to support LEAs and schools in taking an evidence-based approach to involving families and the community in improving student outcomes.

Family and community engagement coordinator: ISDE has built a system to engage parents within the improvement process as well. The family and community engagement coordinator identifies, plans, and implements methods that would support LEA leaders and their schools in engaging families and the community at large in the discussion of continuous school improvement.

Family engagement tool: Idaho has collaborated with the Academic Development Institute, the parent organization for the Center on Innovation and Improvement, to provide the Family Engagement Tool (FET) as a resource to all Idaho schools. The FET guides school leaders through an assessment of indicators related to family engagement policies and practices. The resulting outcome is a set of recommendations that can be embedded in the school's improvement plan. As described on the FET website (www.families-schools.org/FETindex.htm), the tool provides: a structured process for school teams working to strengthen family engagement through the school improvement plan; rubrics for improving LEA and school family engagement policies, the home-school compact, and other policies connected to family engagement; documentation of the school's work for the LEA and state; and a reservoir of family engagement resource for use by the school.

Fiscal Management

Idaho's Public School Finance Department provides technical support to LEAs. Finance department staff also prepares reports about

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revenues, expenditures, budgets, attendance and enrollment, staffing, and school property taxes with information provided by LEAs. For LEAs seeking support on fiscal management and budgetary issues, the State Assistance Team will help coordinate support from the finance department.

- f. Additional Optional Action. If applicable, describe the action the State will take to initiate additional improvement in any LEA with a significant number or percentage of schools that are consistently identified by the State for comprehensive support and improvement and are not meeting exit criteria established by the State or in any LEA with a significant number or percentage of schools implementing targeted support and improvement plans.

N/A

5. Disproportionate Rates of Access to Educators (*ESEA section 1111(g)(1)(B)*): Describe how low-income and minority children enrolled in schools assisted under Title I, Part A are not served at disproportionate rates by ineffective, out-of-field, or inexperienced teachers, and the measures the SEA agency will use to evaluate and publicly report the progress of the State educational agency with respect to such description.⁶

ISDE created a cross-agency workgroup in 2015 to study the equitable distribution of educators across the state. ISDE worked with REL Northwest to analyze educator preparedness (inexperienced), content knowledge (teaching outside of field), and need (grade spans or content area). While the data analysis did not point to disparities in terms of the distribution of personnel who are working with low-income or minority students, it did identify a shortage of personnel across all areas, including areas not previously identified. The findings became part of Idaho's Equity Plan submitted to the U.S. Department of Education on June 1, 2015, and they sparked a statewide effort to study recruitment and retention.

The first step in this effort was to verify with LEAs that they were experiencing shortages. ISDE again collaborated with REL Northwest to conduct surveys and interviews of a sampling of Idaho LEAs. The process was completed in June 2016. The salient challenge reported by the superintendents interviewed was recruitment and retention of staff. Many of the superintendents are taking short-term measures (e.g., Teach for America, Idaho Digital Learning Academy for secondary coursework, multi-grade classrooms) to meet their needs but expressed concern that the issue was larger than any one LEA could tackle. One superintendent remarked, "*We are one teacher away from losing several programs.*" LEAs expressed concern that the issue was not limited to teachers, but also affected administrative personnel.

These findings have led ISDE to make *recruitment and retention of effective educators* a cornerstone of both school improvement (using state funds, supplemented by Title I-A

⁶ Consistent with ESEA section 1111(g)(1)(B), this description should not be construed as requiring a State to develop or implement a teacher, principal or other school leader evaluation system.

school improvement funds) as well as Effective Educators (Title II-A set-aside funds). The goal is to support educators at every level of the system.

Information on rates at which low-income and minority students are taught by inexperienced, unqualified, and/or out-of-field teachers is published on the ISDE website at <http://www.sde.idaho.gov/topics/ed-equity/index.html>

Additionally, data are reviewed during monitoring visits to determine if low-income and minority students are taught at higher rates than other students by out-of-field or inexperienced teachers. These data are discussed with LEA leadership. When data suggest a disproportionately higher rate of low-income and minority students taught by out-of-field and/or inexperienced teachers, the LEA develops and submits an action plan to the ISDE with a timeline and an action plan for change.

- School Conditions (*ESEA section 1111(g)(1)(C)*): Describe how the SEA will support LEAs receiving assistance under Title I, Part A to improve school conditions for student learning, including through reducing: (i) incidences of bullying and harassment; (ii) the overuse of discipline practices that remove students from the classroom; and (iii) the use of aversive behavioral interventions that compromise student health and safety.

Existing state supports will be leveraged to increase the impact of Title IV-A funds. After multiple years of stakeholder organizing and working with the Idaho Legislature, a law was passed during the 2015 session that increased the requirements of LEAs to address bullying and harassment including: ongoing professional development for all staff at the school building level, the expectation that all staff intervene when bullying/harassment occurs, the implementation of a graduated series of consequence for policy violators, and annual reporting of bullying incidents to ISDE

The Idaho Legislature has also appropriated \$4 million ongoing in formula funds to establish safe and drug free schools. These funds can be leveraged to establish optimal conditions for learning, improve school climate, implement special programs, and explore alternatives to suspension and expulsion. In an effort to maximize these resources and assist LEAs in implementing best practices, ISDE hosts an annual conference focused on the prevention of risk behaviors, out of school time programs, and family/community engagement called the *Idaho Prevention and Support Conference*. Approximately 700 school counselors, teachers, administrators (including charter and alternative), school resource officers, juvenile probation officers, judiciary representatives, school psychologists, and other stakeholders attend every year. Recent conference themes include addressing bullying/harassment and Adverse Childhood Experiences (ACEs). ISDE has focused heavily on ACEs as this research makes a strong case for trauma-informed disciplinary policy and practice.

Additionally, ISDE won a Garret Lee Smith grant focused on youth suicide prevention from the Substance Abuse and Mental Health Services Administration and implemented Sources of Strength (an evidence-based youth suicide prevention program) in select schools from 2014 through 2016. The grant closed on September 30, 2016, and partially as a result of this effort, the Idaho Legislature established the state's first Office of Suicide Prevention in the Department of Health and Welfare with an appropriation of \$1 million and four new full-time staff positions to continue implementing the Sources of

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Strength program in schools. This program has demonstrated efficacy not only in preventing suicide but also a wide range of risk behaviors, as it focuses on developing internal strengths such as grit, resilience, hope, and connectedness.

These supports will be used to increase the impact of Title IV-A funds appropriated for LEA and ISDE efforts to address bullying and harassment. The following programs and strategies already have a presence and existing supports in Idaho, and ISDE will encourage LEAs to use Title IV-A funds for these purposes if local data merits the need:

ISDE will also access—and encourage LEAs to access—the expertise of the regional Equity Assistance Center funded by the U.S. Department of Education to promote greater understanding of equity and to ensure equal access to educational opportunities for all students, regardless of race, ethnicity, gender, or national origin.

Strategies for addressing behavior, discipline, and bullying/harassment

Strategy	Timeline	Funding sources
Idaho Prevention and Support Conference	Spring 2017	Title IV-A
Support LEAs with existing initiatives: <ul style="list-style-type: none"> • Positive Behavior Interventions and Supports (schoolwide, systemic approach to improved culture and supports based on data) • Restorative justice practices • Mentoring programs such as Big Brothers, Big Sisters • Alternatives to suspension/expulsion (special programs) • Sources of Strength (secondary level) • Good Behavior Game (primary level) • Suicide Prevention Gatekeeper Training • Youth Mental Health First Aid (mental health awareness) • Mental Health assessment and referral • Crisis response/de-escalation training for school staff • School nurse position with accompanying student health room • Wellness programs (Coordinated School Health) • Multi-tiered systems of support • Development of risk/threat assessment protocols and policies • Parenting programs such as Nurturing Parenting • Child sexual abuse prevention initiatives such as Stewards of Children 	Ongoing	Title IV-A

6. School Transitions (*ESEA section 1111(g)(1)(D)*): Describe how the State will support LEAs receiving assistance under Title I, Part A in meeting the needs of students at all levels of schooling (particularly students in the middle grades and high school), including how the State will work with such LEAs to provide effective transitions of students to middle grades and high school to decrease the risk of students dropping out.

The ISDE was deliberate in including a wide range of stakeholders in informing this consolidated state plan, in particular, the Title IV part A section includes feedback from representatives focused on suicide prevention, foster youth, homeless youth, families living in poverty, drop-out prevention, children of military families, disability rights,

Native American advocacy, neglected youth, migratory families and English learners. *Increasing Opportunities and Outcomes for College and Career Idaho* has a single State Board of Education that oversees its entire P–20 education system. This structure promotes consistency and allows for strategic planning⁷ across the entire P–20 education continuum, from kindergarten through college or career attainment. The SBOE sets benchmarks for the percentage of Idaho students graduating from high school, attending postsecondary institutions, and completing college and/or being ready to assume careers. Examples of the implementation of these goals include the support for advanced opportunities (with specific goals for the percentages of students completing advanced opportunities), Next Steps Idaho, which provides web-based guidance through the admissions process and funding streams, as well as efforts at the high school level, such as Idaho College Application Week.⁸

Transition to School Idaho does not currently offer state-sponsored prekindergarten, although some LEAs use their Title I and local funds to support this effort. Transitions from prekindergarten to kindergarten are clearly articulated in the *State Special Education Manual*⁹ for students with disabilities. This guidance also addresses student progress through the grade continuum.

Idaho assesses all K–3 students on foundational literacy skills at least twice per year. Any student who is identified as “at risk” must receive a minimum of 30 hours (if slightly below grade level) or 60 hours (if below grade level) of additional intervention. The intervention must meet the evidence-based standard, and LEAs must write plans and identify progress annually to the state. During the 2016 session of the Idaho Legislature, funding for the intervention was increased from approximately \$2 million to \$9.3 million.

Middle Level Idaho recognizes that decisions about college and career are often made prior to high school. To this end, the *Middle-Level Credit System* was instituted in May 2007 with the purpose of improving rigor, relevance, and relationships in the middle grades; identifying pockets of success throughout Idaho to develop best practices for all middle schools; and ensuring every Idaho student is prepared to be successful in high school and beyond. The Middle-Level Credit System focuses on five key areas: student accountability, middle-level curriculum, academic intervention, leadership among staff at the middle level, and student transitions between the middle and high school grades. This system provides the flexibility for LEAs to meet the unique needs of their students while maintaining quality and rigor.

High School ISDE supervises K–12 education and has identified priorities that are aligned with the vision of SBOE. The first goal of ISDE’s plan is ensure that all Idaho students persevere in life and are ready for college and careers.¹⁰ Every high school student is required to take a set of required courses, and every junior has the opportunity to take a nationally recognized college admission assessment, currently the Scholastic Aptitude Test, which is paid for by the state.

⁷ https://boardofed.idaho.gov/policies/documents/strategic_plan

⁸ <https://nextsteps.idaho.gov/>

⁹ <https://www.sde.idaho.gov/sped/shared/2016-Special-Education-Manual.pdf>

¹⁰ <http://www.sde.idaho.gov/topics/legislative/files/SDE-Strategic-Plan-Summary.pdf>

Alternative Schools. Idaho's alternative schools help students find success through a personalized approach. The supports and flexibility provided to alternative schools emphasize the specific needs of at-risk students. The alternative schools specifically work with students who are transitioning from elementary to middle/junior high and middle/junior high to high school in order to help them be successful at the next level.

Students enrolled in alternative schools in Idaho receive additional support not always found in traditional secondary schools. This may include assigning fewer classes per day and tailoring instruction to students' individual needs. Students are provided the opportunity to attend summer school in order to make up credits or to get a head start on the coming school year. In addition to the academic requirements, alternative schools are required to provide services based on student needs, including daycare centers for students who are parents and direct social services such as social workers and specialized counselors and psychologists.

ISDE provides specific support for alternative schools, in addition to what is provided to traditional secondary schools. In order to provide specialized instruction and additional supports, alternative schools are provided more funding per student than a traditional secondary school. Alternative schools are also reimbursed for the cost of providing summer school. Alternative schools are invited to participate in the *Idaho Prevention and Support Conference* and are encouraged to participate in a strand of workshops specifically focused on alternative school best practices and needs. They have also been specifically targeted to participate in programs that provide innovative instructional practices, such as the *Idaho Mastery Education Network*.

ISDE supports the efforts of LEAs to help English learner students (ELs) gain English proficiency while simultaneously meeting challenging state academic content and student academic achievement standards. The Idaho English Learner Program assists LEAs with federal and state requirements related to ELs. The program helps LEAs create, implement, and maintain language development programs that provide equal learning opportunities for ELs. The goal is to develop curricula and teaching strategies that embrace each learner's unique identity to help break down barriers that prevent ELs from succeeding in school.

The Idaho State EL and Title III Program provides support for all Idaho educators of ELs through professional learning opportunities that are intentionally designed based on the timely needs of EL educators. We recognize that as the number of ELs grows, all educators must be mutually responsible for the language development and academic success of ELs and, therefore, all teachers are language teachers. Partnerships with Idaho's institutes of higher education are essential for incorporating components of EL education into preservice teacher education in an effort to prepare teachers with appropriate instructional strategies for the ELs in their classrooms.

Students with Disabilities The ISDE Special Education Department works collaboratively with LEAs, agencies, and parents to ensure students with disabilities receive quality, meaningful, and needed services. The department has program coordinators for dispute resolution, funding, program monitoring, results-driven accountability, special populations, secondary transition, and data management. The

department also works collaboratively with the Special Education Support and Technical Assistance (SESTA) project through Boise State University. SESTA provides statewide professional development, training, and support to LEA leaders, teachers, and paraprofessionals who support students with disabilities.

Next Steps Despite the significant steps taken to create purposeful alignment from preschool to college, the state recognizes the need for additional supports at critical transitions, such as elementary to middle school and middle school to high school. During the 2017–18 school year a task force comprising LEA leaders with transition plans in place, SBOE staff, and ISDE program coordinators will be convened to provide guidance to all LEAs, schools, and families on creating systems of support for students.

B. Title I, Part C: Education of Migratory Children

1. Supporting Needs of Migratory Children (*ESEA section 1304(b)(1)*): Describe how, in planning, implementing, and evaluating programs and projects assisted under Title I, Part C, the State and its local operating agencies will ensure that the unique educational needs of migratory children, including preschool migratory children and migratory children who have dropped out of school, are identified and addressed through:
 - i. The full range of services that are available for migratory children from appropriate local, State, and Federal educational programs;
 - ii. Joint planning among local, State, and Federal educational programs serving migratory children, including language instruction educational programs under Title III, Part A;
 - iii. The integration of services available under Title I, Part C with services provided by those other programs; and
 - iv. Measurable program objectives and outcomes.

State Comprehensive Needs Assessment Process: As part of the continuous improvement cycle, Idaho has just completed a new Comprehensive Needs Assessment (CNA) based on the Office of Migrant Education Comprehensive Needs Assessment Toolkit. This process included stakeholders, appropriate ISDE and LEA staff, and parents. Results of the needs assessment surveys for staff, parents, and secondary students provided a snapshot of perceived needs from the stakeholders most directly involved in the education of migrant children and from the children themselves. Intensive analysis of student performance data also informed the process. Finally, Parent Advisory Council (PAC) feedback throughout the process provided ongoing parent insight into student and family needs, especially those of preschool students and out-of-school youth. The CNA is the base of the Service Deliver Plan (SDP) and its measurable program objectives.

District Comprehensive Needs Assessment Process and Toolkit ISDE provides tools to the LEAs for performing local needs assessments. The Idaho needs assessment surveys, suggestions for conducting a local CNA, and strategies for collecting and reporting needs data are found in the Idaho District Migrant Education Program (MEP) Comprehensive Needs Assessment Toolkit. LEAs are

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provided with technical assistance in performing the CNA process and are monitored to ensure that local needs assessments are taking place.

- i. The state provides ongoing training for LEA migrant staff on the supplement/supplant provisions and helps LEAs to determine the services available to migrant students and how migrant funds can supplement those services.
- ii. The state models the collaboration on joint planning of Title IC and Title III. We encourage LEAs to coordinate parent outreach, parent involvement activities, and afterschool programming. For example, LEAs are encouraged to include migrant program staff in planning and implementing of non-migrant programs to ensure that migrant students are a priority for those programs and that those programs meet migrant students' needs.
- iii. After identifying the needs of migrant students, migrant staff also assesses the availability of non-migrant programming to meet those needs and use migrant funds to provide supplement programs that meet unmet needs. For example, Idaho does not provide state-funded preschool, so migrant districts have implemented a variety of preschool programs to meet the school readiness needs of our migrant children.
- iv. This section outlines how Idaho's Measurable Program Outcomes (MPOs) will produce statewide results through specific educational or educationally-related services. The MPOs will allow the Migrant Education Program (MEP) to determine whether, and to what degree, the program has met the unique educational needs of migrant children and youth as identified through the Comprehensive Needs Assessment (CNA). It should be noted that the strategies and MPOs in bolded typeface in the chart below are required of all projects, whereas the strategies and MPOs in regular typeface are optional. This determination is made by the SEA staff in order to accommodate funded Local Operating Agencies (LOAs) that serve very few students through mainly providing non-instructional support services.

School Readiness	
Key Strategies	Measurable Program Outcomes (MPOs)
1.1) Provide migrant parents with ideas, activities, and materials for use at home with their children to promote first language development and school readiness through site-based or home-based family literacy opportunities (e.g., language acquisition, packets with school supplies, books, and activities).	1.1) By the end of program year 2017-2018, 80% of migrant parents attending parent involvement activities will report on a pre/post survey that they have an increased ability to support school readiness activities in the home.
1.2) Provide migrant funded site-based preschool services to migrant children ages 3-5 (e.g., during the regular school day, as an evening program, or as part of a summer school program).	1.2) By the end of program year 2017-2018, 90% of students attending at least 40 hours of migrant preschool will show a gain on a pre/post-test of school readiness skills.
1.3) Participate in the activities of the Preschool	1.3) By the end of program year 2017-2018, 30% of all

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Initiative Consortium Incentive Grants (CIG) and share materials, strategies, and resources with migrant families.	identified migrant-eligible preschool-aged children will be served.
English Language Arts Achievement	
Key Strategies	Measurable Program Outcomes (MPOs)
2.1) Provide resources through migrant funds to promote early literacy (e.g., extended day kindergarten, backpacks and school supplies, family literacy nights and opportunities, individual libraries, migrant summer school, expeditionary opportunities, tutoring, after school programs).	2.1) By the end of program year 2017-2018, 80% of migrant K-2 students will receive resources to promote early literacy as measured by resource distribution logs.
2.2 Use highly qualified staff to provide supplemental ELA extended school services aligned with state standards and proficiencies (e.g., summer school for ELA, IDLA-advancement, Plato, dual enrollment, community colleges, academies offered by Institutes of Higher Education (IHEs), Portable Assisted Study Sequence (PASS), after school tutoring, home-based instruction).	2.2a) By the end of program year 2017-2018, 80% of migrant students who participate in an extended school service taught by highly qualified migrant staff will show gains of at least 20% or grade level proficiency on a pre/post assessment of grade-level ELA skills for students in grades 3-12. 2.2b) By the end of program year 2017-2018, 80% of migrant students who participate in an extended school service taught by highly qualified migrant staff will earn at least one secondary English credit for students in grades 7-12.
2.3) Provide opportunities for migrant staff to attend district, regional, state, and/or national level ELA professional development (e.g., migrant funds are used to send staff to PD events).	2.3) By the end of program year 2017-2018, 80% of teachers participating in migrant-sponsored ELA professional development will report on a survey that they successfully applied the research-based instructional strategies on supplemental literacy instruction.
2.4) Provide ongoing (year-round) access and training on specific resources (e.g., school supplies, educational materials, books and multicultural literature) needed by migrant parents and students.	2.4) By the end of program year 2017-2018, 80% of migrant parents attending parent involvement activities (one-on-one or in groups) will report on a pre/post survey that the resources they received have increased their ability to provide ELA academic support at home.
Mathematics Achievement	
Key Strategies	Measurable Program Outcomes (MPOs)
3.1) Provide resources through migrant funds to promote early numeracy (e.g., extended day kindergarten, backpacks and school supplies, family math nights and opportunities, mathematics manipulatives, migrant summer school, expeditionary opportunities, tutoring, after school programs).	3.1) By the end of program year 2017-2018, 80% of migrant K-2 students will receive resources to promote early numeracy as measured by resource distribution logs.
3.2) Use highly qualified staff to provide supplemental math extended school services aligned with state standards and proficiencies (e.g., summer school for math, IDLA-advancement, Plato, dual enrollment, community colleges, Idaho National Lab, math	3.2a) By the end of program year 2017-2018, 80% of migrant students who participate in an extended school service taught by highly qualified migrant staff will show gains of at least 20% or grade level proficiency on a pre/post assessment of grade-level math skills for students in grades 3-12.

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<p>campus, academies offered by IHEs).</p>	<p>3.2a) By the end of program year 2017-2018, 80% of migrant students who participate in an extended school service taught by highly qualified migrant staff will earn at least secondary math credit for students in grades 7-12.</p>
<p>3.3) Provide opportunities for migrant staff to attend district, regional, state, or national level math professional development (e.g., migrant funds are used to send staff to PD events).</p>	<p>3.3) By the end of program year 2017-2018, 80% of migrant staff participating in migrant-sponsored math professional development will report on a survey that they successfully applied the research-based instructional strategies during supplemental math instruction.</p>
<p>3.4.a) Identify organizations, experts, and resources to provide family math engagement opportunities and share information with parents (e.g., Parent Math Night, manipulatives, guest speakers, community and job outings focused on math in their world).</p> <p>3.4.b) Provide opportunities for migrant parents to attend local, regional, state, and national math family engagement events and activities.</p>	<p>3.4) By the end of program year 2017-2018, 80% of migrant parents attending parent involvement activities will report on a pre/post survey that they have an increased ability to support math education at home.</p>
High School Graduation	
Key Strategies	Measurable Program Outcomes (MPOs)
<p>4.1) Develop and implement a student monitoring system to follow migrant secondary students' progress toward grade promotion and graduation.</p>	<p>4.1) By the end of 2017-2018 program year, 100% of migrant secondary students will be monitored using a student tracking system.</p>
<p>4.2.a) Provide instructional services during the school day, before or after school, or during summer school for credit accrual for secondary migrant students (e.g., tutoring, study skills elective classes, PASS, credit recovery classes, internships).</p> <p>4.2.b) Provide support services (e.g., supplemental supplies and fees, advocacy etc.).</p>	<p>4.2) By the end of the program year 2017-2018, the percentage of secondary migrant students receiving an instructional and/or support service will increase by 20% (or 80% served overall if already serving most of their students).</p>
<p>4.3) Provide a secondary migrant graduation specialist or other migrant staff to support migrant students toward grade promotion and graduation for 7th – 12th grades.</p>	<p>4.3) By the end of program year 2017-2018, a secondary migrant graduation specialist or other migrant staff will be in place in all funded MEPs to support migrant student promotion and graduation.</p>

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<p>4.4) Provide parents and students with information and supportive events related to high school graduation and/or college and career readiness at a minimum of twice per year (e.g., Migrant Summer Leadership Institute, college visits, presentations at Parent Advisory Committee (PAC) meetings, College Assistance Migrant Program (CAMP) collaborations, leadership institutes, career fairs/speakers, Career Information System (CIS) software training).</p>	<p>4.4) By the end of program year 2017-2018, 80% of migrant students or parents participating, will report on a pre/post survey that the information gained was useful in promoting the goal of high school graduation and/or college and career readiness.</p>
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Non-instructional Support Services	
Key Strategies	Measurable Program Outcomes (MPOs)
5.1) Provide professional development (PD) on migratory lifestyle and unique needs of migrant students (e.g., program and cultural awareness presentation, field or home visits for teachers and administrators, training on mobility /academic/social gaps).	5.1) By the end of program year 2017-2018, 80% of migrant staff participating will report an increase in student engagement based on staff surveys.
5.2) Provide workshops, meetings, and resources to parents and the community on ways to support and involve migrant students (e.g., extra-curricular activities, parenting classes, parent literacy workshops, instructional home visits).	5.2) By the end of program year 2017-2018, 80% of migrant parents participating will report an increase in student engagement based on parent surveys.
5.3) Establish partnerships and/or agreements among the school district and community healthcare providers and public health agencies to provide health services to migrant families, such as Memoranda of Understanding.	5.3) By the end of program year 2017-2018, at least two local partnerships and/or agreements among the school district and community healthcare providers and public health agencies will be established to provide health services to migrant families.
5.4) Provide information on, and referrals to, individualized health advocacy services to benefit migrant families needing health services (e.g., glasses, dental, immunizations).	5.4) By the end of program year 2017-2018, 80% of migrant parents participating in parent involvement activities will report on a pre/post survey that they have an increased understanding of how to access community health services.

2. Promote Coordination of Services (ESEA section 1304(b)(3)): Describe how the State will use Title I, Part C funds received under this part to promote interstate and intrastate coordination of services for migratory children, including how the State will provide for educational continuity through the timely transfer of pertinent school records, including information on health, when children move from one school to another, whether or not such move occurs during the regular school year.

ISDE continues to participate in the Migrant Student Information Exchange (MSIX) Data Quality Initiative and is continuing to improve the quality of data reported to MSIX. Ensuring that accurate and complete records are being uploaded to MSIX allows liaisons everywhere to access up-to-date information on students' academic risk and progress. Further, training has been provided and will continue to be provided in using MSIX information to better serve migrant students. As part of its consolidated plan, each LEA is now asked to "Describe the LEA's coordination efforts with other agencies, including the timely transfer of student records." As part of this question LEAs must describe "How does the LEA ensure that students who move are served right away in their new LEA (i.e., MSIX, phone calls)?" Acceptable responses must include both MSIX notifications and direct communications with receiving LEAs. For migrant children who move within Idaho, the receiving LEA can access the student's record, including immunizations and health alerts, through the Idaho Migrant Student Information System (MSIS). LEAs are encouraged to use MSIX to receive more information on course history and move history.

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Migrant funds are to be used for programs that result in high-quality and comprehensive education programs for migratory children to help reduce the educational disruptions and other problems that result from repeated moves. Programs are to ensure that migratory children who move among the states are not penalized in any manner by disparities among the states in curriculum, graduation requirements, and state academic content and student academic achievement standards.

3. Use of Funds (*ESEA section 1304(b)(4)*): Describe the State's priorities for the use of Title I, Part C funds, and how such priorities relate to the State's assessment of needs for services in the State.

Title I, Part C Funds are used for implementing the strategies identified in our service delivery plan in order to meet the measurable performance outcomes. Funding is also used to support parent advisory councils and other parent involvement activities at both the state and local level. Finally, funds are used for statewide efforts in identification and recruitment of migrant children and youth. The state's comprehensive needs assessment completed in 16-17 outlines concerns and proposed solutions. The service delivery plan responded to the concerns and incorporated proposed solutions to create strategies and measurable performance outcomes to address these needs.

C. Title I, Part D: Prevention and Intervention Programs for Children and Youth who are Neglected, Delinquent, or At-Risk

1. Transitions Between Correctional Facilities and Local Programs (*ESEA section 1414(a)(1)(B)*): Provide a plan for assisting in the transition of children and youth between correctional facilities and locally operated programs.

The ISDE assures that it will establish procedures to ensure the timely re-enrollment of each student who has been placed in the juvenile justice system in secondary school or in a re-entry program. Procedures will be written based on the needs of the student, including the transfer of credits that such student earns during placement; and opportunities for such students to participate in credit-bearing coursework while in secondary school, postsecondary education, or career and technical education programming. The state will place a priority for such children to attain a regular high school diploma, to the extent feasible.

All Title I, Part D, Subpart 1 programs (State agency programs) will annually identify in the Consolidated Federal and State Grant Application (CFSGA) application transition activities that take place at their respective programs and meet the 15 to 30 percent reservation of funds for re-entry or transition services as required by law. The application sent to State-run facilities will require an itemized budget indicating that 15 to 30 percent of the grant will go toward transition related services. Also required will be a detailed explanation on how the facility will coordinate with counselors, school districts, and/or postsecondary educational institutions or vocational/technical training programs in assisting students' transition. In addition, Subpart 2 programs (local agencies' programs) will be required to provide transitional services (although no specific funding percentage is outlined in the law) to assist students in returning to locally operated schools and to promote positive academic and vocational outcomes for youth who are neglected and/or delinquent. In the fall of 2017, ISDE will have best practices and tools on the state web site for youth returning from correctional facilities or institutions for neglected or delinquent children and youth, with a support system to ensure their continued education and the involvement of their families and communities.

Upon a student's entry into the Neglected, Delinquent or At-Risk facility, the staff will work with the youth's family members and the local educational agency that most recently provided services to the student (if applicable). This process will include ensuring that the relevant and appropriate academic records and plans regarding the continuation of educational services for such child or youth are shared jointly between the facility and LEA in order to facilitate the transition of such children and youth between the LEA and the correctional facility. The facility will consult with the LEA for a period jointly determined necessary by the facility and LEA upon discharge from that facility, to coordinate educational services so as to minimize disruption to the child's or youth's achievement.

2. Program Objectives and Outcomes (*ESEA section 1414(a)(2)(A)*): Describe the program objectives and outcomes established by the State that will be used to assess the effectiveness of the Title I, Part D program in improving the academic, career, and technical skills of children in the program.

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Objective 1: Title I, Part D programs will provide for individualization of instructional experience beginning with an intake process that includes an identification of each student’s academic strengths and weaknesses in reading and math. *Outcome:* Each Title I, Part D program will provide educational services for children and youth who are neglected or delinquent to ensure that they have the opportunity to meet challenging State academic content and achievement standards.

Objective 2: Title I, Part D programs will ensure that all neglected and delinquent students accrue school credits that meet state requirements for grade promotion and secondary school graduation. *Outcome:* Each Title I, Part D program will pre and post-test each student using a standards-based test to determine academic growth during the student's placement in the academic program.

Objective 3: Title I, Part D programs will ensure that all neglected and delinquent students have the opportunity to transition to a regular community school or other education program operated by an LEA, complete secondary school (or secondary school equivalency requirements), and/or obtain employment after leaving the facility. *Outcome:* Title I, Part D programs will annually report on the types of transitional services and the number of students that have transitioned from the facilities to the regular community schools or other education programs, completed secondary school (or secondary school equivalency requirements), and/or obtained employment after leaving the facility.

Objective 4: Title I, Part D programs will ensure (when applicable) that neglected and delinquent students have the opportunity to participate in postsecondary education and job training programs. *Outcome:* Title I, Part D programs will annually report on the number of neglected and delinquent students who were given the opportunity to participate in postsecondary education and job training programs.

<i>Goals</i>	<i>Objectives</i>	<i>Performance measures</i>
<p>Goal 1: All students will have the opportunity to reach high standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.</p>	<p>Over the next six years, students will show at least a 5% increase in pre-posttest reading scores among long-term students served</p> <p>Over the next six years, students will show at least a 5% increase in pre-posttest math scores among long-term students served</p>	<p>Consolidated State Performance Report (CSPR)</p> <p>Transition data and services</p> <p>Number of students who earned high school course credits, enrolled in GED program, earned GED, and obtained high school diploma</p> <p>Number of students who accepted/enrolled in postsecondary education, enrolled in job training, and obtained employment</p> <p>Pretests/posttests for long-term</p>

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<i>Goals</i>	<i>Objectives</i>	<i>Performance measures</i>
		<p>students (reading/math)</p> <p>GPRAMA-Data Results High school course credits; high school diploma or GED</p> <p>Improvement in reading and math</p>
<p>Goal 2: Provide neglected or delinquent children and youth with services to enable them to transition successfully from institutionalization to further schooling or employment</p> <p>Percentage of youth who complete secondary school or equivalency requirements and obtain employment after leaving the correctional facility (Subpart 1)</p> <p>Percentage of students who enrolled in school after exit (Subpart 2)</p> <p>Percentage of students earning high school course credits (Subpart 2)</p>	<p>Over the next six years, increase number of students who enrolled in school after exit by 5%</p> <p>Over the next six years, increase number of students earning high school course credits by 5%</p>	<p>Using the annual evaluation created by the State, feedback from local and state Neglected or Delinquent institutions</p>
<p>Goal 3: Prevent at-risk youth from dropping out of school as well as to provide dropouts and children and youth returning from correctional facilities or institutions for neglected or delinquent children and youth, with a support system to ensure their continued education</p> <p>Data will show a consistent increase of students who:</p>	<p>Over the next six years, increase number of students who graduate from high school by 5%</p>	<p>Using the annual evaluation created by the State, feedback from local and state Neglected or Delinquent institutions</p>

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<i>Goals</i>	<i>Objectives</i>	<i>Performance measures</i>
Graduate from high school each year with a regular diploma. (Subpart 2)		

D. Title II, Part A: Supporting Effective Instruction

1. Use of Funds (*ESEA section 2101(d)(2)(A) and (D)*): Describe how the State educational agency will use Title II, Part A funds received under Title II, Part A for State-level activities described in section 2101(c), including how the activities are expected to improve student achievement.

Support for New Leaders: Idaho Principal Mentoring Project The Idaho Principal Mentoring Project (IPMP) is a new program designed for early career principals. The project is voluntary and will provide another level of support to those entering a leadership position. While participation is voluntary, in schools eligible for comprehensive or targeted support it will be an expectation that their leadership takes advantage of the program. While IBC is designed to build local capacity at a systems level, IPMP is designed to provide one-on-one mentorship to new leaders. The mentors are highly distinguished principals or superintendents trained by the state to mentor school leaders. Principal mentors are assigned to principal mentees based on need and experience. Mentors coach leaders through the tasks of improvement with regular high-performance phone calls. Each mentor/mentee team will create a customized mentoring plan that focuses on developing the skills and dispositions in four critical areas of school level leadership: interpersonal and facilitation techniques, teacher observation and feedback, effective school-level and classroom-level practices, and the use of data to improve instruction. The program has two main objectives: to increase the rate of effectiveness of new administrators and to decrease turnover among rural and struggling schools.

Support for Teachers: Recruit and Retain *Recruit: Grow Your Own* Idaho is experiencing teacher shortages in all areas of the state and most especially in rural areas. To ensure that LEAs with schools identified for comprehensive and targeted support are fully staffed by effective educators ISDE will use Title II-A funds to develop two programs. The first will help local agencies develop Grow Your Own programs. Grow Your Own programs will include active recruitment of current classified staff (paraprofessionals) into the teaching profession who have strong ties to the community and demonstrated ability to provide high-quality assistance to struggling students. Title II-A funds will be used by ISDE to create model programs between LEAs and institutes of higher education to provide virtual coursework to paraprofessionals interested in pursuing their certification. Outreach to high school students is another element of the Grow Your Own program. Idaho currently provides financial support for concurrent high school and college credit, but no courses are offered in education. In partnership with public universities, Idaho Digital Learning Academy, and LEAs, undergraduate courses in education will be offered to secondary students. ISDE is researching scholarship possibilities for students who are willing to teach in high-need areas for a designated amount of time after completing the program.

Retain: Mentorship and Coaching Due to the rural nature of the state, many schools in greatest need of mentorship and coaching are located far from population centers. While university- and state-supported opportunities exist for ongoing support and professional development, access is an issue. The state will use part of the Title II-A state funds to recruit and train mentors within those LEAs with schools identified for comprehensive and targeted support. The goal of the mentors will be to build on the knowledge and skills

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of teachers within their area, provide mentorship and coaching to new teachers, and create a community of practice within their LEA.

Support for School Libraries Title II-A funds will be used to partner with the Idaho Commission for Libraries to expand the annual Idaho School Libraries professional development. In schools where full-time school librarians are properly trained and supported, students achieve at significantly higher levels than students in schools with no full-time librarian (see: *School Libraries Work! A Compendium of Research Supporting the Effectiveness of School Libraries*).

Support for the Idaho Instructional Framework Title II-A funds will be used to support training and deepen understanding of Idaho's Instructional Framework through in-person workshops delivered around the state. A new approach under the flexibility of ESSA will be to deliver more of this training directly to LEAs in rural parts of the state. Workshop topics may include but will not be limited to the following:

- Advanced Instructional Coaching Using the Framework for Teaching
- Calibration and Collaborative Self-Assessment of Observation Skills
- Data Literacy Using Assessment in Instruction
- Designing a Quality Teacher Evaluation Model
- Engagement for Student Learning
- Exploring Domains 1 and 4 of the Framework for Teaching
- Introduction to the Framework for Teaching and Deeper Understanding
- Instructional Coaching Using the Framework for Teaching
- Instructional Rounds
- Learning-Focused Conversations
- Mentoring Using the Framework for Teaching
- Observation Skills Using the Framework for Teaching
- Special Education: Introduction to the Framework for Teaching
- Special Education: Observation Skills Using the Framework for Teaching
- State of Idaho Framework Facilitators, Level 1
- Talk About Teaching: Clustering the Components

When teachers, instructional coaches, mentors, peer coaches, consulting teachers, preservice teachers, cooperating teachers, administrators, observers, evaluators, teacher leaders, superintendents, human resource administrators, specialists, and other school leaders are all trained in the state's instructional framework, it means they are all speaking the same language, which can have a much greater impact on teacher growth and ultimately on student achievement.

2. Use of Funds to Improve Equitable Access to Teachers in Title I, Part A Schools (ESEA section 2101(d)(2)(E)): If an SEA plans to use Title II, Part A funds to improve equitable access to effective teachers, consistent with ESEA section 1111(g)(1)(B), describe how such funds will be used for this purpose.

ISDE created a cross-agency workgroup in 2015 to study the equitable distribution of educators across the state. ISDE worked with REL Northwest to analyze educator preparedness (inexperienced), content knowledge (teaching outside of field), and need (grade spans or content area). While the data analysis did not point to disparities in terms of the distribution of personnel who are working with low-income or minority students, it

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did identify a shortage of personnel across all areas, including areas not previously identified. The findings became part of Idaho’s Equity Plan submitted to the U.S. Department of Education on June 1, 2015, and they sparked a statewide effort to study recruitment and retention.

ISDE again partnered with REL Northwest to conduct surveys and interviews of a sampling of Idaho LEAs. The process was completed in June 2016. The salient challenge reported by the superintendents interviewed was recruitment and retention of staff. Many of the superintendents are taking short-term measures (e.g., Teach for America, Idaho Digital Learning Academy for secondary coursework, multi-grade classrooms) to meet their needs but expressed concern that the issue was larger than any one LEA could tackle. One superintendent remarked, “*We are one teacher away from losing several programs.*” LEAs expressed concern that the issue was not limited to teachers, but also affected administrative personnel.

Proposed programs for supporting educators

Strategy	Timeline	Funding sources
Idaho Building Capacity Network	July 2017 to September 2022	Title I: School improvement
Idaho Superintendents Network	July 2017 to September 2022	Title I: School improvement
Idaho Principals Network	July 2017 to September 2022	Title I: School improvement
Idaho Principal Mentoring Project	July 2017 to September 2022	Title II-A
Grow Your Own	July 2017 to September 2022	Title II-A
Mentorship and Coaching	July 2017 to September 2022	Title II-A
School Libraries	July 2017 to September 2022	Title II-A
Instructional Framework	July 2017 to September 2022	Title II-A

3. System of Certification and Licensing (ESEA section 2101(d)(2)(B)): Describe the State’s system of certification and licensing of teachers, principals, or other school leaders.

Educator certification in the state of Idaho is a clearly defined within the Idaho Code (IDAPA). This code puts forth rigorous expectations for teachers, principals, and superintendents who are prepared by both Idaho and out-of-state institutions of higher education. The IDAPA ensures that educators are prepared not only with the necessary knowledge gained through course work, but through clinical field experiences as well. Alternative routes of certification are also clearly defined and available to those who wish to enter the education profession through non-traditional means. The IDAPA specifically outlines alternative routes to ensure all educators within Idaho, regardless of certification route, are prepared to the fullest extent. In addition, the certification process is reviewed annually by the Idaho Professional Standards Commission in an effort to continuously maintain rigor and improve upon current practice. Specifics within the IDAPA detailing specific requirements for educator certification are described in the following paragraphs:

A Standard Elementary Certificate requires: A minimum of 24 semester credit hours, or 36 quarter credit hours, in the philosophical, psychological, and methodological

foundations and in the professional subject matter of elementary education, which shall include at least 6 semester credit hours, or 9 quarter credit hours, in developmental reading and its application to the content area. [IDAPA [08.02.02 \(18\)](#)]

An Early Childhood/Early Childhood Special Education Blended Certificate requires: A minimum of 30 semester credit hours, or 45 quarter credit hours, in the philosophical, psychological, and methodological foundations, in instructional technology, and in the professional subject matter of early childhood and early childhood-special education. The professional subject matter of early childhood and early childhood-special education shall include course work specific to the young child from birth through grade 3 in the areas of child development and learning; curriculum development and implementation; family and community relationships; assessment and evaluation; professionalism; and application of technologies.

A Standard Secondary Certificate requires: A minimum of 20 semester credit hours, or 30 quarter credit hours, in the philosophical, psychological, and methodological foundations, instructional technology, and in the professional subject matter of secondary education, which must include at least three semester credit hours or four quarter credit hours of reading in the content area. [IDAPA [08.02.02.020](#)]

Clinical Requirements The [Idaho Administrative Code](#) articulates clinical requirements for teacher candidates. There are no specific state requirements with regard to preservice teaching experience in diverse settings or with special student populations. For elementary education, at least six semester credit hours, or nine quarter credit hours, of elementary student teaching or two years of satisfactory experience as a teacher in grades K–8. [IDAPA [08.02.02.018](#)] For Early Childhood/Early Childhood Special Education, the required 30 semester credit hours, or 45 quarter credit hours, shall include not less than six semester credit hours, or nine quarter credit hours, of early childhood student teaching. [IDAPA [08.02.02.019](#)] For secondary education, the required credit hours must also include at least six semester credit hours, or nine quarter credit hours, of secondary student teaching or two years of satisfactory experience as a teacher in grades six through twelve. Preparation in at least two fields of secondary teaching include the following: 1) a first teaching field of at least 30 semester credit hours, or 45 quarter credit hours; 2) a second teaching field of at least 20 semester credit hours, or 30 quarter credit hours. Preparation of not less than 45 semester credit hours, or 67 quarter credit hours, in a single subject area may be used in lieu of the first teaching field or second teaching field requirements. [IDAPA [08.02.02.020](#)]

Administrator Certification requires at least 30 semester credit hours, or 45 quarter credit hours of graduate study in school administration. The program must include the competencies of the Idaho Foundation Standards for School Administrators.

Alternative Routes to Certification When a professional position cannot be filled by an LEA with someone who has the correct endorsement/certification, the LEA may request an alternative certification. An alternative certification in this area is valid for up to three years and is nonrenewable. Prior to application, a candidate must hold a Bachelor's degree and a valid Idaho teacher certificate without full endorsement in the content area of need. The LEA must provide supportive information attesting to the ability of the candidate to fill the position.

Alternative Route Preparation Programs Teacher to New Certification/Endorsement: Candidates will work toward completion of the alternative route preparation program through a participating college/university and the employing LEA. Candidates must complete a minimum of nine semester credits annually to be eligible for extension of up to a total of three years. The participating college/university shall provide procedures to assess and credit equivalent knowledge, dispositions, and relevant life/work experiences. Additionally, the alternative authorization allows teachers to use the National Board Certification process to gain an endorsement in a corresponding subject area or by obtaining a graduate degree in a content specific area.

Two pathways are also available to some teachers, depending upon endorsement(s) already held. Pathway 1 - Endorsements may be added through state-approved testing and a mentoring component. The appropriate test must be successfully completed within the first year of certification in an area closely compatible with an endorsement for which the candidate already qualifies and is experienced. This pathway requires the successful completion of a one-year state-approved mentoring component. Pathway 2 – Endorsements may be added through state-approved testing in an area less closely compatible with an endorsement for which the candidate already qualifies and is experienced. The appropriate test must be successfully completed within the first year of the certification. This pathway requires the successful completion of a one-year state-approved mentoring component and passing a final pedagogy assessment.

Alternative Certification: Content Specialist: The purpose of this alternative certification is to offer an expedited route to certification for individuals who are highly and uniquely qualified in a subject area to teach in an LEA with an identified need for teachers in that area. Alternative certification in this area is valid for three years and is not renewable. Prior to application, a candidate must hold a bachelor's degree. The candidate shall meet enrollment qualifications of the alternative route preparation program. Upon entry a consortium comprised of a designee from the college/university to be attended, a representative from the LEA, and the candidate shall determine preparation needed to meet the Idaho Standards for Initial Certification of Professional School Personnel. This preparation must include mentoring and a minimum of one classroom observation per month until certified. Prior to entering the classroom, the candidate must complete 8 to 16 weeks of accelerated study in education pedagogy.

Content Knowledge, Pedagogy, and Performance As per [IDAPA 08.02.02 Rules Governing Uniformity](#), all certification and endorsement areas require the candidate to demonstrate content knowledge, pedagogy, and performance. The state approved assessment for demonstration of content knowledge is the Praxis II assessment. Candidates must have a passing score on the Praxis II assessment for the content area they are seeking certification and endorsement.

Teacher Standards All Idaho teacher preparation programs are guided by the *Idaho Core Teacher Standards* (see Table 5.1). These standards provide guidelines for what all Idaho teachers must know and be able to do.

Foundation and Enhancement Standards Foundation and Enhancement Standards refer to additional knowledge and performances a teacher must know in order to teach a

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certain content area. The Foundation and Enhancement Standards, therefore, further "enhance" the standard. In this way, the Idaho Core Teacher Standards, Foundation Standards and Enhancement Standards are "layered" to describe what a teacher in the content area must know and be able to do in order to be recommended to the state for initial certification.

Pupil Personnel and Administrator Certification Standards There are several certification standards for pupil personnel professionals and school administrators that are also addressed through the Idaho teacher certification processes. These include School Administrators, School Counselors, School Nurses, School Psychologists, School Social Workers: Because of the unique role of these professionals, their standards are independent of the Idaho Content Teaching Standards but are still written in the same performance-based format: Knowledge and Performances.

Idaho content teaching Standards

Standard category	Standard number and title	Standard description
The Learner and Learning	Standard 1: Learner Development.	The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.
	Standard 2: Learning Differences.	The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.
	Standard 3: Learning Environments.	The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.
Content Knowledge	Standard 4: Content Knowledge.	The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.
	Standard 5: Application of Content	The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.
Instructional Practice	Standard 6: Assessment.	The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.
	Standard 7: Planning for Instruction	The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.
	Standard 8: Instructional Strategies.	The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply

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Standard category	Standard number and title	Standard description
		knowledge in meaningful ways.
Professional Responsibility	Standard 9: Professional Learning and Ethical Practice.	The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.
	Standard 10: Leadership and Collaboration.	The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

Current Work Regarding Certification of Educators

The Professional Standards Commission (PSC) annually reviews 20 percent of the preparation standards to align with national standards and best practices. This process allows Idaho to keep up to date with standards and best practices. In addition, the Office of the State Board of Education has convened a Teacher Certification Workgroup to look at the current certification requirements. The purpose of the workgroup is to maintain high standards to assure that all students have access to highly effective, learner-ready teachers and other LEA staff to ensure academic achievement for all students. The identified areas of focus for the workgroup are:

- To bring current certification practices in alignment with Idaho statute and administrative code. In those areas where current practice is best practice, amend administrative code to align with practice. Areas where current practice is not aligned with state law:
 - Individuals teaching outside of grade ranges authorized by certificate (certificate limits the grade level range individuals can teach, regardless of the endorsement).
 - Active certificates with attached endorsements that are not authorized in IDAPA.
 - Positions reported as pupil service staff for which no corresponding endorsement exists (e.g. physical therapist).
 - To review alternate routes to certification. (Are they adequate? Do they provide flexibility when standard certificated candidates are not available while still assuring qualified individuals are in classrooms that are capable of advancing student learning?)
 - To review the mechanism for individuals with specialized skills (or from industry) to teach one or two classes (this could be under the supervision of a certificated individual).
4. Improving Skills of Educators (ESEA section 2101(d)(2)(J)): Describe how the SEA will improve the skills of teachers, principals, or other school leaders in order to enable them to identify students with specific learning needs, particularly students with disabilities, English learners, students who are gifted and talented, and students with low literacy levels, and provide instruction based on the needs of such students.

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Title II-A is focused on the needs of educators in high-poverty and high-minority schools. LEAs are required to assure that they are coordinating professional development to ensure that their teachers, principals, and other school leaders have skills to identify students with specific learning needs, particularly students with disabilities, English learners, students who are gifted and talented, and students with low literacy levels, and provide instruction based on the needs of such students.

5. Data and Consultation (*ESEA section 2101(d)(2)(K)*): Describe how the State will use data and ongoing consultation as described in ESEA section 2102(d)(3) to continually update and improve the activities supported under Title II, Part A.

Meaningful consultation was conducted with teachers, principals, other school leaders, paraprofessionals, specialized instructional support personnel, charter school leaders, parents, community partners, and other organizations or partners with relevant and demonstrated expertise in the development of this program plan. ISDE will seek advice, based on statewide data review, and consult with stakeholders regularly on how to best improve the activities to meet the purpose of this program. As evident in the plan, activities under this part are coordinated with other related strategies, programs, and activities being conducted by ISDE.

6. Teacher Preparation (*ESEA section 2101(d)(2)(M)*): Describe the actions the State may take to improve preparation programs and strengthen support for teachers, principals, or other school leaders based on the needs of the State, as identified by the SEA.

Idaho will not use Title II-A funds for the improvement of Teacher Preparation programs. Title II-A is focused on the needs of educators in rural, high-poverty, and high-minority schools.

E. Title III, Part A, Subpart 1: English Language Acquisition and Language Enhancement

1. Entrance and Exit Procedures (*ESEA section 3113(b)(2)*): Describe how the SEA will establish and implement, with timely and meaningful consultation with LEAs representing the geographic diversity of the State, standardized, statewide entrance and exit procedures, including an assurance that all students who may be English learners are assessed for such status within 30 days of enrollment in a school in the State.

Idaho has always implemented standardized procedures for identifying and exiting EL students. ISDE is working with the EL workgroup to revise the state's procedures for entrance and exiting students from EL services to comply with revisions to the law.

Entrance Procedures: Idaho's EL workgroup has created a statewide home language survey that all Idaho LEAs will use to identify potential English learners. The workgroup has created a HLS "Decision to Assess Matrix" to assist districts and schools with guidance on whether or not to proceed with administering the English language proficiency screener. If a student meets the criteria for screening, the LEA will proceed with the screener. The students' score will determine whether or not the student has qualified to receive English Language Development (ELD) services. As indicated in the law, LEAs will have 30 days to complete this process and to notify parents of placement in ELD services within 14 days or 30 days, depending on time of enrollment. The EL workgroup is also working on a statewide process for identifying students whose parents may have indicated "English Only" on their Home Language Survey but who have exhibited characteristics of second language learners. In addition, the workgroup is developing a statewide process to remove the EL designation if a student was erroneously identified. Lastly, the workgroup has assisted the ISDE with revising the parental notification form which includes an option to waive ELD services.

Exit Procedures: When students score proficient on the English language proficiency assessment, LEA staff members redesignate students to "exited year 1" status in their school information systems. LEAs are required to complete the exiting process for eligible students before the end of the school year. In other words, LEAs must use the results from the spring ACCESS 2.0 assessment to update students' EL status in their school information system and inform parents before the end of the school year. ACCESS 2.0 data is available for LEA use the first week in May. LEAs will use a statewide exit form that is shared and explained to parents/families in a language they can understand. As in years past, Idaho will continue to use the same criteria under Title III for Title I reporting and accountability.

2. SEA Support for English Learner Progress (*ESEA section 3113(b)(6)*): Describe how the SEA will assist eligible entities in meeting:
 - i. The State-designed long-term goals established under ESEA section 1111(c)(4)(A)(ii), including measurements of interim progress towards meeting such goals, based on the State's English language proficiency assessments under ESEA section 1111(b)(2)(G); and
 - ii. The challenging State academic standards.

ISDE supports the efforts of LEAs to help English learner students (ELs) gain English proficiency while simultaneously meeting challenging state

academic content and student academic achievement standards. The Idaho English Learner Program assists LEAs with federal and state requirements related to ELs. The program helps LEAs create, implement, and maintain language development programs that provide equal learning opportunities for ELs. The goal is to develop curricula and teaching strategies that embrace each learner's unique identity to help break down barriers that prevent ELs from succeeding in school.

The Idaho State EL and Title III Program provides support for all Idaho educators of ELs through professional learning opportunities that are intentionally designed based on the timely needs of EL educators. We recognize that as the number of ELs grows, all educators must be mutually responsible for the language development and academic success of ELs and, therefore, all teachers are language teachers. Partnerships with Idaho's institutes of higher education are essential for incorporating components of EL education into preservice teacher education in an effort to prepare teachers with appropriate instructional strategies for the ELs in their classrooms.

3. Monitoring and Technical Assistance (ESEA section 3113(b)(8)): Describe:
- i. How the SEA will monitor the progress of each eligible entity receiving a Title III, Part A subgrant in helping English learners achieve English proficiency; and
 - ii. The steps the SEA will take to further assist eligible entities if the strategies funded under Title III, Part A are not effective, such as providing technical assistance and modifying such strategies.

i. Monitoring federal programs helps ensure that all children have a fair, equal, and significant opportunity to obtain a high-quality education. ISDE disseminates funds to LEAs and other eligible entities as outlined in the law. LEAs are responsible for meeting the requirements of the Federal programs, and the Idaho State Department of Education is charged with verifying that grantees comply with these federal requirements and are held accountable for using resources wisely. More importantly, it is ISDE's intent to provide leadership and guidance to LEAs through technical assistance and relationship building for the purpose of helping LEAs achieve high-quality implementation of educational programs to increase student achievement in Idaho.

Review of Risk Posed by Applicants

Risk Factors from ESEA

In determining the list of LEAs to be monitored, there are several considerations:

1. The basic list of LEAs considered to be monitored for the upcoming year come from the Ongoing LEA List Master, which identifies the year each LEA was last monitored based on a cycle;

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2. Each program identifies risk factors for this list of LEAs identified for the upcoming school year and ranks the LEAs based on these risk factors;
3. Additional LEAs may be added based on information the team knows about a LEA that may include serious challenges or chronic compliance issues;
4. If one program identifies a LEA to be monitored, then that LEA is monitored for all its Federal programs (there may be some exceptions);
5. Annually, approximately 35 LEAs are identified to be monitored;
6. Additional LEAs beyond the top 35 are moved to the following year on the ongoing LEA list Master sheet.

Risk factors may include the following:

1. State assessment performance data;
2. Date the last time the LEA was monitored;
3. Number of findings
4. Type of findings, i.e. programmatic, fiscal, policy, repeat findings
5. Results of previous findings – were all findings satisfied and visit closed
6. Personnel turnover – new or inexperienced Federal Programs Director; new Superintendent;
7. Audit Findings – missing audits or no single audit; type of findings;
8. Significant and/or regular carryover balances;
9. Other “high-risk” factors identified by the program coordinators.

Technical assistance for Title III programs is provided in the following manners:

1. Phone, email, and site visits
2. The EL website <http://sde.idaho.gov/el-migrant/el/index.html>
3. District visits – SDE federal programs monitoring, technical assistance, and district invitations for assistance
4. Webinars

The factors that influence when districts and schools will be visited are listed below (not in any particular order):

1. Coordination with Title I-A, Title I-C, Title II, and Title V program reviews.
2. District requests for program evaluation.
3. School improvement designation
4. Annual Measurable Achievement Objectives (AMAOs) and/or Adequate Yearly Progress (AYP). (This will be updated once we finalized our accountability plan.
5. Sudden and/or significant increase in number of Limited English Proficient students.
6. Formal compliance complaint filed with the ISDE, SBOE, and/or U.S. Department of Education - Office for Civil Rights

F. Title IV, Part A: Student Support and Academic Enrichment Grants

1. Use of Funds (*ESEA section 4103(c)(2)(A)*): Describe how the SEA will use funds received under Title IV, Part A, Subpart 1 for State-level activities.

The State will support LEAs in providing equitable access to a well-rounded education and rigorous coursework in subjects in which female students, minority students, English learners, students with disabilities, or low-income students are underrepresented. Such subjects could include English, reading/language arts, writing, science, technology, engineering, mathematics, foreign languages, civics and government, economics, arts, history, geography, computer science, music, career and technical education, health, or physical education. Existing state supports will be leveraged to increase the impact of Title IV-A funds on strengthening the instructional core and increasing access to a broad range of educational opportunities. Idaho currently has robust supports in place focused on a well-rounded education that includes professional development for teachers, instructional coaches and mastery education funded by state dollars. Because of the limitations of Title IV-A funds available for state-level activities, which is estimated at \$97,000, the ISDE will focus on areas of greatest need to support LEAs. The ISDE provides support for LEAs utilizing state funds for students earning advanced opportunities in the form of training and technical assistance around program parameters, advising and 4 year learning plan creation. Title IV-A funds will be used to expand these efforts by increasing the frequency of local trainings hosted by the ISDE around college and career advising and expanding the audience attending an annual conference focused on Advanced Opportunities. Title IV-A funds will also be used to convene and facilitate collaboration meetings between Idaho postsecondary institutions and the ISDE to streamline the process of dual credit registration and clarify how dual credits transfer from one institution to another. Regarding supporting safe and healthy students, Title IV-A funds will increase existing efforts to equip LEAs with best practices around crisis intervention, school violence prevention, suicide prevention and alternatives to suspensions and expulsions. Federal funds will be used to increase participation in an annual conference focused on the prevention of risk behaviors, out of school time programs, and family/community engagement called the *Idaho Prevention and Support Conference*. Approximately 700 school counselors, teachers, administrators (including charter and alternative), school resource officers, juvenile probation officers, judiciary representatives, school psychologists, and other stakeholders attend every year. Recent conference themes include addressing cyberbullying, digital citizenship, suicide prevention, bullying/harassment, and Adverse Childhood Experiences (ACEs). ISDE has focused heavily on ACEs as this research makes a strong case for trauma-informed disciplinary policy and practice.

Additionally, state-level activities include regional and local trainings focused on the prevention of risk behaviors identified by LEA data; Title IV-A funds will enable increased frequency of these activities. Title IV-A state funds will also support ISDE staff in providing technical assistance for LEAs in the creation of local Title IV-A plans and applying for funding as well as monitoring for compliance with federal rules and regulations. While compliance monitoring visits focus on adherence to the rules and regulations, the ISDE aims to use these visits as opportunities to provide technical assistance in addressing deficiencies and offering best practices in supporting students.

Strategy	Timeline	Funding sources
Advanced opportunities in secondary schools – Advising training to LEAs	Statewide conference in early fall (annual), regional trainings ongoing	Title IV-A State Administrative Funds

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Strategy	Timeline	Funding sources
Collaboration between ISDE and dual credit providers	Three formal gatherings per year/ongoing	Title IV-A State Administrative Funds
Student Readiness Symposiums	May 15 - May 30, 2018	Title IV-A State Administrative Funds & State funds
Idaho Prevention and Support Conference	Annually- April	Title IV-A State Administrative Funds & State Funds
LEA Title IV-A plan development and application assistance workshops	Annually	Title IV-A State Administrative Funds
Compliance monitoring and technical assistance to LEAs	Ongoing	Title IV-A State Administrative Funds
Local trainings around preventing suicide, bullying and the promotion of healthy school climates	Ongoing / as requested	Title IV-A State Administrative Funds

2. Awarding Subgrants (*ESEA section 4103(c)(2)(B)*): Describe how the SEA will ensure that awards made to LEAs under Title IV, Part A, Subpart 1 are in amounts that are consistent with ESEA section 4105(a)(2).

The ISDE established an estimate for each LEA based on the prior year Title 1 part A allocation and a hold harmless amount of \$10,000. As such, the calculations for LEA awards are a combination of \$10,000 and a proportional amount based on Title 1 part A.

G. Title IV, Part B: 21st Century Community Learning Centers

1. Use of Funds (*ESEA section 4203(a)(2)*): Describe how the SEA will use funds received under the 21st Century Community Learning Centers program, including funds reserved for State-level activities.

ISDE will use Title IV, part B, to support those LEAs and Community Based Organizations (CBOs) that are targeting students from schools that are in need of further support and improvement. Title IV, part B, provides subgrants for LEAs and CBOs to provide academic enrichment activities for students during non-school hours to help boost and maintain learning that occurs during the school day. Furthermore, 21st Century Community Learning Centers implement Idaho Content Standards in academic enrichment in order to complement the regular academic program and help students succeed in Math and ELA. Title IV, part B, funds are also used to support services for pre-kindergarten children (*21st Century Community Learning Centers Non-Regulatory Guidance*, 2003, p.27), which provides LEAs “options and opportunities for students to attend pre-kindergarten” as outlined in Strategy 1.2 of the Idaho State Department of Education Strategic Plan Summary.

2. Awarding Subgrants (*ESEA section 4203(a)(4)*): Describe the procedures and criteria the SEA will use for reviewing applications and awarding 21st Century Community Learning Centers funds to eligible entities on a competitive basis, which shall include procedures and criteria that take into consideration the likelihood that a proposed community learning center will help participating students meet the challenging State academic standards and any local academic standards.

ISDE’s priorities used to award subgrants are based on those outlined in in Sec. 4203(a)(3), which states that “*State educational agencies will make awards under this part to eligible entities that serve students who primarily attend schools implementing comprehensive support and improvement activities or targeted support and improvements activities under section 1111(d); and other schools determined by the local educational agency to be in need of intervention and support; and the families of such students.*” Furthermore, Title IV, part B, will prioritize its awards according to those applications that meet ISDE’s strategic plan, “all Idaho students persevere in life and are ready for college and careers.” Therefore, Title IV, part B, will also prioritize funds to those with the greatest needs based on factors such as challenges identified in school improvement plans (Sec. 1111(d)), including students who may be at risk for academic failure, dropping out of school, involvement in criminal or delinquent activities, or who lack strong positive role models (Sec. 4204(i)(1)(A)(II)).

H. Title V, Part B, Subpart 2: Rural and Low-Income School Program

1. Outcomes and Objectives (*ESEA section 5223(b)(1)*): Provide information on program objectives and outcomes for activities under Title V, Part B, Subpart 2, including how the SEA will use funds to help all students meet the challenging State academic standards.

The majority (113 of 153) of Idaho's LEAs and schools meet the state's definition of rural. The goal for students in rural schools is the same for all students—to achieve at the same level of proficiency and have access to higher education resources to be successful after high school. In order to achieve equity for rural students, the state has designated staff to support rural and low-income school programs and has created a working state plan for these programs <http://www.sde.idaho.gov/federal-programs/rural/index.html>. The plan was created in consultation with LEAs. The process for grant applications includes the CFSGA online reporting system for LEAs to submit an application that includes budget, selected activities for use of funds, and measurable goals. The state also has an electronic evaluation report that is due in June each year. Objective 1: Rural school students achieve at the same level of proficiency as all other students, and have access to higher education resources to be successful after high school. Outcomes: Each Rural Low Income School (RLIS) grantee program will provide educational services for children and youth as described in the CFSGA to ensure that they have the opportunity to meet challenging State academic content and achievement standards. Objective 2: ISDE has a method and annual timeline for providing annual technical assistance to RLIS eligible LEAs. Outcomes: All RLIS LEA Federal Program directors and business managers attend training on RLIS requirements and eligibility at annual regional meeting.

2. Technical Assistance (*ESEA section 5223(b)(3)*): Describe how the SEA will provide technical assistance to eligible LEAs to help such agencies implement the activities described in ESEA section 5222.

The state coordinator collaborates with Title I, Title II, Title III, and family and community coordinators; the charter school coordinator; and 21st Century Learning Center division to ensure program alignment and access to resources as well as in-person training at least twice per year with LEA technical assistance as needed. In addition, Idaho rural LEAs have the opportunity to be part of Northwest Rural Innovation and Student Engagement (NW RISE), a multi-state project that creates learning communities among schools in the rural northwest. Educators from Alaska, Idaho, Oregon, and Washington participate in NW RISE.

The project is part of the Northwest Comprehensive Center and includes two face-to-face meetings per year as well as monthly opportunities for members to collaborate through video conference and a dedicated social media account through Schoology. In addition, consultation and technical assistance is provided through the state's system of support which includes both on-site support through projects like Idaho Building Capacity, Math Centers, Idaho Content ELA Coaches, and opportunities to network with peers through the Idaho Superintendents Network and Idaho Principals Network.

I. Education for Homeless Children and Youth program, McKinney-Vento Homeless Assistance Act, Title VII, Subtitle B

1. Student Identification (722(g)(1)(B) of the McKinney-Vento Act): Describe the procedures the SEA will use to identify homeless children and youth in the State and to assess their needs.

All LEAs are required to have a board-approved homeless policy that describes how the LEA will implement the following: definitions, identification, school selection, enrollment, transportation, services, disputes, free meals, eligibility for Title I services, training, coordination, and preschool. To assist in the identification of children and youth without housing, public notice of the education rights of homeless children and youth are to be disseminated and posted where such children and youth receive services. ISDE provides free brochures and posters. The state coordinator and Local Liaison contact information is listed on each poster to provide technical assistance regarding enrollment, identification, and other issues affecting students in homeless situations. Liaisons are also provided from the National Center for Homeless Education toll-free help line. ISDE requires a Student Residency Questionnaire in which the nighttime living status of every student is assessed by enrollment documentation. This living status form is disseminated twice per year. Each LEA has an identified liaison responsible for conducting the assessment and verification of homeless children and youth. Once the liaison verifies eligibility of the child or youth they are reported in the LEA student management system that uploads to the Idaho System for Educational Excellence (ISEE) K–12 longitudinal data management system. Samples are available at <http://www.sde.idaho.gov/federal-programs/homeless/index.html>

2. Dispute Resolution (722(g)(1)(C) of the McKinney-Vento Act): Describe procedures for the prompt resolution of disputes regarding the educational placement of homeless children and youth.

All LEA liaisons are familiar with the ISDE dispute resolution policy posted on the ISDE website (www.sde.idaho.gov/federal-programs/homeless/index.html). All LEAs must have a dispute resolution policy that aligns with the state policy. This requirement is checked during federal program monitoring visits, and LEAs submit assurances when they submit their Consolidated Federal and State Grant Application (CFSGA). All LEAs must have a written notice of decision, also part of our monitoring process. Sample letters are provided on the ISDE website. Homeless children and youth are provided all services during the dispute resolution process.

3. Support for School Personnel (722(g)(1)(D) of the McKinney-Vento Act): Describe programs for school personnel (including the LEA liaisons for homeless children and youth, principals and other school leaders, attendance officers, teachers, enrollment personnel, and specialized instructional support personnel) to heighten the awareness of such school personnel of the specific needs of homeless children and youth, including runaway and homeless children and youth.

ISDE provides staff development to Homeless Liaisons, including: provisions of the McKinney-Vento Education for Homeless Children and Youth program; related state laws; the special needs of students experiencing homelessness; resource materials; and

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strategies for training teachers, counselors, support staff, administrators, homeless service providers, advocates, and others. All liaisons are required to attend an annual face to face meeting for up-to-date training on McKinney-Vento and Homeless Education. Webinars and trainings are offered by the state and the National Center for Homeless Education throughout the year. Local designated liaisons are required to have annual training for all staff including transportation, nutrition, custodial, and secretarial on their roll and specific needs of homeless children and youth. Idaho is beginning a partnership with Edify who has developed an online training and professional development model for the credentialing of Homeless Education Liaisons. The model consists of Beginning, Intermediate and Advanced levels of specific topics, units, and lessons. Liaisons who pass assessments for each level's lessons receive a certificate of achievement. This technology will allow the State Coordinator to assess Liaison learning outcomes in real time to target technical assistance and resources.

4. Access to Services (722(g)(1)(F) of the McKinney-Vento Act): Describe procedures that ensure that:
- i. Homeless children have access to public preschool programs, administered by the SEA or LEA, as provided to other children in the State;
 - ii. Homeless youth and youth separated from public schools are identified and accorded equal access to appropriate secondary education and support services, including by identifying and removing barriers that prevent youth described in this clause from receiving appropriate credit for full or partial coursework satisfactorily completed while attending a prior school, in accordance with State, local, and school policies; and
 - iii. Homeless children and youth who meet the relevant eligibility criteria do not face barriers to accessing academic and extracurricular activities, including magnet school, summer school, career and technical education, advanced placement, online learning, and charter school programs, if such programs are available at the State and local levels.
1. Public preschool programs: ISDE's Student Residency Questionnaire (nighttime living status of every student) includes questions about siblings in the family and assists with students eligible for secondary education who may not be currently identified. LEA liaisons collaborate with various agencies and service providers who work with homeless youth and youth separated from the public schools, such as the Idaho Department of Health & Welfare, Salvation Army, area shelters, and Community Action Partnership Association of Idaho to make them aware of protections available to homeless, unaccompanied youth. LEA liaisons collaborate with service providers to advocate on behalf of these children and youth to ensure that the students have the opportunity to return to school and participate in these programs. ISDE has established collaboration with Head Start, and the ISDE state coordinator has been appointed to the Idaho Infant and Toddler Council.
 2. Equal Access to Appropriate Secondary Education and Support Services ISDE coordinator includes training with LEA liaisons pertaining to the critical element of identification of youth who are separated from public schools with equal access, without barriers to full or partial credit .

Training and resources are being developed for school counselors at the secondary level to make sure homeless youth are receiving appropriate credit for full or partial coursework satisfactorily completed while attending a prior school, in accordance with state, local, and school policies. Partnerships with Title I-A and other federal programs are used when available to access online courses, summer school, and tutoring for credit recovery.

3. Eligible Children and Youth Do Not Face Barriers Every effort is made by all Homeless Liaisons and the State Coordinator to include students in all academic and extracurricular activities. LEAs have policies to ensure homeless children and youths who meet the relevant eligibility criteria do not face barriers to accessing academic and extracurricular activities. Outreach is made by the liaison as needed to local support groups to assist with needs students might have to participate in extracurricular activities. ISDE is actively coordinating and collaborating with state athletic associations to ensure access and opportunity for students.
5. Strategies to Address Other Problems (722(g)(1)(H) of the McKinney-Vento Act): Provide strategies to address other problems with respect to the education of homeless children and youth, including problems resulting from enrollment delays that are caused by—
 - i. requirements of immunization and other required health records;
 - ii. residency requirements;
 - iii. lack of birth certificates, school records, or other documentation;
 - iv. guardianship issues; or
 - v. uniform or dress code requirements.

Idaho state and local policies prohibit LEAs from denying a child enrollment for lack of records and include short timelines for obtaining needed records, certifications, and other documents. LEAs are required to set aside a minimum of a quarter of 1 percent of the Title I allocation for homeless students. This can be used for all the above, as needed. For all subgrants and beginning in 2016–2017, a needs assessment must be completed for the set-aside. ISDE and LEAs use the results of surveys, focus groups, and training evaluations to identify additional barriers caused by enrollment delays. ISDE disseminates information and provides technical assistance about how to remove barriers to school access throughout the state in its resource documents, trainings, and articles for publication. ISDE encourages LEAs to seek aid from local service or charitable organizations to help provide assistance that helps meet these needs. The State Coordinator is working in partnership with the Idaho Volunteer Lawyers Program to assist liaisons and youth across the state with issues and barriers that cannot be resolved at the local level. LEA's requiring uniforms must provide these items to enrolled homeless or foster youth. Also MV Homeless Education Grant funds and homeless set aside funds can be used to provide necessary clothing for school dress codes or school activities.

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6. Policies to Remove Barriers (722(g)(1)(I) of the McKinney-Vento Act): Demonstrate that the SEA and LEAs in the State have developed, and shall review and revise, policies to remove barriers to the identification of homeless children and youth, and the enrollment and retention of homeless children and youth in schools in the State, including barriers to enrollment and retention due to outstanding fees or fines, or absences.

The State Coordinator provides training and technical assistance to LEA Liaisons and staff on all provisions of the law including those related to fees, fines, and absences. The ISDE and all LEAs must have a current homeless education policy that removes barriers including those due to enrollment and retention due to outstanding fees or fines, or absences. This is monitored at the LEA level through the federal program monitoring process.

7. Assistance from Counselors (722(g)(1)(K)): A description of how youths described in section 725(2) will receive assistance from counselors to advise such youths, and prepare and improve the readiness of such youths for college.

The ISDE coordinator works with LEA liaisons and school counselors at the secondary level to make sure homeless youth are receiving appropriate credit for full or partial coursework satisfactorily completed while attending a prior school, in accordance with state, local, and school policies. A new indicator has been added to the 17-18 monitoring tool to address how youth will receive assistance from counselors to prepare and improve the readiness for college. It is a requirement and an expectation from the ISDE that counselors/liaisons will inform unaccompanied homeless youth of their status as independent students under section 480 of the Higher Education Act of 1965, and that they may obtain assistance from the liaison to receive verification of such status for the purposes of the Free Application for Federal Student Aid. SDE training will be offered to counselors as well as training in collaboration with Higher Education program staff.

Appendix A: Measurements of interim progress

Instructions: Each SEA must include the measurements of interim progress toward meeting the long-term goals for academic achievement, graduation rates, and English language proficiency, set forth in the State’s response to Title I, Part A question 4.iii, for all students and separately for each subgroup of students, including those listed in response to question 4.i.a. of this document. For academic achievement and graduation rates, the State’s measurements of interim progress must take into account the improvement necessary on such measures to make significant progress in closing statewide proficiency and graduation rate gaps.

A. Academic Achievement

ELA	Baseline	Interim Progress					Long-Term
	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
All students	53.0%	56.9%	60.8%	64.7%	68.6%	72.6%	76.5%
Economically disadvantaged students	40.6%	45.6%	50.5%	55.5%	60.4%	65.4%	70.3%
Children with disabilities	15.0%	22.1%	29.2%	36.2%	43.3%	50.4%	57.5%
English learners	6.9%	14.6%	22.4%	30.1%	37.9%	45.7%	53.5%
Minority students (non-white)	37.4%	42.6%	47.8%	53.0%	58.2%	63.5%	68.7%

Math	Baseline	Interim Progress					Long-Term
	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
All students	41.6%	46.5%	51.4%	56.2%	61.1%	66.0%	70.8%
Economically disadvantaged students	30.3%	36.1%	41.9%	47.7%	53.5%	59.3%	65.1%
Children with disabilities	15.2%	22.3%	29.4%	36.4%	43.5%	50.6%	57.6%
English learners	7.1%	14.8%	22.6%	30.3%	38.1%	45.8%	53.5%
Minority students (non-white)	25.8%	32.0%	38.2%	44.4%	50.5%	56.7%	62.9%

B. Graduation Rates

Graduation	Baseline	Interim Progress					Long-Term
	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
All students	78.9%	80.7%	82.4%	84.2%	85.9%	87.7%	89.5%
Economically disadvantaged students	72.0%	74.3%	76.7%	79.0%	81.3%	83.7%	86.0%
Children with disabilities	58.4%	61.9%	65.3%	68.8%	72.3%	75.7%	79.2%
English learners	72.3%	74.6%	76.9%	79.2%	81.5%	83.8%	86.1%
Minority students (non-white)	72.3%	74.6%	76.9%	79.2%	81.5%	83.8%	86.1%

C. Progress in Achieving English Language Proficiency

Using data from the 2017 administration of the ACCESS 2.0 assessment, this table will be populated by June 30, 2017.

Appendix B: GEPA 427 Statement

Information Regarding Equitable Access to and Participation in the Programs included in the Idaho Consolidated State Plan

The Idaho State Department of Education (ISDE) adheres to Section 427 of the General Education Provisions Act (GEPA). In carrying out its educational mission, the Idaho State Department of Education will ensure to the fullest extent possible equitable access to, participation in, and appropriate educational opportunities for individuals served. Federally funded activities, programs, and services will be accessible to all teachers, students and program beneficiaries. The ISDE ensures equal access and participation to all persons regardless of their race, color, ethnicity, religion, national origin, age, citizenship status, disability, gender or sexual orientation in its education programs, services, and/or activities. For state-level activities as well as all other activities supported by federal assistance through our electronic grant application, ISDE will fully enforce all federal and state laws and regulations designed to ensure equitable access to all program beneficiaries and to overcome barriers to equitable participation. The ISDE will hold LEAs accountable for ensuring equal access and providing reasonable and appropriate accommodations to meet the needs of a diverse group of students, staff, community members and other participants.

Steps taken to ensure equitable access may include, but are not limited to the following; developing and administering a pre-participation survey to all potential participants in order to identify special accommodation needs (i.e., wheelchair access, assistive technology, transportation assistance); holding program related sessions/activities in Americans with Disabilities Act (ADA) accessible and compliant facilities; printing materials in multiple languages, when appropriate; offering multi-lingual services for participants and others as needed and appropriate; responsiveness to cultural differences; fostering a positive school climate through restorative practices; conducting outreach efforts and target marketing to those not likely to participate; making program materials available in braille or via audiotapes, when appropriate; providing assistive technology devices to translate/make accessible grant and program materials for participants requiring such accommodations; using technologies to convey content of program materials; using materials that include strategies for addressing the needs of all participants; pre-program gender and cultural awareness training for participants; development and/or acquisition and dissemination of culturally relevant and sensitive curriculum and informational materials; use of transportation services that include handicapped accommodations; transportation vouchers or other forms of assistance, on an as needed basis, to members (including teachers, students, and families) who must use public transportation to attend program activities.

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