



AGENDA

**October 18-19, 2017
Lewis-Clark State College
Williams Conference Center
(4th Street and 9th Avenue)
Lewiston, Idaho**

Wednesday, October 18th, 2017, 11:00 am

BOARDWORK

1. Agenda Review / Approval
2. Minutes Review / Approval
3. Rolling Calendar

PLANNING, POLICY & GOVERNMENTAL AFFAIRS

1. Lewis-Clark State College Annual Progress Report

WORK SESSION

Planning, Policy & Governmental Affairs

- A. Public Education System - Performance Reporting – Carson Howell/Tracie Bent
- Performance Measure Reports
 - College Entrance Exam Data
 - Idaho Statewide Reading Assessment (Idaho Reading Indicator) Annual Review
 - K-12 Accountability Student Engagement Survey

DEPARTMENT OF EDUCATION

1. Developments in K-12 Education
2. Elementary Schools with Less than 10 Pupil ADA
3. Pending Rule – Docket 08-0203-1702 Graduation Requirement - College Entrance Exam
4. Temporary/Pending – Docket Rule 08-0203-1708 Idaho English Language Proficiency Assessment Achievement Standards – Incorporated by Reference
5. Pending Rule – Docket 08-0203-1711 Idaho Alternate Assessment Achievement Standards – Incorporated by Reference
6. Assessment Item Review Committee Recommendations

EXECUTIVE SESSION (Closed to the Public)

Postsecondary Institutions under the Governance of the Board

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

Thursday, October 19th, 2017, 8:00 am

OPEN FORUM

CONSENT AGENDA

AUDIT

1. Boise State University – Research Foundation Agreement

BAHR

2. Idaho State University – Upgrade/Replace Network Switching Hardware
3. University of Idaho – Disposal of Real Property

IRSA

4. General Education Committee Nominations

PPGA

5. Data Management Council Appointments
6. Indian Education Committee Appointments
7. Idaho State University – Facility Naming
8. President Approved Alcohol Permits

SDE

9. Emergency Provisional Certification

PLANNING, POLICY & GOVERNMENTAL AFFAIRS

2. Workforce Development Council – Annual Report
3. Board Policy I.J. Use of Institutional Facilities – 2nd Reading
4. Board Policy IV.E. Division of Career Technical Education – 2nd Reading
5. Governor's Higher Education Task Force Recommendations
6. Teacher Certification – Alternate Program – Content Specialist
7. Teacher Certification – Alternate State Approved Assessment

BUSINESS AFFAIRS & HUMAN RESOURCES

Section I – Human Resources

1. University of Idaho – Multi-Year Employment Agreement – Men's Basketball Head Coach
2. University of Idaho – Multi-Year Employment Agreement – Men's Football Head Coach

Section II – Finance

1. FY 2017 Sources and Uses of Funds
2. Idaho State University - Facilities Use Agreement Between ISU and the Idaho College of Osteopathic Medicine (ICOM) - Report

3. Idaho State University - Amendment to License Agreement Between ISU and the Idaho College of Osteopathic Medicine (ICOM) Report
4. University of Idaho - Multi-Year Agreement – City of Moscow - Campus Security
5. University of Idaho - Nancy M. Cummings Research, Extension, and Education Center Project – Planning and Design Phases
6. University of Idaho - West Campus Utilities Distribution Systems and Infrastructure Improvements & Expansion Project – Planning and Design Phases
7. FY 2019 Budget Request Amendment

INSTRUCTION, RESEARCH & STUDENT AFFAIRS

1. University of Utah School of Medicine – Annual Report
2. EPSCoR – Annual Report
3. Boise State University – Master of Science in Genetic Counseling
4. Board Policy III.P. Students – First Reading
5. Board Policy III.N. General Education – Second Reading
6. Complete College Idaho – Guided Pathways Update

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

THIS PAGE INTENTIONALLY LEFT BLANK

BOARDWORK
OCTOBER 18, 2017

1. Agenda Approval

Changes or additions to the agenda

2. Minutes Approval

BOARD ACTION

I move to approve the minutes from the August 9-10, 2017 Regular Board meeting, the August 28, 2017 Special Board meeting, the August 31, 2017 Special Board meeting, and the September 31, 2017 Special Board meeting.

3. Rolling Calendar

BOARD ACTION

I move to set October 17-18, 2018 as the date and Lewis-Clark State College as the location for the October 2018 regularly scheduled Board meeting.

THIS PAGE INTENTIONALLY LEFT BLANK



Trustees of Boise State University
Trustees of Idaho State University
Trustees of Lewis-Clark State College
Board of Regents of the University of Idaho
State Board for Career Technical Education

**DRAFT MINUTES
STATE BOARD OF EDUCATION
August 9-10, 2017
Idaho State University
Pond Student Union Building
Ballroom
1065 South 8th Avenue, Bldg. 14
Pocatello, Idaho**

A regularly scheduled meeting of the State Board of Education was held August 9-10, 2017 at Idaho State University in Pocatello, Idaho.

Present:

Linda Clark, President
Debbie Critchfield, Vice President
David Hill, Secretary
Emma Atchley

Andrew Scoggin (except where noted)
Don Soltman
Richard Westerberg
Sherri Ybarra, State Superintendent

Absent:

Wednesday, August 9, 2017

PLANNING, POLICY & GOVERNMENTAL AFFAIRS (PPGA)

1. Idaho State University (ISU) Annual Progress Report and Tour

The Board met at Idaho State University in the Pond Student Union Building, Ballroom in Pocatello, Idaho at 10:00 am (MDT). President Vailas welcomed members of the Board to the campus of Idaho State University and then escorted Board members and staff on

BOARDWORK
OCTOBER 18, 2017

a tour of the ISU campus. The Simplot Decision Center within the Business Administration building was the first stop on the tour. Dr. Corey Schou, Associate Dean of the College of Business, shared with the Board an update on Idaho State University's Informatics Research Institute. From there, Board members toured ISU's Measurement and Control Engineering Research Center (MCERC) with Associate Professor Dr. Chad Pope. Board members then travelled to the newly named Eames Advanced Technical Education and Innovation Complex (Eames Complex) for a presentation by the Dean of the Idaho State University College of Technology, Scott Rasmussen, on the relationship between ISU's College of Technology and Research. The final stop on the tour was the Idaho Accelerator Center (IAC) where Director of Technical Operation, Jon L. Stoner, shared with the Board recent updates and advancements of the IAC. Board members returned to the Student Union Building at 12:00 pm (MDT) where they recessed for a lunch hosted by Idaho State University in the Wood River Room.

The Board reconvened in the Idaho State University Pond Student Union Building, Ballroom for regular business. Board President, Dr. Linda Clark, welcomed everyone and called the meeting to order at 1:00 pm (MDT). She then extended appreciation from the Board and staff to Idaho State University for its hospitality.

BOARDWORK

1. Agenda Review/Approval

BOARD ACTION

M/S (Soltman/Hill): . To approve the agenda as submitted. The motion carried 7-0. Mr. Scoggin was absent from voting.

2. Minutes Review / Approval

BOARD ACTION

M/S (Soltman/Hill): To approve the minutes from the June 14-15, 2017 regular Board meeting, and July 5, 2017 Special Board meeting as submitted. The motion carried 7-0. Mr. Scoggin was absent from voting.

3. Rolling Calendar

BOARD ACTION

M/S (Soltman/Westerberg): To set August 15-16, 2018 as the date and Pocatello as the location for the August 2018 regularly scheduled Board meeting. The motion carried 7-0. Mr. Scoggin was absent from voting.

BOARDWORK

OCTOBER 18, 2017

Prior to the start of the Work Session, Dr. Clark thanked Idaho State University (ISU) President Dr. Art Vailas for the morning's tour and congratulated him on ISU's progress to date. Dr. Vailas then requested a moment of personal privilege to announce his retirement from Idaho State University. Board President, Dr. Linda Clark, thanked Dr. Vailas for his years of service and accepted his retirement. She then requested Board members Richard Westerberg and Emma Atchley represent the Board on the ISU Presidential Search Committee and appointed Board member Richard Westerberg as committee chair.

Dr. Clark then shared with Board members and guests Lewis-Clark State College (LCSC) President Dr. Tony Fernandez's announcement a day earlier of his retirement from LCSC. Dr. Clark then requested Board members Don Soltman and Debbie Critchfield represent the Board on the LCSC Presidential Search Committee and appointed Board member Don Soltman as committee chair. All questions related to the ISU and LCSC Presidential searches are to be directed to the Board's Legislative Affairs and Communications Officer, Mr. Blake Youde.

WORKSESSION

A. State Board of Education – Strategic Plan – Goal 1

This item was provided in the agenda materials as an information item.

Goal 1 of the Board's Strategic Plan is **A Well Educated Citizenry** - Idaho's P-20 educational system will provide opportunities for individual advancement across Idaho's diverse population.

This goal was developed in part in recognition of the value of a highly educated citizenry to the democratic ideal identified in the state constitution and the economic benefit to the state of having an educated workforce, but also the value of a quality education to the individual and an individual quality of life. Objectives identified to move toward the broader goal focus on equitable access, adult learner re-integration into the system, educational attainment (progression through the system), and quality of the education.

Board President, Dr. Linda Clark, introduced the item by sharing with Board members her desire to engage Board members in a discussion of the current strategic plan and to review each Goal to over the next few months to ensure the Board's strategic plan is being communicated in such a way to be easily understood and accessible to stakeholders and the general public. Dr. Clark then turned the item over to Board Vice President Debbie Critchfield to lead the discussion. Ms. Critchfield opened the discussion by stating the goals on their own are great goals, however, she questions if the goals become lost when combined together in the Board's strategic plan. The Board's Chief Financial Officer, Mr. Chet Herbst, Chief Planning and Policy Officer, Ms. Tracie Bent, and Director of Research, Mr. Carson Howell, were on hand to answer questions from Board members during the discussion. The Board's Chief Academic Officer, Dr. Randall Brumfield, was absent from the discussion due to his attendance at a State Higher Education Executive Officers (SHEEO) conference in Minneapolis, MN. He was

BOARDWORK
OCTOBER 18, 2017

represented today by the Board's Academic Affairs Program Manager, Ms. Patty Sanchez.

The Board's Chief Planning & Policy Officer, Ms. Tracie Bent, shared with the Board the timing for any proposed changes to the strategic plan. She stated Goal 1 would be reviewed during this Board meeting, Goal 2 would be reviewed during the October Board meeting, and Goal 3 would be reviewed during the December Board meeting. Initial approval of a new strategic plan or any changes would also occur during the December Board meeting with final approval being granted at the February Board meeting. Board member Mr. Richard Westerberg asked if this is a rewrite of the entire plan or if this is an opportunity to make adjustments and corrections as needed. He stated the proposed format would not work well to accommodate a full rewrite of the plan. Dr. Clark responded the intent was to review the current goals and refine as needed, not to rewrite the strategic plan. Mr. Westerberg then stated his experience that items are typically added to a plan rather than removed and that it is his desire for the plan to become more concise and policy in nature with fewer key performance indicators and that he would like to see the plan shortened.

Ms. Bent shared with Board members the struggle over the years with the need to balance the plan to accommodate the entire system with a more detailed and actionable plan. She continues the intent is not for a rewrite, but rather to find a balance between the Board's plan and the ability for institutions to align their strategic plans with the Boards. Dr. Clark expressed her desire for the plan to operate systematically on behalf of the system and that the plan be encompassed system wide.

At this time, the Board began the discussion around Goal 1 of the strategic plan with Board member Mr. Don Soltman stating the need to define the system's parameters as either a P-20 or K-20 system. Board member Dr. David Hill then stated his desire for the goal to incorporate in some way those items outside of simply educating the citizens – outcomes that are not strictly academic. In his opinion, Goal 1 of the strategic plan does not seem to capture the full extent of what the Board intends to do. He continued, the strategic plan, as is, is more philosophical than practical. Dr. Clark responded the Goal should be not only across Idaho's diverse population but also across the various educational opportunities within the system itself. In response to Dr. Hill's prior statement, Ms. Bent informed Board members that Goal 2 focuses on innovation and economic development, Goal 3 focuses on data and informed decision making and Goal 4 an effective and efficient education system.

The Board's Executive Director, Mr. Matt Freeman, shared with Board members comments from stakeholders of the need for a five year plan over the education system. His response has been the strategic plan is the Board's five year plan. He continues that somehow the Board's strategic plan does not resonate as the Board's five year plan and that this must be addressed. Dr. Hill asked the purpose of the Board's strategic plan and if the purpose is to satisfy the State of Idaho and its process or the goals of the Board and that the two should be consistent. In response, Dr. Clark asked if it would be appropriate for the Board to develop two documents, one that is shortened and concise for the Board's operational requirements, and one meeting the requirements of the state. Mr. Westerberg

BOARDWORK
OCTOBER 18, 2017

asked if the government's focus is on the performance indicators more than the objectives. Ms. Bent responded there are two parts to the state requirements; a strategic plan which must include the mission and vision, goals and objectives, performance measures and benchmarks. The second requirement is for the agency to submit reports on the performance measures. Mr. Westerberg expressed his support for one plan satisfying requirements of both the Board and state agencies. Dr. Clark then added her understanding of what Dr. Hill had proposed which was to produce two separate documents. One to meet the requirements set forth by the State of Idaho and one, more condensed document identifying the Board's operational requirements. Board member Emma Atchley added her belief the work of the Governor's Higher Education Task Force could inform the Board's strategic plan. She states her hesitancy to firm up or make changes to the plan until after the recommendations of the Governor's Higher Education Task Force have been made. Mr. Freeman then reminded Board members the primary call of the Governor's Higher Education Task Force is achieving the State's 60% Goal. He continues the Board's conversation today and the Governor's Higher Education Task Force are not mutually exclusive and that the work of the task force is one part of the Board's strategic plan.

Dr. Hill then proposed a rewrite of Goal 1 of the Board's strategic plan to be *"Idaho's population have opportunity to achieve the level of education they desire for their fulfillment"* effectively changing the focus from the system to the population.

At this time, Mr. Westerberg stepped away from the meeting for a media interview.

Dr. Hill continued by stating his belief that the Board needs to shift its focus towards how the system serves the individual and allows for individual opportunity. Board member Atchley stated her agreement. Dr. Clark added her support and stated the Board's current strategic plan does not include an area or focus on alternative opportunities within the system (Associate Degrees, Certificates, Certifications, etc.). Dr. Clark then asked if the missing piece of the objective for a well-educated citizenry is an objective identifying a robust system allowing for broad access to a variety of educational opportunities. Dr. Hill added the purpose of the strategic plan is to be forward looking and that the Board must recognize this shift and the need for the system to serve the individual. Dr. Clark then addressed Board member Atchley and her work as co-chair of the Governor's Higher Education Task Force Access and Affordability sub-committee. Ms. Atchley responded the sub-committee was currently looking into developing a statewide delivery system and that this should be incorporated into the Board's strategic plan. Ms. Bent added in response to Board member Atchley's comment that it may be necessary for Board members to take a step backwards and begin their discussion around the Board's mission and vision statement before discussing the goals. She continued that much of what the Board is discussing today aligns more closely with the mission and vision statement. Ms. Critchfield then asked how many recommendations came from the Governor's Higher Education Task Force Access and Affordability sub-committee. Ms. Atchley responded a total of three with a primary focus on a statewide digital campus available anywhere at any time.

At this time, Mr. Westerberg returned to the meeting.

BOARDWORK
OCTOBER 18, 2017

Ms. Critchfield continued by proposing the objectives under Goal 1 be restated to encompass them all within one statement, eliminating the need to list each objective individually. Ms. Atchley proposed rewriting Object A of Goal 1 of the Board's strategic plan to read *"Idaho's diverse population has multiple opportunities for high quality education"*. Ms. Atchley continues that setting policy and advocating is one part of the Board's role, however this is limiting. Dr. Clark then suggested this term be eliminated from Objective A of Goal 1 of the Board's strategic plan. She continues, the purpose of Objective A is to increase access and not to set policy. Dr. Clark then proposed Objective A: Access be rewritten to read *"Increase access to Idaho's educational system for all Idahoans, regardless of socioeconomic status, age, or geographic location"*.

Dr. Clark then proposed Object B: Adult Learner Re-integration of Goal 1 be rewritten to read *"Increase options for re-integration of adult learners, including veterans, into the education system"*.

Board member Atchley then shared her opinion that Objective C: Higher Level of Educational Attainment should speak more towards the individual and proposed a rewrite that would read *"Increase successful progression of individual's through Idaho's educational system"*. Dr. Clark asked if Objective C not actually the State's 60% goal and that limiting this to individuals we are eliminating those individuals achieving certificates, etc. Ms. Atchley responded yes, however, the purpose of the objective is to define a system wide goal measuring an individual's progression through the system from Kindergarten on and that the Board should not articulate degrees and certificates in the same sense as they do the Board's goals. Mr. Freeman added Objective C could be reworded to include *"post-secondary educational attainment"* rather than education system. Dr. Clark expanded on this by proposing the addition of *"culminating in successful progression through the system, resulting in a qualification, certificate or degree"* to the end of Objective C. Dr. Hill added that as written, Objective C begs the question 'what is success'. Ms. Atchley then asked if, as part of this discussion, the Board is rethinking how to define the 60% Goal? Dr. Clark responded other states are modifying their 60% Goals by eliminating the age band, and specifying the type of success achieved (certificates, associates, etc.) to be more than just completion of college. Dr. Hill responded Objective C needs to be general enough to accommodate changes while recognizing the full spectrum of possible outcomes. Board member Sherri Ybarra added the Board should also consider enabling options to increase the ability for citizens to successfully progress through Idaho's educational system, citing mastery based education and distance learning as two options for consideration.

Dr. Clark added the suggestions made today will be reviewed prior to the Board's discussion around Goal 2 of the strategic plan. Mr. Westerberg added he would refer the edits from the meeting today back to the Planning, Policy and Governmental Affairs (PPGA) for refinement and also prepare suggestions for all of the Goals of the strategic plan for Board members to review at the next meeting.

There were no additional comments or discussion from the Board.

BOARDWORK
OCTOBER 18, 2017

BOARD ACTION

M/S (Westerberg/Hill): To authorize the Planning, Policy and Governmental Affairs Committee to respond to and approve changes requested from the Federal review of the Every Student Succeeds Act (ESSA) Consolidated State Plan. The motion carried 7-0. Mr. Scoggin was absent from voting.

B. Every Student Succeeds Act (ESSA) Consolidated State Plan Discussion

This item was provided in the agenda materials as an information item.

Ms. Critchfield introduced the item and reminded Board members the version of the Every Student Succeeds Act Consolidated State Plan (ESSA Plan) presented today would be the same plan Board members would be voting on during the second day of the Board meeting. She continues there have been changes since the last presentation of the ESSA Plan during the June Board meeting and that this draft incorporates the changes and updates made since the last Board meeting.

At this time, State Superintendent and Board member, Sherri Ybarra, invited key members of her staff to present the ESSA Plan to the Board. Present today were Chief Deputy Superintendent Mr. Pete Koehler, Director of Assessment and Accountability Ms. Karlynn Laraway, and Chief Policy Advisor Mr. Duncan Robb.

Ms. Laraway began the presentation with a step by step accounting of the major changes to Title I Part A of the ESSA Plan and the plans 'N' size. Board member Critchfield asked Ms. Laraway to explain to the Board the importance of the 'N' size. Ms. Laraway responded the 'N' size is used to identify students in a fair way and to especially identify those students in need of the greatest amount of supports. She continues the 'N' size will also help to mitigate instability from year to year. Board member Critchfield added the 'N' size was a frequent topic of discussion among stakeholder groups. Board member Atchley then asked the impact on schools not included in the 'N' size and how are these schools being measured? Ms. Laraway responded the Idaho State Department of Education (ISDE) recognizes these schools in the form of a report card, and that for reporting purposes, these schools are still being held accountable as long as their 'N' size for the reporting category remains at five. Board member Critchfield adds that schools not meeting the 'N' size receive state funds distributed to all schools but do not qualify for extra funding for additional title funds. Ms. Laraway adds the ISDE's Plan has proposed an 'N' size of 20 for all students and 10 for subgroups to combat this disparity. Dr. Clark then added that Title I dollars are very limited and districts struggle to spread Title I funds to all of their K-12 schools and that because of this not all schools who are designated receive additional assistance due to limited availability of funds.

Ms. Laraway continued her presentation with an overview of the Plan's Long Term Goals. She states that under ESSA, states have the flexibility in setting what the law calls ambitious long term goals for academic achievement, graduation rate and increase in English Learners making progress towards English proficiency within the state determined timeline. Goals must also include measurements of interim progress.

BOARDWORK
OCTOBER 18, 2017

Stakeholder feedback focused on the need for high expectations of all students and goals that would be applicable to all schools. Board member Soltman then asked Board member Critchfield if, in her opinion, these goals would pass federal scrutiny. Ms. Critchfield responded her belief the Plan would pass and that based on the plans previously submitted, Idaho's plan is on the shorter side of the long term goals. She continues the intent is for the goals to be aggressive yet still achievable noting that by the year 2022 a student enrolling under this Plan would have already progressed through half of their educational career in Idaho. Superintendent Ybarra added that this is Idaho's plan based on stakeholder feedback and unless any portion of the plan violates the law she will not support changes from the national review. Dr. Clark added the only area she anticipates falling under scrutiny would be the Plan's lack of a single grade or rating for a district. Mr. Koehler added the state of Delaware's plan was the first to receive federal approval and that based on the review the message from the federal review is one of favoring state's designs and desires. Ms. Laraway continued the presentation with an overview of the Long Term Progress – English Language Proficiency goals.

At this time the Board recessed for a 20 minute break.

Ms. Laraway resumed the presentation by sharing with the Board the final Long Term and Interim Progress Goal – Graduation Rate to reduce the percentage of non-graduates by 75% over 6 years. She then continued the presentation with a discussion of the Plan's indicators. Board member Critchfield added that feedback from stakeholders showed the Board needed to be in a position to implement the plan during the current school year in order to begin reporting during the 2018/2019 school year. She also added that stakeholders requested the identification of both low performing and high performing schools and that in response, the identification of school's falling within the 90th percentile has been added to the current version of the plan.

At this time, Dr. Clark requested Mr. Koehler share with the Board what a non-Title I district or school might expect for funding based on the ISDE's Plan. Mr. Koehler responded school's designated as non-Title I that fall within the lowest 5% cannot expect to receive additional federal funds, however, there are funds set aside within the Superintendents budget to support these struggling schools in addition to mentorship and leadership programs provided through the ISDE.

Ms. Laraway continued her presentation of the ISDE's Plan with an update on the two areas of major change to the Plan based upon stakeholder feedback. She continues with an overview of changes to Title II-A – Supporting Effective Instruction and that based upon a recent roundtable review of the plan with stakeholders the Plan includes an increased focus on state level activities on training for school leaders in Idaho's evaluation framework and educator mentoring and coaching. The other significant change to the Plan based upon stakeholder feedback involves updates to Title IV-A – Student Support and Enrichment. Ms. Laraway continues this is a new program aimed at providing a well-rounded education supporting safe and healthy students and the effective use of technology. She states the ISDE has set aside approximately \$77,000 in support of this program. Mr. Koehler adds that within the Executive Branch, Title II and Title IV funds have been cut and that even with the reinstatement of some Title IV funds, it will be a

BOARDWORK
OCTOBER 18, 2017

struggle to distribute enough funding to all those school districts qualifying for support in these areas. Dr. Clark add that it will be essential to distribute this information to school districts and boards as the loss of Title II funds will be felt state wide. Board member Critchfield then underscored the importance of the types of professional development available to educators and asked if there a plan in place to help districts sift through requirements for this and if it is possible for the ISDE to help districts with the management of these decisions.

Ms. Karlynn concluded the presentation by sharing with Board members the next steps in the coming weeks. She states the Plan will be submitted to the Governor's Office for review on August 12, 2017 with final submittal to the U.S. Department of Education on September 18, 2017. The U.S. Department of Education allows 120 days to review the plan. The ISDE will have 15 days to respond to feedback provided by the U.S. Department of Education's review. Ms. Laraway states that during the next several months, the ISDE will work with their technical staff to finalize the data collection requirements and publish business rules for how the data collected will be used in accountability calculations. She adds the ISDE will also be collaborating with Board members and staff to develop a new report card and data dashboard system scheduled to go live in fall of 2018.

The ISDE's Chief Policy Advisor, Mr. Duncan Robb, added the time allowed by the U.S. Department of Education for the ISDE to respond is a very short amount of time to respond on a plan that took more than 1 ½ years to develop. He continues that if major changes are requested at the Federal level, the ISDE will push back.

Board member Critchfield adds that based on the available comments on other plans submitted, the Board of Institutes Ranking of other plans used 3 metrics by which they rated plans, strong, medium and weak. One item considered during the review was plans was clear and easy to rank. She continues by sharing with Board members that a data dashboard qualified as weak in their system and does not allow parents and educators to make informed decisions about their school. To date, the ISDE's Plan includes a data dashboard with no summative rating. Ms. Critchfield states her belief that as the Board implements a new plan and accountability framework it would be possible to build trust again with districts and to institute a new summative rating plan. She continues it would be wise for the Board to consider developing some type of summative system in the near future.

Mr. Westerberg then asked if the Federal review were to come back with substantive changes, would a special board meeting be required to approve those changes. He questioned the ability for the Plan to pass review by both the ISDE and the Board's Planning, Policy and Governmental Affairs (PPGA) Committee for final Board approval within 15 days. Superintendent Ybarra responded with assurances that processes are in place to enable a quick response. Mr. Westerberg then suggests PPGA committee be granted the authority to respond to any changes made in response to the Federal review lieu of a special board meeting.

BOARDWORK
OCTOBER 18, 2017

Dr. Clark extended her appreciation to Board member Critchfield, Superintendent Ybarra and her team on their work finalizing the state's ESSA Consolidated Plan in such a short period of time. Dr. Clark also highlighted the benefit of stakeholder input in the process and development of this plan.

The Board meeting recessed for the evening at 3:38 pm (MDT).

Thursday, August 10, 2017 8:00 a.m., Idaho State University, Pond Student Union Building, Ballroom, Pocatello, Idaho.

Board President Dr. Linda Clark called the meeting to order at 8:00am (MDT) for regularly scheduled business. Board Member Scoggin joined the meeting at 8:00 am (MDT). There were no participants for Open Forum.

Board member Emma Atchley requested a moment of personal privilege to thank Board members, staff, and the institutions for their support during her 2016-2017 term as Board president.

Idaho State University student, Jessica Sargent, President of the Associated Body of Idaho State University then addressed the Board. Ms. Sargent shared with the Board a history of her time at Idaho State University. She continued by sharing with Board members her support and admiration for ISU and that the university is a gem tucked away in Pocatello. She concluded her presentation by thanking President Vailas for his work growing and developing ISU during the term of his presidency.

Board President Clark then requested unanimous consent to remove Item 3 of the State Department of Education's agenda. There were no objections.

CONSENT AGENDA

BOARD ACTION

M/S (Critchfield/Soltman): To approve the consent agenda as presented. The motion carried 8-0.

Business Affairs & Human Resources – Section I Human Resources

1. TIAA – Retirement Plan Committee Appointments

BOARD ACTION

M/S (Critchfield/Soltman): By unanimous consent to approve the appointment of Mark Lliteras and Brian Sagendorf as members of the State Board of Education Retirement Plan Committee. The motion carried 8-0.

BOARDWORK
OCTOBER 18, 2017

Business Affairs & Human Resources – Section II Finance

2. Boise State University – License Agreement between Springer Customer Service Center and LYRASIS.

BOARD ACTION

M/S (Critchfield/Soltman): By unanimous consent to approve the request by Boise State University to enter into a five-year license agreement with LYRASIS for approximately 2,242 journal titles published by Springer Nature in substantive conformance to the form provided in Attachment 1. The motion carried 8-0.

3. University of Idaho – Easement – McCall Campus Property Easement Access – 2nd Phase – Six Private Lot Owners.

BOARD ACTION

M/S (Critchfield/Soltman): By unanimous consent to approve the request by the University of Idaho enter into easements with the adjoining private lot owners, in substantial conformance to the proposed easements in Attachment 1 to the Board Materials; and also authorize the Vice President for Infrastructure to execute the final easement documents and all other documents necessary to complete the transaction as described in the materials presented to the. The motion carried 8-0.

Instruction, Research and Student Affairs (IRSA)

4. Programs and Changes Approved by the Executive Director – Quarterly Report
This item was provided in the agenda materials as an information item.

5. State General Education Committee Appointments

BOARD ACTION

M/S (Critchfield/Soltman): By unanimous consent to appoint Ms. Lori Barber, representing Eastern Idaho Technical College to the General Education Committee effective immediately. The motion carried 8-0.

6. College of Eastern Idaho – Program Approval Request – Associate of Arts – Liberal Studies

BOARD ACTION

M/S (Critchfield/Soltman): By unanimous consent to approve the request by College of Eastern Idaho to create a new Associate of Arts program in Liberal Arts as submitted in Attachment 1. The motion carried 8-0.

**BOARDWORK
OCTOBER 18, 2017**

Planning, Policy and Governmental Affairs

7. President Approved Alcohol Permits

This item was provided in the agenda materials as an information item.

8. Indian Education Committee Appointments

BOARD ACTION

M/S (Critchfield/Soltman): By unanimous consent to approve the appointment of Mr. Jason Ostrowski, representing the College of Southern Idaho to the Idaho Indian Education Committee effective immediately and expiring June 30, 2018. The motion carried 8-0.

State Department of Education (SDE)

9. Adoption of Curricular Materials and Related Instructional Materials

BOARD ACTION

M/S (Critchfield/Soltman): By unanimous consent to approve the adoption of curricular materials and related instructional materials for K-12 and Humanities, 9-12 Computer Applications, K-12 Health and Wellness, K-12 Physical Education, K-12 Social Studies, and 6-12 Mathematics Open Educational Resources as recommended by the Curricular Materials Selection Committee as submitted in Attachment 1. The motion carried 8-0.

10. Professional Standards Commission – Boise State University; Teacher Endorsement Programs Review

BOARD ACTION

M/S (Critchfield/Soltman): By unanimous consent to approve the Professional Standards Commission recommendation and to approve the Exceptional Child Generalist new pathway to teaching endorsement program offered through Boise State University. The motion carried 8-0.

AND

M/S (Critchfield/Soltman): By unanimous consent to accept the Professional Standards Commission recommendation and to approve the Early Childhood Special Education new pathway to teaching endorsement program offered through Boise State University. The motion carried 8-0.

11. Professional Standards Commission – University of Idaho; Teacher Endorsement Programs Review

BOARDWORK
OCTOBER 18, 2017

BOARD ACTION

M/S (Critchfield/Soltman): By unanimous consent to accept the Professional Standards Commission recommendation and to conditionally approve the Literacy teaching endorsement program offered through University of Idaho. The motion carried 8-0.

AND

M/S (Critchfield/Soltman): By unanimous consent to accept the Professional Standards Commission recommendation and to conditionally approve the Family and Consumer Sciences teaching endorsement program offered through University of Idaho. The motion carried 8-0.

12. Bias and Sensitivity Committee Appointments

BOARD ACTION

M/S (Critchfield/Soltman): By unanimous consent to appoint Region 4 school board member Teresa Berry to the Bias and Sensitivity Committee. The motion carried 8-0.

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS (PPGA)

2. Idaho Career Technical Education Annual Report

This item was provided in the agenda materials as an information item.

State Administrator for Idaho Career Technical Education (ICTE), Mr. Dwight Johnson, presented his agency's annual report to the Board. Mr. Johnson shared with Board members that attendance at the recent ICTE Annual conference exceeded 1,000 attendees, the largest in ICTE history. He continued support for Career Technical Education at the national level has also seen overwhelming bipartisan support in recent years.

Mr. Johnson then shared with Board members the final recommendations from the Governor's Workforce Development Task Force. He states the four themes coming out of the task force recommendations are Partnerships (Industry, Education and Government), Capacity Building, Career Advising and Communications.

Mr. Johnson continued his presentation by sharing with Board members the core mission of ICTE which is to connect students to real careers, provide a talent pipeline for Idaho's businesses, and make education meaningful through applied learning. He states the current workforce and skill shortage is projected to worsen with an overall workforce shortage of 49,000 individuals and that ICTE is responding to this projected shortfall by working to attract more students in to the CTE pipeline through better career advising, expanding ICTE's capacity to attract and train students and continuing to improve the

BOARDWORK
OCTOBER 18, 2017

quality of programs offered. Mr. Johnson then shared with Board member's ICTE's proposed Legislative change to allow state funds and resources to begin funding CTE programs in the 7th grade. He states this change would serve a dual purpose of continuing to attract students to CTE fields as well as providing content and context to a student's 8th Grade Plan.

Mr. Johnson continued his presentation by sharing with the Board ICTE's expanded career and technical programs and development of the new ICTE Teacher Pipeline model, InSpIRE Educate. He states teachers participating in the new InSpIRE Educate model will incur no out of pocket expenses for their participation in the program. Mr. Johnson continues CTE instructors will attend two (2) one week academies plus an additional Saturday per month in trainings to achieve their endorsement. Board member Critchfield asked if other states have used a similar model, to which Mr. Johnson responded in the affirmative. Dr. Clark then asked how long the program has been in existence, to which Mr. Johnson responded the program has just launched. Dr. Clark then asked if mentors are assigned through school districts. To which Mr. Johnson responded mentors are assigned through the University of Idaho. Board member Critchfield then asked of the cost to teachers to participate in the program, to which Mr. Johnson responded there is not out of pocket expenses for a teacher's participation. Dr. Clark then shared with Board members the Governor's Higher Education Task Force K-20 Pipeline subcommittee was interested in the model shared today and requested Mr. Johnson provide the cost per participant to the Board.

Mr. Johnson continued his presentation with ICTE's recommendation to allow students to begin apprenticeships at the age of 16, two years earlier than the current age requirement of age 18. He states the Boise Independent School District will be launching a new apprenticeship program for the 2017/2018 school year offering students apprenticeship opportunities in the HVAC, Plumbing and Electrical trades. The Boise Independent School has engaged unions of each of these trades to provide training for the apprenticeship program. Students who enrolled in this apprenticeship program will have to ability to move their apprenticeship hours earned upon graduation from high school to an accepting business where they can then finish their apprenticeship. Mr. Johnson then shared with the Board ICTE's support for this program and indicates he would like to see legislation put forward supporting a similar program for statewide implementation. This item concludes Mr. Johnson's presentation to the Board at which time he stood for questions.

Board member Hill asked if, from the Work Force Development Task Force point of view, the overarching recommendation is for the state to implement a Work Force Development Strategy with accompanying funds. Dr. Hill then complimented Idaho's Career Technical Education program as one the Board should be proud of. He finished by thanking Mr. Johnson and his staff for their work on the Work Force Development Task Force report. Dr. Hill continues by sharing with Board members his strong support of public engagement and urges the Board to increase their use of technology to reach out to students while tagging the information sent to the type of education a student is interested

BOARDWORK
OCTOBER 18, 2017

in. He stresses the importance of the Board being in the mobile domain and not limiting their outreach to websites and social media only.

Mr. Freeman then asked if the first recommendation of the Work Force Development Task Force was to reconstitute the Work Force Development Council and if appointments for this council are in process? Dr. Hill responded in the affirmative, stating a transition team has been appointed and their first meeting scheduled for August 16th of this year.

Dr. Clark then asked Mr. Johnson clarification on the 8th Grade Plan, noting he had indicated proposed changes in content and context. She then asked if ICTE envisions the requirement for the development of the 8th Grade Plan would be an outgrowth of the CTE course students take during middle school and if ICTE has a vision for a suggested framework for what the plans may look like. Mr. Johnson responded his staff will be reviewing these requirements and developing them over the next year. He states the intent is for greater exposure to parents and students in the 7th Grade, before students enter the 8th Grade and begin forming their 8th Grade Plan.

Dr. Clark then asked of ICTE's courses provided through the Idaho Digital Learning Academy (IDLA) and potential limitations for IDLA to deliver CTE courses and if Mr. Johnson and his staff have further defined their expectations for how many Career & Technical Education courses can be delivered through IDLA. Mr. Johnson responded ICTE has started offering classes through IDLA that can be easily delivered, for example, Fundamentals of Health Care. He continues the struggle is with those courses that would be difficult to deliver online, for example Introduction to Welding and that ICTE is in the process of exploring highbred models utilizing IDLA for the lecture portion and regional high school technical centers for the hands on portion.

There were no further questions or comments from the Board.

3. College of Eastern Idaho Taxing District Expansion

BOARD ACTION

M/S (Critchfield/Atchley): To approve the Resolution set forth in Attachment 1 recommending the addition of territory made up of the boundaries of Bingham County to the current territory of the College of Eastern Idaho community college district. The motion carried 8-0.

There were no comments or questions from the Board.

4. 2018 Legislation

BOARD ACTION

M/S (Critchfield/Soltman): To approve the proposed legislation in substantial conformance to the form provided in Attachment 2 with the amendment to Item 10

BOARDWORK
OCTOBER 18, 2017

– Advanced Opportunities as discussed today and to authorize the Executive Director to add an additional piece of legislation regarding distribution of liquor funds to the four community colleges as discussed today and to make additional changes as necessary as the legislation moves forward through the legislative process. The motion carried 8-0.

Board member Critchfield introduced the item and shared with Board members the addition to the item before the Board today of the request by Idaho's Community Colleges for an increase in state funding from \$600,000 to \$800,000 to include the recently approved College of Eastern Idaho.

Superintendent Ybarra then asked if the proposed Item 10 Advanced Opportunity legislation could limit student access to advanced opportunities or dual credit funds. The Board's Chief Planning & Policy Officer, Ms. Tracie Bent responded the legislation was not designed to limit the courses a student could take, but rather to make sure the courses offered are more focused and students are more informed of the impact of taking specific courses. Ms. Bent continues by acknowledging concerns expressed over this legislation and suggests an amendment to the legislation requiring students receive advising on how dual credits could be used towards a degree or certificate. She continues the intent is not to limit what students can do, but rather to consider how their choices could impact their progress through the post-secondary system. Board Member Critchfield then asked Ms. Bent how the proposed change could impact the motion before the Board today. Ms. Bent responded the change could be made in motion. Dr. Clark then clarified for Board members the section in question as Section 4 requiring courses be designated as a General Education course. Ms. Ybarra then stated her support for a modification of the language per Ms. Bent's suggestion. She shares her concerns with the legislation as it stands now and her desire for the language and intent to be clearly understood by districts. The Board's Executive Director, Mr. Matt Freeman, then addressed the Board stating his belief the item is an advising and planning issue and suggest the addition of language requiring 8th Grade Plans be signed by the student, parent, and counselor or advisor. He also states a requirement for an annual update of the plan could help with the advising portion. Mr. Freeman continues by sharing with Board members the main concern the legislation is trying to address is eliminating students from taking dual credit courses that do not benefit their future education endeavors and cost the state money. Mr. Westerberg stated his agreement but questions how to move forward since all legislative ideas are being voted on today. Dr. Clark responded it will be necessary for Board to have a special meeting in August to review legislative ideas.

Ms. Ybarra then requested clarification of the legislation listed on page 39, Item 11 – School District Employee Personnel Files. Ms. Bent responded the purpose of the proposed legislation is to provide additional clarification on those items required to be maintained in an employee's personnel file. She continues the legislation was drafted based on feedback from the Board's review of teacher evaluations. Superintendent Ybarra then asked if the proposed legislation needed to be more specific in the language of what is to be retained. Dr. Clark responded with her belief that code is not the proper place for this level of instruction and expressed her discomfort with placing these instructions in code. Dr. Clark then suggested the evaluation framework may be a more

BOARDWORK
OCTOBER 18, 2017

appropriate place to make these changes. At this time Superintendent Ybarra requested her Chief Deputy Superintendent Mr. Pete Koehler and Director of Certification & Professional Standards Ms. Lisa Colon Durham come forward to address the Board. Ms. Colon Durham shares with Board members the primary request coming from districts is clarification on the requirement to maintain “everything used for a summative evaluation”. Mr. Koehler then added another item for consideration should be how long information is to be maintained in a personnel file and adds information maintained within a personnel file may be subject to public records requests. Mr. Koehler continues by stating his desire for the language around items required to be maintained be carefully written and clear. Dr. Clark then asked if he did not believe this could be done within the evaluation framework. Mr. Koehler confirms his belief this could be accomplished within the evaluation framework and hesitates having this information in code. Dr. Clark then added the intent of the proposed legislation is not to keep everything but only those materials used to establish evidence of meeting the requirements established within the framework. Ms. Bent then shared with the Board this is why it was decided to reference the evaluation framework in code, but not to place the requirements in code.

There were no further questions or comments from the Board.

5. Board Policy I.J. Use of Facilities – First Reading – Expansion of Alcohol on Campus

BOARD ACTION

M/S (Critchfield/Hill): To approve the first reading, with technical corrections, of changes to Board policy section I.J. as submitted in Attachment 1. The motion carried 7-1 with Mr. Westerberg voting nay.

Board member Critchfield introduced the item and invited University Presidents and counsel to present the proposed changes the Board would be considering today. Representing the University of Idaho were President Dr. Chuck Staben and University Counsel Mr. Kent Nelson. Representing Boise State University was Chief Operating Officer and Special Counsel Mr. Kevin Satterlee.

Mr. Satterlee introduced the item stating Boise State University (BSU) approached the changes to Board policy to create the right atmosphere around BSU events. He continued the intent behind the proposed changes is to streamline items brought to the Board for approval and specifically to allow pre-game activities to be conducted in an organized and managed fashion. Mr. Nelson added this is the first time the Board has been presented with a concrete proposal of this type. He adds the institutions do not wish to find themselves in a position where they are policing attendees and the proposed changes to Board policy dovetail well with city ordinances allowing open containers in the areas around home football games.

Board member Critchfield brought to the Board’s attention the proposed changes were addressing two sections of the policy; one dealing with venue expansion and the other tailgating. She continues the Planning Policy and Governmental Affairs (PPGA)

BOARDWORK
OCTOBER 18, 2017

Committee held discussions around both items and that the PPGA committee is not comfortable with the tailgating portion of the proposal. She then states the policy is presented in a fashion where depending on the position of the Board all, part or none of the policy could move forward.

President Staben the shared with the Board that tailgating is something that occurs at all four of the state's four year colleges and universities. He acknowledges the use of alcohol on Board property is against Board policy and states this puts the institutions in legal jeopardy. He continues it is his desire for the Board to be very clear that tailgating is not allowed on Board property or that it be acknowledged and addressed in policy. Dr. Staben continues the proposal before the Board today is a recognition of what is already occurring on campus. Dr. Clark asked if there were any proposed changes in the reporting requirements to the Board. Ms. Critchfield responded in the negative and states, if this policy does not move forward, then nothing changes and institutions will remain under the current, approved policy. Dr. Clark then asked of Dr. Staben if the ordinance passed at the Moscow City Council meeting the previous Monday had any potential impact on the request before the Board today. Dr. Staben responded the passing of the ordinance by the Moscow City Council makes the situation at UI similar to that at BSU where the city will not enforce open container laws in the vicinity of facilities on game days. He then states this does not address the issue of the university being in violation of Board policy when fans are tailgating on Board property. Dr. Staben continues Moscow City Council passing the recent ordinance would create a very minor modification to the policy and a majority of items will still be enforced; underage drinking, obvious drunken behavior, etc.

At this time, Board member Critchfield requested the Boards general counsel, Ms. Jenifer Marcus come forward to answer questions from the Board. Mr. Satterlee then clarified for Board members that items in Subsection-C specifically Pages 9-11 are BSU's primary concern and that from BSU's perspective the addition of Subsection-D to the policy is something BSU can work with whether or not it is approved. Board member Scoggin then asked Mr. Satterlee if, in his opinion, BSU is abiding by Board policy when it comes to tailgating. Mr. Satterlee responded BSU feels tailgating is not addressed in Board policy and that BSU is handling the issue appropriately on campus. Board member Critchfield then asked the Board's counsel, Ms. Jenifer Marcus, to provide guidance on how the proposed changes impact Board policy. Ms. Marcus states the current policy clearly prohibits alcohol. She continues it is her understanding the institutions have stated alcohol consumption is not allowed during tailgating and that is now a matter of enforcement. Institutions state they are following Board policy and the matter before the Board today is how to enforce the policy. She continues institutions have been focusing on behavior and that inappropriate behaviors will be addressed, however, the institutions state they do not have the resources to confirm the personal behavior of all participants.

Board member Soltman then asked the University of Idaho, if the policy were approved not to include Section-D, what would be UI's response. Mr. Nelson responded the institution would not change from their current practice.

Ms. Atchley then stated her belief the addition to Subsection-C, Tab 5, Page 10 that "institutions may bring to the Board requests to seek approval to add new or renovated

BOARDWORK
OCTOBER 18, 2017

facilities to the approved locations list” to be too specific and suggests amending this item to read “seek approval to add or remove facilities from the approved locations list”. Board member Atchley then asked Mr. Satterlee if he acknowledges tailgating activities on campus. Mr. Satterlee responded in the affirmative. Ms. Atchley then asked if alcohol is present at these tailgating events. Mr. Satterlee responded there is no Board approved tailgating occurring at BSU. Board member Scoggin then asked if tailgating activities are not approved or sanctioned by BSU then are they prohibited. Mr. Satterlee responded it is agreed there is tailgating on campus and there is alcohol on campus. Mr. Scoggin then requested clarification that alcohol consumption during tailgating on the BSU campus is prohibited by Board policy but is still occurring. Mr. Satterlee answered in the affirmative. He then states BSU’s position that if the proposed policy passes as is, then BSU will continue to move forward per the policy. If the policy does not pass then BSU will continue to address the presence of alcohol during tailgating events as they have been.

Board member Westerberg then made note of the Board’s current policy which provides provisions to shield families and children from alcohol consumption and service. He then asked why these provisions had been removed from the policy put forth to the Board today. Mr. Satterlee responded that as currently written, the policy requires sections of ticketed areas allowing alcohol and others that do not. He continues that event promoters will not sell sections in this manner and that the proposed policy provides alcohol in designates areas, but that seating would not be segregated in this way. Mr. Westerberg responded Mr. Satterlee had just described alcohol service at non-athletic events and he had understood the purpose of the proposed changes to the policy was to allow for non-petitioned alcohol service at athletic events, such as BSU’s “Huddle”. Mr. Satterlee responded alcohol service at NCAA athletic events was addressed under Section ii. Pre-game events, Subsection IV, and would require that no one under the legal drinking age be admitted into the event unless under the direct supervision at all times of an attendee of legal drinking age. At this time Board member Atchley reminded Board members, this is the first reading of the proposed changes and the Board is allowed to edit the policy and continues the term “youth” should be updated to the legal definition of “minor” throughout the policy.

Board member Hill then shared with the Board he finds it intellectually dishonest for the Board to have a policy and then effectively wash their hands of how the policy is effecting the institutions. He adds the Boards role should be to recognize what the institutions and municipalities are having to deal with in relation to tailgating activities occurring on Board property and for the Board to manage what is happening. He adds his discomfort for the provisions in the proposed policy to shield families and children from alcohol consumption and feels this item requires further discussion by the Board.

Board member Scoggin then asked if the intent of the proposed changes would be to expand alcohol consumption rules to all NCAA events. Mr. Satterlee responded that in relation to BSU, the proposed policy would technically allow for an expansion to all NCAA events however, the requirement for a list of approved locations limits approval of alcohol service to pre-game football events and basketball games only. Board member Clark then asked if it would be appropriate to specifically identify pre-game football events and basketball games as the only NCAA events where alcohol service is to be provided. Mr.

BOARDWORK
OCTOBER 18, 2017

Satterlee responded in the affirmative. Mr. Scoggin then requested clarification the term “pre-game event” applied to football only, to which Mr. Satterlee responded in the affirmative. UI President Chuck Staben added that his institution typically does not sponsor any pre-game events for anything other than football and that he does not anticipate a change to this. Mr. Scoggin then requested confirmation that UI is comfortable with this to which President Staben responded in the affirmative. Dr. Clark then requested the same confirmation from BSU to which Mr. Satterlee responded in the affirmative. Mr. Scoggin then requested confirmation from BSU and UI that both institutions will, per the proposed changes, enforce the requirement that alcoholic beverages be held in an opaque container and that individuals would not be permitted to carry, for example, open containers of beer or alcohol. UI General Counsel Kent Nelson responded in the affirmative and states this policy would make it much easier to enforce this type of rule.

Board member Critchfield then shared with the Board the PPGA committees desire to recognize tailgating is occurring and to limit changes to the Board policy to venue expansion and specific pre-game events.

Board member Westerberg states he did not find anywhere in the policy where the proposed changes support the base mission of educating students. To this UI President Staben responded the ability to offer alcohol service during on campus events helps the institution to engage alumni and donors. At this time BSU President Bob Kustra joined President Staben and adds his institution experiences the same. Board member Westerberg then comments the proposed policy, as drafted, expands student’s access to alcohol on campus and goes beyond the original notion of entertaining alumni and donors.

Board member Scoggin then asked the institutions if eliminating the word “written” to the application is an attempt to imply that an oral application is sufficient. To this Mr. Satterlee responded in the negative stating current applications are electronic and do not require a paper submittal. To this Mr. Scoggin requested the addition of “written or electronic”. He then asks if invitations are sent orally to which Mr. Satterlee responded invitations are sent electronically and that the policy could be edited to include “written or electronic” to both.

Board member Scoggin then stated his agreement with Board member Westerberg’s concern the policy, as written, had the potential to expand student access to alcohol on campus. To this Board member Atchley responds the average students age is somewhere in the mid-20’s, far within the legal drinking age, however, she continues she would not want the Board to be perceived as encouraging underage drinking.

At this time, Board member Critchfield asked if it would be appropriate for the policy to be returned to the Board for a second first reading addressing the changes, additions, and deletions discussed today. The additions included at a prohibition from students entering the alcohol service areas and that alcohol service areas remain separate from non-alcohol service areas. It was the agreement of the Board to move forward with the changes requested today and for the policy to come back as a second reading.

BOARDWORK
OCTOBER 18, 2017

There were no further questions or comments from the Board.

At this time the Board recessed for a short break returning at 10:15 am (MDT)

6. Board Policy IV. E. Division of Career Technical Education – First Reading – Definition of Existing Career Technical Education Program Types

BOARD ACTION

M/S (Critchfield/Hill): To approve the first reading of Board Policy IV.E. Career Technical Education as provided in Attachment 1. The motion carried 8-0.

Board member Critchfield introduced the item explaining to Board members the purpose of the item is to formalize definitions of existing Career Technical Education (CTE) program types to insure consistency statewide.

There were no further comments or questions from the Board.

7. Master Educator Premium – Final Standards, Scoring Rubrics and Templates

BOARD ACTION

M/S (Critchfield/Atchley): To approve the Master Teacher Premium Plan as outlined in Attachment 2, including the standards and characteristics specified in Attachment 5. The motion carried 8-0.

Board member Critchfield introduced the item, stating teacher's meeting a list of qualifications are eligible to apply for a \$4,000 premium that can be received each year and that the premium is paid directly to the teacher. She continues the 2016-17 school year the first year teachers could begin the process of gathering artifacts to assemble into their portfolio. Ms. Critchfield then shared with Board members the rubric for determination of being a master teacher is the most important part of the plan and that a positive vote today would allow the rubric to be shared with school districts and teachers to allow for them to know how teachers will be scored. She continues the State of Ohio's program was referenced frequently by committee members as they were assembling and forming the rubric. Board member Clark added teachers and stakeholders were very involved in the development of the rubric, meeting weekly during the development process. Board member Atchley then asked who reviews the rubrics and makes the final determination of a teacher's eligibility. Dr. Clark responded the recommendation will be for a peer review submitted at the state level and not the district level and that the Board will determine the final process.

At this time Board member Scoggin requested the amount of funding appropriated for this program per year. Dr. Clark responded the legislature has established a \$4,000 premium per teacher, however, it is not known how many teachers will qualify so the total available funding is still unknown. To this Mr. Scoggin asked if the legislature has identified a pool of money or if the funding is open ended. Dr. Clark responded a line item will need to be

BOARDWORK
OCTOBER 18, 2017

requested for the first year's payments. Ms. Critchfield then added the master teacher designation is opened ended with no cap on the number of teachers who can qualify adding those who score accordingly on the rubric will be awarded the premium. She then reiterated Dr. Clark's comment that it will not be known how many teachers are eligible for the premium until teachers are able to begin to move through the process. Board member Soltman then stated his desire for the Board to request a funding pool from the legislature to avoid a situation similar to what is currently being experienced with Advanced Opportunities. Dr. Clark responded her belief the legislature would also like a pool from which the premiums could be awarded. She continues the rubric has been developed to a very high standard that is artifact based and stringent requiring a tremendous amount of effort on the part of educator's who wish to apply and that based on this she would not expect a large number of teacher's to apply.

At this time the Board's Communications and Legislative Affairs Officer, Mr. Blake Youde shared with Board members his conversations with a handful of legislators have resulted in the understanding the legislature will need to begin setting funding aside now for this program. He continues these legislators acknowledge the first two years of premium payments will be the highest dollar amount which will then begin to taper off in later years.

The Board's Chief Planning and Policy Officer, Ms. Tracie Bent then shared with Board the legislation, as currently written, does not cap the number of individuals and any individual qualifying will receive the payment and that once available funds have been drawn down, the funds will come from the public school stabilization fund. She continues the legislation was written in such a manner the rubric is high enough that only a small majority of educators will qualify.

Board member Scoggin then asked if the program, as currently outlined, does not allow for a teacher to gain the mastery premium until three years after Board approval. Dr. Clark responded in the negative, stating the current school year is the first year. To this Mr. Scoggin questioned if the rubric could be retroactive. Board member Critchfield responded the legislation states Fiscal Year 2018 (FY18) as the first year money could be extended.

Board member Atchley then shared with Board members her conversations with teachers seeking information on the details of the plan and requests the Board act quickly to allow enough time for teachers to compile their artifacts and documentation. Dr. Clark added the plan must be shared with educators and school districts and requests the plan be provided on both the Board's and Idaho State Department of Education's websites and discussed at regional meetings.

Chief Deputy Superintendent for the Idaho State Department of Education (ISDE), Mr. Pete Koehle, then shared with Board members excerpts from Idaho State code Section 33-1004I specifying in addition to the minimum qualifications for a master educator designation, local school districts may develop and require additional qualifications and that local school districts may develop plans that recognize groups of teachers based on measurable student achievement goals aligned with the school districts continuous improvement plans. He continues this allows local school districts to develop their own

BOARDWORK
OCTOBER 18, 2017

plans following the State Board's rubric and that the Board would approve the district's plan. Mr. Koehler continues the Superintendent Ybarra has instructed her staff to begin looking into allocation of funds from the 2019-20 budget. He states the difficulty with this is not knowing how many teachers will qualify and that a feasibility study is under way to determine this. Dr. Clark then asked if a district does not elect to develop their own plan if the default will be the state's plan. Mr. Koehler responded in the affirmative. Dr. Clark then asked if the Board could expect to have plans submitted for approval over the coming months to which Ms. Bent responded the Bonneville school district has submitted their plan for Board approval.

Superintendent Ybarra then shared with Board members concerns and questions she has received in regards to the Master Teacher Premium, specifically comments from teachers and district leaders on the need for the rubric to be issued without delay. She also shares with the Board concerns she has received from as to the geographical make-up of the teachers on the committee developing the rubric. To this Dr. Clark responded that initially teachers from across the state were represented on the development committee, however, when the schedule was put out for the committee to meet every Friday until completion a majority of committee members fell away. Dr. Clark continues the final committee members came from the Treasure Valley and Twin Falls area, however, this was not the make-up when the committee had first started. Dr. Clark adds the Idaho Education Association (IEA) and Idaho Association of School Administrators (IASA) were also both heavily involved.

Finally, Dr. Clark cautioned any "tweaks" to the plan may lead teachers to believe the bar is moving and to make any modifications to the plan during the 3 year timeline would be very problematic for teachers collecting their information. She continues the Board would need to be very strategic about when to make any modifications, if any, to the plan.

There were no further questions or comments from the Board.

8. Proposed Rule IDAPA 08.02.03.115 – Rules Governing Thoroughness – Data Collection.

BOARD ACTION

M/S (Critchfield/Hill): To approve changes to the proposed rule IDAPA 08.02.03.115, as submitted in Attachment 1. The motion carried 8-0.

There were no comments or questions from the Board.

9. Proposed Rule Docket 08-0401-1701, Rules Governing the Idaho Digital Learning Academy.

BOARD ACTION

BOARDWORK
OCTOBER 18, 2017

M/S (Critchfield/Atchley): To approve changes to Proposed Rule Docket 08-0401-1701, as submitted in Attachment 1. The motion carried 8-0.

There were no comments or questions from the Board.

10. Proposed Rule Docket #08-0501-1701 – Rules Governing Seed Certification

BOARD ACTION

M/S (Critchfield/Soltman): To approve changes to proposed rule Docket 08-0501-1701, as presented in Attachment 1. The motion carried 7-0. Ms. Atchley recused herself from voting.

There were no comments or questions from the Board.

11. Proposed Rule Docket #47-0101-1701 – Rules Governing the Division of Vocational Rehabilitation – Incorporated by Reference – Field Service Policy Manual

BOARD ACTION

M/S (Critchfield/Hill): To approve the Division of Vocational Rehabilitations Field Services Policy Manual as submitted in Attachment 2. The motion carried 8-0.

AND

M/S (Critchfield/Atchley): To approve Proposed Rule Docket 47-0101-1701 as submitted in Attachment 1. The motion carried 8-0.

Mr. Soltman asked if there is any way to remove this requirement from rule to which Ms. Bent responded Board staff is working towards that end with the Division and stakeholder groups.

There were no further comments or questions from the Board.

12. Proposed Rule Docket #55-0103-1701 – Rules of Career Technical Schools

BOARD ACTION

M/S (Critchfield/Atchley): To approve Proposed Rule Docket 55-0103-1701 as submitted in Attachment 1. The motion carried 8-0.

There were no comments or questions from the Board.

**BOARDWORK
OCTOBER 18, 2017**

13. Proposed Rule Docket #55-0104-1701 – Rules Governing Idaho Quality Program Standards Incentive Grants and Agricultural Education Program Start-up Grants.

BOARD ACTION

M/S (Critchfield/Hill): To approve Proposed Rule Docket 55-1014-1701 as submitted in Attachment 1. The motion carried 8-0.

There were no comments or questions from the Board.

BUSINESS AFFAIRS AND HUMAN RESOURCES (BAHR - HR)

Section I – Human Resources

1. Chief Executive Officer Salaries

BOARD ACTION

M/S (Westerberg/Soltman): To approve the amended employment agreement for Dr. Robert Kustra as President of Boise State University. The motion carried 8-0.

AND

M/S (Westerberg/Hill): To approve the amended employment agreement for Dr. Chuck Staben as President of the University of Idaho. The motion carried 8-0.

Business Affairs and Human Resources (BAHR) Committee Chair Mr. Westerberg introduced the item and shared with Board members the absence of amended employment agreements for Idaho State University President Art Vailas and Lewis-Clark State College President Tony Fernandez is due to their announced retirements at the end of the current school year.

There were no comments or questions from the Board.

2. Idaho Public Television – Agency Director Compensation

BOARD ACTION

M/S (Westerberg/Soltman): To approve an hourly rate of \$52.84 (annual salary of \$109,907.20) for Ron Pisaneschi as General Manager of Idaho Public Television, effective June 18, 2017. The motion carried 8-0.

There were no comments or questions from the Board.

BOARDWORK
OCTOBER 18, 2017

3. Multi-Year Employment Agreement – Head Women’s Basketball Coach – Gordon Presnell – Boise State University

BOARD ACTION

M/S (Westerberg/Soltman): To approve the request by Boise State University to enter into a four year, seven month employment agreement with Gordon Presnell, Head Women’s Basketball Coach, commencing on August 13, 2017 and terminating on March 31, 2022, at an initial base salary of \$230,000 with raises and supplemental compensation provisions, as submitted in Attachment 1. The motion carried 8-0.

Board member Westerberg introduced the item. Board member Scoggin stated the termination provision of the agreement seemed excessive and that in his experience a one to two year payout is more appropriate.

Boise State University’s (BSU) Chief Operating Officer and Special Counsel Mr. Kevin Satterlee responded this is a standard provision in both the Board’s and BSU’s multi-year employment agreements. He continues that if the employee is removed for cause then the institution can terminate without benefits, but if the removal is for convenience then it falls under this provision. Board member Scoggin responded it may be more appropriate to simply defer to the standard and that a review may be in order to insure state funds are correctly appropriated.

The Board’s Executive Director, Mr. Matt Freeman responded the Board has a standard template for single year and multi-year coach’s contracts that are not in Board policy but have been adopted by the Board and that these are items which can be reviewed at any time. Board member Clark added it would seem reasonable for the Business Affairs and Human Resources (BAHR) committee to review these templates and possibly recommend changes.

Section II – Finance

1. FY 2019 Line Items

BOARD ACTION

M/S (Westerberg/Atchley): To approve the Line Items for the agencies and institutions as listed in Attachments 1 and 2, and to authorize the Executive Director to approve the MCO and Line Item budget requests for agencies and institutions due to the Division of Financial Management and Legislative Services Office on September 1, 2017. The motion carried 8-0.

Board member Westerberg introduce the item and then requested the Financial Vice-President’s from the 4-year institutions come forward to answer questions from the Board related to the proposed line items. Representing Idaho State University (ISU) was Interim

BOARDWORK
OCTOBER 18, 2017

Chief Financial Officer Mr. Brian Hickenlooper. Representing Boise State University (BSU) was Vice President and Chief Financial Officer Mr. Mark Heil. Representing the University of Idaho (UI) was Vice President for Finance Mr. Brian Foisy and representing Lewis-Clark State College (LCSC) was Vice President for Finance and Administration Mr. Todd Kilburn. Mr. Westerberg then reminded Board members of the parallel path for this year's line item requests. He continues the Board is submitting line items as the Governor's Higher Education Task Force continues to work on their recommendations for higher education and anticipates financial recommendations coming from the task force that may supersede some of the line items shown here today.

Mr. Westerberg then requested the Board's Chief Financial Officer, Mr. Chet Herbst, to review with Board members the system wide requests. Mr. Herbst shared with the Board that since the Board's previous review of the line items at the June meeting, the Business Affairs and Human Resources (BAHR) committee has met to review line items further with the Department of Financial Management (DFM). He continues, comments received from DFM included requests for more clarity and an increased emphasis on the impact of the requested line item (student retention, the state's 60% goal, etc.). Additionally, DFM has requested each line item clearly indicate how a request from one institution would benefit the state's other public institutions. Mr. Herbst then shared with the Board a majority of line item requests are from the 4-year institutions and that system wide requests include sustainability funding for the Idaho Regional Optical Network (IRON), increase funding of graduate medical education statewide and special programs such as increased funding for state scholarships.

At this time, Mr. Mark Heil shared with Board members that BSU's two line item requests had been submitted in accordance with the guidelines provided by the Board. He continues BSU's request for a Public Service Initiative would be a new program within the School of Public Service designed to develop and equip students to become public service leaders. He continues this programs is made possible in part to a restructuring of the College of Social Sciences and would include the addition of 10.66 full time positions (FTP). Mr. Heil then shared with the Board that BSU's request supports Goal 1 of the Board's Strategic Plan for a Well Educated Citizenry, Objective C – Higher Level of Educational Attainment as well as Goal 2 of the Board's Strategic Plan Innovation and Economic Development, Object A – Workforce Readiness in addition to Goal's 1-4 of BSU's Strategic Plan.

Mr. Heil continues BSU's second line item request for Career Readiness and Graduate Production would allocate funds to develop a more coordinated model of career advising services to support the student body. He continues this line item will fully connect advising roles across the academic process and will fund further expansion of BSU's Bridge to Careers program.

At this next, Mr. Brian Hickenlooper shared with Board members ISU's request for an Expansion of Health Sciences and Work Force needs. He continues this request will go towards funding ongoing salaries and operating expenses. Mr. Hickenlooper states this request supports Themes 2 and 3 of ISU's Core Themes and the Board's 5 Year Plan to expand the Occupational Therapy program to southwest Idaho.

BOARDWORK
OCTOBER 18, 2017

Mr. Brian Foisy then provided to Board members a summary of UI's request to fund Phase II of the institution's Library Investment in Support of Achieving R1 Carnegie Classification. He continues this request is to expand the research and instructional capacity of the institution's library. Mr. Foisy shares with Board members the library is a core element of UI and a point of access for many students and contributes directly to the academic success of UI's students.

Mr. Foisy then presented to Board members UI's second request to expand student success and support. He continues the counseling and testing center on campus has been experiencing a noticeable increase for both emergency and non-emergency services beyond what the center can currently support. Funding received would allow for the addition of two cases managers to provide crisis intervention and case management services.

At this time, Board member Atchley noted that both ISU and UI submitted requests related to library materials and asks what kind of systemic behavior exists within the library institution's library systems and if we are we combining and leveraging library services across the institutions. To this UI President Dr. Chuck Staben responded the Dean of Libraries for each institution work closely with one another, however, these are individual institutions and licensed materials are for individual institutions and the licensing companies typically do not support system wide licenses. At this time the Board's Executive Director, Mr. Matt Freeman, confirms this fact with Board members. Board member Atchley then asked if this were still the case if the Board were to develop a system wide request. To this Mr. Freeman responded he did not know. Board member Clark then stated this would be something worth pursuing.

At this time Mr. Todd Kilburn shared with Board members the two line item requests submitted by LCSC. He stated LCSC's Access and Completion request was designed to expand on LCSC's successful programs to better meet the needs of current and future students. LCSC's second request has to do with compliance issues and is a request for the addition of an Environmental Health and Safety compliance officer.

At this time Mr. Westerberg shared with Board members the BAHF committee reviewed both the community college and agency requests and that in the interest of time these requests were not presented to the Board today. Mr. Westerberg also noted the institutions have done a good job of aligning their requests to the Board's 60% goal and other initiatives.

Board member Clark then noted the absence of a place holder for Outcomes Based Funding (OBF). To this Mr. Herbst responded the placeholder for OBF can be found under the system wide request for colleges and universities. Dr. Clark then asked how the Board intends to balance the recommendations of the Governor's Higher Education Task Force and line item requests from the institutions and agencies. To this Mr. Westerberg responded the institutions have agreed to pull their line items request in support of OBF if that were to be a recommendation of the Governor's Higher Education Task Force.

BOARDWORK
OCTOBER 18, 2017

At this time Board member Scoggin asked for clarification on when the line item requests were due to the Department of Financial Management (DFM). Mr. David Hahn of DFM was present to respond to questions asked by the Board and informed members the deadline for agencies to submit budgets to DFM and the Legislative Services Office (LSO) was September 1st. The Governor will then form his budget recommendations and submit to the Legislature at the end of December. Mr. Freeman then asked Mr. Hahn if the Board were to submit a budget with a place holder for OBF without a dollar figure attached would DFM and LSO accept this or would they prefer a dollar figure. To this Mr. Hahn responded DFM's preference would be for a dollar figure to be attached.

There were no further questions or comments from the Board.

2. FY2019 Capital Budget Requests

BOARD ACTION

M/S (Westerberg/Hill): To approve the capital projects listed in the table in Attachment 1 on Page 5 from Boise State University, Idaho State University, the University of Idaho, and Lewis-Clark State College for submission to the Permanent Building Fund Advisory Council for consideration for Permanent Building Fund support in the FY2019 budget cycle. The motion carried 8-0.

AND

M/S (Westerberg/Hill): To approve the Six-Year Capital Improvement Plans for FY2019 through FY2024 for Boise State University, Idaho State University, the University of Idaho, Lewis-Clark State College, and Eastern Idaho Technical College, as provided in Attachments 2-6. The motion carried 8-0.

Mr. Westerberg introduced the item. There were no questions or comments from the Board on the first motion. After the reading of the second motion, the Board's Executive Director, Mr. Matt Freeman shared with Board members the Six-Year Capital Improvement Plans are the institution's way of notifying the Board of upcoming building projects and that approval of the Six-Year Capital Improvement Plans authorizes institutions to begin fund raising. Board member Scoggin then asked if the Six-Year Capital Improvement Plans are submitted to the Legislature. To this the Board's Chief Financial Officer, Mr. Chet Herbst, responded that upon Board approval, the plans are sent to the Department of Public Works (DPW) and the Permanent Building Fund Advisory Council (PBFAC) will then review the plan, prioritize the requests submitted and ration funds accordingly. He continues the funds allotted are typically much less than requested. Board member Scoggin then asked if, based on Board approval today, the institutions could begin fundraising based on the amounts approved by DPW and PBFAC. To this Mr. Freeman responded it would depend on the project and project's financing.

BOARDWORK
OCTOBER 18, 2017

3. Intercollegiate Athletics Reports – NCAA Academic Progress Rate (APR) Scores

This item was provided in the agenda materials as an information item.

There were not comments or questions from the Board.

4. Idaho National Laboratory – Progress Report

This item was provided in the agenda materials as an information item.

Board member Westerberg introduced the item and then requested the Board's Chief Financial Officer, Mr. Chet Herbst, provide a progress update. Mr. Herbst shared with Board members negotiations are underway with the Idaho State University Foundation to purchase the site for the Computer Integration Center in the amount of \$1,000,000. He continues geotechnical surveys, Phase I environmental site surveys and expanded ALTA surveys are also underway.

Mr. Herbst continues the Idaho State Building Authority (ISBA) will utilize the Construction Manager at Risk (CMAR) approach to carry out the project and that the CMAR will assist in selection of the Architect, oversee construction contractors and provide a Guaranteed Maximum Price (GMP) at the outset. He then shares with Board members the winning CMAR Team will be a joint effort between JeDUNN Construction and Engineered Structures Incorporated (ESI). He continues conceptual design work is in progress and scheduled for completion in March of 2018, and that project financing should be finished by September 2017 in order to break ground prior to winter conditions allowing 12 weeks for site development and 64 weeks for building construction resulting in a substantial completion date of February 2019.

Mr. Herbst then shared with Board members upcoming actions for Board approval include approval of the project documents including the purchase/sale agreement with the ISU Foundation, approval of the sub-lease between INL/BEA and supporting lease documents with ISBA. The Board will also be required to review and approve project financing and construction plans and report progress to the Legislature per SCR105. Mr. Herbst continues potential risks for consideration include the prevention of issuance of bonds due to a change in the interest rate environment, potential for federal non-appropriation, potential for non-renewal of the leases, and potential the educational benefits of one or both facilities may be found to be unsuitable.

At this time the Board's Executive Director, Mr. Matt Freeman, reminded Board members of the complexity of a transaction of this size and scope. He continues Board staff is continuing their work on the documents to insure the requirement set forth in legislation for the project's educational benefit be written into a binding document, clarifying the Board is not responsible for the design or construction of the buildings and finally clarification around the Board's responsibility and involvement maintaining the facilities.

There were no further questions from the Board.

BOARDWORK
OCTOBER 18, 2017

5. Boise State University – Center for Materials Science Research Project – Construction Phase

BOARD ACTION

M/S (Westerberg/Soltman): To approve the request by Boise State University for construction of the Materials Science Research Center for a total cost not to exceed \$50.5 million subject to financing approval at a future Board meeting. The motion carried 8-0.

There were no comments or questions from the Board.

At this time the Board recessed for lunch at 12:00 pm (MDT) and reconvened at 12:40 pm (MDT).

6. Idaho State University – Bengal Pharmacy – Annual Report
This item was provided in the agenda materials as an information item.

Vice President for Health Sciences, Dr. Rex Force, presented to the Board Idaho State University's Bengal Pharmacy annual report in the form of a short video highlighting the work of the Bengal Pharmacy and its impact on the rural communities it serves. At the videos conclusion Board member Hill asked Dr. Force if he found the amount of available bandwidth to be a challenge for the operations of the Bengal Pharmacy. To this Dr. Force responded both the tele-health and tele-pharmacy programs would benefit for an expanded bandwidth network. Board member Critchfield then asked if there were plans for ISU to expand the Bengal Pharmacy to other communities to which Dr. Force responded there have been discussions with Gritman Medical Center to expand the program to Kendrick, Idaho. Board member Soltman then asked Dr. Force for clarification on how the programs net-profit shown during the presentation is allocated. To this, Dr. Force responded the profit is shared between the ISU Foundation and the College of Pharmacy.

Prior to moving to the next item, Board member Westerberg requested an opportunity to clarify with Board members the recommendations from the Governor's Higher Education Task Force will take priority over the line items submitted by the institutions. Board member Clark then asked how the Legislative Services Office (LSO) would approach this and if they are typically amenable to changes. To this the Board's Executive Director, Mr. Matt Freeman, responded LSO does allow for budget provisions and if the Board did have recommendations from the Governor's Higher Education Task Force there would be an opportunity to add or remove line item requests.

7. Idaho State University – Agreements Between ISU and the Idaho College of Osteopathic Medicine (ICOM)

BOARD ACTION

**BOARDWORK
OCTOBER 18, 2017**

M/S (Westerberg/Soltman): To authorize Idaho State University to enter into the License Agreement for Space with the Idaho College of Osteopathic Medicine as presented in Attachment 1. The motion carried 8-0.

AND

M/S (Westerberg/Soltman): To authorize Idaho State University to enter into the Joint Operations and Services Agreement with the Idaho College of Osteopathic Medicine as presented in Attachment 3. The motion carried 8-0.

Vice President for Health Sciences, Dr. Rex Force explained the item before the Board today was a request to construct an Anatomy and Physiology Lab for the Idaho College of Osteopathic Medicine (ICOM). He continues the construction of the lab would double the capacity for training ICOM students, ISU students and high school students from the Treasure Valley.

Board member Clark then asked if this was a request to construction an addition within the existing lab to which Dr. Force responded this would be an addition to the exterior of the building and the addition would not consume any more of ICOM's existing parking.

8. University of Idaho – WWAMI Medical Education Building Improvements and Expansion – Additional Project Authorization Request – Planning and Design

BOARD ACTION

M/S (Westerberg/Atchley): To approve the request by the University of Idaho to implement the Planning and Design phases of a capital project for improvements and expansion of the former Business Technology Incubator in support of the curriculum and program needs of the WWAMI Medical Education Program, for an amount not to exceed \$3,620,000, as described in the materials submitted to the Board. Approval includes the authority to execute all necessary and requisite consulting and vendor contracts to fully implement the Planning and Design phases of the project. The motion carried 8-0.

There were no comments or questions from the Board.

9. University of Idaho – Amendment to Media Rights Contract - Learfield

BOARD ACTION

M/S (Westerberg/Hill): To approve the request by the University of Idaho for approval of the proposed amendment to the Learfield contract in substantial conformance to the terms set forth in Attachment 1 to the Board materials, and to authorize the Vice President of Finance to execute all necessary documents associated therewith. The motion carried 8-0.

BOARDWORK
OCTOBER 18, 2017

There were no comments or questions from the Board.

STATE DEPARTMENT OF EDUCATION (SDE)

Prior to the Idaho State Department of Education beginning their presentation to the Board, Dr. Clark announced that starting in October, the Department's portion of the agenda will move to Wednesday afternoon.

1. Developments in K-12 Education

This item was provided in the agenda materials as an information item.

Superintendent of Public Instruction Sherri Ybarra introduced the iteming by sharing with Board members this is an update to the Board and not a discussion over whether or not to continue using the Idaho Standards Achievement Tests (ISAT).

Idaho State Department of Education (ISDE) Director of Assessment, Ms. Karlynn Laraway, began the presentation by sharing with Board members stakeholder feedback of the assessment. She continues ISDE plan moving forward is to partner with Assessment Solutions Group (ASG). Ms. Laraway states ASG is not a vendor but a consultant assisting states and organizations in their review of programs to aide in the decision making process. She continues the first steps in this process are to begin recruiting members to form a committee, holding focus groups and surveying the citizens of Idaho. Finally, Ms. Laraway states the Goal of the ISDE is to work towards meaningful engagement with stakeholders. At this time Board member Atchley asked if the survey will be designed to engage all citizens and not just those who have an issue with the testing. ISDE's Deputy Chief Superintendent, Mr. Pete Koehler, responded the survey design will be managed by ISDE's Communications Director, Ms. Allison Westfall, who will use her expertise to design a survey that is responsive to all individuals. Board member Critchfield then asked if proposed Task Force had been named to which members of ISDE responded in the negative. Ms. Critchfield then cautioned the importance of the name in conveying to teachers and stakeholders the importance of the Task Force. In response to Board member Critchfield's comment, Superintendent Ybarra responded this is something the Department is aware of and working on. Board member Clark then expressed her support of Board member Critchfield's comment and again stressed the importance of making clear the purpose of the Task Force.

At this time Superintendent Ybarra shared with Board members an update on the Idaho Reading Indicator (IRI). She states the ISDE has documented gains in a number of participating schools. She then requested Mr. Koehler update Board members on the Math Diagnostic. Mr. Koehler stated ISDE's target is to develop a math diagnostic tool for K-12 students than can be used in the field. From here Mr. Koehler provided an additional update on the IRI to Board members. He states 38 participating schools measured growth of 20% or greater and that of 166 Local Education Agencies (LEA's) there were only 12 that showed either no growth or regression. Mr. Koehler did share with Board members one area of concern and that was the initial score for incoming Kindergartners is moving backwards. Board member Critchfield then asked if ISDE has plans in place to address this issue to which Mr. Koehler responded this is a collaborative

BOARDWORK
OCTOBER 18, 2017

effort to convenience the importance of pre-Kindergarten education. Board member Clark then asked Mr. Koehler to provide ISDE's target for the goal to which Mr. Koehler responded 85% of students reading at grade level by the end of 3rd grade, adding ISDE is actively conducting training on the new IRI. He added the greatest change is the heavy emphasis on comprehension. Dr. Clark then asked if schools and districts had aligned their goals with those of the ISDE to which Mr. Koehler responded his reluctance to answer based upon the variety of factors contributing to the score.

At this time Deputy Superintendent Koehler continued his presentation to Board members with an update on Advanced Opportunities as requested by Board members during the June Board meeting. He shared one concern raised is the majority of students benefiting from Advanced Opportunities are those from large urban areas and families where the expectation is to continue on to college. Mr. Koehler then walked Board members through a breakdown of the most current data available on Advanced Opportunities. Board member Clark then asked how the ISDE plans to draw more America Indian and other minority students to Advanced Opportunities. Mr. Koehler responded ISDE has been developing and conducting seminars for high school counselors and university and college transition coordinators on how to engage more students with Advanced Opportunities. Finally, Mr. Koehler shared the total cost to the state for Advanced Opportunities for FY17 was \$7,000,000.

2. Idaho Mastery Education Network Update

BOARD ACTION

M/S (Ybarra/Hill): To endorse the Superintendent of Public Instruction's proposal to amend Section 33-1632, Idaho Code, as identified in Attachment 1. The motion passed 8-0.

Superintendent Ybarra introduced the item and shared with Board members the legislation will require amendment and the Superintendent is requesting the Board's support in achieving legislative approval.

Superintendent Ybarra then introduced ISDE's Director of Mastery Education, Ms. Kelly Brady. Ms. Brady shared with Board members a total of 21 schools and districts have expressed interest in participating in the Mastery Based Education program, two of which were present to share their experiences with Board members today. Ms. Brady then introduced Ms. Kerry Brooks and Mr. Kevin Hill from the Moscow school district and Mr. Jeff Klamm from North Valley Academy. Both schools presented to Board members their positive experiences with Mastery Based Education. Board member Critchfield then asked Mr. Klamm his opinion of the biggest challenge for parents when it came to using a Mastery Based Education program. Mr. Klamm responded changing the traditional mind-set. He added for teachers, the greatest challenge is the mind-shift from no longer being a lecturer but more of a mentor. Mr. Hill added the greatest challenge for the Moscow school district was parent's expectations of their child's progress being shown in

**BOARDWORK
OCTOBER 18, 2017**

percentages rather than proficient. Board member Critchfield then asked what is the largest school participating in the pilot. To which Mr. Hill responded the Moscow School District with 2,200 students and 170 teachers. Board member Clark asked if the district participated as a whole to which Mr. Hill responded in the affirmative. Board member Scoggin then expressed his appreciation for the diversity of the participating schools, but questioned why the Boise area was not represented. To this Ms. Brady responded that schools from this area had not applied and that this was the same for Region V. Board member Scoggin then asked if it was cause for concern the largest population was not participating to which Ms. Brady responded she expects more school districts to opt in as the movement gains momentum.

3. Proposed Rule Docket #08-0202-1701, Rules Governing Uniformity – Professional Standards Commission Recommendations
This item was removed from the agenda August 10, 2017

4. Proposed Rule – Docket #08-0202-1702 – Rules Governing Uniformity – Incorporated by Reference – Standards for Idaho School Buses and Operations

BOARD ACTION

M/S (Ybarra/Soltman): To adopt the revised Standards for Idaho School Buses and Operations as submitted in Attachment 2. The motion carried 8-0.

AND

M/S (Ybarra/Soltman): To approve Proposed Rule Docket #08-0202-1702, Rules Governing Uniformity – Incorporated by Reference, Standards for Idaho School Buses and Operations, as submitted in Attachment 1. The motion carried 8-0.

There were no comments or questions from the Board.

5. Proposed Rule Docket #08-0203-1703 – Rules Governing Thoroughness – Incorporated by Reference – Extended Content Standards

BOARD ACTION

M/S (Ybarra/Hill): To approve the amendments to the Idaho Extended Content Standards as submitted in Attachment 2. The motion carried 8-0.

AND

M/S (Ybarra/Hill): To adopt the Idaho Extended Content Standards Core Content Connectors as submitted in Attachments 3 and 4. The motion carried 8-0.

BOARDWORK
OCTOBER 18, 2017

AND

M/S (Ybarra/Critchfield): To approve the proposed rule Docket #08-0203-1703, Rules Governing Thoroughness, Incorporated by Reference, as submitted in Attachment 1. The motion carried 8-0.

Superintendent Ybarra introduced the item and shared with Board members the content standards in front of the Board today are for those students with severe cognitive disabilities.

There were no further comments or questions from the Board.

6. Proposed Rule Docket #08-0203-1704 – Rules Governing Thoroughness – Incorporated by Reference – Special Education Manual

BOARD ACTION

M/S (Ybarra/Scoggin): To approve the revised Idaho Special Education Manual as submitted in Attachment 2. The motion carried 8-0.

AND

M/S (Ybarra/Critchfield): To approve Proposed Rule Docket #08-0203-1704, Rules Governing Thoroughness – Incorporated by Reference, Idaho Special Education Manual, as submitted in Attachment 1. The motion carried 8-0.

Superintendent introduced the item then invited ISDE's Director of Special Education, Dr. Charlie Silva, to come forward to answer any questions from the Board. Board member Clark asked Dr. Silva how often the manual is updated to which Dr. Silva responded on an as needed basis. She continues the plan is for a substantive update but that has not yet occurred.

There were no further questions or comments from the Board.

7. Proposed Rule Docket #08-0203-1705 – Rules Governing Thoroughness – Idaho Content Standards – Science, Drivers Education, Information and Communication Technology

BOARD ACTION

M/S (Ybarra/Soltman): To adopt the revised Idaho Science Content Standards as submitted in Attachment 2. The motion carried 8-0.

Superintendent Ybarra introduced the item and then invited ISDE's Director of Academics, Mr. Scott Cook come forward to answer any questions from the Board. At

BOARDWORK
OCTOBER 18, 2017

this time, Board member Scoggin requested an overview of the process for redesigning the standards after the comments from legislators during the last legislative session. Mr. Cook responded the science standards are in their second year of review. He states the legislators had requested the department send the standards out for additional public comment and review and that ISDE accommodated this request accepting comments online through their website in addition to holding six face-to-face meetings throughout the state. HE continues the revisions proposed today are a result of the public meetings and review. Board member Clark then asked if, in his opinion, Mr. Cook feels the department has developed a complete set of science standards to which Mr. Cook responded in the affirmative.

There were no further questions or comments from the Board.

M/S (Ybarra/Atchley): To adopt the revised Idaho Driver Education Content Standards as submitted in Attachment 4. The motion carried 8-0.

There were no comments or questions from the Board.

M/S (Ybarra/Atchley): To adopt the revised Idaho Information and Communication Technology Content Standards as submitted in Attachment 5. The motion carried 8-0.

There were no comments or questions from the Board

M/S (Ybarra/Atchley): To approve proposed rule Docket #08-0203-1705, Rules Governing Thoroughness, Incorporation by Reference, Idaho Content Standards, as submitted in Attachment 1. The motion carried 8-0.

There were no comments or questions from the Board

8. Temporary Rule – IDAPA 08.02.02.015.02 – Rules Governing Uniformity – Endorsements – Pupil Service Certificates – Occupational and Physical Therapy Endorsements

BOARD ACTION

M/S (Ybarra/Hill): To approve the temporary rule amendment to IDAPA 08.02.02.015.02, Rules Governing Uniformity, as submitted in Attachment 1. The motion carried 8-0.

There were no comments or questions from the Board

9. Nampa-Vallivue School District Boundary Excision/Annexation

BOARD ACTION

BOARDWORK
OCTOBER 18, 2017

M/S (Ybarra/Soltman): To accept the recommendation of the hearing officer and to approve the petition for excision and annexation of property from Nampa School District No. 131 to Vallivue School District No. 139. The motion carried 8-0.

Superintendent Ybarra introduced the item and requested ISDE's Chief Deputy Superintendent, Mr. Pete Koehler, come forward to answer any questions from the Board. At this time, Board member Critchfield asked for clarification on the motion to which Mr. Koehler responded Board approval of the motion would allow the school district to move forward with adding the request to the ballot for the affected area for voter approval. He states the Board's approval is for the item to move forward and brought to voters for approval. Board member Scoggin then asked for confirmation that the Board is following the process. Mr. Koehler responded the motion accepts the findings of the hearing information and confirms this is in the best interest of the children. To this Board member Scoggin responded yes, but how is the Board to know. Board member Critchfield then expressed her discomfort with not knowing the background of the motion to which Mr. Koehler responded both school district boards deliberately took a neutral stance and this is part of the process. He adds the request was made due to the fact the properties making the request, although currently located within the Nampa school district, are physically closer to the Vallivue school district.

10. Professional Standards Commission Appointments

BOARD ACTION

M/S (Ybarra/Hill): To appoint Kristopher "Topher" Wallaert as a member of the Professional Standards Commission for the remainder of the three-year term which began July 1, 2015, and will end June 30, 2018, representing Elementary Classroom Teachers. The motion carried 8-0.

There were no comments or questions from the Board.

11. ESSA Consolidated State Plan

BOARD ACTION

M/S (Ybarra/Westerberg): To approve Idaho's Every Student Succeeds Act Consolidated State Plan and to authorize the State Superintendent of Public Instruction to submit the plan to the U.S. Department of Education on behalf of the State Board of Education. The motion carried 8-0.

INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS (IRSA)

1. Five-Year Plan Presentation

BOARDWORK
OCTOBER 18, 2017

BOARD ACTION

M/S (Hill/Westerberg): To approve the Five-Year Program Plan as submitted in Attachment 1. The motion carried 8-0.

Board member Hill introduced the item and then requested the Board's Chief Academic Officer, Mr. Randall Brumfield and Academic Affairs Program Manager, Ms. Patty Sanchez to present the Board's Five-Year Program Plan.

Ms. Sanchez started the presentation by reminding Board members Policy III.Z is in place to insure institutions are meeting the state's educational and work force needs. Ms. Sanchez then shared with the Board the Planning Process behind development of the five year plan and an overview of each institution's plan.

At this time, Board member Scoggin requested clarification on the Board's role with the Five-Year Program Plan to which Dr. Hill responded the Board's role is to confirm if the proposed programs fall within the institution's mission and are appropriate. Board member Scoggin then stated his preference for program approval to remain with Instruction, Research, and Student Affairs (IRSA) committee and that only programs that may create an issue be brought to the Board.

Ms. Sanchez resumed her presentation with a program inventory update. She states this update is required per policy and specifies each institution must provide to the Board an existing list of programs currently being offered. She continues Board staff is currently working on development of a new online program tracking software system.

Board member Atchley then states that based on the information presented today, it would appear there are a large number of new programs being added relative to the number of students enrolling at each institution and asks if institutions are eliminating programs as they add programs. She feels the addition of so many programs runs the risk of depleting available resources when you try to give something to everyone and the Board needs to seriously consider the addition of new programs. To this Ms. Sanchez responded the programs proposed today are projections and may not come to fruition. She states this is the essence of the plan allowing institutions the opportunity to share with the Board what the programs they wish to pursue. The Board's Executive Director, Mr. Matt Freeman then voiced his support for Board member Atchley's concern of adding too many programs. He adds the current trend seems to be towards boutique programs or sub-specialization at the baccalaureate level and this has the potential to spread finite resources very thin or place the burden on students in the form of tuition increases. He adds he has concerns when the trend is towards meta-majors yet the Board continues to receive proposals for boutique majors. At this time Dr. Clark requested the IRSA committee review meta-majors and program proliferation.

The Board's Chief Academic Officer, Dr. Randall Brumfield, states his desire for the Five-Year Program plan to be operational, adding the information is valuable information that should be packaged in a way that is meaningful to the Board. Board member Scoggin added his recognition of the work by many individuals in developing the Five-Year

BOARDWORK
OCTOBER 18, 2017

Program Plan but he questions if this is the efficient method to achieve the end goal or if the Board should consider other options.

2. Idaho State University – College of Education – Teacher Preparation Programs Update

This item was provided in the agenda materials as an information item.

Board member Hill introduced the item reminding Board members of the request from the Board for Idaho State University (ISU) to provide an update on improvements to the university's teacher preparation programs at this meeting. Representing ISU were Associate Vice President for Institutional Effectiveness in Academic Affairs Ms. Selena Grace, Interim Dean for the College of Education Dr. Karen Appleby and Assistant Dean Dr. Mark Neill.

Ms. Grace shared with Board members the information presented today is an update on those programs placed on probation as well as progress of various other initiatives within the College of Education. She continues ISU has addressed the finding's resulting from a site visit by the Professional Standards Commission (PSC) and that ISU will have documentation the elements of concern have been addressed by the next PSC site visit in the fall.

Ms. Grace continues by addressing staff comments in the agenda materials specific to alternate certification routes. She states that during ISU's review of the programs placed on probation, it was discovered, in the opinion of ISU, conflation between how an institution is providing an institutional recommendation and what is viewed as an alternate route in policy. She continues when a potential student contacts ISU for information on alternate routes to teacher certification the institution will refer to the IDAPA Standards 08.02.02 Rules Governing Uniformity and then compare those standards to that students work experience and prior coursework to determine if the candidate has satisfied the IDAPA Standards and, if not, what they would need to do in order to meet the IDAPA standards. Ms. Grace shares the IDAPA's standards are built in to the curriculum across all the institutions, however, the outcomes at each institution differ. She states the lack of specificity in the IDAPA Standards and identified student learning outcomes creates a wide range of flexibility across the institutions in determining how a student can meet the outcomes. Ms. Grace then shares with the Board part of the challenge when an individual contacts ISU for an institutional recommendation is these are individuals from outside of ISU's system yet they are being held to the same standards as student's enrolled in ISU's College of Education. She adds this creates a challenge for the institution to demonstrate they are meeting their student learning outcomes while still being flexible with institutional recommendations for alternate routes to certification.

Board member Hill then asked how to fix the problem. To this Dr. Appleby responded there are a lot of complexities to fixing this problem but stresses the importance of consistency with what is expected of teachers once they enter the classroom adding this would help institutions to sign off on institutional recommendation for certification. Dr. Hill then asked if such consistency is created by Board action, modifications to IDAPA, or by institutions working together to set these standards. Ms. Grace responded the current

BOARDWORK
OCTOBER 18, 2017

situation is similar to that of general education statewide stating one of the ways transparency and consistency in general education were created across all the institutions was a result of each disciplinary identifying common learning outcomes and the various curriculums and courses all having the same outcomes associated with them. To this Board member Clark states that within a system designed to prepare teachers to teach within that same system the outcomes and expectations must be common. She reminds Board members the Deans and staff of the College of Education from each institution were involved in formation of the career ladder in determining and putting into place the standard expectations and outcomes of individuals completing a traditional education program and they should be able to do the same for alternate routes to certification. She continues another option would be to no longer allow individual institutions to work in the realm of qualifying teachers and to centralize this task under the Board. She adds in light of the state's current teacher shortage it is incumbent for the Board to respond in a way that facilitates qualified individuals to become certified and not put up barriers.

At this time Superintendent Ybarra requested clarification on the Idaho State Department of Education's (ISDE) role in relation to alternate routes to certification. To this Ms. Grace responded the PSC makes the recommendations with support from ISDE staff. Board member Soltman then asks if this is an opportunity to expand the use of competencies. Dr. Clark responds in the affirmative, stating this could also be an opportunity to change the system and stresses the importance of coming to a resolution to place more teachers in the classroom.

At this time Board member Hill asked if it were the desire of the Board to request the College of Education from each institution develop a proposal that would ensure consistency to create the outcomes the Board is seeking. To this the Board's Chief Planning and Policy Officer, Ms. Tracie Bent, responded the framework in administrative rule addressing alternative routes does allow for flexibility, however, when you change the routes you lose consistency. She states that what appears to be an issue is that some of the requirements for traditional routes are proposed for the alternate routes. Dr. Hill then asked if both the institutions and Board office should work jointly on a proposal to which Ms. Bent responded this is already in process. Dr. Mark Neill then asked for clarification on this item to which Ms. Bent responded it was her understanding the Board's Educator Effectiveness Program Manager, Ms. Christina Linder, has contacted the Deans of the Colleges of Education at each institution and that she will follow up to make sure this has been done.

There were no further questions or comments from the Board.

3. Board Policy III.N. General Education – First Reading

BOARD ACTION

M/S (Hill/Westerberg): To approve the first reading of the proposed amendments to Board Policy III.N, General Education as presented in Attachment 1. The motion carried 8-0.

BOARDWORK
OCTOBER 18, 2017

Board member Hill introduced the item and requested the Board's Chief Academic Officer, Dr. Randall Brumfield share with Board members the proposed changes to Policy III.N. Dr. Brumfield states the first change relates to Associate of Applied Science (AAS) degrees and clarifies an AAS degree must include a minimum of three general education courses including institutionally designated courses. The second change provides for direction and clarification of the responsibilities of the faculty discipline groups serving on the state's General Education Committee (GEM) to insure competencies are up to date and appropriate for learning. Dr. Brumfield concludes by sharing with Board members the third and final change adds the requirement for the Board's Chief Academic Officer to serve as chair of the GEM committee.

There were no comments or questions from the Board.

4. Board Policy III.P. Students – I.T. Title IX – Second Reading

BOARD ACTION

M/S (Hill/Critchfield): To approve the second reading of amendments to Board Policy III.P. Students and I.T. Title IX as submitted in Attachments 1 and 2. The motion carried 8-0.

There were no comments or questions from the Board.

OTHER BUSINESS

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

BOARD ACTION

M/S (Westerberg/Critchfield): To adjourn the meeting at 3:00 pm (MDT). The motion carried 8-0.

BOARDWORK
OCTOBER 18, 2017



Trustees of Boise State University
Trustees of Idaho State University
Trustees of Lewis-Clark State College
Board of Regents of the University of Idaho
State Board for Career Technical Education

DRAFT MINUTES
IDAHO STATE BOARD OF EDUCATION

August 28, 2017
Office of the State Board of Education
Len B. Jordan Building
650 W. State Street, 3rd Floor
Boise, Idaho

A special meeting of the State Board of Education was held August 28, 2017. The meeting originated from the Large Conference Room of the Office of State Board of Education in the Len B. Jordan Building in Boise, Idaho. Board President Dr. Linda Clark presided and called the meeting to order at 4:00 p.m. Mountain Time. A roll call of members was taken.

Present:

Dr. Linda Clark, President
Debbie Critchfield, Vice President
Dr. David Hill, Secretary
Emma Atchley

Don Soltman
Richard Westerberg
Sherri Ybarra, State Superintendent

Absent:

Andrew Scoggin

EXECUTIVE SESSION (Closed to the Public)

M/S (Critchfield/Hill): To meet in executive session pursuant to Section 74-206(1)(b), Idaho Code, "To consider the evaluation, dismissal or disciplining of or to hear complaints or charges brought against, a public officer, employee, staff member or individual agent, or public school student." A roll call vote was taken and the motion carried 7-0. Board members entered into Executive Session shortly after 4:00 p.m. Mountain Time.

M/S (Soltman/Critchfield): To go out of executive session and adjourn the meeting. The motion carried 7-0. The group exited Executive Session and adjourned the meeting at 4:35 p.m. Mountain Time.

**BOARDWORK
OCTOBER 18, 2017**



Trustees of Boise State University
Trustees of Idaho State University
Trustees of Lewis-Clark State College
Board of Regents of the University of Idaho
State Board for Career Technical Education

**DRAFT MINUTES
STATE BOARD OF EDUCATION
August 31, 2017
Office of the State Board of Education
Len B. Jordan Building, 3rd Floor
Boise, Idaho**

A special meeting of the State Board of Education was held August 31, 2017 in the large conference room of the Office of the State Board of Education, Len B. Jordan Building, in Boise, Idaho. Board Vice-President Debbie Critchfield presided and called the meeting to order at 2:30 pm Mountain Time.

A roll call of members was taken.

Present:

Debbie Critchfield, Vice President	Andrew Scoggin	
Dr. David Hill, Secretary (except where noted)	Don Soltman	
Emma Atchley		Richard
Westerberg		
Sherri Ybarra, State Superintendent (except where noted)		

Absent:

Dr. Linda Clark, President

STATE DEPARTMENT OF EDUCATION (SDE)

1. Proposed Rule, Docket No. 08-0202-1701, Rules Governing Uniformity and Idaho Standards for Initial Certification Professional School Personnel – Professional Standards Recommendations

BOARD ACTION

M/S (Soltman/Atchley): To adopt the revised Idaho Standards for Initial Certification of Professional School Personnel as submitted in Attachment 2. The motion carried 6-0. Dr. Clark and Superintendent Ybarra were absent from voting.

BOARDWORK OCTOBER 18, 2017

AND

M/S (Soltman/Westerberg): To approve Proposed Rule Docket No. 08-0202-1701, Rules Governing Uniformity, as submitted in Attachment 1 with the elimination of the new language added to 017.01. The motion carried 5-0. Dr. Clark, Dr. Hill and Superintendent Ybarra were absent from voting.

Board member Soltman introduced the item. There were no questions or comments from the Board on the first motion. After reading the second motion, Board member Soltman shared with Board members comments from a prior meeting where considerable opposition was raised on the proposed language. He continues the motion would keep intact all other changes with the exception of this one.

At this time Board member Atchley asked why, in light of the statewide teacher shortage, the Board would place another barrier on individuals seeking an alternate route to certification. She continues how an individual possessing a higher degree in a specific content area could be any less qualified. To this Board member Critchfield responded conversations around removing this section centered on the fact that if the motion were to move forward in its entirety the motion would still go back to the Public Standards Commission (PSC) who have clearly stated they would not validate this recommendation. Ms. Critchfield then shares with Board members there has been considerable work and effort performed in coordination with the Teacher Pipeline workgroup who wishes to identify a statewide broad approach in response to the current teacher shortage and related issues. She adds there is concern with this piece getting in front of a larger program to come. Finally, Ms. Critchfield shares this is not an effort or attempt to make certification more difficult for teachers but to do something that fits more within an entire, statewide program that would come forward to the Board for review. To this Ms. Atchley asked when the Board can expect to see the recommendations of the Teacher Pipeline to which Ms. Critchfield responded the October Board meeting. Ms. Atchley then states she has no objection to waiting for the recommendations of the Teacher Pipeline, however, she does have concerns the recommendations may take longer than anticipated to which Ms. Critchfield responded the timeline is for the Board to review the recommendations prior to the start of the legislative session to allow for the recommendations to be in place for the coming school year.

At this time, Dr. Hill entered an area of poor cellular service and was disconnected from the call.

There were no further questions or comments from the Board.

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS (PPGA)

1. Proposed Rule Docket No. 08-0111-1701 Registration of Postsecondary Education Institutions and Proprietary Schools

BOARD ACTION

M/S (Soltman/Atchley): To approve Proposed Rule Docket 08-0111-1701 as submitted in Attachment1. The motion carried 5-0. Dr. Clark, Dr. Hill and Superintendent Ybarra were absent from voting.

Board member Soltman introduced the item. Board member Critchfield then requested the Board's Chief Planning and Policy Officer, Ms. Tracie Bent, review with Board members the proposed changes. Ms. Bent shared significant changes have to do with the review of courses and courses of study for private Postsecondary Education Institutions and Proprietary Schools registered with the Board. She continues this particular requirement has to do with the requirement Proprietary Schools submit written course descriptions as part of the registration and renewal process. She adds the types of Proprietary Schools around the state are varied and the Board office does not have the subject matter experts on staff to perform the type of review necessary if the Board office were to review curriculum. Ms. Bent continues the proposed modifications clarify curriculum review is not part of the process. The proposed modifications would also require Proprietary Schools to certify at the time of registration and renewal their courses meet the

BOARDWORK
OCTOBER 18, 2017

occupational board requirements for those disciplines governed by another state agency or board.

There were no questions or comments from the Board.

2. Temporary and Proposed Rule Docket No. 08-0113-1701 – Rules Governing Opportunity Scholarship Program

BOARD ACTION

M/S (Soltman/Westerberg): To approve temporary and proposed rule - Docket No. 08-0113-1701, as submitted in Attachment 1. The motion carried 6-0. Dr. Clark and Superintendent Ybarra were absent from voting.

Board member Soltman introduced the item reminding Board members the motion is both a temporary and proposed rule. Board member Critchfield then requested the Board's Chief Planning and Policy Officer, Ms. Tracie Bent, review with Board members the temporary and proposed rule. Ms. Bent shared with Board members the rule pertains to the requirements for applying to the Idaho State Opportunity Scholarship. She continues the significant pieces of the rule include alignment of the Scholastic Assessment Test (SAT) assessment score that is used in determining eligibility for individuals who are applying having taken the General Education Development (GED) with the American College Test (ACT) that is used for the same purposes. Ms. Bent then shares with Board members the other changes include guidance on how to roll up an applicant's Grade Point Average (GPA) beyond one decimal point and a change to the appeals process requiring a request for appeal be submitted in writing.

At this time Board member Scoggin asked if the change would raise the minimum SAT score to which Ms. Bent responded in the affirmative. She continues prior to the change in SAT scoring, an ACT score of 20 was found to be substantially equivalent to a SAT score of 950. When scoring for the SAT was changed, it changed the range so an equivalent SAT score would now be 1010 and the proposed modifications reflect this change.

Board member Soltman then reminded Board members that as a temporary rule the proposed changes would take effect upon approval. Board member Atchley then asked if the change would affect current recipients to which Ms. Bent responded in the negative, however, the changes will affect awards for the next academic year adding proposed rules do not go in to effect until the end of the legislative session.

At this time Dr. Hill was able to reconnect to the call.

There were no further questions or comments from the Board.

3. Proposed Rule Docket No. 08-0202-1703 – Rules Governing Uniformity, Accreditation

BOARD ACTION

M/S (Soltman/Scoggin): To approve Proposed Rule Docket No. 08-0202-1703 as submitted in Attachment 1. The motion carried 6-0. Dr. Clark and Superintendent Ybarra were absent from voting.

Board member Soltman introduced the item informing Board members the proposed rule is related to accreditation. Board member Critchfield then requested the Board's Chief Planning and Policy Officer, Ms. Tracie Bent, review with Board members the proposed rule. Ms. Bent shared with Board members the proposed rule pertains to the accreditation requirements for elementary and secondary schools. She continues elementary accreditation is not required, however, secondary schools are required to be accredited pursuant to Section 33-119 of Idaho code.

Ms. Bent informs Board members the amendment removes an old reference to Continuous School Improvement Plans as these are now addressed in Idaho Code 33-320. She continues additional updates include changes recognizing the Northwest Accreditation Commission (NWAC) joining with AdvancEd and

BOARDWORK OCTOBER 18, 2017

reminds Board members NWAC is the accrediting body recognized by the Board for K-12 education.

Ms. Bent then shared with Board members the next change relates to the addition of language regarding residential schools. She continues by reminding Board members of their approval last year of legislation allowing the Board to amend language regarding Title 39 Chapter 12 of Idaho code which is the Department of Health & Welfare's section of code. She continues this section of code contains language creating a "loophole" allowing residential schools accredited by the Board to not be subject to the health and safety standards other residential schools are subject to. Ms. Bent then shares the proposed language would remedy this. Finally, Ms. Bent shares with Board members the final amendment clarifies language relating to the submittal of residential schools annual reports to the Board.

There were no questions or comments from the Board.

4. Temporary and Proposed Rule Docket No. 08-0202-1705 – Rules Governing Uniformity, Educator Credential and Evaluations

BOARD ACTION

M/S (Soltman/Hill): To approve changes to temporary and proposed rule Docket 08-0202-1705, as submitted in Attachment 1. The motion carried 6-0. Dr. Clark and Superintendent Ybarra were absent from voting.

Board member Soltman introduced the item informing Board members the item is both a proposed and temporary rule related to rules governing uniformity, educator credentials and evaluations. Board member Critchfield then requested the Board's Chief Planning and Policy Officer, Ms. Tracie Bent, review with Board members the proposed rule.

Ms. Bent shared with Board members the proposed rule addresses areas of clarification identified this last year as part of the teacher evaluation review process. She continues the rule provides for more specificity in areas around how professional practice and student assessments are used in determining the summative score for evaluations as well as amendments to the administrator section to align language in the administrator section to how professional practice and achievement is used. Ms. Bent continues the proposed rule clears up inconsistencies in the language related to institutional recommendations and adds a requirement for school districts to have evaluation policies. She states during the evaluation review process it was discovered detail in rule hampered school districts abilities to develop effective policies in this area.

At this time Board member Scoggin asked if the proposed language added to Section 121 Local District Evaluation Policy – School Administrator addresses those situations where a single individual serves in both roles. To this Ms. Bent responded in the affirmative.

There were no further questions or comments from the Board.

5. Temporary and Proposed Rule Docket No. 08-0202-1707 – Rules Governing Uniformity, Transportation

BOARD ACTION

M/S (Soltman/Westerberg): To approve the temporary and proposed rule Docket 08-0202-1707, Rules Governing Uniformity, as submitted in Attachment 1. The motion carried 6-0. Dr. Clark and Superintendent Ybarra were absent from voting.

Board member Soltman introduced the item informing Board members the item relates to reimbursement to school districts for transportation cost. Board member Atchley then asked if this is a change from previous reimbursement policies related to school activities or is this item connected to reimbursement of

BOARDWORK
OCTOBER 18, 2017

transportation costs related to classroom work. To this Mr. Soltman responded the item is in relation to reimbursement of transportation costs for college and university visits.

There were no further questions or comments from the Board.

6. Proposed Rule Docket No. 08-0202-1708 – Rules Governing Uniformity, Educator Credential – Career Technical Education Certification

BOARD ACTION

M/S (Soltman/Atchley): To approve the proposed rule Docket 08-0202-1708, as submitted in Attachment 1. The motion carried 6-0. Dr. Clark and Superintendent Ybarra were absent from voting.

Board member Soltman introduced the item informing Board members the item is a proposed rule related to Career Technical Education (CTE) certification. Board member Critchfield then requested the Board's Chief Planning and Policy Officer, Ms. Tracie Bent, review with Board members the proposed rule.

Ms. Bent shared with Board members the significant changes are a reduction in the years required or number of experiential hours required for certification. She continues the item is a proposal put forth by the Idaho Division of Career Technical Education (ICTE) and this item was thoroughly vetted by stakeholder groups. She continues even with a reduction to the total hours required for certification the requirements still maintain a high standard for teachers to meet.

Ms. Bent then shares with Board members additional changes include an option for individuals seeking an Administrator Certification to use an existing non-CTE Superintendent or Principal endorsement in application for a CTE Administrator endorsement. She continues the final change relates to the Limited Occupational Specialist certification and the addition for individuals to meet the requirements during the initial three year interim certificate prior to receiving their standard certificate. She adds this is the cohort training model shared with Board members at the August Board meeting by ICTE Administrator, Mr. Dwight Johnson during his annual update to the Board.

There were no questions or comments from the Board.

7. Proposed Rule Docket No. 08-0202-1709 – Rules Governing Uniformity, State Mentoring Program Standards

This item was provided in the agenda materials as an information item.

Board member Soltman introduced the item. Board member then Critchfield shared with members the Board and state have spent significant time discussing the importance of mentoring. She continues the PPGA committee believes it necessary to provide a definition around what mentoring looks like to insure proper and needed mentoring for teachers. Ms. Critchfield states that currently the PPGA committee feels standards have not been developed in a way to achieve what the Board wants to do and asks members to consider delaying action on this item until next year. She adds it is the preference of the PPGA committee to further develop the process before committing it to rule.

At this time Board member Atchley asked how the request of the PPGA committee will affect educators in the third year of collecting documentation for the master teacher premium and enter the last rung of the career ladder. To this Board member Critchfield responded a delay in action by the Board would not impact these individuals in any way. She continues school districts are required to have mentoring in place and the idea of establishing mentoring standards in rule was to establish clear guidelines for the districts. Ms. Critchfield states the reason for the PPGA committees request for delay was to insure the correct guidelines were attached to the standards and to validate previous recommendations and that by not acting at this time the Board is not putting anyone in a precarious situation

At this time State Superintendent Ybarra joined the meeting

BOARDWORK

OCTOBER 18, 2017

The Board's Chief Planning and Policy Officer, Ms. Tracie Bent, then shared with Board members the last time the Board took action on mentoring standards was in 2009. She continues there is a reference in the alternate routes for those individuals to receive mentoring based on the Board approved standards so the current standards would still apply to those individuals. She adds the other areas requiring mentoring are not specific to using a Board approved mentoring program so if the Board were to delay acting until next year school districts would continue to use the mentoring programs they have in place and if they do not have one in place they would be able to develop one of their own. She adds the proposed changes would not impact a teacher's ability to move on the career ladder or receive the professional development premium and the only area of concern with waiting would be if a teacher did not receive their professional endorsement and claimed this was due to not receiving the required mentoring.

At this time Board member Hill asked if currently all mentoring programs require Board approval or just local approval. To this Ms. Bent responded primarily local approval adding the only program requiring Board approval is for those educators seeking endorsement through an alternate route. To this Dr. Hill asked if the proposed language would change this requirement to which Ms. Bent responded the proposed language would allow school districts to bring forward other programs for Board approval instead of the current standards. Dr. Hill then asked if the language became rule what would happen to the existing, locally developed mentor programs and if they would become obsolete. To this Ms. Bent responded in the negative adding the proposed language only defines the state approved program and would only effect those areas required to use the state approved program. She continues school districts would be allowed to have their own programs for individuals not on an alternate route and the proposed changes only apply to Board approved mentoring programs adding districts would still be allowed to develop and use their own mentoring programs for individuals on an alternate route.

Board member Critchfield added this is why the PPGA committee requested this item remain a discussion item as the Board worked through these and other questions prior to becoming rule. To this Dr. Hill responded he was not sure the language, as written, achieves the Board's goals.

There were no further questions or comments from the Board.

8. Proposed Rule Docket No. 08-0203-1707 – Rules Governing Thoroughness, Definition - Diploma

BOARD ACTION

M/S (Soltman/Hill): To approve Proposed Rule Docket 08-0203-1707 as submitted in Attachment 1. The motion carried 7-0. Dr. Clark was absent from voting.

Board member Soltman introduced the item informing Board members the item clarifies a school districts authority in granting and formatting diplomas. Board member Critchfield then requested the Board's Chief Planning and Policy Officer, Ms. Tracie Bent, review with Board members the proposed rule.

Ms. Bent shared with Board members the proposed rule attempts to address inquiries from school districts on how to handle requests from students having attended in the distant past who would now like to receive a diploma from the high school they attended in their youth. She adds the proposed language would allow school districts to grant diplomas to these individuals and the diplomas could be based on the graduation requirements in place at the time the individual attended and not the current graduation requirements. Ms. Bent states the proposed language also allows districts to determine these students have met graduation requirements based on proficiency.

There were no further questions or comments from the Board.

9. Proposed Rule Docket No. 08-0203-1709 – Rules Governing Thoroughness, Career Readiness Definition and Competencies

BOARDWORK OCTOBER 18, 2017

BOARD ACTION

M/S (Soltman/Hill): To approve proposed rule Docket 08-0203-1709, as submitted in Attachment 1. The motion carried 7-0. Dr. Clark was absent from voting.

Board member Soltman introduced the item informing Board members the item first came before the Board in June when members directed staff to return the item at a later date as a proposed rule.

At this time Board member Hill asked if this rule change addressed stakeholder feedback opposed to incorporating the competencies into administrative rule if it were not tied to curriculum content. To this the Board's Chief Planning and Policy Officer, Ms. Tracie Bent, responded the negotiated rule making process does not require a consensus and that stakeholder questions centered around the added value of incorporating the competencies into rule, asking what is being gained. She continues stakeholders were not necessarily opposed to the competencies themselves but more so the necessity of placing them in rule. Ms. Bent then states both the Board and members of the Governor's Workforce Development Task Force recognized the value of incorporating the competencies into administrative rule and felt they were important for students to know and that incorporating the competencies into rule would bring these skills to the forefront and keep them in the discussion of what is expected from students as they exit the postsecondary education system.

At this time Board member Atchley stated her agreement adding articulating competencies makes a diploma more meaningful and hopefully more consistent statewide.

There were no further questions or comments from the Board.

10. Proposed Rule Docket No. 08-0203-1710 – Rules Governing Thoroughness, Career Technical Education Content Standards

BOARD ACTION

M/S (Soltman/Atchley): To approve amendments to the Career Technical Education content standards as submitted in Attachments 2 through 7. The motion carried 7-0. Dr. Clark was absent from voting.

AND

M/S (Soltman/Atchley): To approve changes to Docket 08-0203-1710, as submitted in Attachment 1. The motion carried 7-0. Dr. Clark was absent from voting.

Board member Soltman introduced the item. Board member Critchfield then requested the Board's Chief Planning and Policy Officer, Ms. Tracie Bent, review with Board members the proposed changes.

At this time Ms. Bent informed the Board the proposed amendments are part of an ongoing process to incorporate Career Technical Education (CTE) content standards into rule to provide the same weight and importance as academic content standards. She adds that with the exception of the Early Childhood Education standard, the proposed standards voted on today are new.

At this time Board member Atchley recognized the work of CTE staff on and states she is pleased to see these recommendations come forth in this form.

There were no further questions or comments from the Board.

BOARDWORK
OCTOBER 18, 2017

11. Temporary and Proposed Rule Docket No. 08-0204-1701 – Rules Governing Public Charter Schools

BOARD ACTION

M/S (Soltman/Atchley): To approve temporary and proposed rule Docket 08-0204-1701 as submitted in Attachment 1. The motion carried 7-0. Dr. Clark was absent from voting.

Board member Soltman introduced the item. Board member Critchfield then requested the Board's Chief Planning and Policy Officer, Ms. Tracie Bent, review with Board members the temporary and proposed rules.

At this time Ms. Bent informed the Board the proposed changes are in response to statutory changes. Ms. Bent continues the statutory changes did not specify the requirements of the different pieces of the application and that the requirements being voted on today were developed in collaboration with the Idaho Charter School Network and Public Charter School Commission (PCSC) Commissioners and staff.

At this time Board member Scoggin asked if the removal items 01-5 of section 205 Review of Petitions was intentional to which Ms. Bent responded in the affirmative stating the legislative changes made this language no longer applicable.

There were no further questions or comments from the Board.

12. Temporary and Proposed Rule Docket No. 08-0301-1701 – Rules of the Public Charter School Commission

BOARD ACTION

M/S (Soltman/Atchley): To approve the temporary and proposed rule Docket 08-0301-1701 as submitted in Attachment 1. The motion carried 7-0. Dr. Clark was absent from voting.

Board member Soltman introduced the item and shared with Board members the temporary and proposed changes are in response to legislative changes.

There were no questions or comments from the Board.

OTHER BUSINESS

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

M/S (Atchley/Hill): To adjourn the meeting at 3:38 pm (MDT). The motion carried 7-0. Dr. Clark was absent from voting.

**BOARDWORK
OCTOBER 18, 2017**



**DRAFT MINUTES
STATE BOARD OF EDUCATION
September 29, 2017
Office of the State Board of Education
Len B. Jordan Building, 3rd Floor
Boise, Idaho**

A special meeting of the State Board of Education was held September 29, 2017 in the large conference room of the Office of the State Board of Education, Len B. Jordan Building, in Boise, Idaho. Board President Linda Clark presided and called the meeting to order at 3:00 pm Mountain Time.

A roll call of members was taken.

Present:

Dr. Linda Clark, President
Debbie Critchfield, Vice President
Dr. David Hill, Secretary
Emma Atchley
Sherri Ybarra, State Superintendent (except where noted)

Andrew Scoggin
Don Soltman
Richard Westerberg

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS (PPGA)

1. Governor's Higher Education Task Force Recommendations

BOARD ACTION

M/S (Critchfield/Soltman): To adopt the Governor's Higher Education Task Force Recommendations as submitted in Attachment 1. The motion carried 7-0. Superintendent Ybarra was absent from voting.

AND

M/S (Critchfield/Soltman): To authorize the Executive Director to amend the System-wide Needs and Scholarships and Grants FY 2019 Budget Request with two additional line items as submitted in Attachment 2 and to prioritize the system-wide request in the following manner. The motion carried 8-0.

Priority 1: Degree Audit/Student Data Analytics System

BOARDWORK OCTOBER 18, 2017

Priority 2: Idaho Regional Optical Network (IRON)

Board member Critchfield introduced the item explaining that prior to submittal of the final Task Force findings and recommendations to the Governor, the Board has been asked to formally consider the recommendations as the State Board of Education and that as part of this process, the Board is also being given the opportunity to amend its FY2019 Budget Request and submit additional legislation that might be necessary to start implementation of the Task Force recommendations. There were no questions or comments from the Board on the first motion.

After a reading of the second motion Board member Hill asked why the proposed Degree Audit Student/Data Analytics System would be a responsibility of the Board and not an institutional responsibility. Dr. Hill then asked if the institutions do not already have a system in place to track degrees. To this the Board's Chief Academic Officer, Dr. Randall Brumfield, responded each institution does have their own degree audit system, however, the current model does not provide clear and transparent data and the proposed system would allow students to see how courses taken at one institution would transfer between the other institutions. Dr. Brumfield adds this would apply to both current students as well as dual-credit students. At this time Board member Clark asked if the Board were to move towards a centralized system could this not be the Board's first back office function. To this Dr. Brumfield responded his belief this would be an ideal project for the Board to transition to Systemness. At this time Dr. Hill asked if the institutions would have to abandon their current system and software or if the proposed common system would be an overlay. To this Dr. Brumfield responded the proposed Degree Audit/Student Data Analytics System would be an overlay.

At this time Board member Atchley requested a brief background of the Idaho Regional Optical Network (IRON) request. To this, Board member Hill responded IRON is a means to connect institutions with super computers housed within the Idaho National Laboratory and is a mechanism allowing students to work remotely and still transmit large amounts of data. He adds IRON is a non-profit supported by the state's institutions and the Idaho National Laboratory (INL) and additional funds are needed to continue supporting the institutions working with INL.

Board member Atchley then shared with Board members a conversation she had with a member of the public on how to approach the Higher Education Task Force Access and Affordability Work Group's recommendation for a statewide portal. Ms. Atchley shares with Board members this individual has offered his services on a pro-bono basis during the initial planning stages of this recommendation. She adds this individual's first recommendation is for an inventory of the current systems and the whole process may actually be simpler than anticipated.

At this time, University of Idaho President Dr. Chuck Staben shared with Board members his perspective on the proposed Degree Audit/Student Data Analytics System. He shares with Board members this could be a more complicated process than anticipated, adding any change to the current system will require evaluation prior to implementation. At this time the Board's Chief Academic Officer, Dr. Randall Brumfield responded Board staff's research of this topic has shown there are multiple components which make this process complex, however, it has been found the stated complexities at the institution level are less technical in nature and more an institutional preference. He adds this is a student facing program designed to support students and student success. At this time the Board's Executive Director, Mr. Matt Freeman added his support for Dr. Staben's concern, however, the proposed Degree Audit/Student Data Analytics System is not uncommon and there are vendors available to connect multiple systems. Superintendent Ybarra joined the meeting prior to voting on the second motion.

OTHER BUSINESS

At this time, Board member Clark shared with Board members a recommendation from the Higher Education Task Force to fund an Adult Completer Scholarship. She continues the Board had previously attempted to pass legislation related to this item the past two legislative sessions without success. Dr. Clark then asked Board staff to work with legislators to craft a new approach that could meet legislative approval. Board member Hill expressed his support adding the best approach is to alter the product to

BOARDWORK
OCTOBER 18, 2017

address the issue. The Board's Chief Planning and Policy Officer, Ms. Tracie Bent, added Board staff has been in contact with the Education Commission of the States (ECS) who has offered to provide technical assistance to the Board, recognizing this is a crucial step if the Board is to meet the 60% Goal.

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

M/S (Hill/Critchfield): To adjourn the meeting at 3:20 pm (MDT). The motion carried 8-0.

**WORK SESSION
OCTOBER 18, 2017**

SUBJECT

Public Education System - Performance Reporting

REFERENCE

June 2016	Board approved the institutions updated strategic plans, including performance measures for the next four years.
August 2016	Board members requested information on Career Technical teacher preparation program completers.
October 2016	Board reviewed performance measures for the period from FY 2017 – FY 2021
December 2016	Board discussed amendments to the K-20 Education Strategic Plan
February 2017	Board approved amendments to the K-20 Education Strategic Plan FY18 – FY22
April 2017	Board discussed institution and agencies FY18-FY22 Strategic Plans
June 2017	Board approved institution and agencies FY18-FY22 Strategic Plans and requested additional information on college entrance exam performance be presented with the October performance measure reporting in October.

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section I.M, and III.S.
Section 67-1901 through 1905, Idaho Code.
Administrative Code, IDAPA 08.02.01.802 – Literacy Growth Targets

BACKGROUND/DISCUSSION

The performance measure data are presented annually to provide an overview of the progress the state public education system is making toward the Board's strategic plan goals and performance targets as well as the agencies' and institutions' strategic plan goals and performance targets. This presentation is meant generate a discussion regarding the overall cumulative progress being made toward the Board's goals and objectives as well as the institutions specific goals and objectives and any changes the Board may want to make in December to it is K-20 system-wide strategic plan, including performance measures. In addition to the annual performance measure, report Board staff will provide the Board with an update performance of students on the college entrance exam tests (ACT and SAT).

During the October 2011 Board meeting the Board requested that the institutions' strategic plans contain six postsecondary performance measures that are consistent across the public postsecondary educational system. The six system-wide performance measures look at remediation, retention, dual credit

**WORK SESSION
OCTOBER 18, 2017**

participation, certificates and degrees conferred, cost per credit hour, and certificate and degree completions. Board staff worked with institution staff to define each measure and assure the data is reported consistently across the system.

At the April 2017 Board meeting as part of the discussion regarding the institutions and agencies' strategic plans the Planning, Policy and Governmental Affairs Committee was asked to look at the current relevancy of the system-wide performance measures and bring back recommendation on three or four updated system-wide performance measures. These recommendations are scheduled to be brought back to the Board at the December Board meeting in conjunction with the discussion on updates to the Board's K-20 Education Strategic Plan.

During the 2016 legislative session, the Board was asked to set, through administrative rule, literacy growth targets for students in kindergarten through grade 3 and to review statewide student proficiency levels and progress toward literacy growth targets annually. The Board set the following targets, based on the spring administration of the statewide reading assessment (Idaho Reading Indicator):

Year 1 (2017-2018) and 2 (2018-2019)

- Kindergarten 1%
- Grade 1 1%
- Grade 2 1%
- Grade 3 1%

Years 3 (2019-2020), 4 (2020-2021), and 5 (2021-2022)

- Kindergarten 1.8%
- Grade 1 2.0%
- Grade 2 1.6%
- Grade 3 1.2%

This will be the first annual review of the proficiency levels, progress toward the trajectory growth targets will not be calculated until after the administration of the assessment in the spring and will be included in the October 2018 review.

IMPACT

The data included in this presentation will be used by the Board, institutions, and agencies to direct their future strategic planning efforts and provides the Board and the public with an update on the progress Idaho's public educational system is making.

ATTACHMENTS

Performance Measure Reports

System-wide Strategic Plan Performance Reports

Attachment 1 – K-20 Public Education Strategic Plan

Page 5

**WORK SESSION
OCTOBER 18, 2017**

Attachment 2 – STEM Education Strategic Plan Report	Page 9
Attachment 3 – Indian Education Strategic Plan Report	Page 12
Attachment 4 – Higher Education Research Strategic Plan Report	Page 14

Agencies

Attachment 5 – State Department of Education/Public Schools	Page 15
Attachment 6 – Idaho Division of Career Technical Education	Page 18
Attachment 7 – Idaho Division of Vocational Rehabilitation	Page 22
Attachment 8 – Idaho Public Television	Page 25

Institutions

Attachment 9 – Eastern Idaho Technical College	Page 29
Attachment 10 – University of Idaho	Page 32
Attachment 11 – Boise State University	Page 37
Attachment 12 – Idaho State University	Page 46
Attachment 13 – Lewis-Clark State College	Page 54

Community Colleges

Attachment 14 – College of Southern Idaho	Page 59
Attachment 15 – College of Western Idaho	Page 64
Attachment 16 – North Idaho College	Page 68

Special and Health Programs

Attachment 17 – Agricultural Research and Extension Service	Page 72
Attachment 18 – Family Medical Residency (ISU)	Page 75
Attachment 19 – Boise Family Medical Residency	Page 78
Attachment 20 – Forest Utilization Research	Page 81
Attachment 21 – Idaho Dental Education Program	Page 86
Attachment 22 – Idaho Geological Survey	Page 89
Attachment 23 – Idaho Museum of Natural History	Page 93
Attachment 24 – Small Business Development Center	Page 96
Attachment 25 – TechHelp	Page 100
Attachment 26 – WIMU (WI) Veterinary Medicine	Page 104
Attachment 27 – WWAMI Medical Education	Page 106

Other Performance Data Reports

Attachment 28 – Idaho Reading Indicator–Statewide Proficiency Levels	Page 107
Attachment 29 – College Entrance Exam Data	Page 110

Other

Attachment 30 – K-12 Accountability System – Student Engagement Survey	Page 113
--	----------

STAFF COMMENTS AND RECOMMENDATIONS

Institution and agency performance measures and benchmarks are approved by the Board when the Board approves the institutions and agencies strategic plans. In September of each year the institutions and agencies are required to select performance measures from their strategic plans and submit them to the Division of Financial Management (DFM). DFM then makes the reports available to the Governor and the Legislature and then posts them on the State website.

**WORK SESSION
OCTOBER 18, 2017**

The Performance Measure Reports include the self-selected performance measures and the Board identified system-wide performance measures. The reports do not include all of the performance measures included in each of the institutions and agencies strategic plans. The Board is provided trend data for each of the performance measures included in the institutions and agencies strategic plans when they review the strategic plans at the April and June Board meetings. This information will be available during the discussion at the Board meeting if there are specific performance measures that are not included in attached reports that Board members would like to discuss.

BOARD ACTION

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

K-20 Education Strategic Plan Performance Measure Report

Goal/Objective	Performance Measure	Benchmark	2013	2014	2015	2016
Goal 1: A Well Educated Citizenry						
Goal 1, Objective A: Access	Annual number of state-funded scholarships awarded.	10,000	8,225	7,864	1,787	1,798
	Annual total dollar amount of state-funded scholarships awarded.	\$16,000,000	\$6,671,809	\$6,187,700	\$6,369,276	\$6,528,700
	Proportion of graduates with debt (previous year) - 4-year institutions	<50%	64.3%	68.1%	71.3%	71.0%
	Percent of Idaho (High School) graduates meeting placement test college readiness benchmark on SAT	60.0%		25.7%	25.2%	33.0%
	Percent of Idaho (High School) graduates meeting placement test college readiness benchmarks on ACT	60.0%	32.0%	34.0%	37.0%	36.8%
	Percent of high school graduates who participated in one or more advanced opportunities.	80.0%		36.0%	38.9%	58.2%
	Percent of dual credit students who graduated high school with an Associate's Degree.	3.0%		0.4%	0.6%	1.0%
	Percent of Idaho Public high school graduates who enrolled in a postsecondary institution within 12 months of graduation from an Idaho high school.	60.0%	54.3%	52.0%	50.8%	47.9%
	Percent of Idaho Public high school graduates who enrolled in a postsecondary institution within 36 months of graduation from an Idaho high school.	80.0%	65.3%	62.7%		
	Increase in cost of attendance (to the student)	<4%	0.6%	1.9%	2.8%	-1.1%
	Average net cost to attend public 4-year institution.	90% of peers	103.1%	107.0%	98.6%	92.0%
		90% of public 2-year institutions from WICHE states	94.2%	98.2%	98.9%	93.2%
	Average net cost to attend public 2-year institution.					
	Expense per student FTE	≤\$20,000 \$	20,303 \$	21,438 \$	22,140 \$	23,758
	Number of degrees produced	≤15,000	13,491	13,778	14,026	14,409
Goal 1, Objective B: Adult-Learner	Percent of Idahoans (ages 35 to 64) who have a college degree.	37.0%	35.3%	34.4%	35.9%	
	Number of graduates of retraining programs in the technical colleges (integrated, reintegrated, upgrade, and customized).	20	6	15	15	
	Number of first-time postsecondary institution students with a GED	3,000	3,731	3,476	2,761	2,145
	Number of non-traditional postsecondary institution graduates (age>39)	2,000	1,801	1,863	1,811	1,806
	Number of veterans enrolled at public institutions - FT and PT	2,000 total	2,578	2,307	2,171	2,026
Goal 1, Objective C: Educational Attainment	Percent of Idahoans (ages 25 to 34) who have a college degree or certificate requiring one academic year or more of study.	60% by 2020	41.0%	40.0%	42.0%	

WORK SESSION OCTOBER 18, 2017

	High School cohort graduation rate	95.0%	84.1%	77.3%	78.9%	
	Percentage of new full-time degree-seeking students who return (or who graduate) for second year in an Idaho public 2-year Institution.	75.0%	56.3%	52.5%	53.7%	54.4%
	Percentage of transfer full-time degree-seeking students who return (or who graduate) for second year in an Idaho public 2-year Institution.	75.0%	60.3%	56.2%	58.7%	51.6%
	Percentage of new full-time degree-seeking students who return (or who graduate) for second year in an Idaho public 4-year Institution.	85.0%	70.4%	68.5%	73.0%	74.2%
	Percentage of transfer full-time degree-seeking students who return (or who graduate) for second year in an Idaho public 4-year Institution.	85.0%	74.4%	72.6%	72.9%	74.9%
	Percent of full-time first-time freshmen graduating within 150% of time - 2-year	50.0%	18.1%	16.2%	20.1%	20.3%
	Percent of full-time first-time freshmen graduating within 150% of time - 4-year	50.0%	42.6%	41.5%	41.6%	40.9%
Goal 1, Objective D: Transition	Percent of students scoring proficient on the Idaho Standards Achievement Test (2015+) - 10th Grade ELA/Literacy	100%			60.0%	62.0%
	Percent of students scoring proficient on the Idaho Standards Achievement Test (2015+) - 10th Grade Math	100%			30.0%	31.0%
	Percent of students scoring proficient on the Idaho Standards Achievement Test (2015+) - 10th Grade Science	100%			N/A	66.0%
	Percent of students scoring proficient on the Idaho Standards Achievement Test (2015+) - 5th Grade ELA/Literacy	100%			52.0%	54.0%
	Percent of students scoring proficient on the Idaho Standards Achievement Test (2015+) - 5th Grade Math	100%			38.0%	50.0%
	Percent of students scoring proficient on the Idaho Standards Achievement Test (2015+) - 5th Grade Science	100%			62.9%	63.0%
	Average composite ACT score of graduating secondary students.	24.0	22.1	22.4	22.7	22.7
	Average composite SAT score of graduating secondary students.	1,010	1,356	1,357	1,366	999
	Percent of students meeting college readiness benchmark on the SAT Mathematics exam.	60%	35%	33%	36%	35%
Goal 2: Innovation & Economic Development						
Goal 2, Objective A: Workforce Readiness	Percent of students participating in internships.	30.0%	4.1%	3.5%	3.4%	3.9%
	Percent of undergraduate students participating in undergraduate research.					
	Boise State University	40.0%		29.0%	29.4%	35.2%
	Idaho State University	50.0%			41.0%	45.0%
	University of Idaho	60.0%		59.6%	61.1%	58.8%

WORK SESSION OCTOBER 18, 2017

Goal 2, Objective B: Innovation & Creativity	Total amount of research expenditures.	20% increase	Baseline (\$121,580,993)	17.4% (\$142,771,851)	2.8% (\$146,699,825)	5.6% (\$154,989,123)
Goal 2, Objective C: Economic Growth	Percentage of graduates employed in Idaho 1 year after graduation	80%	77% Class of 2011	77% Class of 2012	77% Class of 2013	77% Class of 2014
	Percentage of graduates employed in Idaho 3 years after graduation	75%			69% Class of 2011	70% Class of 2012
Goal 2, Objective D: Education to Workforce	Ratio of non-STEM to STEM baccalaureate degrees	1:0.25	1:0.24	1:0.25	1:0.24	1:0.24
	Number of University of Utah Medical School or WWAMI graduates who are residents in one of Idaho's graduate medical education programs.	8	8	8	8	8
	Percentage of Idaho graduates who participated in one of the state sponsored medical programs who return to Idaho	60%				51%
	Percentage of Boise Family Medicine Residency Graduates Practicing in Idaho.	60%	54%	54%	53%	53%
	Percentage of ISU Family Medicine Residency Graduates Practicing in Idaho.	60%	48%	48%	50%	50%
	Percentage of CDA Family Medicine Residency Graduates Practicing in Idaho.	60%				N/A
	Percent of Psychiatry Residency Program graduates practicing in Idaho.	50%	100% (3)	100% (2)	100% (1)	N/A
	Increase in postsecondary programs tied to workforce needs.	10				New Measure
	Postsecondary nursing education programs.	20				14
	Medical related postsecondary programs (other than nursing).	100				85
Goal 3: Data-Informed Decision Making						
Goal 3, Objective A: Data-informed Decision Making	Development of a single K-20 data dashboard and timeline for implementation.	Completed by FY 2018				
Goal 4: Effective and Efficient Educational System						
Goal 4, Objective A: Quality Teaching Workforce	Median SAT scores of students in public institution teacher training programs	1010				
	Median ACT scores of students in public institution teacher training programs	24				
	Percent of first-time students from public institution teacher training programs that pass the Praxis Subject Assessments (formerly the Praxis II).	90.0%				96.5%
Goal 4, Objective B: Alignment and Coordination	Percent of Idaho community college transfers who graduate from four-year institutions	25.0%		19.0%	19.5%	13.5%
	Percent of 4-year postsecondary first-time first year freshman who graduate from an Idaho High School in the previous year requiring remedial education in math and/or language arts.	<20%	21.5%	23.2%	23.5%	
	Percent of 2-year postsecondary first-time first year freshman who graduate from an Idaho High School in the previous year requiring remedial education in math and/or language art.	<55%	62.8%	62.9%	60.7%	

**WORK SESSION
OCTOBER 18, 2017**

Percent of postsecondary students participating in a remedial program who completed the program or course.		≥65%	54.0%	46.0%	55.0%	57.0%
Goal 4, Objective C: Productivity and Efficiency	Graduates per \$100,000	1.7	1.5	1.5	1.5	1.5
	Number of graduates	13,000	12,216	12,335	12,431	12,916
	Cost per undergraduate weighted student credit hour	<\$500	\$493	\$519	\$536	\$565
	Median number of credits earned at completion of an Associates degree program - NON-TRANSFER STUDENTS.	69	80	79	79	78
	Median number of credits earned at completion of an Associates degree program - TRANSFER STUDENTS.	69	92	89	87	87
	Median number of credits earned at completion of Bachelor's degree program - NON-TRANSFER STUDENTS.	138	132	131	129	127
	Median number of credits earned at completion of Bachelor's degree program - TRANSFER STUDENTS.	138	142	144	142	140
		BSU = 5.0%	BSU = 6.1%	BSU = 5.1%	BSU = 5.3%	
		ISU= 11.7%	ISU= 16.2%	ISU= 15.6%	ISU= 11.8%	
		U of I = 2.7%	U of I = 4.2%	U of I = 5.1%	U of I = 5.4%	
Institution reserves comparable to best practice.		> or = 5%	LCSC = 5.1%	LCSC = 6.5%	LCSC = 6.3%	LCSC = 6.0%

**WORK SESSION
OCTOBER 18, 2017**

STEM Education Strategic Plan Performance Measures

Goal/Objective	Performance Measure	Benchmark	2013	2014	2015	2016
Goal 1: Access to STEM opportunities						
Goal 1, Objective A: Awareness	Number of students majoring in STEM CIP codes (by gender)		F: 6,610 M: 11,901	F: 6,557 M: 11,779	F: 6,616 M: 11,865	F: 6,713 M: 11,787
	Ratio of STEM degrees to non-STEM degrees	1:0.25	1:0.24	1:0.25	1:0.24	1:0.25
Goal 1, Objective B: Delivery	Completion rate of STEM majors (by gender)					
Goal 1, Objective C: Scaling up	Number of students taking classes identified as STEM classes		53,463	51,508	50,702	48,597
	Number of sections of STEM-related courses		12,447	12,362	12,678	12,539
Goal 1, Objective D: Preparedness	Percentage of students meeting science benchmark on ACT	60.0%	42.0%	44.0%	47.0%	46.0%
	Percentage of students meeting math benchmark on SAT	60.0%	35.2%	33.1%	36.1%	35.0%
	Percentage of students meeting math benchmark on ACT	60.0%	52.0%	52.0%	54.0%	54.0%
Goal 1, Objective E: Employment	STEM graduates employed in Idaho 1 year after graduation					
	STEM graduates employed in Idaho 3 years after graduation					
	STEM graduates employed in Idaho 5 years after graduation					
Goal 2: STEM in Curriculum and Instruction						
Goal 2, Objective A: Professional Development	Number of courses of STEM professional development offered				108	134
	Enrollment in STEM professional development courses				1,286	1,954
Goal 2, Objective B: Effective Development	Number of education graduates teaching STEM courses by institution		86%	94%		
Goal 2, Objective C: STEM Outreach	Number of STEM outreach activities by institution					

**WORK SESSION
OCTOBER 18, 2017**

	Boise State University				211	415
	Idaho State University				54	72
	Lewis-Clark State College				264	Not available
	University of Idaho				Not available	Not available
Goal 2, Objective D: STEM teacher supply	Pass rates of K-12 educators on mathematics subtest of certification exam	Middle School: 81% High School: 84%	Middle School: 48% High School: 37%	Middle School: 63% High School: 42%		
Goal 2, Objective E: Innovative instruction	Percentage of students meeting science benchmark on ACT	60.0%	42.0%	44.0%	47.0%	46.0%
	Percentage of students meeting math benchmark on SAT	60.0%	35.2%	33.1%	36.1%	35.0%
	Percentage of students meeting math benchmark on ACT	60.0%	52.0%	52.0%	54.0%	54.0%
	Math remediation rates in postsecondary education		18.4%	24.7%	24.7%	17.4%
Goal 3: State Awareness						
Goal 3, Objective A: Communication	Number of STEM outreach activities by institution					
	Boise State University				211	415
	Idaho State University				54	72
	Lewis-Clark State College				264	Not available
	University of Idaho				Not available	Not available
Goal 3, Objective B: STEM showcase	Number of STEM outreach activities by institution					
	Boise State University				211	415
	Idaho State University				54	72
	Lewis-Clark State College				264	Not available
	University of Idaho				Not available	Not available
Goal 4: Develop STEM Talent Base						
Goal 4, Objective A: Alignment	Number of secondary schools with a STEM-centric charter	5	5	5		5

**WORK SESSION
OCTOBER 18, 2017**

Goal 4, Objective B: Degree production	Number of degrees awarded in STEM CIP codes		2,301	2,403	2,311	2,429
	Ratio of STEM degrees to non-STEM degrees	1:0.25	1:0.24	1:0.25	1:0.24	1:0.25
Goal 4, Objective C: Business engagement	Number of students participating in STEM internships				523	624
	Number of students participating in STEM undergraduate research				1,386	4,180
	Number of secondary schools with a STEM-centric charter		5	5	5	5

**WORK SESSION
OCTOBER 18, 2017**

Goal/Objective	Performance Measure	Benchmark	2013	2014	2015	2016
Goal 1: American Indian Academic Excellence						
Goal 1, Objective A: Access.	Percentage increase of American Indian students who applied for the Opportunity Scholarship	5% per year			39 (Baseline)	20 -48.7%
	Number of American Indian students who receive the Opportunity Scholarship	+20			3	1
	Percentage of American Indian students who complete the FAFSA by the priority deadline	100%				
	Number of American Indian students who participated in Advanced Opportunities					
	Dual Credit	+125		208	291	311
	Technical Competency Credit	10%				
	AP Exam (three or higher)	10%		34	22	10
Goal 1, Objective B: Higher Level of Educational Attainment	Number of American Indian students enrolled in postsecondary institutions after Idaho high school graduation	400	439 (844 in class)	218 (529 in class)	248 (541 in class)	59 (166 in class)
	Number of American Indian students scoring proficient or higher on IRI	10%	704/1,198 59%	649/1,137 57%	647/1,138 57%	683/1,179 58%
	Number of American Indian students scoring proficient or higher on math ISAT	10%			327/1,877 17%	333/1,798 19%
	Number of American Indian students scoring proficient or higher on ELA ISAT	10%			511/1,879 27%	545/1,797 30%
	Percentage of American Indian students that articulate to postsecondary education	60%		199 39%	212 39%	56 36%
	Time to completion for American Indian students	5 Years		In process		
	Graduating rates for American Indian students	26%		3-Yr 12% 6-Yr 28%	3-Yr 18% 6-Yr 27%	3-Yr 9% 6-Yr 28%
	Percentage of American Indian students earning a postsecondary degree (after 5 years)					
	Associate	48	44	50	39	45
	Baccalaureate	75	46	64	50	47
	Master	16	15	14	14	8
	Doctorate	5	6	3	7	4

**WORK SESSION
OCTOBER 18, 2017**

Goal 1, Objective C: Quality of Instruction	Percentage of highly qualified teachers in targeted schools Inclusion of a culturally relevant pedagogy in the teacher preparation standards	100%	Not required
	Credits required in Idaho tribal history for certification	3 Credits	
	Number of certified American Indian educators in the state	3 Credits	
	Teachers	TBA	
	Administrators	TBA	
	Counselors	TBA	
Goal 2: Culturally Relevant Pedagogy			
Goal 2, Objective A: Integration into the Professional Practice	Number of education professional development credits in culturally responsive teaching	TBA	
Goal 2, Objective B: Knowledge of Federal Policies and Idaho's Indian Tribes	Include Idaho's tribal culture, history, and government in the K-12 content standards	Completed by 2018	
	Include tribal federal policies and Idaho tribal government in colleges of education teacher, counselor, and administrator certification programs		3 Credits

Higher Education Research Strategic Plan Performance Measures

Performance Measure	FY 2014	FY 2015	FY 2016	FY2017	Benchmark
Statewide amount of total annual research and development expenditures as reported in the National Science Foundation (NSF) Higher Education Research and Development Survey	\$26.568 Million	\$31.341 Million	\$32.085 Million	Unavailable	10% annual increase
Statewide amount of U.S. Department of Energy (DOE) research and development expenditures as reported in the National Science Foundation (NSF) Higher Education Research and Development Survey.	\$4.307 Million	\$2.090 Million	\$1.745 Million	Unavailable	10% annual increase
Number of new fully sponsored project proposals submitted by an Idaho University that involve a subaward with another Idaho institution of higher education (in either direction). [1]	33	26	44	60	50% annual increase
Number of new fully sponsored project awards to an Idaho University that involve a subaward with another Idaho institution of higher education (in either direction). [2]	21	15	19	26	30% annual increase
Number of new sponsored projects involving the private sector. [3]	a) 10; b) 12	a) 10; b) 12	a) 22; b) 13	a) 17 b) 16	50% annual increase
Number of technology transfer agreements (as defined by AUTM [Association of University Technology Managers]).	27	38	29	28	15% annual increase
Number of invention disclosures (including plant varieties)	16	15	16	14	1 for every \$2M of research expenditures
Amount of licensing revenues. *	\$35,600	\$21,475	\$53,847	\$39,231	10% annual increase
Number of startup companies.	0	0	5	0	10% annual increase
Number of undergraduate students paid from sponsored projects.	607	807	836	946	20% annual increase
Number of graduate students paid from sponsored projects.**					20% annual increase
Percentage of baccalaureate students who graduated in STEM disciplines and had a research experience.**					20% annual increase
Number of faculty and staff paid from sponsored projects.	651	676	784	867	20% annual increase
K-20 Statewide Strategic Plan Performance Measures					
Percentage of students participating in undergraduate research.	29%	29.40%	35.2% (490 out of 1388)	37.4% (567 out of 1517)	30%
Total amount of research expenditures	\$ 17,340,489.39	\$ 20,613,352.75	\$ 18,865,799.18	\$ 21,094,099.17	20% increase by 2021
Institution expenditures from competitive Federally funded grants	\$ 17,384,273.04	\$ 21,042,683.81	\$ 19,306,479.00	\$ 21,172,737.94	\$112M annually
Institution expenditures from competitive industry funded grants	a. \$134,009.76 b. \$1,940,216.83	a. \$266,467.06 b. \$1,699,715.80	a. \$562,457.27 b. \$1,458,502.01	a. \$681,146.82 b. \$2,258,431.54	\$7.2M annually
Measure of production of intellectual property:					
Number of startups	0	0	5	0	10% annual increase
Number of patents	6	3	4	3	10% annual increase
Number of disclosures	16	15	16	14	10% annual increase
Number of internships	411	438	489	394	

[1] Represents the number of full proposal submissions that involved a financial relationship with another Idaho institution of higher education.

[2] Represents the number of new awards that involved a financial relationship with another Idaho institution of higher education.

[3] Represents the number of new awards that involved a financial relationship with the private sector.

[4] Internship information is based on estimates by academic year (e.g., FY09=Academic year Summer 2008 through Spring 2009).

* 2013, 2014 - Licensing revenue includes \$30k/year for Micron Licensing Restriction Agreement and is not considered net for OTT.

**Undergraduate and Graduate student totals have been combined into one line as BSU does not have the ability to break this information out.

Part I – Agency Profile

Agency Overview

The Idaho State Department of Education (SDE) is a government agency supporting schools and students. We are responsible for implementing policies, distributing funds, administering statewide assessments, licensing educators, and providing accountability data. We deliver leadership, expertise, research, and technical assistance to school districts and schools to promote the academic success of students.

The vision of the State Department of Education is to support schools and students to achieve through the following the following goal:

All Idaho students persevere in life and are ready for college and careers.

The strategy to attaining this goal is to consistently remind students that they are going to experience misfortunes and falls, but that's certainly not the end of the path to their college and career readiness; it's how quickly you get up, and that you persevere through the path, that really matters. The Department's mission is dedicated to providing the highest quality of support and collaboration to Idaho's public schools, teachers, students and parents.

The State Department of Education partners with independent school districts to ensure all students receive an education that prepares students for successful post-secondary education, employment and life.

Core Functions/Idaho Code

Pursuant to Title 33, chapter 1, Section 125, there is hereby established as an executive agency of the state board of education a department known as the State Department of Education. The State Superintendent shall serve as the executive officer of such department and shall have the responsibility for carrying out policies, procedures, and duties authorized by law or established by the State Board of Education for all elementary and secondary school matters, and to administer grants for the promotion of science education as provided in sections 33-128 and 33-129, Idaho Code.

Revenue and Expenditures

Revenue	FY 2014	FY 2015	FY 2016	FY 2017
General Fund	1,308,365,400	1,374,598,400	1,475,784,000	1,584,669,400
Federal Grant	212,095,800	240,306,600	225,894,600	229,207,500
Dedicated Fund	74,458,400	86,703,200	74,080,200	77,387,000
ARRA Stimulus	2,904,100	1,372,800	0	0
Ed Jobs Fund	0		0	0
Total	1,597,823,700	1,702,981,000	1,775,758,800.00	1,891,263,900
Expenditure	FY 2014	FY 2015	FY 2016	FY 2017
Personnel Costs	739,700	639,000	684,600	0
Operating Expenditures	14,384,400	8,806,400	11,996,300	12,593,300
Capital Outlay	722,000	0	4,200	1,300
Trustee/Benefit Payments	1,588,385,900	1,698,696,200	1,763,912,900	1,844,365,300
Total	1,604,232,000	1,708,141,600	1,776,598,000.00	1,896,959,900

Profile of Cases Managed and/or Key Services Provided

Cases Managed and/or Key Services Provided	FY 2014	FY 2015	FY 2016	FY 2017
Number of School Districts Supported	115 Districts 47 charters 1 COSSA	115 Districts 48 Charters** 1 COSSA	115 Districts 48 Charters 1 COSSA	115 Districts 50 Charters 1 COSSA
Number of Public School District (K12) Students	289,063	291,022	294,471	298,800
FTE Student Teacher Ratio	19.10	18.9	18.11	17.53

FY 2017 Performance Highlights (Optional)

Part II – Performance Measures

Performance Measure		FY 2014	FY 2015	FY 2016	FY 2017	FY 2018
Goal 1						
<i>All Idaho students persevere in life and are ready for college and careers.</i>						
1. Increase of the number of students proficient or advanced on the ISAT-Percent of students who score proficient or advanced on the ISAT (Grade 10)	actual	n/a	ELA 60% Math 30%	ELA 62% Math 31%	ELA 59% Math 32%	-----
	target	n/a	ELA 60% Math 30%	ELA 62% Math 31%	Reading 90% Math 82% ELA 77%	Reading 90% Math 82% ELA 77%
2. Implement higher standards in English Language Arts and mathematics-Percentage of students who pass the ISAT (Grades 3-8)	actual	n/a	ELA 60% Math 30%	ELA 62% Math 31%	ELA 51% Math 43%	-----
	target	n/a	ELA 60% Math 30%	ELA 62% Math 31%	ELA 60% Math 60%	ELA 60% Math 60%
3. Improve access to post-secondary education while in high school- Percentage of Junior and Senior students completing an advanced opportunity(SDE Fast Forward Program).	actual	n/a	29%	32%	46.91%	-----
	target	n/a	29%	32%	60%	60%
4. Every high school junior will take a college readiness exam- Percentage of students who score college and career ready in areas of exam: reading and math	actual	Mean Scores Reading 464 Math 461	Mean Scores Reading 461 Math 449	Mean Scores Reading 509 Math 490	Mean Scores Reading 506 Math 492	-----
	target	N/A	N/A	N/A	40%	40%

Performance Measure Explanatory Notes (Optional)

Performance Measures for SY 2013 and 2014 are not available for number 1 and 2 as this was the old ISAT Test and you cannot compare the previous ISAT to the SBAC test used beginning in SY 2015. Number 3 SY 2013 and 2014 are not comparable to SY 2015 and 2016 as we are only reporting the SDE Fast Forward Program and not the combination of other programs. For comparability over years only juniors and seniors in High School are reported in the above table #3. Final Mean Scores in College and Career Readiness Exam has been adjusted for the previous year, as scores are not finalized at time of printing/submission of this document.

For More Information Contact

Tim W. McMurtrey, Deputy Superintendent of Operations
State Department of Education
650 W. state Street
PO Box 83720
Boise, ID 83720-0055
Phone : (208) 332-6955
E-mail : tmcmurtrey@sde.idaho.gov
Website : www.sde.idaho.gov/ope

Part I – Agency Profile

Agency Overview

The mission of Idaho Career Technical Education (ICTE) is to prepare Idaho youth and adults for high-skill, in-demand careers.

Idaho Code §33-2202 defines career & technical education as “secondary, postsecondary and adult courses, programs, training and services administered by Idaho Career & Technical Education for occupations or careers that require other than a baccalaureate, masters or doctoral degree. The courses, programs, training and services include, but are not limited to, vocational, technical and applied technology education. They are delivered through the career & technical delivery system of public secondary and postsecondary schools and colleges.”

ICTE is the administrative arm of the State Board for Career & Technical Education that provides leadership, advocacy and technical assistance for career & technical education in Idaho, from secondary students through adults. This includes responsibilities for Adult Education/GED programs, and the S.T.A.R. Motorcycle Training program and Centers for New Directions.

ICTE is responsible for preparing and submitting an annual budget for career & technical education to the State Board, Governor, and Legislature. Funds appropriated to ICTE include state general funds, federal funds, dedicated funds and miscellaneous receipts.

Career & technical education programs are integrated into the Idaho public education system through school districts, colleges, and universities. ICTE provides the focus for career & technical education programs and training within existing schools and institutions by using a state-wide system approach with an emphasis on student learning, program quality, and industry engagement.

Secondary career & technical education programs and services are provided via junior high/middle schools, comprehensive high schools, career & technical schools, and through cooperative programs with the Idaho Technical College System.

Postsecondary career & technical education programs and services are delivered through Idaho’s six technical colleges. Four technical colleges are located on the campus of community colleges: College of Eastern Idaho, College of Southern Idaho, College of Western Idaho, and North Idaho College. Two technical colleges are on the campus of four-year institutions: Idaho State University and Lewis and Clark State College. The Idaho Technical College System delivers certificate and A.A.S. degree occupational programs on a full or part-time basis; workforce/short-term training; Adult Education; displaced homemaker services; and Fire Service Technology.

ICTE staff consists of 41 FTP employees; 10 are federally funded, 28 are funded through the state general fund and 3 are funded through a dedicated fund. The budget for ICTE also includes 528.46 technical college FTPs.

Core Functions/Idaho Code

Statutory authority for ICTE is delineated in Idaho Code, Chapter 22, §§ 33-2201 through 33-2212 and IDAPA 55. Idaho Code §33-1002G allows school districts to establish career & technical schools and §39-5009 established the displaced homemaker account for appropriation to the State Board. The role of ICTE (IDAPA 55) is to administer career & technical education in Idaho. Specifically, ICTE:

- Provides statewide leadership and coordination for career & technical education;
- Assists local educational agencies in program planning, development, and evaluation;
- Promotes the availability and accessibility of career & technical education;
- Prepares annual and long-range state plans;
- Prepares an annual budget to present to the State Board and the Legislature;
- Provides a state finance and accountability system for career & technical education;

**WORK SESSION
OCTOBER 18, 2017**

Idaho Career & Technical Education

Performance Report

- Evaluates career & technical education programs;
- Initiates research, curriculum development, and professional development activities;
- Collects, analyzes, evaluates, and disseminates data and program information;
- Administers programs in accordance with state and federal legislation;
- Coordinates career & technical education related activities with other agencies, officials, and organizations.

Revenue and Expenditures

Revenue	FY 2014	FY 2015	FY 2016	FY 2017
General Fund	\$48,957,400	\$53,079,000	\$54,797,000	\$ 62,064,700
Seminars and Publication Fund	\$67,700	\$86,600	\$ 73,800	\$ 69,300
Displaced Homemaker	\$146,400	\$139,000	\$142,400	\$ 137,700
Haz Mat/Waste Training	\$67,800	\$67,800	\$67,800	\$67,800
Federal Grant	\$9,532,500	\$8,774,800	\$8,824,000	\$8,971,000
Miscellaneous Revenue Fund	\$128,800	\$210,800	\$314,700	\$330,600
Drivers Training Account	<u>\$1,500</u>	<u>\$0</u>	<u>\$1,300</u>	<u>\$4,400</u>
Total	\$58,902,100	\$62,358,000	\$64,221,000	\$71,645,500
Expenditures	FY 2014	FY 2015	FY 2016	FY 2017
Personnel Costs	\$2,276,600	\$2,263,900	\$2,536,000	\$3,341,000
Operating Expenditures	\$479,600	\$548,500	\$951,500	\$1,134,100
Capital Outlay	\$35,200	\$103,800	\$14,400	\$51,500
Trustee/Benefit Payments	<u>\$56,908,500</u>	<u>\$58,416,000</u>	<u>\$61,265,000</u>	<u>\$71,662,000</u>
Total	\$59,699,900	\$61,332,200	\$64,766,900	\$76,188,600

Profile of Cases Managed and/or Key Services Provided

Cases Managed and/or Key Services Provided	FY 2014	FY 2015	FY 2016	FY 2017
Number of Students Enrolled in High School CTE Programs (headcount)	83,026	85,198	82,692*	85,460
Number of Students Enrolled in Postsecondary CTE Programs (headcount)	7,066	6,930	6,295	5,149
Number of Technical College FTE enrollments	4,120	3,959	3,513	3,505
Number of Workforce Training Network (WTN) enrollments (headcount)	39,617	37,908	47,912	44,801
Number of WTN enrollments for Fire and Emergency Services Training (headcount)	3,748	3,454	4,935	4,709
Number of clients served in the Adult Education program (headcount)	5,091	5,102	4,926	5,113
Number of Adults Served in the Displaced Homemaker Program (Center for New Directions)	405	463	356	551

*After submission of our Performance Measurement Report for FY16, updated numbers were available.

Part II – Performance Measures

Performance Measure		FY 2014	FY 2015	FY 2016	FY 2017	FY 2018
Board Goal 1						
<i>A Well Educated Citizenry – Idaho's P-20 system will provide opportunities for individual achievement across Idaho's diverse population.</i>						
CTE Objective: Student Success – Create systems, services, resources, and operations that support high performing students in high performing programs and lead to positive placements.						
<i>Performance Measures I – VII (see pages 2-3)</i>						
1. Secondary student pass rate for Technical Skill Assessment (TSA)*	actual	73.3	71.7	72.4	Numbers reported in Nov.	-----
	target	75.0	75.0	75.6	67.0	67.0
2. Postsecondary student pass rate for Technical Skill Assessment (TSA)	actual	92.5	92.6	93.1	Numbers reported in Nov.	-----
	target	92.0	90.0	92.5	92.8	92.8
3. Positive placement rate of secondary concentrators**	actual	93.9	93.7	93.2	95.8	-----
	target	94.1	94.2	94.2	94.2	94.3
4. Positive placement rate of postsecondary program completers***	actual	92.4	95.2	93.7	96.4	-----
	target	95.0	90.5	95.5	95.6	95.6
5. <i>The rate of secondary concentrators who transition to postsecondary education ****</i>	actual	64.2	64.4	63.3	65.9	-----
	target	45	45	70	70	70
6. <i>Placement rate of postsecondary program completers in jobs related to their training. ***</i>	actual	54.6	68.4	64.6	60.1	-----
	target	55	55	55	65	65

Performance Measure Explanatory Notes

* After our Strategic Plan was submitted, the Office of Career & Technical Education (OCTAE) approved lower benchmarks for 16/17 and 17/18 based on methodology changes for collecting data.

** A secondary CTE concentrator is a junior or senior student enrolled in a capstone course during the school year. A capstone course is the final course in a state approved pathway. Positive placement represents the percent of secondary concentrators who attain employment, join the military, or continue their education. After our Strategic Plan was submitted, the Office of Career & Technical Education (OCTAE) requested a higher benchmark for 17/18 (Strategic Plan states 94.2, new benchmark is now 94.3). After submission of our Strategic Plan, updated numbers were available for FY14 – FY16.

*** A technical college CTE completer is a postsecondary student who has completed all the requirements for a certificate or an A.A.S. degree in a state approved career & technical education program. This person must have met all the requirements of the institution for program completion, whether or not the person officially graduated from the institution. Positive placement represents the percent of technical college completers who attain employment, join the military, or continue their education within six (6) months of completing. After submission of our Strategic Plan, updated numbers were available for FY14 – FY16.

**** Transition to postsecondary education or training is determined by an annual follow-up report of secondary CTE concentrators who are seniors and graduated. The most recently published overall state rate of 45% is from The National Center for Higher Education Management Systems (NCHEMS) Information Center "College-Going Rates of High School Graduates Directly from High School" (2010). After submission of our Strategic Plan, updated numbers were available for FY14 – FY16.

For More Information Contact

Dwight Johnson, Administrator
650 W State Rm 324
PO Box 83720
Boise, ID 83720-0095
Phone: (208) 334-3216
E-mail: dwight.johnson@cte.idaho.gov

Part I – Agency Profile

Agency Overview

The Idaho Division of Vocational Rehabilitation (IDVR) is an agency under the oversight of the Office of the State Board of Education. Jane Donnellan is the Administrator for the Division. IDVR is charged with several major responsibilities: Management of the State/Federal Vocational Rehabilitation Program, Extended Employment Services (EES) and the fiscal management of the Council for the Deaf and Hard of Hearing (CDHH). It should be noted that nationally, under the Federal Vocational Rehabilitation Program, each state has the ability to choose to have a combined or separate agency to serve the blind and visually impaired. In Idaho, a separate state agency (the Idaho Commission for the Blind and Visually Impaired) provides vocational rehabilitation services for those who have a primary disability of blind and visually impaired.

The Public Vocational Rehabilitation program is one of the oldest and most successful Federal/State programs in the United States. Vocational Rehabilitation serves individuals with severe disabilities that impose significant barriers to gainful employment. In FFY 2016, the average time needed for a person to complete a rehabilitation plan and become employed was 19 months. Furthermore, employment of individuals with disabilities resulted in a 337% increase in customer weekly earnings and significant decreases in the need for public support.

The structure of IDVR includes a Field Services unit as well as a Planning and Evaluation, Fiscal, Information Technology and Extended Employment Services units. Under the Field Services unit, there are eight (8) regional managers who supervise field staff in the following regions: Coeur d'Alene, Lewiston, Boise, Treasure Valley Special Programs, Twin Falls, Pocatello, Idaho Falls, and Caldwell.

IDVR is comprised of 150 employees, of which 142 are full time positions serving in forty (40) offices throughout the state. Offices are located throughout the state to include: Boise, Meridian, Coeur d'Alene, Sandpoint, Lewiston, Orofino, Moscow, Twin Falls, Burley, Pocatello, Blackfoot, Preston, Idaho Falls, Salmon, Rexburg, Caldwell, Nampa, and Payette. There is one (1) Central Office, eight (8) Regional Offices, ten (10) general Sub-Offices, seven (7) Mental Health Sub-Offices, nine (9) School-Work Sub-Offices, and five (5) Corrections Sub-Offices.

Core Functions/Idaho Code

Legal Authority for the Idaho Division of Vocational Rehabilitation is Idaho Code, 33-2301 and the Rehabilitation Act of 1973, as amended by the Workforce Innovation and Opportunity Act (WIOA), 29 U.S.C. 720, and is augmented by regulations promulgated and set forth at 34 CFR § 361.

Services that may be available include evaluation of rehabilitation potential, vocational guidance and counseling, physical and mental restoration, vocational, academic and other training, job placement and other services, which can reasonably be expected to benefit the individual in terms of employment.

The Extended Employment Services (EES) program provides funding to individuals with severe disabilities who are deemed unable to maintain employment without on-going support. A state financial allotment is provided annually to be distributed by the EES Program Manager to contracted Community Rehabilitation Programs who subsequently provide the long term support to eligible customers (IDAPA 47.01.02 Rules and Minimum Standards Governing Extended Employment Services under the authority of Idaho Code 33-2303).

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 Council's vision is 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 (Idaho Code, Title 67, Chapter 73, Idaho State Council for the Deaf and Hard of Hearing 67-7301 – 67-7308).

**WORK SESSION
OCTOBER 18, 2017**

Vocational Rehabilitation, Idaho Division of

Performance Measurement Report

Revenue and Expenditures

Revenue	FY 2014	FY 2015	FY 2016	FY 2017
General Fund	\$7,350,178	\$7,344,535	\$7,086,525	\$8,265,536
Rehab Rev & Refunds	\$653,069	\$310,456	\$985,832	\$836,137
Federal Grant	\$12,473,938	\$13,710,931	\$14,457,626	\$15,743,762
ARRA	\$8,567	\$0	\$0	\$0
Miscellaneous Revenue	\$467,798	\$755,359	\$661,707	\$641,677
Total	\$20,953,550	\$22,121,281	\$23,191,690	\$25,478,112
Expenditures	FY 2014	FY 2015	FY 2016	FY 2017
Personnel Costs	\$8,577,431	\$9,168,672	\$9,129,504	\$9,654,556
Operating Expenditures	\$1,553,005	\$1,831,248	\$1,464,243	\$1,747,556
Capital Outlay	\$99,255	\$50,271	\$90,337	\$75,972
Trustee/Benefit Payments	\$10,852,261	\$11,503,155	\$11,854,930	\$13,340,909
Total	\$21,081,952	\$22,553,346	\$22,539,014	\$24,818,993

**IDVR is primarily a federally funded program that assesses finances on a Federal Fiscal Year basis (October 1-September 30). For this reason, chart data represents figures that are different from State Fiscal year data. Example, FY2017 represents FFY2016.*

Profile of Cases Managed and/or Key Services Provided

Cases Managed and/or Key Services Provided	FY 2014	FY 2015	FY 2016	FY 2017
The Number of Individuals Served by Vocational Rehabilitation	11,324	11,704	12,177	12,283
The Number of Individuals Who Went to Work After Receiving VR Services	1,827	1,978	2,186	2,253

**Under WIOA, VR program performance reporting changed from a Federal Fiscal Year basis (October 1-September 30) to a Program Year (July 1-June 30) effective July 1, 2016. For this report performance is reported on a complete Federal Year. Example, FY2016 represents FFY2015. Future Performance Measurement Reports will report Program Year (PY) performance.*

Part II – Performance Measures

Performance Measure		FY 2014	FY 2015	FY 2016	FY 2017	FY 2018
Goal 1						
To provide excellent vocational rehabilitation services to individuals with disabilities while they prepare to obtain, maintain, or regain competitive integrated employment.						
1. Number of customers who successfully achieve employment. Goal 1 Objective 1	actual	1,827	1,978	2,186	2,253	-----
	target	≥ 1814	≥ 1,827	≥ 1,978	≥ 2,186	≥ 2,253
2. Number of students and youth who achieve an employment outcome. Goal 1 Objective 2B	actual	553	546	574†	548	-----
	target‡	≥ 581	≥ 553	≥ 546	≥ 574	≥ 548
3. The rehabilitation rate of individuals exiting the IDVR program.* Goal 1 Objective 3B	actual	60.04%	58.19%†	56.59%	57.83%	-----
	target	55.8%	55.8%	55.8%	55.8%	55.8%

**WORK SESSION
OCTOBER 18, 2017**

Vocational Rehabilitation, Idaho Division of

Performance Measurement Report

Performance Measure		FY 2014	FY 2015	FY 2016	FY 2017	FY 2018
Goal 2						
<i>Provide organizational excellence within the agency through increased customer satisfaction, federal and state compliance.</i>						
4. Customer satisfaction rate (as demonstrated by “agree” and “strongly agree” responses. Goal 2 Objective 1	actual	95.8%	93.6%	87.8%	89.1%	-----
	target	95%	95%	90%	90%	90%
Goal 3						
<i>Develop strong relationships with our businesses and employers to provide quality employment opportunities for individuals with disabilities.</i>						
5. The number of different employers hiring IDVR customers** Goal 3 Objective 1	actual	N/A	N/A	1,519	1,740	-----
	target	N/A	N/A	N/A	≥ 1,519	≥ 1,740

Performance Measure Explanatory Notes

Note: Under WIOA, VR program performance reporting changed from a Federal Fiscal Year basis (October 1-September 30) to a Program Year (July 1-June 30) effective July 1, 2016. For this report performance is reported on a complete Federal Year. Example, FY2016 represents FFY2015. Future Performance Measurement Reports will report Program Year (PY) performance.

† This figure was revised to reflect actual totals available after publication of the Strategic Plan

‡ The benchmark for Goal 1 Objective 2 was established by the Idaho State Rehabilitation Council and is tied to actual performance in prior year. Adjustments reflected in † have consequently adjusted the SRC's equal to or greater than performance target for the subsequent year. This element can be cross referenced to Performance Measure 1.2.2 in IDVR's SFY 2018-2022 Strategic Plan.

*Goal 1 Objective 3 - The target of 55.8% is the agency goal for individuals who exit the VR program after receiving services under an IPE who achieve employment compared to those who receive services under an IPE and do not achieve employment. This is a minimum federal requirement established by Rehabilitation Services Administration (RSA).

**Goal 3 Objective 1 - This is a new measure, data for this measure was not available in prior years.

For More Information Contact

Jane Donnellan, Administrator
Idaho Division of Vocational Rehabilitation
650 W State St., Rm. 150
PO Box 83720
Boise, ID 83720-0096
Phone: (208) 287-6466
E-mail: jane.donnellan@vr.idaho.gov

Part I – Agency Profile

Agency Overview

Idaho Public Television (IdahoPTV) is an entity of the Idaho State Board of Education and holds in the public trust television and related broadcast telecommunication licenses issued and governed by the Federal Communications Commission (FCC). IdahoPTV is a statewide, non-commercial broadcast telecommunication system and new media provider with the network operations center located in Boise and additional staffed facilities in Moscow and Pocatello.

IdahoPTV's service to the region began in September of 1965 with KUID-TV, Moscow. Over 50 years, IdahoPTV expanded its reach to include over-the-air broadcast television service to more than 99% of Idaho's population and portions of six adjoining states and Canada through an efficient system of five digital transmitters and 47 translators (42 translators and 5 relays). IdahoPTV's signals are rebroadcast under federal guidelines by cable and satellite systems in the region, as well as a rapidly expanding Internet-based content creation and distribution system. IdahoPTV's services and equipment have been made possible through diverse funding partnerships from individual contributions, grants from foundations and companies, and state and federal sources. IdahoPTV is closely monitoring the congressionally mandated FCC spectrum repacking initiative. This initiative may have impact on several communities throughout the state.

IdahoPTV is a member in good standing of the Public Broadcasting Service (PBS) and is the only locally owned and operated network television station in Idaho.

IdahoPTV received appropriated funding in FY 2017 in the following allocations: Dedicated Funding – 67% and State General Fund – 33%. The dedicated funds are primarily via Friends of Idaho Public Television, Inc., which typically receives around \$4 million annually in donations from about 20,000 individuals, foundations, and organizations. Other dedicated funds come from the Corporation for Public Broadcasting, private grants, and services. IdahoPTV's comprehensive audit is conducted annually by the Legislative Auditor, Legislative Services Office.

IdahoPTV has developed a reputation for producing award-winning quality television and other electronic media. IdahoPTV provides significant local public service to our viewers and users.

IdahoPTV produces a number of ongoing series, specials, and services including:

Outdoor Idaho	Idaho Reports (coverage of the Idaho Legislature and statewide public affairs topics)
Dialogue (weekly arts, humanities and public affairs program)	Science Trek (educational science program for grade school students)
The Idaho Debates (primary and statewide election coverage)	Idaho In Session (gavel-to-gavel live coverage of the Idaho House, Senate, JFAC, Idaho Supreme Court, and special meetings)
Governor's State of the State/State of the Budget Address (live)	Idaho Science Journal
Scout/PBS Learning Media (online educational resources)	

Also produced are other special programs including:

Idaho: State of Wonder	Into Africa: The Idaho-Gorongosa Connection
Idaho Geology, A Convergence of Wonders	My Excellent Adventure
Capitol of Light: The People's House	State of Our Parks
The Color of Conscience	Idaho Headwaters
Journey to College	Journey to Opportunity

Outdoor Idaho continues to air on stations in Oregon and Washington.

IdahoPTV's community outreach ranges from locally-produced events and workshops to children's events, such as STEM workshops, program screenings and discussions, science camps, a literacy contest, educator workshops, and online educational resources. IdahoPTV is engaged in a major effort to train teachers in utilizing digital media and technology in the classroom.

State of Idaho

The staff is led by Ron Pisaneschi, General Manager; Jeff Tucker, Director of Content Services; Tim Tower, Director of Finance; Rich Van Genderen, Director of Technology; Jenifer Johnson, Director of Development; and Bruce Reichert, Executive Producer.

Core Functions/Idaho Code

Idaho Public Television is not referenced in Idaho Code. It was created by Legislative Intent within the budget process in 1982 and exists under the regulations of the Federal Communications Commission and the governance of the State Board of Education.

IdahoPTV's 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.

Revenue and Expenditures

Revenue	FY 2014	FY 2015	FY 2016	FY 2017
General Fund	\$1,826,800	\$2,199,700	\$2,322,900	\$2,982,550
Dedicated Fund	\$5,037,600	\$5,235,400	\$5,458,000	\$5,441,402
Federal	\$127,000	\$405,600	\$0	\$0
Total	\$ 6,991,400	\$ 7,840,700	\$ 7,780,900	\$8,423,952
Expenditures	FY 2014	FY 2015	FY 2016	FY 2017
Personnel Costs	\$ 3,802,500	\$ 3,947,100	\$4,221,300	\$4,509,963
Operating Exp.	\$2,720,900	\$2,938,700	\$2,917,100	\$3,041,180
Capital Outlay	\$468,000	\$954,900	\$642,500	\$872,809
Trustee/Benefit Payments	\$0	\$0	\$0	\$0
Total	\$ 6,991,400	\$ 7,840,700	\$7,780,900	\$8,423,952

Note: FY 2014 first year fully appropriated.

Profile of Cases Managed and/or Key Services Provided

Cases Managed and/or Key Services Provided	FY 2014	FY 2015	FY 2016	FY 2017
Channel Hours for Children (under the age of 12)	14,374	14,233	14,636	14,252
Channel Hours for Ethnic Minorities	5,455	5,797	5,981	5,319
Channel Hours for Learners	13,733	14,141	13,852	14,047
Number of Visitors to idahoptv.org	1,520,814	1,670,923	1,901,477	1,981,837
Public Affairs Channel Hours	12,654	13,450	12,702	12,219

FY 2017 Performance Highlights (Optional)

30,649 users utilizing online Learning Media local and national resources.
 118 public events throughout Idaho were attended by 9,294 people.
 890 people volunteered 5,380 hours of their time and support throughout the year.
 86,693 friends on the IdahoPTV Facebook pages.
 1,406 subscribers to YouTube.
 15,471 followers on Twitter.
 42 posts and 8,300 visitors on Idaho Reports blog.
 11,719 page views on the Dialogue website.
 239,825 page views on the Outdoor Idaho website.
 5,465,284 page views on the Idaho Public Television website by 1,981,837 visitors.
 143,637 videos viewed on the IdahoPTV online video player.
 2,541,160 visits to the Science Trek web page.

Part II – Performance Measures

Performance Measure		FY 2014	FY 2015	FY 2016	FY 2017	FY 2018
Goal 1: A WELL-EDUCATED CITIZENRY						
<i>Idaho's P-20 educational system will provide opportunities for individual advancement across Idaho diverse population.</i>						
1. Number of DTV translators. Goal 1 Objective 1	actual	47 of 49	47 of 49	46 of 47	47 of 47	-----
	target	39 of 43	47 of 49	48 of 49	48	48
2. Percentage of Idaho's population within our signal coverage area. Goal 1 Objective 1	actual	98.4%	98.4%	98.4%	99.47%	-----
	target	85%	98.5%	98.5%	98.4%	98.4%
3. Number of partnerships with other Idaho state entities and educational institutions. Goal 1 Objective 2	actual	Data Not Available	22	26	43	-----
	target	---	20	21	21	30
4. Percentage of broadcast hours of closed captioned programming (non-live) to aid visual learners and the hearing impaired. Goal 1 Objective 4	actual	97.6%	98.4%	97.6%	97.6%	-----
	target	97.5%	97.5%	97.5%	98.5%	100%
5. Number of broadcast hours of educational programming. Goal 1 Objective 6	actual	28,107	28,374	28,488	28,299	-----
	target	10,000	28,000	28,000	28,000	36,760
6. Number of broadcast hours of Idaho-specific educational and informational programming. Goal 1 Objective 8	actual	2,074	1,955	2,050	1,568	-----
	target	1,795	1,800	2,000	2,000	2,000
7. Number of awards for IdahoPTV media and services. Goal 1 Objective 9	actual	61	55	55	49	-----
	target	35	35	40	40	45
8. Full-day average weekly cume (percentage of TV households watching) as compared to peer group of PBS state networks. Goal 1 Objective 10	actual	Data Not Available	31.1%	31.4%	28%	-----
	target	---	24.9%	21.3%	21.3%	21.3%
Goal 3: EFFECTIVE AND EFFICIENT EDUCATIONAL SYSTEM						
<i>Ensure educational resources are coordinated throughout the state and used effectively.</i>						
9. Total FTE in content delivery and distribution. Goal 3 Objective 3	actual	18.58	18.5	20	17	-----
	target	<30.45	<30.45	<29	<29	<25

WORK SESSION
OCTOBER 18, 2017

Idaho Public Television

Performance Measurement Report

Performance Measure		FY 2014	FY 2015	FY 2016	FY 2017	FY 2018
10. Successfully comply with FCC policies/PBS programming, underwriting and membership policies/and CPB guidelines. Goal 3 Objective 7	actual	Yes/Yes/Yes	Yes/Yes/Yes	Yes/Yes/Yes	Yes/Yes/Yes	-----
	target	Yes/Yes/Yes	Yes/Yes/Yes	Yes/Yes/Yes	Yes/Yes/Yes	Yes/Yes/Yes

Performance Measure Explanatory Notes (Optional)

Performance Measure #1 (number of DTV translators) reflects the loss of one translator and one relay in FY 2016 for the West Yellowstone area because West Yellowstone Translator District chose not to renew their translator and relay licenses.

For More Information Contact

Ron Pisaneschi, General Manager
Idaho Public Television
1455 N Orchard St
Boise, ID 83706
Phone: (208) 373-7220
E-mail: ron.pisaneschi@idahoptv.org

Part I – Agency Profile

Agency Overview

Eastern Idaho Technical College (EITC) provides high quality educational programs that focus on the needs of the community for the 21st century. EITC is accredited by the Northwest Commission on Colleges and Universities. The College is a State supported technical college created in 1969 to serve citizens in its nine county service area by being a minimal cost, open-door institution that champions technical programs, customized industry training, basic skills instruction, workforce and community education, on-line distance education, and student services.

Core Functions/Idaho Code

Eastern Idaho Technical College was created to provide professional-technical postsecondary educational opportunities. Idaho Statute Title 33, Chapter 2208.

Revenue and Expenditures

Revenue	FY 2014	FY 2015	FY 2016	FY 2017*
General Fund and Misc. Receipts	\$5,925,681	6,473,431	6,956,596	8,035,989
Grants and Contracts	\$3,932,913	3,894,107	3,821,587	3,837,652
Student Fees	\$755,404	821,908	852,111	998,808
Capital Grants and Appropriations	\$648,132	86,755	92,953	117,313
Sales and Services	\$367,409	341,828	311,712	41,236
Other	\$29,060	47,072	53,747	174,752
Total	\$11,658,599	11,665,101	12,088,706	13,205,750
Expenditures	FY 2014	FY 2015	FY 2016	FY 2017*
Personnel Costs	\$7,273,089	7,431,387	7,857,768	8,504,250
Operating Expenses	\$4,208,132	4,413,552	4,558,526	4,364,796
Capital Outlay	\$648,132	86,755	92,953	117,313
Total	\$12,129,353	11,931,694	12,509,247	12,986,359

Profile of Cases Managed and/or Key Services Provided

Cases Managed and/or Key Services Provided	FY 2014	FY 2015	FY 2016	FY 2017
Annual (unduplicated) Enrollment Headcount - Professional Technical Education	1,196	1,172	1,012	1,008
Annual Unduplicated FTE - Professional Technical	514	485	461	467
Credit Hours Taught	15,406	14,546	13,838	14,014
Percent of Graduates to Total Unduplicated FTE	46%	45%	52%	48%
Graduates with certificates and degree completions per \$100,000 of financials. ²	2.34	2.03	2.36	N/A
Workforce Training Headcount ³	11,446	11,289	11,662	10,549
Number and percentage of Students successfully completing Remedial Math Courses	89, 72%	68, 76%	119, 82%	122, 73%
Remediation: Number of first-time freshman who graduate from and Idaho High school in the previous year requiring remedial education – unduplicated	7/51, 14%	10/44 23%	36/60, 60%	32/67 48%

**WORK SESSION
OCTOBER 18, 2017**

Eastern Idaho Technical College

Performance Report

Cases Managed and/or Key Services Provided	FY 2014	FY 2015	FY 2016	FY 2017
Retention - number of full-time and part-time freshmen returning for a second year or program completion if professional-technical program of less than one year.	FT 75/114 66% PT 99/278 36%	FT 65/105 62% PT 91/264 34%	FT 73/122 60% PT 99/283 35%	FT 54/108 50% PT 46/154 30%
Dual Credit - Total credit hours earned and the unduplicated headcount of participating students	6.00/1	3.00/1	0	0

Part II – Performance Measures

Performance Measure		FY 2014	FY 2015	FY 2016	FY 2017	FY 2018
Goal 1						
<i>A Well Educated Citizenry</i>						
1. Degree and certificate production and headcount of recipients. Goal 1, Objective A, Measure 4 ⁴	actual	240/239	217/216	239/238	228/226	-----
	target	>223	>240	>217	>245	>245
Goal 2						
<i>Innovation and Economic Development.</i>						
2. Number of Graduates who found employment in their area of training. Goal 2, Objective A, Measure 1	actual	212	177	195	N/A	-----
	target	>225	>225	>225	>225	>225
3. Percentage of students who pass the TSA for certification. Goal 2, Objective A, Measure 4	actual	91%	96%	89%	N/A	-----
	target	>96%	>96%	>96%	>96%	>%96
Goal 4						
<i>Effective and Efficient Educational System.</i>						
4. Total fall enrollment students that are retained or graduate in the following fall. Goal 4, Objective A, Measure 1	actual	430	440	N/A	N/A	-----
	target	>480	>480	>480	>480	>480
5. Undergraduate Cost per Credit. Goal 4, Objective A, Measure 3 ¹	actual	\$663	\$730	\$673	N/A	-----
	target	<\$700	<\$700	<\$700	<\$700	<\$700
Goal 5						
<i>Student Centered.</i>						
6. Utilization of annual Student Satisfaction Survey results for Student Centeredness. Gap per Noel Levitz Annual Survey. Goal 5, Objective A, Measure 1	actual	.6	.33	.59	N/A	-----
	target	<0.25	<0.25	<0.25	<0.25	<0.25
7. Tutoring contact hours in support of student needs for the number of contact hours annually per unduplicated headcount. Goal 5, Objective B, Measure 1	actual	5 Hours	4 hours	5.76	8.5	-----
	target	>6Hrs	>6Hrs	>6Hrs	>6Hrs	>9Hrs
8. Center for New Directions (CND) number of applicants/students receiving CND services. Goal 5, Objective D, Measure 1	actual	411	258	273	266	-----
	target	569	452	283	300	300

Performance Measure Explanatory Notes

* All financial numbers for FY 2017 are preliminary at this time.

1. Undergraduate Cost per Credit. While calculating these numbers I noticed an error in the calculation methodology that when corrected, changed the values for the last 2 years. I have updated the calculations and the values in this area are correct at this time, though they will vary slightly from what was reported in the strategic plan.
2. Same errors from 1 affected this calculation. I corrected the error and updated the number accordingly. This measure is not currently a part of the strategic plan.
3. Workforce Training head count number has been coming from the WTN report for CTE. This number is not a total count of all Workforce Training and Community Education activities at EITC. The WTN has specific requirements for which courses to include, and does not take into account all offerings and participants. Errors in previous years' calculations were also corrected in this year's number.
4. This section is a summation of all degrees and certificates awarded on the left and a summation of the number of completers on the right. Due to the updating of student records one additional graduate was found that had not been previously reported in the strategic plan, yet we felt should be counted here. For this reason you will see that the degree and completer counts have increased by one in the 2016F, compared to the strategic plan for the same period.

For More Information Contact

Lee Stimpson
Institutional Research
Eastern Idaho Technical College / College of Eastern Idaho
1600 S. 25th E.
Idaho Falls, ID 83404
Phone: (208) 535-5425
E-mail: lee.stimpson@my.eitc.edu

Part I – Agency Profile

Agency Overview

As designated by the Carnegie Foundation, the University of Idaho is a doctoral granting higher research activity institution and the state's land-grant university committed to undergraduate- and graduate-research education with extension services responsive to Idaho and the region's business and community needs. The University is also responsible for medical and veterinary medical education programs in which the state of Idaho participates; WWAMI – Washington-Wyoming-Montana-Alaska-Idaho for medical education; WI – Washington-Idaho for veterinary medical education. The University of Idaho has a primary and continuing emphasis in agriculture, natural resources and metallurgy, engineering, architecture, law, foreign languages, teacher preparation and international programs, business, education, liberal arts, physical, life and social sciences; some of which also provide the core curriculum or general education portion of the curriculum.

The institution serves students, business and industry, the professional and public sector groups throughout the state and nation as well as diverse and special constituencies. The University also has specific responsibilities in research and extension programs related to its land-grant functions. The University of Idaho works in collaboration with other state postsecondary institutions in serving these constituencies.

Core Functions/Idaho Code

Recognizing that education was vital to the development of Idaho, the Idaho territorial legislature set as a major objective the establishment of an institution that would offer to all the people of the territory, on equal terms, higher education that would excel not only in the arts, letters, and sciences, but also in the agricultural and mechanic arts. The federal government's extensive land grants, particularly under the Morrill Act of 1862, provided substantial assistance in this undertaking. Subsequent federal legislation provided further for the teaching function of the institution and for programs of research and extension. In all, approximately 240,000 acres were allocated to the support of Idaho's land-grant institution.

After selecting Moscow as the site for the new university, in part because Moscow was located in the "center of one of the richest and most populous agricultural sections in the entire Northwest" and the surrounding area was not subject to the "vicissitudes of booms, excitement, or speculation," the University of Idaho was founded January 30, 1889, by an act of the 15th and last territorial legislature. That act, commonly known as the university's' charter, became a part of Idaho's organic law by virtue of its confirmation under article IX, section 10, of the state constitution when Idaho was admitted to the union. As the constitution of 1890 provides, "The location of the University of Idaho, as established by existing laws, is hereby confirmed. All the rights, immunities, franchises, and endowments heretofore granted thereto by the territory of Idaho are hereby perpetuated unto the said university. The regents shall have the general supervision of the university and the control and direction of all the funds of, and appropriations to, the university, under such regulations as may be prescribed by law." Under these provisions, the University of Idaho was given status as a constitutional entity.

Revenue and Expenditures¹

Revenue	FY 2014	FY 2015	FY 2016	FY 2017
Approp: General Funds	\$109,403,934	\$117,862,200	\$121,062,600	
Approp: Federal Stimulus	\$0	\$0	\$0	
Approp: Endowment Funds	7,166,400	8,356,800	9,171,600	
Approp: Student Fees	70,498,884	75,602,463	71,576,523	
Institutional Student Fees	12,862,510	13,806,620	16,043,481	
Federal Grants & Contracts	82,805,330	81,004,620	80,547,490	Available in Fall
State Grants & Contracts	7,159,952	8,546,228	7,801,714	
Private Gifts, Grants & Contracts	4,937,125	4,334,852	4,839,187	
Sales & Serv of Educ Act	11,642,661	12,142,941	11,035,032	
Sales & Serv of Aux Ent	31,218,731	31,737,838	31,249,897	
Indirect Costs/Other	41,168,262	35,602,107	42,508,705	
Total	\$378,863,789	\$388,996,669	\$395,836,229	

**WORK SESSION
OCTOBER 18, 2017**

University of Idaho

Performance Measurement Report

Expenditures	FY 2014	FY 2015	FY 2016	FY 2017
Instruction	\$96,599,708	\$96,827,480	\$99,368,885	
Research	70,549,782	71,866,308	73,370,733	
Public Service	30,931,423	30,944,575	31,323,120	
Library	4,776,487	4,817,561	4,555,172	
Student Services	12,684,374	13,420,186	14,621,015	
Physical Plant	48,999,550	51,664,857	53,054,025	Available in Fall
Institutional Support	29,431,281	30,137,479	33,526,427	
Academic Support	14,857,699	13,552,644	14,072,104	
Athletics	12,097,500	12,079,045	12,789,943	
Auxiliary Enterprises	24,824,914	24,089,945	23,883,373	
Scholarships/Fellowships	15,126,391	15,136,176	14,368,735	
Other	0	0	0	
Total	\$360,879,109	\$364,536,256	\$374,933,532	

1. These amounts conform to our audited financial statements available in the Fall.

Profile of Cases Managed and/or Key Services Provided

Cases Managed and/or Key Services Provided	FY 2014	FY 2015	FY 2016	FY 2017
Annual (unduplicated) Enrollment Headcount ¹				
- Undergraduate				
- Graduate	9,203	8,807	8,574	8,461
- Professional	2,215	2,171	2,033	1,986
Total	<u>350</u>	<u>395</u>	<u>390</u>	<u>379</u>
	11,768	11,373	10,997	10,826
Annual Credit Hours Taught ¹				
- Undergraduate	263,730	258,341	250,148	247,592
- Graduate	27,595	27,527	26,737	27,376
- Professional	<u>10,760</u>	<u>12,399</u>	<u>12,128</u>	<u>12,560</u>
Total	302,085	298,267	289,013	287,528
Annual Enrollment FTE ²				
- Undergraduate	8,791	8,611	8,338	8,253
- Graduate	1,150	1,147	1,114	1,141
- Professional	<u>363</u>	<u>417</u>	<u>390</u>	<u>392</u>
Total	10,304	10,176	9,843	9,786
Degrees Awarded ³				
- Academic Certificates	131	102	89	105
- Undergraduate (Bachelors only)	2,003	1,866	1,759	1,733
- Graduate (Masters, Specialists and Doctorates)	638	619	600	586
	<u>133</u>	<u>123</u>	<u>144</u>	<u>122</u>
- Professional (M.S.A.T., J.D, Ed.D.. and D.A.T.)	2,905	2,710	2,592	2,546
Total				
Graduates – Unduplicated Headcount ³				
- Academic Certificates	130	101	87	103
- Undergraduate (Bachelors only)	1,886	1,765	1,687	1,651
- Graduate (Masters, Specialists and Doctorates)	635	618	598	584
	<u>133</u>	<u>123</u>	<u>144</u>	<u>122</u>
- Professional (M.S.A.T., J.D, Ed.D. and D.A.T.)	2,784	2,607	2,516	2,370
Total				
Degree Production: Unduplicated HC of Graduates over rolling 3-yr average degree-seeking student FTE ³				
- Academic Certificates	81%	67%	61%	75%
- Undergraduate	20%	20%	20%	19%

**WORK SESSION
OCTOBER 18, 2017**

University of Idaho

Performance Measurement Report

- Graduate	49%	51%	52%	52%
- Professional	31%	28%	33%	28%
Undergraduate Cost per Credit: Cost of College Step 4 ⁴ / EWA weighted undergrad credits (all students calculated by cip code)	\$152,779,307 / 473,447 \$322.7	\$155,880,627 / 465,549 \$334.8	\$153,987,996 / 452,750 \$340.1	\$158,965,750 / 447,269 \$355.4
Graduates (UG) per \$100,000: unduplicated HC of UG degree + certificate graduates / Cost of College Step 4 ⁴	(2016/1527) 1.32	(1866/1558) 1.19	(1774/1539) 1.15	(1754/1589) 1.10
Dual Credit hours taught ⁵				
- Total Annual Credit Hours	5,021	6,002	6,754	10,170
- Total Annual Student Headcount	1,136	1,178	1,479	2,251
Undergraduate students participating in Study Abroad and National Student Exchange programs ⁶				
- Number	508	545	506	585
- Percent	6.2%	6.2%	5.9%	6.9%
Remediation ⁷				
- Number of New Frosh from Idaho who need remediation in English/Reading	179 / 1190	162 / 1145	151 / 1159	230 / 1235
- Percent	15%	14%	13%	18%
Percent of undergraduate students participating in research programs ⁸	67%	66%	63%	65%
Number and Percent of UG degrees conferred in STEM fields ⁹				
UI Number / Percent	748 / 2003 37%	667 / 1866 36%	630 / 1759 36%	615 / 1733 36%
Percent of students participating in service learning opportunities ¹⁰				
- Number	2,026	1,462	1,946	1,612
- Percent	22%	16.4%	23%	19%
Institution primary reserve ratio comparable to the advisable level of reserves ¹¹	36%	45%	40%	40%

Footnotes for Profile of Cases Managed and/or Key Services Provided

¹ Summer, Fall and Spring, as reported to SBOE on the PSR-1 Annual Student Enrollment Report only includes UG and GR (no early college). FY15 had an incorrect total, it has been corrected.

² Based on SBOE Annual PSR-1. FTE = Annual Credits divided by 30 for Undergraduate, 24 for Graduate, 28 for Law. WWAMI is student headcount.

³ Rolling 3-year FTE calculated from UI data warehouse to derive Academic Certificate values.

⁴ Cost of College Step 4 figures based on Audited Financial Statements for previous FY (from General Accounting office). Total weighted undergraduate credit hours from EWA divided by undergraduate dollars from Cost of College report.

⁵ Only postsecondary credits taken by high school students are counted as dual credit.

⁶ Study Abroad and National Student Exchange are coded in the course subject fields.

⁷ Idaho resident new freshman with test scores indicating need for remediation per UI standards.

⁸ From the UI web-based, Graduating Senior Survey.

⁹ Bachelor's degrees only, as reported to IPEDS. STEM fields using CCA definitions.

¹⁰ Number of participating students, as reported by UI Career Center/Service Learning Center, divided by full-time degree seeking student headcount. Includes all program levels.

¹¹ As reported by UI Controller's Office, Benchmark based on NACUBO recommendations. Values represent calculations for prior fiscal year. Prior years have been updated at the request of John Keatts, Associate Controller.

FY 2017 Performance Highlights (Optional)

- The University of Idaho grew its enrollment in 2016-2017, including an increase in new first-year students from Idaho, transfer students and dual-credit participants.
- UI continued to lead among Idaho public institutions in financial aid awards (Princeton Review), six-year graduation rates (College Scorecard), freshman-to-sophomore retention (College Scorecard), and early- and mid-career earnings after graduation (PayScale).
- In January 2017 the university celebrated the opening of the Integrated Research and Innovation Center (IRIC), an LEED-gold certified center for interdisciplinary research on its Moscow campus. This followed the LEED-gold certification of the remodeled College of Education Building in the fall.
- UI received State Board of Education approval to offer first-year law curriculum in Boise at the Idaho Law and Justice Learning Center, rounding out the three-year curriculum offered at that location. This law curriculum approval as well as approval for the first two years of the Bachelor of Science architecture degree program at the UI Boise Urban Design Center and six undergraduate online courses have expanded UI's academic footprint around the state.

Part II – Performance Measures

Performance Measure		FY 2014	FY 2015	FY 2016	FY 2017	FY 2018
Goal 1: Innovate						
1. Number of Postdocs, and Non-faculty Research Staff with Doctorates. ¹	actual	65	66	64	102	-----
	target	70	70	70	70	72
2. Research Expenditures (\$Million)	actual	\$95,891 M	\$95,594 M	\$97,493 M	\$102,000 M	-----
	target	\$100 M	\$100 M	\$100 M	\$100 M	\$105 M
Goal 2: Engage						
3. NSSE Mean Service Learning, Field Placement or Study Abroad ³	actual	New Metric	52%	52%	52%	-----
	target	New Metric	52%	56%	56%	58%
4. Faculty Collaboration with Communities (HERI) ⁴	actual	54%	57%	57%	57%	-----
	target	57%	57%	61%	61%	64%
Goal 3: Transform						
5. Enrollment (Fall Census) ⁵	actual	11,834	11,534	11,372	11,780	-----
	target	12,000	12,000	12,000	12,000	12,500
6. Retention New Freshman Retention Rate ⁶ Full-time Percent	actual	78.6%	77.4%	80.1%	77.4%	-----
	target (peer median)	82%	82%	82%	82%	83%
7. Retention New Transfer Retention Rate Full-time Percent	actual	77.7%	82.8%	79.2%	83.4%	-----
	target	82%	82%	82%	82%	78%

Goal 4: Cultivate						
8. Percent Multicultural Faculty & Staff ⁸	Actual	16%/10%	19%/11%	19%/12%	19%/13%	-----
	Target	19%/12%	19%/12%	20%/13%	20%/13%	21%/14%
9. Multicultural Student Enrollment ⁹	Actual	2210	2415	2,605	2,678	-----
	target	2210	2415	2,922	2,922	3,130

Performance Measure Explanatory Notes (Optional)

¹ 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>).

² As reported to NSF annually by the UI Office of Research and Economic Development. Data is for the year prior to the FY indicated, as that is when we report the research dollars and they are not available until late fall. Enhanced tracking of interdisciplinary grants resulted in higher values for FY2013 (Reported in FY2014).

³ 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. Survey completed every three years.

⁴ 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.

⁵ This metric consists of headcounts from the data set used in reporting headcounts to the SBOE, IPEDS and the Common Data Set as of Fall census date. The data is updated annually.

⁶ As reported to IPEDS. Each year's rates reflect the percentage returning the fall of the FY specified. In FY2013 the target for First-time Full-time Freshman was obtained from the SBOE Strategic Plan rather than the peer median.

⁷ 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.

⁸ 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.

⁹ The headcounts used for this metric are derived from the data set used to report to the SBOE at fall census date. This is based on the categories used by IPEDS and the Common Data Set. The census date data is updated annually.

For More Information Contact:

John Wiencek, Provost and Executive Vice President
University of Idaho
875 Perimeter Drive, MS 3152
Moscow, ID 83844-3152
Phone: (208) 885-7919
E-mail: johnwiencek@uidaho.edu
Website: <https://www.uidaho.edu/provost/iea>

Part I – Agency Profile

Agency Overview

Boise State University is a public, metropolitan research university offering an array of undergraduate and graduate degrees and experiences that foster student success in and after their college years, lifelong learning, community engagement, innovation and creativity. Research and creative activity advance new knowledge and benefit students, the economy, the community, the state and the nation. Boise State is leading the way to Idaho's goal of ensuring that 60 percent of the state's 25- to 35-year-olds have a degree or certificate by 2020, and produces more than 40 percent of all bachelor's degrees awarded by Idaho public universities.

Boise State University employs over 3,000 full and part-time employees, including approximately 1,300 full-time professional and classified staff and more than 600 full-time faculty members. The main campus of Boise State University is located at 1910 University Drive Boise Idaho. Classes are also provided at Gowen Field Air Base, Mountain Home Air Force Base, Twin Falls (CSI campus), Coeur d'Alene (North Idaho College), Lewiston (Lewis-Clark State College), Micron Technology, downtown Boise (BoDo) and Boise State University at College of Western Idaho. In addition, Boise State University provides a growing number of online courses and programs that are available across the state and nation.

Boise State University offers studies in nearly 200 fields of interest in 84 bachelor degree programs, 68 master's programs, 2 education specialist program, and 11 doctoral programs. These are delivered through the College of Arts and Sciences, the College of Engineering, the College of Education, the College of Health Sciences, the College of Business and Economics, the College of Innovation and Design, and the School of Public Service.

Boise State University is governed by the Idaho State Board of Education which is statutorily designated as the Board of Trustees for the institution. Dr. Robert Kustra has served as President since 2003.

Core Functions/Idaho Code

Boise State University is created by Idaho Code Title 33, Chapter 40. Idaho Code 33-4001 provides the primary function of Boise State University to be that of "an institution of higher education" and "for the purposes of giving instruction in college courses..." In addition, it provides the "standards of the courses and departments maintained in said university shall be at least equal to, or on a parity with those maintained in other similar colleges and universities in Idaho and other states," and that the "courses offered and degrees granted at said university shall be determined by the board of trustees."

Revenue and Expenditures

Operating Revenue	FY 2014	FY 2015	FY 2016	FY 2017
Student tuition and fees (Gross)	132,216,608	142,445,827	149,997,777	
Scholarship discounts and allowances	(22,499,900)	(24,597,200)	(22,497,800)	
Federal grants and contracts	25,992,724	25,987,687	28,815,430	
State and local grants and contracts	3,422,006	3,344,399	4,301,752	
Private grants and contracts	4,860,065	4,071,040	3,229,288	
Sales and services of educational activities	3,331,847	3,729,493	3,445,758	
Sales and services of auxiliary enterprises	58,197,895	61,836,973	58,196,118	
Other	2,177,360	2,374,609	3,418,923	
Total operating revenues	207,698,605	219,192,828	228,907,246	
Operating Expenses	FY 2014	FY 2015	FY 2016	FY 2017
Instruction	103,446,926	109,933,975	115,309,517	
Research	20,174,198	21,222,821	22,481,285	
Public Service	14,467,386	15,361,949	18,076,726	
Libraries	5,565,375	5,370,746	5,672,543	
Student Services	14,978,886	17,242,116	16,676,400	
Operation & Maintenance of plant	20,992,895	21,027,199	21,347,045	

**WORK SESSION
OCTOBER 18, 2017**

Boise State University

Performance Measurement Report

Institutional Support	24,042,310	25,906,877	26,946,980	
Academic Support	19,962,742	21,514,093	25,866,284	
Auxiliary Enterprises	66,295,818	64,985,479	65,325,999	
Scholarships and Fellowships	15,314,139	12,798,914	13,208,277	
Depreciation	25,037,147	25,658,622	25,997,744	
Total operating expenses	330,277,822	341,022,792	356,908,800	
Operating income/(loss)	(122,579,217)	(121,829,964)	(128,001,554)	
Non-operating revenues/(expenses)	FY 2014	FY 2015	FY 2016	FY 2017
State appropriation - general	78,790,858	84,740,497	88,021,122	
State appropriation - maintenance	1,338,024	2,418,576	1,964,538	
Pell grants	27,242,851	26,175,741	24,169,872	
Gifts	26,673,995	21,435,600	28,212,370	
Net investment income	311,990	396,947	815,931	
Change in fair value of investments	(8,881)	(28,161)	145,985	
Interest	(10,198,560)	(9,533,339)	(9,243,292)	
Gain/loss on retirement of assets	(983,322)	(1,008,377)	(595,877)	
Other non-operating revenue/(expense)	(2,545,025)	95,757	(67,148)	
Net non-operating revenues/(expenses)	120,621,930	124,693,241	133,523,502	
Other revenue and expenses	FY 2014	FY 2015	FY 2016	FY 2017
Capital appropriations	1,765,647	2,275,920	935,431	
Capital gifts and grants	2,089,027	4,814,788	1,285,483	
Total other revenues and expenses	3,854,674	7,090,708	2,220,914	
	FY 2014	FY 2015	FY 2016	FY 2017
Increase/decrease in net position	1,897,387	(5,548,042)	7,742,862	
Net position - beginning of year	383,429,511	385,326,898	379,778,856	
Net position - end of year	385,326,898	379,778,856	387,521,718	

Profile of Cases Managed and/or Key Services Provided

Cases Managed and/or Key Services Provided	FY 2014	FY 2015	FY 2016	FY 2017
1. Enrollments:				
Fall Enrollment on Fall Census Day (Oct. 15) includes degree seeking and non-degree seeking students				
--Total	22,003	22,259	22,113	23,886
--Undergraduate	19,042	19,351	19,122	20,209
--Graduate	2,961	2,908	2,991	3,677
Degree Seeking Student Enrollment on Fall Census Day (Oct. 15)				
--Total	18,695	18,507	18,390	18,632
--Undergraduate	16,561	16,209	15,964	16,053
--Graduate	2,134	2,298	2,426	2,579
Annual Enrollment Total Headcount from PSR 1 Student Enrollment Report (End of Term; unduplicated count of students attending Su, Fa, and/or Spr)	29,426	29,065	28,873	30,262
--Non-Degree Seeking (Graduate and Undergrad)	5,257	4,305	4,242	3,962
--Early College	2,725	3,588	3,594	4,855
--Undergraduate (degree seeking)	18,818	18,383	18,072	18,237
--Graduate (degree seeking)	2,626	2,789	2,965	3,208

**WORK SESSION
OCTOBER 18, 2017**

Boise State University

Performance Measurement Report

Cases Managed and/or Key Services Provided	FY 2014	FY 2015	FY 2016	FY 2017
2. Student Credit Hours (SCH) by Level (Su, Fa, and Spr) (see Part II for Cost per credit hour delivered)				
Annual SCH Attempted (End of Term) Total	478,219	473,768	474,101	486,130
--Professional Technical	0	0	0	0
--Undergraduate credits	433,717	428,041	425,517	434,067
--Graduate credits	44,502	45,727	48,584	52,063
Annual SCH Earned (End of Term) Total	416,150	411,733	418,628	427,263
--Undergraduate credits	374,727	369,553	374,068	379,190
--Graduate credits	41,423	42,180	44,560	48,073
SCH earned as a % of Attempted Total	87.0%	86.9%	88.3%	87.9%
--Undergraduate credits	86.4%	86.3%	87.9%	87.4%
--Graduate credits	93.1%	92.2%	91.7%	92.3%
3. Dual Enrollment¹ and Distance Education²				
Dual Enrollment Student Credit Hours – 12 month academic year	12,011	15,565	15,362	21,346
Dual Enrollment Distinct Students – 12 month academic year	2,699	3,586	3,597	4,857
Distance Education Student Credit Hours – 12 month academic year	66,058	73,668	81,178	91,342
Distance Education Distinct Students Enrolled – 12 month academic year	10,620	11,369	12,106	13,055
4 Degrees and Certificates Awarded (see Part II for Number of Distinct Graduates)³				
Professional Technical Degrees and Certificates				
Associate Degrees (Academic)	137	168	145	116
Bachelor's Degree (Academic, first and second majors)	2,900	3,154	3,174	3,317
Certificate – Undergraduate		64	127	226
Certificate – Graduate	195	237	178	219
Master's Degree	640	703	670	776
Education Specialist Degree ⁴			10	15
Doctoral Degree	34	14	18	36
Total awards	3,906	4,340	4,322	4,705
5. Sponsored Projects Proposals and Awards⁵ (see Part II for Externally Funded Research Expenditures)				
Total # of Proposals Submitted	435	561	546	598
Total # of Awards	290	304	343	361
Total Sponsored Projects Funding	\$32,008,716	\$40,127,055	\$41,374,334	\$50,137,881
Externally Funded Research Expenditures	\$17.3M	\$20.6M	\$35M	Not available at this time
% of research grant awards that have PIs and Co-PIs in two or more academic departments (i.e. interdisciplinary)	7.2%	9.4%	8.2%	9%

FY 2017 Performance Highlights

- Boise State University continues to be highly successful in producing college graduates, thereby contributing to the educational attainment rate of Idahoans. In FY17, a record-high 3,141 students graduated from Boise State with baccalaureate degrees, which is 5.2% higher than the FY17 target of 2,986 that was established in August 2010 by the Idaho State Board of Education. Boise State has exceeded the SBOE targets in every year since those targets were established. Of the baccalaureate graduates from Idaho's public institutions, 46% graduate from Boise State University.
- Eighty-one percent of resident students and 45% of non-resident students were employed in Idaho one year after graduation, according to Idaho Department of Labor. The high percentage of non-resident students employed in the state represents a substantial "brain gain" for the state of Idaho.
- Numbers of doctoral degree and master's degree graduates also reached record highs in FY2017, with 36 doctoral graduates and 776 master's graduates. Two new PhD programs will further increase the output of doctoral graduates: a PhD in Computing and a PhD in Ecology, Evolution, and Behavior.
- Retention rate for first year students continues to increase. Between the Fall 2013 cohort and the Fall 2016 cohort, the rate has increased an estimated five percentage points. Preliminary calculations indicate to a record high of 79% retention for first-time, full-time freshmen in the Fall 2016 cohort.
- Preliminary calculations indicate that six-year graduation rate has jumped 4 percentage points in one year to 43% for the Fall 2012 cohort of first-time, full-time freshmen. This increase is further indication of the success of Boise State's fundamental transformation of support for student success via, for example, reform of remedial education, use of learning assistants, changes to advising, and use of analytics to enable early intervention for at-risk students.
- Dual Enrollment headcount has increased by 80% in the three years since FY2014, with 4,857 students participating in Boise State's Dual Enrollment program in FY2017. Those students took a total of 21,356 credits in FY17, up 78% in the three years since FY14.
- The number of students enrolled in distance education courses taught by Boise State has increased by 23% since FY14, with 13,055 distinct students enrolled in FY17. Those students took a total of 91,342 distance education credits, up 38% from in the three years since FY14.
- Funding for research and other sponsored projects continues to grow. Total sponsored project funding received by Boise State was more than \$50M in FY2017, up 57% in the three years since FY2014.

Part II – Performance Measures

Productivity Measure		FY 2014	FY 2015	FY 2016	FY 2017	FY 2018
Goal 2						
Facilitate the timely attainment of educational goals of our diverse student population.						
1. Count of Distinct Graduates⁶ (Objective A)						
Associate Degree (Academic)	actual	132	166	141	114	-----
	target	None available	135	135	150	150
Bachelor's Degree (Academic)	actual	2,764	2,971	2,998	3,141	-----
	target	2,700	3,010	3,125	3,250	3,300
Certificate – Graduate	actual	192	226	173	211	-----
	target	None available	190	190	250	250
Master's Degrees	actual	640	703	670	776	-----
	target	700	745	700	740	785
Educational Specialist's Degree	actual	--	--	10	15	-----
	target	None available	None available	None available	None available	20
Doctoral Degree	actual	34	14	18	36	-----
	target	21	20	28	32	35
Total distinct graduates	actual	3,629	3,938	3,916	4,172	-----
	target	Increase over prior year	Increase over prior year	Increase over prior year	Increase over prior year	Increase over prior year
2. First Year Retention Rate (Objective A)						
% of first-time, full-time freshmen retained ^{7*}	actual	F2013 cohort 74.5%	F2014 cohort 75.6%	F2015 cohort 78.2%	F2016 cohort 79% (prelim)	F2017 cohort -----
	target	73%	75%	77%	78%	80%
% of Idaho-resident Pell-eligible first-time full-time freshmen retained	actual	67.1%	66.3%	72.7%	72% (prelim)	-----
	target	None available	None available	None available	None available	76%
% of full-time transfers retained or graduated	actual	71.9%	73.5%	75.4%	74% (prelim)	-----
	target	None available	75%	77%	77%	78%
3. Six-year Graduation Rate (Objective A)						
% of baccalaureate-seeking, full-time, first time students graduating in six years or less ⁸	actual	F2008 cohort 37.1%	F2009 cohort 37.9%	F2010 cohort 38.7%	F2011 cohort 43% (prelim)	F2012 cohort -----
	target	39%	42%	44%	44%	45%
% of Idaho-resident, Pell-eligible first time, full-time freshman who graduated	actual	23.4%	26.3%	29.3%	30% (prelim)	-----
	target	None available	None available	None available	None available	37%
% of full-time transfers who graduated	actual	49.8%	50.6%	51.0%	58% (prelim)	-----
	Target	None available	None available	None available	None available	55%

**WORK SESSION
OCTOBER 18, 2017**

Boise State University

Performance Measurement Report

Productivity Measure		FY 2014	FY 2015	FY 2016	FY 2017	FY 2018
Goal 3						
Gain distinction as a doctoral research university.						
4. Total Research & Development Expenditures ⁹ (Objective A)						
Expenditures as reported to the National Science Foundation	actual	\$26.6M	\$31.3M	\$32.0M	Not available at this time	-----
	target	\$24M	\$27.5M	\$30M	\$34M	\$36M
Goal 4						
Align university programs and activities with community needs.						
5. Graduates with high impact on Idaho's labor force (Objectives A and B)						
Rate of Employment in Idaho one year after graduation: Idaho Residents ¹⁰	actual	None available	'11-12 grads 80%	'12-13 grads 81%	'13-14 grads 80%	'14-15 grads -----
	Target	None available	None available	None available	None available	82%
Rate of Employment in Idaho one year after graduation: Non-Residents	actual	None available	'11-12 grads 43%	'12-13 grads 45%	'13-14 grads 41%	'14-15 grads -----
	target	None available	None available	None available	None available	45%
Number of STEM degree graduates (bachelor's, STEM education, master's, doctoral) ¹¹	actual	FY14 499	FY15 540	FY16 564	FY17 671	FY18 -----
	target	560	549	600	675	725
STEM degree graduates as % of all degree graduates, bachelor's and above	actual	FY14 14.5%	FY15 14.6%	FY16 15.3%	FY17 16.9%	FY18 -----
	target	None available	None available	None available	None available	15%
6. Number of graduates with high impact on Idaho's college completion rate (Objective C)						
Baccalaureate graduates from underrepresented groups: rural counties ¹²	actual	157	161	142	120	-----
	target	None available	120	174	165	165
Baccalaureate graduates from underrepresented groups: ethnic minorities ¹³	actual	222	273	303	339	-----
	target	None available	300	275	360	400
Baccalaureate graduates who are Idaho residents	actual	2,298	2,408	2,350	2,268	-----
	target	None available	2,550	2,600	2,635	2,585
Baccalaureate graduates who are of non-traditional age (30 and up)	actual	859	822	869	867	-----
	target	None available	None available	None available	900	950
Baccalaureate graduates who began as transfers from Idaho community college ¹⁴	actual	232	310	384	390	-----
	target	None available	325	390	500	600

**WORK SESSION
OCTOBER 18, 2017**

Boise State University

Performance Measurement Report

Productivity Measure		FY 2014	FY 2015	FY 2016	FY 2017	FY 2018
Goal 5						
Transform our operations to serve the contemporary mission of the university.						
7. Cost of Education (resident undergraduate with 15 credit load per semester; tuition & fees per year) (Objective A)						
Boise State	actual	\$6,292	\$6,640	\$6,874	\$7,080	-----
	target	Remain less than WICHE state avg	Remain less than WICHE state avg	Remain less than WICHE state avg	Remain less than WICHE state avg	Remain less than WICHE state avg
Boise State as % of WICHE ¹⁵	actual	85.8%	87.9%	87.8%	88.7%	-----
	target	Remain less than WICHE state avg	Remain less than WICHE state avg	Remain less than WICHE state avg	Remain less than WICHE state avg	Remain less than WICHE state avg
8. Expense per EWA-Weighted Student Credit Hour (SCH) ^{16 17*} (Objective A)						
\$ per Total Undergraduate SCH: in 2011 \$\$ (i.e., CPI-adjusted)	actual	\$247.31	\$253.26	\$252.50	Not available at this time	-----
	target	No increase in CPI adjusted \$\$	No increase in CPI adjusted \$\$	No increase in CPI adjusted \$\$	No increase in CPI adjusted \$\$	No increase in CPI adjusted \$\$
\$ per Total Undergraduate SCH: Unadjusted	actual	\$260.27	\$266.86	\$269.34	Not available at this time	-----
	target	No increase in CPI adjusted \$\$	No increase in CPI adjusted \$\$	No increase in CPI adjusted \$\$	No increase in CPI adjusted \$\$	No increase in CPI adjusted \$\$
\$ per Total Undergraduate & Graduate SCH: in 2011 \$\$	actual	\$231.40	\$235.87	\$234.79	Not available at this time	-----
	target	No increase in CPI adjusted \$\$	No increase in CPI adjusted \$\$	No increase in CPI adjusted \$\$	No increase in CPI adjusted \$\$	No increase in CPI adjusted \$\$
\$ per Total Undergraduate & Graduate SCH: Unadjusted	actual	\$243.53	\$248.54	\$250.45	Not available at this time	-----
	target	No increase in CPI adjusted \$\$	No increase in CPI adjusted \$\$	No increase in CPI adjusted \$\$	No increase in CPI adjusted \$\$	No increase in CPI adjusted \$\$
9. Graduates per 3-yr average FTE ^{18*} (Objective A)						
Baccalaureate graduates per 100 FTE	actual	19.4	21.3	21.9	23.1	-----
	target	None available	None available	21	21	22.2
Baccalaureate + associate graduates per 100 FTE	actual	20.2	22.3	22.9	23.9	-----
	target	None available	None available	22.5	23	23.5
Graduate degree graduates per 3-yr average FTE	actual	54.1	56.5	50.4	55.6	-----
	target	None available	None available	50	50	52.0

Productivity Measure		FY 2014	FY 2015	FY 2016	FY 2017	FY 2018
10. Undergraduate Completions per Undergraduate Expense*¹⁹ (Objective A)						
Distinct baccalaureate graduates per \$100k: In 2011 \$\$ (i.e., CPI-adjusted)	actual	1.43	1.50	1.49	Not available at this time	-----
	target	<i>No decrease in CPI adjusted # per \$100k</i>	<i>No decrease in CPI adjusted # per \$100k</i>	<i>No decrease in CPI adjusted # per \$100k</i>	<i>No decrease in CPI adjusted # per \$100k</i>	<i>No decrease in CPI adjusted # per \$100k</i>
Distinct baccalaureate graduates per \$100k: Unadjusted	actual	1.36	1.42	1.40	Not available at this time	-----
	target	<i>No decrease in CPI adjusted # per \$100k</i>	<i>No decrease in CPI adjusted # per \$100k</i>	<i>No decrease in CPI adjusted # per \$100k</i>	<i>No decrease in CPI adjusted # per \$100k</i>	<i>No decrease in CPI adjusted # per \$100k</i>
Undergraduate degrees and certificates per \$100k: In 2011 \$\$	actual	1.48	1.56	1.56	Not available at this time	-----
	target	<i>No decrease in CPI adjusted # per \$100k</i>	<i>No decrease in CPI adjusted # per \$100k</i>	<i>No decrease in CPI adjusted # per \$100k</i>	<i>No decrease in CPI adjusted # per \$100k</i>	<i>No decrease in CPI adjusted # per \$100k</i>
Undergraduate degrees and certificates per \$100k: unadjusted	actual	1.41	1.48	1.46	Not available at this time	-----
	target	<i>No decrease in CPI adjusted # per \$100k</i>	<i>No decrease in CPI adjusted # per \$100k</i>	<i>No decrease in CPI adjusted # per \$100k</i>	<i>No decrease in CPI adjusted # per \$100k</i>	<i>No decrease in CPI adjusted # per \$100k</i>

Performance Measure Explanatory Notes

*Measure required by SBOE

¹ 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 number of credits earned.

² Distance Education is characterized by: the use of one or more technologies to deliver instruction to students who are separated from the instructor and to support regular and substantive interaction between the students and the instructor, either synchronously or asynchronously. (Summarized from the language in the new Higher Education Opportunity Act.) Courses that are taught at a distance using educational technology are referred to as distance education (DE) classes.

³ The count of awards reflects data submitted to IPEDS. Bachelor's awards and others include first plus second major. These figures are greater than the total number of graduating students because some graduating students receive multiple awards. 2014-15 was the first year that Boise State transcribed all undergraduate certificates and, therefore, began reporting these to IPEDS in that year.

⁴ Note that although the Education Specialist degree is a distinct degree type, it is categorized by IPEDS as a "post-master's certificate." Boise State awarded the first Ed.S. degrees in 2015-16; therefore, this report marks the second year this category has been included.

⁵ "Sponsored Projects" refers to externally funded projects of all types (research, instructional, and public service) funded from all sources (federal, state, local, and private).

⁶ The distinct (unduplicated) graduates reflect data submitted to IPEDS. The total of distinct graduates does not equal the sum of the graduates at each level because there is some duplication of individuals between levels (e.g., earning both a graduate certificate and a master's degree). The total for FY17 is estimated as 3.6% below the sum of distinct graduates at each level.

⁷ Retention for the Fall 2016 cohort is measured as the percent of the Fall 2016 cohort of first time, full-time baccalaureate-seeking freshmen that return to enroll in Fall of 2017. The four columns of data represent numbers from Fall 2013 through Fall 2016 cohorts.

⁸ Six-year graduation rate of the Fall 2011 cohort is measured as the percent of the Fall 2011 cohort of first-time, full-time baccalaureate-seeking freshmen that graduated before the beginning of the fall 2017 semester. The four columns of data represent the rates for the Fall 2008 through Fall 2011 cohorts.

⁹ Total Research and Development Expenditures are submitted to NSF approximately in March for the previous fiscal year.

¹⁰ 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.

¹¹ 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.

¹² Distinct number of graduates who began college as residents from a rural county in Boise State's 10 county service area (minus Ada and Canyon counties).

¹³ Distinct number of graduates who are American Indian/Alaska Native or Hispanic/Latino.

¹⁴ 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.

¹⁵ WICHE average from Table 1a of annual Tuition and Fees report. We use the average excluding California and the values were as follows: FY14 \$7,331; FY15 \$7,558; FY16 \$7,826, FY17 \$7,980. A typical report can be found at http://www.wiche.edu/info/publications/Tuition_and_Fees2012-13.pdf

¹⁶ Expense information is from the Cost of College study, which is produced yearly by Boise State's Controller's 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. "Undergraduate only" uses Undergraduate costs and the sum of EWA weighted credit hours for remedial, lower division, upper division for residents and nonresidents. "Undergraduate and graduate" uses undergraduate and graduate expenses, and includes EWA weighed credit hours from the undergraduate and graduate levels for residents and nonresidents.

¹⁷ Consumer Price Index is used to adjust for inflation and makes use of a calculator such as that found at <http://data.bls.gov/cgi-bin/cpicalc.pl>

¹⁸ The unduplicated number of annual degree graduates divided by a three-year running average of FTE, multiplied by 100. FTE is determined using PSR1 Annual methodology of total annual credits taken by degree-seeking undergraduates divided by 30 and total annual credits taken by graduate students divided by 24.

¹⁹ Expense information is from the Cost of College study, and includes undergraduate and/or graduate expenses as appropriate for the row in the table. Distinct graduates reflect unduplicated numbers of graduates for summer, fall, and spring terms.

For More Information Contact

Bob Kustra
President
Boise State University
1910 University Dr
Boise, ID 83725-1000
Phone: 426-1491
E-mail: bobkustra@boisestate.edu

Part I – Agency Profile

Agency Overview

Founded in 1901, Idaho State University (ISU) is a Carnegie classified university (Doctoral Universities: Moderate Research Activity). The University has evolved through distinct phases—the last occurring in 1963 with the change from Idaho State College to Idaho State University—reflecting a steady trajectory of growth and development. Today, the University serves a student population of nearly 14,000 students per fall and spring academic terms, and over 16,000 unduplicated annual headcount per year, representing 44 states and 57 countries. The University's mission and Idaho State Board of Education-mandated service region is the result of the institution's history and Idaho's unique geography.

Idaho State University's geographic service region extends to the upper-Snake River region on the east side of the state, to the Magic Valley/Twin Falls towards the west, to the rural communities of the central mountains on the north. The University has campuses in four locations: Pocatello, Meridian, Idaho Falls, and Twin Falls. Idaho State University offers more than 250 academic programs ranging from professional technical certificates to Ph.Ds. The University's disciplinary breadth, combined with its unique degree mix, offers opportunity and access commensurate with the Idaho State Board of Education's (the Board) mandate to serve its diverse, largely rural region, and to provide healthcare programming for the state. The University hosts 15 men's and women's NCAA athletic teams and offers more than 130 student clubs and organizations for student participation.

Idaho State University's academic units are organized into five colleges and a Division of Health Sciences. The colleges include the colleges of Arts and Letters, Business, Education, Science and Engineering, and Technology. The Kasiska Division of Health Sciences is comprised of the College of Pharmacy, School of Health Professions, School of Nursing, School of Rehabilitation and Communication Sciences, Office of Medical and Oral Health, and the Institute of Rural Health. In addition, ISU houses a Graduate School overseen by a graduate dean advised by graduate faculty.

Idaho State University boasts many incredible facilities, including the Center for Advanced Energy Studies (CAES) and the Idaho Accelerator Center. The Idaho Museum of Natural History, located on the Pocatello campus, provides children, families, and adults an in-depth exploration of the natural history of Idaho. The state-of-the-art Stephens Performing Arts Center brings music, theatre, and cultural performances to southeastern Idaho.

Core Functions/Idaho Code

Idaho State University is a publicly supported institution of higher education as created under the laws of the State of Idaho, Idaho Statute Title 33, Chapter 30 and is governed by the State Board of Education.

ISU's 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 the 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.

Central to its mission is the emphasis in health sciences education. ISU offers high-quality degree programs in nearly all of the health professions, as well as postgraduate residency training in family medicine, dentistry, and pharmacy. The University also serves southern Idaho by providing full-service, cost-effective medical care options at its 19 health clinics. The University faculty and staff provided health services for more than 50,000 patient visits and over 51,000 prescriptions during the 2016 fiscal year. The ISU Bengal Pharmacy serves as an onsite classroom lab for students in the College of Pharmacy while providing pharmacy service options to the region. The Bengal Pharmacy has three telehealth pharmacies in rural southern Idaho: Arco, Challis, and Council. City officials concerned that pharmacy services would no longer be available in their towns requested the partnerships. In FY 2017, the Physical Therapy and Occupational Therapy programs expanded with a buildout of the Treasure Valley Anatomy and Physiology Laboratories in Meridian.

State of Idaho

Idaho State University's commitment to access to university-level learning and discovery extends into the K-12 system in Idaho. The University's Early College program, which provides dual enrollment opportunities for Idaho high school students at reduced tuition rates, continues to grow, enabling high school students to take college-level courses preparing them for their future college careers.

Idaho State University is accredited by the Northwest Commission on Colleges and Universities (NWCCU). The NWCCU requires that the institution identify its core themes that individually manifest elements of its mission and collectively encompass its mission.

ISU's core themes:



Core Theme One:

Learning and Discovery. Idaho State University fosters student learning and discovery through teaching, research, and creative activity. ISU delivers high-quality academic programs at all levels: technical certificates; undergraduate, graduate, and professional degrees; and postgraduate professional training.



Core Theme Two:

Access and Opportunity. Idaho State University provides diverse pathways to retention and graduation through educational preparation, academic and co-curricular opportunities, and extensive student support services.



Core Theme Three:

Leadership in the Health Sciences. Idaho State University provides statewide leadership in the health sciences. With the academic support of its colleges and the division, the University offers a broad spectrum of degree levels and provides residency training in the health professions. New knowledge is created through biomedical, translational, clinical, rural, and health services research. Teaching, research, practice, and community partnerships provide interprofessional education and excellence in patient care. University clinics provide an environment for learning, inquiry and comprehensive health care service to the community.



Core Theme Four:

Community Engagement and Impact. As an integral component of the community, Idaho State University develops partnerships and affiliations through the exchange of knowledge, resources, research, and expertise. Through a diverse university staff, faculty, and student body, ISU provides cultural, social, economic, and other opportunities to enrich the lives of citizens.

**WORK SESSION
OCTOBER 18, 2017**

Idaho State University

Performance Measurement Report

Revenue and Expenditures

Revenue	2014	2015	2016	2017
Operating revenues				
Student tuition and fees (Gross)	104,526,919	114,123,171	113,156,314	
Scholarship discounts and allowances	(24,459,546)	(25,916,197)	(25,947,403)	
Federal grants and contracts	8,267,766	9,290,225	10,019,841	
State and local grants and contracts	10,964,430	11,733,975	12,249,400	
Private grants and contracts	7,409,810	7,012,923	7,251,844	
Sales and services of educational Activities	6,757,178	7,311,610	6,979,623	
Sales and services of auxiliary enterprises	13,507,916	14,015,044	14,236,801	
Other	3,560,921	3,678,615	3,858,144	
Total operating revenues	130,535,394	141,249,366	141,804,564	
Expenditure	2014	2015	2016	2017
Operating expenses	219,960,108	228,567,678	248,285,034	
Instruction	87,913,744	93,196,533	98,132,438	
Research	15,767,633	16,399,619	21,309,539	
Public Services	5,613,728	5,685,856	5,625,710	
Academic Support	15,672,748	13,136,631	15,894,795	
Libraries	2,571,511	3,314,881	4,069,737	
Student Services	8,507,826	9,103,457	9,591,103	
Institutional Support	18,191,371	22,385,788	24,628,478	
Maintenance & Operations	16,524,698	17,232,945	19,876,589	
Auxiliary Enterprises	22,113,542	22,974,786	24,419,457	
Scholarships and Fellowships	14,302,237	12,514,606	11,960,896	
Depreciation	12,781,070	12,622,576	12,776,292	
Operating income/(loss)	(89,424,714)	(87,318,312)	(106,480,470)	
Nonoperating revenues/(expenses)				
State appropriations:	79,825,405	83,835,488	90,181,594	
State General Account	65,261,000	68,005,400	71,057,200	
Endowment Income	2,227,800	2,599,200	3,004,200	
Other State Appropriations	2,730,508	2,818,075	2,970,873	
Professional Technical Education	9,606,097	10,412,813	9,740,822	
State Department of Public Works	2,593,121	4,985,344	3,408,499	
Title IV grants	21,120,080	18,879,046	16,668,145	
Gifts	5,994,344	5,843,281	5,632,083	
Net investment income	107,819	195,658	189,275	
Amortization of bond financing costs	(7,267)	(7,267)	(6,936)	
Bond issuance costs	0	0	(185,690)	
Interest on capital asset-related debt	(2,068,697)	(1,923,003)	(1,704,084)	
Net nonoperating revenues/(expenses)	107,564,805	111,808,547	110,774,117	
Other Revenue and Expenses	2014	2015	2016	2017
Capital gifts and grants	0	0	0	
Gain or (loss) on disposal of fixed assets	95,764	(85,380)	(164,351)	
Net other revenues and expenses	95,764	(85,380)	(164,351)	
Increase in net assets	18,235,855	24,404,855	4,129,296	
Net assets - beginning of year (*-restated)	213,248,811	*216,702,579	241,107,434	
Net assets – end of year	231,484,666	241,107,434	245,236,730	

Profile of Cases Managed and/or Key Services Provided

Cases Managed and/or Key Services Provided	FY 2014	FY 2015	FY 2016	FY 2017
Total Annual Enrollment Full-Time Equivalency (FTE) ¹	10,656	10,808	10,589	10,233
- Professional Technical	870	810	788	771
- Undergraduate	7,680	7,861	7,759	7,378
- Graduate	2,106	2,137	2,042	2,084
Total Credit Hours Taught: ²	307,042	311,434	305,413	294,476
- Professional Technical Credit Hours	26,111	24,312	23,626	23,130
- Academic Credit Hours	280,931	287,122	281,787	271,346
- Undergraduate Hours	230,388	235,832	232,777	221,328
- Graduate Hours	50,543	51,290	49,010	50,018
Total Degrees/Certificates Awarded ³	2,361	2,283	2,410	2,355
- Technical Certificates	167	199	207	200
- Associate	393	363	362	404
- Bachelor	1,181	1,123	1,229	1,198
- Master	474	438	437	393
- Doctorate	146	160	175	160
(SBOE system-wide Strategic Plan Measure)				
% awarded in Health Professions ⁴	34%	32%	32%	34%
% awarded in STEM Disciplines ⁵	17%	17%	18%	18%
Graduation Rates (Percent of full-time, first time students from the cohort of new first-year students who complete their program within 1½ times the normal program length)	34%	33%	32%	29%
Percent of 1st-time freshmen who graduated from an Idaho high school in the previous year requiring remediation ⁶ (SBOE system-wide Strategic Plan Measure)				
- Total 1 st -time freshmen cohort	723	833	822	816
- Total Requiring Remediation	194	248	241	264
- % Requiring Remediation	27%	30%	29%	32%
Total number of certificates and degrees awarded	2,361	2,283	2,410	2,355
- Undergraduate	1,741	1,685	1,798	1,802
- Graduate	620	598	612	553
Total new degree-seeking undergraduate students ⁷	2,116	2,287	1,925	1,777
- Idaho Resident	1,569	1,630	1,562	1,500
- Non-resident	128	150	143	143
- International	419	507	220	134
Student volunteer clinical services – student credit hours earned in clinical practica	11,474	11,320	11,772	12,308

1. Annual full-time equivalency (FTE) is calculated by dividing the total Undergraduate and Professional Technical credit hours (SCH) by 30; total Graduate SCH is divided by 24.

2. Total student credit hour production for the fiscal year.

3. Degrees are those awarded and posted as of July 13, 2017.

4. Certificates/Degrees with a U.S. Dept. of Education Classification of Instructional Programs (CIP) Code of 51 – Health Professions and Related Clinical Sciences, and Clinical Psychology degrees.

5. Certificates/Degrees with a CIP Code in Science, Technology, Engineering, and Mathematics (STEM) as defined by the Consortium for Student Retention Data Exchange (CSRDE).

6. The data represents the percent of new Idaho resident academic undergraduate students that graduated from an Idaho high school 12 months or less from their first semester at ISU whose test scores (ALEKS, ACT, SAT, COMPASS, Advanced Math Placement) place them in remedial Math or remedial English courses. Students in this cohort who were not placed based on test scores in remedial courses, but enrolled in remedial course grades and did not pass these courses are also included in the count. The student's highest scores/grades are used. The same placement criteria are used for all years displayed.
7. New students in the summer semester enrolled in the subsequent fall semester are counted as "new" in the fall semester.

FY 2017 Performance Highlights

- Idaho State University's TRiO office receives a new grant for Educational Opportunity Center for non-traditional students. About 1,000 adults in five counties across south-central Idaho will be given access to further "access and opportunity to higher education" by ISU's new five-year, \$1.2 million TRiO grant for an Educational Opportunity Center (EOC).
- Idaho State University College of Business earns the highest possible rating from accreditors, the international Association to Advance Collegiate Schools of Business (AACSB).
- Idaho State University's theatre program was ranked second on onstageblog.com's "The Top 10 Most Underrated College Theatre Programs for 2017 – North West Region."
- ISU College of Business graduate students takes two trophies at International Collegiate Business Strategy Competition. Six Master of Business Administration and Master of Accountancy students returned home from the International Collegiate Business Strategy Competition in Anaheim, California with a first place win for Best Written Documents--including their business plan and annual report--and runner-up honors for Overall Simulation Performance.
- Forbes ranked Idaho State University one of "America's Best Midsize Employers 2017," a list that annually ranks the top U.S. employers. Of U.S.-based employers with at least 1,000 employees, ISU was ranked #103 on the list. Only 35 educational institutions made the list, and ISU was ranked 17th overall in the education category.
- ISU students take home three awards from American Nuclear Society Student Conference. Idaho State University nuclear science and engineering graduate students Brycen Wendt and Antonio Tahhan were recently given top honors for presenting papers at the American Nuclear Society (ANS) Student Conference in Pittsburgh, Pennsylvania.
- The William M. and Karin A. Eames Advanced Technical Education and Innovations Complex is the new name for an Idaho State University campus facility formerly known as the Research and Innovation in Science and Engineering (RISE) Complex. The new name honors William Eames, a dedicated alumnus and longtime donor, who has pledged a \$2.5 million gift to support the facility.
- The College of Arts and Letters began the Liberal Arts High program. Liberal Arts High: Our professors visited over 5,000 students in 28 Idaho high schools during the 2016-17 academic year and gave presentations on their topics of expertise. After each visit, every student leaves the classroom with a t-shirt and gains knowledge about ISU and our programs.
- The College of Business participated in and helped sponsor and coordinate Junior Achievement's Inspire to Hire event, which brought 150 students from local schools to ISU to learn about business programs and learn about career opportunities.
- The College of Education created 13 Future Educator Association (FEA) chapters in Regions 5 and 6 high schools that support and encourage students who are interested in teaching as a career (response

to the Teacher Pipeline challenge). We are expanding into Region 4 in fall 2017 with our first chapter at Burley High School.

- The College of Science and Engineering's Physics Department successfully reaches thousands of K-12 students through its outreach activities. Exciting demonstrations and presentations focusing on STEM fields were given by Dr. Shropshire and his team of student employees. The total impact of outreach is estimated at 11,320 students.
- The College of Technology teamed with Idaho National Laboratories, Williams Pipeline, Simplot, Bannock Development Corporation, and other industry partners to host the second annual YourFIT recruitment tour at high schools throughout Southeastern Idaho and Wyoming. YourFIT events are essentially evening college fairs designed to educate prospective students and their families on the importance of career technical education. Presentations were given by recent College of Technology graduates, INL representatives, and representatives from the YourFIT planning committee.
- The Division of Health Sciences' dental hygiene program provided outreach to Aberdeen and American Falls high schools; recruitment to BYU-I students; and focus on Hispanic students in TRiO and Latino Fair in Snake River (ISU Pipeline program) - 7 HS students who were interpreting. Students were from Snake River, Rigby, Pocatello, and Blackfoot school district.
- ISU implemented a new tool called a Constituent Relationship Management (CRM) system to help recruit students. The new tool allows the University to directly and consistently communicate with prospective students starting in middle school. Additionally, relevant messages are sent to parents, high school counselors and teachers. The CRM system will help ISU to evaluate when and how students enter the "funnel" of recruitment efforts and allow staff to adjust a communication plan to fit individual needs. The system is designed to focus and refine ISU's recruitment efforts to achieve the best results for time and money invested.
- While there were no new buildings constructed in FY 2017, Idaho State University made a number of enhancements and improvements to buildings. As a team in FY 2017, Facilities managed 42 Division of Public Works projects valued at \$36.8 Million. The team also managed 226 PSR projects valued at \$11.5M, and of these 71 projects valued at \$171K were completed and closed out.

Part II – Performance Measures

Idaho State University (ISU) recognizes that in many instances we have met or exceed the targets that are provided here and derived from our Strategic Plan. However, ISU is in the process of revising our strategic plan. New goals, objectives, and targets will be set as part of this process during the Fall 2017 semester.

Performance Measure		FY 2014	FY 2015	FY 2016	FY 2017	FY 2018
Goal 1: LEARNING AND DISCOVERY – Idaho State University fosters student learning and discovery through teaching, research, and creative activity. ISU delivers high-quality academic programs at all levels: technical certificates; undergraduate, graduate, and professional degrees; and postgraduate professional training.						
1. 1.1.4 Number of graduate assistantships with teaching and/or research responsibilities	actual	250	333	259	266	-----
	target	366	366	366	366	366
2. 1.1.5 Percentage of students enrolled in either an undergraduate or a graduate research course	actual	41	41	44	45	-----
	target	30	30	30	30	30
Goal 2: ACCESS AND OPPORTUNITY – Idaho State University provides diverse pathways to retention and graduation through educational preparation, academic and co-curricular opportunities, and extensive student support services.						
	actual	2,111	2,232	2,435	3,012	-----

**WORK SESSION
OCTOBER 18, 2017**

Idaho State University

Performance Measurement Report

Performance Measure		FY 2014	FY 2015	FY 2016	FY 2017	FY 2018
3. 2.1.1a Number of students enrolled in ISU's Early College Program (SBOE system-wide Strategic Plan Measure)	<i>target</i>	1,800	1,800	2,344	2,344	2,344
2.1.1b Total number of credits earned in ISU's Early College Program (SBOE system-wide Strategic Plan Measure)	actual	12,746	13,855	16,439	19,914	-----
	<i>target</i>	10,800	10,800	18,746	18,746	18,746
4. 2.2.5 Retention rate of degree seeking first-time students ² (SBOE system-wide Strategic Plan Measure)	actual	71.34%	71.52%	69.18%	N/A	-----
	<i>target</i>	75%	75%	80%	80%	74% (ISU) 80% SBOE
5. 2.2.6 Retention rate of degree seeking new transfer degree-seeking students ³ (SBOE system-wide Strategic Plan Measure)	actual	77.20%	76.49%	72.91%	N/A	-----
	<i>target</i>	75%	75%	85%	85%	85%
6. 2.2.7 Cost per weighted credit hour to deliver undergraduate education. ⁴ (SBOE system-wide Strategic Plan Measure)	actual	\$308	\$324	\$343	N/A	-----
	<i>target</i>	\$302	\$324	\$340.63	\$340.63	<\$340.63
7. 2.2.8 Completion of undergraduate certificates (1 year or greater) and degrees per \$100,000 of education and related spending. ¹ (SBOE system-wide Strategic Plan Measure)	actual	1.29	1.19	1.17	N/A	-----
	<i>target</i>	1.70	1.70	1.70	1.70	≥ 1.7 or more
8. 2.2.9a Total degree production (undergraduate) (SBOE system-wide Strategic Plan Measure)	actual	1,741	1,685	1,798	1,802	-----
	<i>target</i>	1,769	1,769	1,769	1,769	1,769
2.2.9b Total degree production (graduate) (SBOE system-wide Strategic Plan Measure)	actual	620	598	612	553	-----
	<i>target</i>	628	628	628	628	628
9. 2.2.10a Unduplicated headcount of graduates and percent of graduates to total unduplicated headcount (split by undergraduate). (SBOE system-wide Strategic Plan Measure)	actual	1,676 (20%)	1,631 (20%)	1,697 (21%)	1,689 (22%)	-----
	<i>target</i>	1,653	1,704	1,713	1,713	1,713
10. 2.2.10b Unduplicated headcount of graduates and percent of graduates to total unduplicated headcount (graduate). (SBOE system-wide Strategic Plan Measure)	actual	615 (33%)	590 (31%)	600 (32%)	548 (28%)	-----
	<i>target</i>	644	625	620	620	620

Performance Measure Explanatory Notes

- Metric uses the Total from Step 4 of the Cost of College Report and the number of graduates.
- Full-time undergraduate degree-seeking students enrolled as first-time students in the fall semester or were first-time students in the preceding summer who either graduated or returned the next fall.
- Full-time undergraduate degree-seeking students enrolled as new transfer students in the fall semester or were new transfer students in the preceding summer who either graduated or returned the next fall.
- Total Step 4 of the Cost of College Report divided by the total weighted undergraduate credits hours.

For More Information Contact

Arthur Vailas, President
Idaho State University, Stop 8310
Pocatello, ID 83209-8310

Phone: (208) 282-2566
E-mail: vailarth@isu.edu

Part I – Agency Profile

Agency Overview

Lewis-Clark State College (LCSC) was established by the Idaho State Legislature in 1893 as a regional Normal School dedicated to teacher training. Today, LCSC is one of Idaho's four public 4-year higher education institutions. LCSC's Carnegie classification is *Baccalaureate College—Diverse Fields*, with the "diverse" designation referring to the College's broad mix of undergraduate programs in the professions, arts, and sciences. The Carnegie classification of LCSC's size and setting is "small four-year, primarily non-residential."

LCSC's credit and non-credit programs fall within three primary mission areas: academic programs, career & technical education programs, and community programs. In addition to its traditional 4-year baccalaureate programs, the College has been assigned a collateral mission of providing community college programs within its five-county area of operations (Clearwater, Idaho, Latah, Lewis, and Nez Perce Counties) by its governing body, the State Board of Education. The College emphasizes undergraduate teaching and learning (with research playing a supporting role to teaching), application of learning, direct interaction among students and faculty (LCSC does not utilize teaching assistants), and a small-college/small-class environment that maximizes the opportunities for the success of LCSC's traditional and non-traditional students.

LCSC's campus is located in Lewiston, ID. The College also delivers instructional programs at the LCSC Coeur d'Alene Center (in collaboration with its Northern Idaho Center for Higher Education [NICHE] partners: Boise State University, Idaho State University, North Idaho College, and the University of Idaho), and operates outreach centers in Grangeville and Orofino. LCSC's chief executive officer, President J. Anthony Fernández, after serving for a year as interim president, assumed his duties as the College's 15th president in March 2011. LCSC is accredited by the Northwest Commission on Colleges and Universities (NWCCU).

Core Functions/Idaho Code

The statutory basis for LCSC is located in the Idaho Code, Title 33 (Education), Chapter 31, which directs the College to offer instruction in *"four year college courses in science, arts, literature, and such courses or programs as are usually included in liberal arts colleges..."*, and further specifies that the board of trustees *"may also establish educational, professional-technical and other courses or programs of less than four years, as it may deem necessary, and such courses or programs that may be given or conducted on or off campus, or in night school, summer schools, or by extension courses."*

Mission:

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.

LCSC's revenue comes from state appropriations; student tuition and fees; federal, state, and private grants and contracts; sales and services from educational and auxiliary services; and endowments and gifts. These revenues are allocated to instructional programs and support functions.

**WORK SESSION
OCTOBER 18, 2017**

Lewis-Clark State College

Performance Measurement Report

Revenues and Expenditures¹ (includes Career & Technical Education)

Revenue	FY 2014	FY 2015	FY 2016	FY 2017¹
State Appropriations	\$21,577,079	\$20,568,278	\$22,893,148	
Student Fees	\$14,741,232	\$14,613,457	\$13,848,370	
Federal Grants & Contracts	\$8,089,544	\$7,250,074	\$6,718,917	
State Grants & Contracts	\$2,397,801	\$2,136,062	\$2,593,586	
Private Gifts, Grants & Contracts	\$1,822,309	\$1,992,892	\$1,786,631	
Sales & Serv of Educ Act	\$1,449,164	\$1,428,706	\$1,513,685	
Sales & Serv of Aux Ent	\$2,033,574	\$2,047,094	\$2,577,768	
Other	\$473,546	\$289,731	\$358,385	
Total	\$52,584,249	\$50,326,294	\$52,290,491	
Expenditures	FY 2014	FY 2015	FY 2016	FY 2017¹
Instruction	\$19,646,064	\$20,044,434	\$21,361,556	
Research	\$218,549	\$333,136	\$352,746	
Public Service	\$1,119,450	\$702,384	\$714,341	
Library	\$889,382	\$989,592	\$1,132,422	
Student Services	\$3,682,405	\$4,083,254	\$4,320,993	
Physical Operations	\$6,096,537	\$6,164,890	\$5,937,311	
Institutional Support	\$4,739,837	\$4,751,530	\$5,319,165	
Academic Support	\$2,688,717	\$3,501,177	\$3,740,042	
Auxiliary Enterprises	\$5,280,485	\$5,487,935	\$6,375,149	
Scholarships/Fellowships	\$3,231,985	\$2,803,575	\$2,099,894	
Other	\$118,280	\$93,598	\$62,757	
Total	\$47,711,691	\$48,955,505	\$51,416,376	

Profile of Cases Managed and/or Key Services Provided

Cases Managed and/or Key Services Provided	FY 2014	FY 2015	FY 2016*	FY 2017
Annual (unduplicated) enrollment headcount (EOT)	5,469	5,594	4,779	4,883
- Academic	3,984	4,152	4,266	4,439
- Career & Technical	1,485	1,442	513	444
Annual Enrollment FTE	2,955	2,997	2,751	2,769
- Academic	2,492	2,545	2,433	2,441
- Career & Technical	463	452	317	328
Annual student credit hour production	88,649	89,896	82,518	83,064
- Academic	74,764	76,337	73,004	73,221
- Career & Technical	13,885	13,559	9,514	9,843
Credit hours taught per faculty FTE	426	428	413	433
Undergraduate Cost Per Credit Hour	296	310	350	¹
Enrollment-headcount (Fall end of term)	4,272	4,064	3,653	4,449
Enrollment-full time equivalent (Fall end of term)	2,998	3,001	2,727	2,839
Number and percentage of first-time freshman who graduated from an Idaho high school in the previous year requiring remedial education	145/52%	179/56%	234/57%	209/38%

FY 2017 Performance Highlights *(Optional)*

Lewis-Clark State College once again set records for the number of graduates and degrees awarded in 2016-17. LCSC has seen a record number of graduate in seven of the past nine years, including the past three.

LCSC saw an 8 percent increase, tied for the largest increase in Idaho, in enrollment in the fall. Growth was across the board: transfers, direct from Idaho high schools, and dual credit. LCSC has seen three straight years of enrollment growth and is up 26 percent over past 10 years.

The Idaho Legislature designated \$10 million toward a new Career & Technical Education (CTE) facility in the Lewiston Orchards. It will be adjacent to the new Lewiston High School and will serve as a regional CTE center for area high schools. The 100,000-square-foot facility will house the school's entire Technical & Industrial Division.

The Work Scholars program, the only one of its kind in Idaho, grew in size from 20 students in the spring of 2016 to 27 students in the spring of 2017. Continued expansion is expected as the program has grown to 45 students to begin fall of 2017.

LCSC received a federal CAMP grant worth over \$2 million to support new-entering college students from migrant farm working backgrounds. The grant will support 30 students per academic year and the funding will be in place for 5 years.

Nine varsity athletic teams made the 2016-17 NAIA Scholars team list. They include women's basketball, cross country, indoor track & field, outdoor track & field, and tennis as well as men's cross country, indoor track & field, outdoor track & field, and tennis.

The Warrior baseball team won its 19th national championship at the Avista-NAIA World Series, hosted at LCSC's Harris field for the 26th time. Head baseball coach, Jeremiah Robbins, was named the 2017 ABCA/Diamond National Coach of the Year for the NAIA.

Graphic Communications students Jacob Whitlock and Rachel Meyers won first place awards for their work on poster design. Jacob's work will be featured as a poster for the LC Valley Earth Day 2018. Rachel's work won the national PGSF (Print & Graphic Scholarship Foundation) poster design competition.

Tracy Flynn was awarded a \$31,708 grant through the Idaho Alliance of Leaders in Nursing, for her project "Academic Progression for Nursing in Idaho".

Work was completed on the new Ed Cheff Stadium at Harris Field including replacement of grand stand seating, enclosure of the area under the stands to allow for equipment storage, and the addition of a new viewing screen/scoreboard donated by Potlatch No. 1 Federal Credit Union.

LCSC is part of a consortium that received an \$840K National Science Foundation grant to help regional metal manufacturers address their workforce needs.

Two new CTE programs will be added in the fall of 2017 thanks to strong collaboration with Clearwater Paper Corporation. The much-needed programs are industrial maintenance/millwright technology and instrument mechanic technology.

Part II – Performance Measures

Performance Measure		FY 2014	FY 2015	FY 2016	FY 2017	FY 2018
Goal 1						
<i>Sustain and enhance excellence in teaching and learning.</i>						
1. First-time licensing/certification exam pass rates ³ (Objective A, Measure II)						
NCLEX-RN (Objective A, Measure II)	actual	95%	89%	94%	93%	
	target (national Average)	84%	83%	86%	89%	Meet or Exceed National Average
NCLEX-PN (Objective A, Measure II)	actual	75%	100%	95%	100%	
	target (national Average)	85%	82%	83%	84%	Meet or Exceed National Average
ARRT (Objective A, Measure II)	actual	100%	100%	90%	⁴	
	target (national Average)	89%	88%	78%	Meet or Exceed National Average	Meet or Exceed National Average
PRAXIS II (Objective A, Measure IV)	actual	83%	68%	60% ⁵	⁶	
	target	90%	90%	70%	70%	70%
Goal 2						
<i>Optimize student enrollment and promote student success.</i>						
2. Total certificates and degrees conferred and number of undergraduate certificate and degree completions per 100 (FTE) undergraduate students enrolled (Objective A, Measure VI)	actual	25	26	33	34	
	target	24	24	28	35	35
3. Graduation rates (percent of full-time, first time students from the cohort of new first year students who complete their program within 1½ times the normal program length) (Objective B, Measure VII)	actual	27%	27%	30%	30%	
	target	35%	35%	35%	35%	35%
4. Total degree production and headcount (undergraduate)* (Objective B, Measure I)	actual	739/675	771/713	914/775	955/814	
	target	800/700	800/700	800/800	950/825	950/825
5. Unduplicated number of graduates over rolling 3-year average degree seeking FTE. (Objective B, Measure III)	actual	675/2,756 25%	713/2,973 24%	795/2,901 27%	814/2,862 28%	
	target	25%	25%	25%	30%	30%
6. Total full-time <u>new</u> students who are retained or graduate the following year. Total full-time <u>transfer</u> students retained or graduated the following year (Objective B, Measure IV)	actual	(167/280) 60%	(304/474) 64%	(283/491) 56%	(248/419) 59%	
	target	60%	70%	70%	70%	70%
	actual	(141/200) 71%	141/202 70%	(161/238) 68%	275/410 67%	
	target	70%	70%	80%	80%	80%

Performance Measure		FY 2014	FY 2015	FY 2016	FY 2017	FY 2018
7. High school students participating in concurrent enrollment programs (headcount and total credit hours.) (Objective A, Measure I)	actual	7,963 1,959	8,071 1,750	4,779 ² 837 ²	5,991 994	
	target	8,000 2,000	8,000 2,000	5,000 1,000	5,000 1,000	5,000 1,000
Goal 4						
<i>Leverage resources to maximize institutional strength and efficiency.</i>						
8. Efficiency – Graduates (of at least 1-year or more) and degree completions per \$100,000 financials ¹ (Objective B, Measure VI)	actual	1.4	1.5	1.6	N/A ¹	
	target	2	2	2	2	2

*First year following discontinuation of Tech-Prep dual credit programs.

Performance Measure Explanatory Notes *(Optional)*

- Audited financial information not yet available.
- The SBOE staff informed LCSC that Tech Prep students whose credits were awarded contemporaneously should be treated as Dual Credit. The values shown in FY13, FY14, and FY15 include Tech Prep student headcount and credits earned by Tech Prep students. FY15 was the last year Tech Prep credits were automatically added to a transcript. Going forward, Tech Prep students will need to request credits be added to transcript when matriculated at LCSC.
- Certification and licensing exam pass rates reflect first-time, Idaho resident, test takers only. National rates are obtained from NCSBN <https://www.ncsbn.org/9436.htm>
- National ARRT data for FY2017 will not be available until January 2018.
- The manner in which the PRAXIS II exam is scored has changed in recent years. As a result, first-time pass rates have declined statewide. Student teacher education candidates are only eligible to be placed in their final student teaching internship if they have passed all required PRAXIS exams; in other words, all students who advance to final internships eventually pass the relevant PRAXIS exams. We are currently exploring more meaningful metrics to represent the progress of our teacher candidates.
- PRAXIS pass rates will not be available until September 2017.

For More Information Contact

Office of Institutional Research & Effectiveness
Lewis-Clark State College
500 8th Ave.
Lewiston ID 83501
Phone: (208) 792-2162
E-mail: kjwilson@lcsc.edu or instres@lcsc.edu

Part I – Agency Profile

Agency Overview

The College of Southern Idaho (CSI), represents a shared vision and a collaborative effort of the citizens of South-Central Idaho. In 1963, the Idaho Legislature passed the Junior College Act, which provided for the establishment of junior college districts. Twin Falls County voted to form a junior college district in November 1964. The following year Jerome County citizens voted to join the junior college district. CSI celebrated its 50th anniversary during the 2015-2016 academic year.

CSI is funded by the two-county community college district, student tuition and fees, and state allocations, and is under the direction of a locally-elected five-member Board of Trustees in cooperation with the Idaho State Board of Education. The Board of Trustees hired Dr. James L. Taylor as the first President of the College of Southern Idaho. He served as president until his death in November of 1982. Gerald R. Meyerhoeffer became president in 1983 and Dr. Gerald Beck became CSI's third president in 2005. On January 1, 2014, Dr. Jeff Fox was selected to be the College of Southern Idaho's fourth president.

CSI's service area is defined in Idaho Code as an eight county area consisting of Twin Falls, Jerome, Lincoln, Camas, Blaine, Gooding, Minidoka, and Cassia counties. CSI offers its programs and courses at the nearly 350-acre main campus in Twin Falls, as well as at off-campus centers in Burley (Mini-Cassia Center), Hailey (Blaine County Center), Gooding (North Side Center), Jerome (Jerome Center) and Idaho Falls (Idaho Falls Center).

The College of Southern Idaho's mission is to provide quality educational, social, cultural, economic, and workforce development opportunities that meet the diverse needs of the communities it serves. Students can choose from a wide range of transfer and career-technical programs with more than 110 program options ranging from short-term certificates to two-year associate degrees. Additionally, CSI provides basic skills, workforce training, economic development, and enrichment programs to its students and community members. The college also offers Adult Basic Education and English as a Second Language courses for students requiring pre-college-level work.

Faculty teach in a variety of modalities including face-to-face in traditional classrooms, online, via an interactive microwave system, and online over the State's broadband service. CSI partners with sister public post-secondary institutions in Idaho, which offer more than 50 bachelors, masters, and other terminal degrees for students on the CSI campus. CSI is also active within its community, offering various enrichment courses, cultural and athletic events, business partnerships, and supporting economic development.

The institution was initially accredited by the Northwest Commission on Colleges and Universities (NWCCU) in 1968 and has had its accreditation continuously reaffirmed by NWCCU, most recently in June 2015.

Core Functions/Idaho Code

The College of Southern Idaho was established and is governed under Chapter 21 of Title 33 of Idaho Code. The primary function of the College of Southern Idaho as stated in Idaho Code is "instruction in academic subjects, and in such non-academic subjects as shall be authorized by its board of trustees" (Section 33-2102, Idaho Code).

**WORK SESSION
OCTOBER 18, 2017**

College of Southern Idaho

Performance Report

Revenue and Expenditures

Revenue	FY 2014	FY 2015	FY 2016	FY 2017
Academic Appropriation	\$11,948,200	\$12,265,300	\$12,518,200	\$13,465,800
Liquor Fund	\$200,800	\$200,000	\$200,000	\$200,000
Inventory Phaseout	\$617,048	\$637,326	\$612,535	\$641,165
Property Taxes	\$5,704,325	\$5,800,084	\$6,166,660	\$6,420,181
Tuition & Fees	\$11,273,859	\$10,645,022	\$11,712,745	\$11,702,746
County Tuition	\$1,459,115	\$1,429,238	\$1,580,619	\$1,967,030
Other	\$1,513,653	\$1,622,030	\$1,409,241	\$1,122,659
Total	\$32,664,000	\$32,599,000	\$34,200,000	\$35,519,581
Expenditures	FY 2014	FY 2015	FY 2016	FY 2017
Personnel Costs	23,285,000	\$22,170,000	\$22,697,000	\$24,825,232
Operating Expenditures	4,893,000	\$4,513,000	\$5,431,000	\$6,162,151
Capital Outlay	4,539,000	\$5,916,000	\$6,072,000	\$4,532,198
Total	\$32,664,000	\$32,599,000	\$34,200,000	\$35,519,581

Profile of Cases Managed and/or Key Services Provided

Cases Managed and/or Key Services Provided	FY 2014	FY 2015	FY 2016	FY 2017
Degree Production Degrees/Certificates Awarded and Headcount of Recipients (Source: IPEDS Completions) (Statewide Performance Measure)	1,271 completions 1,100 completers (2012-13)	1,152 completions 963 completers (2013-14)	1,137 completions 970 completers (2014-15)	1,167 completions 1,035 completers (2015-2016)
Degree Production¹ Unduplicated number of graduates over rolling 3-year average of Degree Seeking FTE (Source: IPEDS Completions/PSR1 Annual Degree Seeking FTE) (Statewide Performance Measure)	28.3% (1,100/3,983) (2012-2013)	22.9% (963/4,211) (2013-2014)	25.1% (970/3,860) (2014-2015)	30.0% (1,035/3,454) (2015-2016)
Dual Credit Unduplicated Headcount Total Credit Hours (Source: SBOE Dual Credit Enrollment Report) (Statewide Performance Measure)	2,486 12,171 (2013-2014)	3,178 16,331 (2014-2015)	3,942 18,155 (2015-2016)	5,353 25,680 (2016-2017)
Remediation Rate First-Time, First-Year Students Attending Idaho High School within Last 12 Months (Source: CSI Remediation Report)	60.6% (692/1141) (2013-14)	60.6% (659/1087) (2014-15)	62.3% (493/791) (2015-16)	50.7% (533/1053) (2016-2017)
Annual Enrollment Headcount (unduplicated) Career Technical Transfer (Source: PSR Annual Enrollment)	11,747 1,190 10,557 (2013-14)	10,686 1,097 9,589 (2014-15)	10,912 1,049 9,863 (2015-16)	12,091 1,076 11,015 (2016-2017)
Annual Enrollment FTE Professional Technical Transfer (Source: PSR Annual Enrollment)	4,468.17 892.60 3,575.57 (2013-14)	4,153.70 803.47 3,350.23 (2014-15)	3,956.55 775.62 3,180.93 (2015-16)	3,942.67 693.63 3,249.03 (2016-2017)
Workforce Training Headcount Total Duplicated Headcount (Source: State Workforce Training Report)	3,137 (2013-14)	4,319 (2014-15)	9,478 (2015-16)	5,761 (2016-2017)

**WORK SESSION
OCTOBER 18, 2017**

College of Southern Idaho

Performance Report

Part II – Performance Measures

Performance Measure		FY 2014	FY 2015	FY 2016	FY 2017	FY 2018
Core Theme/Goal 1: Community Success						
Objective C: Meet the workforce needs of the communities we serve						
1. Placement of Career Technical Education Completers (Source: Idaho CTE Follow-up) (Goal 1; Objective C; Measure III)	actual	86.1%	93.4%	97.2%	92.6%	-----
	target	Maintain placement at or above the average for the previous four years (85.6%)	Maintain placement at or above the average for the previous four years (88.2%)	Maintain placement at or above the average for the previous four years (89.7%)	Maintain placement at or above the average for the previous four years (90%)	92.3%
Core Theme/Goal 2: Student Success						
Objective A: Foster participation in post-secondary education						
2. Tuition and fees ² (Source: CSI) (Goal 2; Objective A; Measure IV)	actual	\$110/credit	\$115/credit	\$120/credit	\$130/credit	-----
	target	Maintain tuition and fees at or below the average of other Idaho community colleges (\$130 credit)	Maintain tuition and fees at or below the average of other Idaho community colleges (\$131 credit)	Maintain tuition and fees at or below the average of other Idaho community colleges (\$135 credit)	Maintain tuition and fees at or below the average of other Idaho community colleges (\$136.50 credit)	Maintain tuition and fees at or below the average of other Idaho community colleges
Core Theme/Goal 2: Student Success						
Objective C: Support student progress toward achievement of educational goals						
3. Retention Rates ² 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) (Goal 2; Objective C; Measure I)	actual	Fall 2012 Cohort 56% (574/1,020)	Fall 2013 Cohort 56% (441/783)	Fall 2014 Cohort 57% (382/672)	Fall 2015 Cohort 60% (366/606)	-----
	target	CSI's retention rate will be at or above the median for its IPEDS peer group (52.7%)	CSI's retention rate will be at or above the median for its IPEDS peer group. (54.4%)	CSI's retention rate will be at or above the median for its IPEDS peer group. (55.8%)	60%	62%
Core Theme/Goal 2: Student Success						
Objective C: Support student progress toward achievement of educational goals						
4. Academic Progress ² 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: VFA) (Goal 2 Objective C Measure VI)	actual	46.3% (646/1,394)	33.5% (324/968)	58.3% (813/1,395)	59.5% (609/1,023)	-----
	target	First year of measure; target being established (2011 cohort)	Second year of measure; target being established (2012 cohort)	Third year of measure; target being established (2013 cohort)	47.5% (2014 cohort)	61%

**WORK SESSION
OCTOBER 18, 2017**

College of Southern Idaho

Performance Report

Performance Measure		FY 2014	FY 2015	FY 2016	FY 2017	FY 2018
Core Theme/Goal 2: Student Success						
Objective C: Support student progress toward achievement of educational goals						
5. Graduation Rate ² Percentage of first-time, full-time degree/certificate seeking students who graduate within 150% of time (Source: IPEDS) (Goal 2; Objective C; Measure VII)	actual	Fall 2012 Cohort 18% (186/1,011)	Fall 2013 Cohort 19% (180/966)	Fall 2014 Cohort 20% (191/976)	Fall 2015 Cohort 21% (181/843)	-----
	target	First-time full-time 150% of time graduation rate will be at or above the median for its IPEDS peer group (21.6%)	First-time full-time 150% of time graduation rate will be at or above the median for its IPEDS peer group (23.4%)	First-time full-time 150% of time graduation rate will be at or above the median for its IPEDS peer group (21.2%)	21%	22%
Core Theme/Goal 2: Student Success						
Objective C: Support student progress toward achievement of educational goals						
6. Academic Progress ² Percentage of students, who have completed a certificate or degree, transferred without completing a certificate or degree, or are still enrolled after six years. (Source: VFA) (Goal 2; Objective C; Measure VIII)	actual	60% (638/1,060)	57.9% (525/906)	60.4% (842/1,395)	61.1% (838/1,372)	-----
	target	First year of measure; target being established (2007 cohort)	Second year of measure; target being established (2008 cohort)	Third year of measure; target being established (2009 cohort)	62% (2010 cohort)	62%
Core Theme/Goal 3: Institutional Stability						
Objective B: Ensure that the college maintains the financial resources necessary to meet its mission						
7. Undergraduate cost per credit hour ³ (Source: IPEDS Finance and PSR Annual Enrollment) (Goal 3; Objective B; Measure I)	actual	Not available	\$277.30 (\$50,266,494 /181,270)	\$262.36 (\$44,004,146 /167,724)	\$306.37 (\$48,285,971 /157,609)	-----
	target	NA	Less than \$300	Less than \$300	Less than \$300	Less than \$300
Core Theme/Goal 3: Institutional Stability						
Objective B: Ensure that the college maintains the financial resources necessary to meet its mission						
8. Graduates per \$100,000 ⁴ Unduplicated headcount of all undergraduate degrees and certificated divided by IPEDS instruction, academic support, student services, institutional support, and other expenses and deductions (Source: IPEDS Finance and IPEDS Completions) (Goal 3; Objective B; Measure II)	actual	Not Available	1.916 (963/\$502.66)	2.204 (970/\$440.04)	2.143 (1,035/\$482.86)	-----
	target	NA	2.1	2.1	2.1	2.3

Performance Measure		FY 2014	FY 2015	FY 2016	FY 2017	FY 2018
Core Theme/Goal 3: Institutional Stability						
Objective B: Ensure that the college maintains the financial resources necessary to meet its mission						
9. Grant Production ^{2,5} Total Yearly Dollar Amount Generated Through External Grants (Source: CSI) (Goal 3; Objective B; Measure III)	actual	\$3,608,174	\$4,446,965	\$3,585,207	\$2,896,447	-----
	target	<i>Will submit a minimum of \$2.75 million annually in external grant requests with a 33% success rate</i>	<i>Will submit a minimum of \$2.75 million annually in external grant requests with a 33% success rate</i>	<i>Will submit a minimum of \$2.75 million annually in external grant requests with a 33% success rate</i>	<i>Will generate more than \$4 million annually through external grants</i>	<i>Will generate more than \$3 million annually through external grants</i>

Performance Measure Explanatory Notes

¹Figures for FY14, FY15, and FY16 have been updated from the 2016 PMR to reflect corrections in rolling average calculations.

²An additional year of data has been added since the submission of the CSI Strategic Plan in spring 2017. Data in the PMR reflects the most current data available and, in some cases, had led to an adjusted benchmark when compared to the Strategic Plan.

³Undergraduate Cost Per Credit Hour: IPEDS categories of instruction, academic support, student services, institutional support, and other expenses and deductions, divided by annual credit hours; credits hours are weighted

(Source: Cost: IPEDS Finance Survey, Part C (instruction, academic support, student services, institutional support, and other expenses and deductions); Credits: Weighted PSR 1.5 [including non-resident] plus PTE credits weighted at 1.0

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 2013-2014, 2014-2015, and 2015-2016 compared to previous reports).

⁴ Unduplicated headcount of all certificates and degree earners per \$100,000 of spending.

(Source: Cost: IPEDS Finance Survey, Part C (instruction, academic support, student services, institutional support, and other expenses and deductions); Credits: IPEDS Completions

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 2013-2014, 2014-2015, and 2015-2016 compared to previous reports.

⁵This figure is expenditure based and includes workforce training funds, external contracts, and grants directly related to the mission of the College of Southern Idaho. This figure does not include grants related to the public service umbrella agencies of the college such as Head Start, Early Head Start, Small Business Development Center, Office on Aging, Trans IV, Refugee Center, and Idaho STAR. This also includes updated post-audit numbers for 2015-2016 that were not available at the time the CSI Strategic Plan was submitted.

For More Information Contact

Mr. Chris Bragg
Associate Dean of Institutional Effectiveness
College of Southern Idaho
315 Falls Avenue
PO Box 1238
Twin Falls, ID 83303
Phone: (208) 732-6775
E-mail: cbragg@csi.edu
8/1/17

Part I – Agency Profile

Agency Overview

The College of Western Idaho (CWI) is located in the vibrant and active Treasure Valley area; Idaho's youngest community college, CWI has quickly become a valuable college resource for the region. CWI continues to experience consistent enrollment, with 9,120 credit students enrolled at the start of the 2016-2017 academic year (4,858 FTE), and 13,428 credit students in the spring semester of 2017 (6,324 FTE).

CWI is a comprehensive community college fostering student development both academically as well as occupationally. CWI offers undergraduate, professional-technical, fast-track career training, and basic skills education. With over 50 credit programs and hundreds of non-credit courses, students have an abundance of options when it comes to developing career skills or preparing for further study at a baccalaureate institution. CWI serves as an exceptional economic engine for western Idaho, serving the local business and industry training needs with customized training to garner an edge in today's competitive market.

CWI's service area is unique, and the area's characteristics have implications for the future of local higher education. CWI's service area includes Ada County, Adams County, Boise County, Canyon County, Gem County, Payette County, Valley County, Washington County, and portions of Elmore and Owyhee counties.

CWI adheres to Idaho Code Title 33 Education, Chapter 21 Junior (Community) Colleges. Policies of the Idaho State Board of Education that apply to CWI are limited as specified by Board Policy Section III, Subsection A.

Core Functions/Idaho Code

CWI is a two-year comprehensive community college as defined by Idaho Code 33, Chapters 21 and 22. The core functions of CWI are to provide instruction in: 1) academic courses and programs, 2) professional-technical courses and programs, 3) workforce training through short-term courses and contract training for business and industry, and 4) non-credit, special interest courses.

Revenue and Expenditures

Revenue	FY 2014	FY 2015	FY 2016	FY 2017⁵
General Funds–Gen Ed	\$8,248,800	\$10,371,259	\$10,795,260	\$11,644,900
Liquor Fund	\$205,700	\$200,000	\$200,000	\$200,000
Property Taxes	\$6,339,677	\$6,705,653	\$7,087,317	\$7,380,257
Tuition and Fees	\$24,580,609	\$22,302,651	\$21,450,652	\$21,356,000
County Tuition	\$468,750	\$406,750	\$403,300	\$400,000
Misc. Revenue	\$538,438	\$522,641	\$462,150	\$2,449,800
Total	\$40,435,974	\$40,508,955	\$40,398,679	\$43,430,957
General Funds - CTE	\$6,636,014	\$7,190,160	\$7,288,617	\$8,082,300
Total (with General Funds - CTE)	\$47,017,988	\$47,699,115	\$47,687,296	\$51,513,257
Expenditures	FY 2014	FY 2015	FY 2016	FY 2017
Personnel Costs	\$27,639,855	\$28,226,780	\$29,310,048	\$26,265,900
Operating Expenditures	\$13,265,721	\$13,567,200	\$14,077,200	\$16,169,500
Capital Outlay	\$2,679,934	\$1,734,266	\$10,777,815	976,400
Total	\$43,585,510	\$43,528,246	\$54,165,062	\$43,411,800

Profile of Cases Managed and/or Key Services Provided

Cases Managed and/or Key Services Provided	FY 2014	FY 2015	FY 2016	FY 2017
¹Annual Enrollment Headcount				
Career & Technical	1,311	1,352	1,209	1,187
Academic	12,633	12,146	12,557	16,102
<i>(PSR 1 Annual Enrollment Report, SBOE)</i>				
¹Annual Enrollment FTE				
Career & Technical	794	792	739	744

**WORK SESSION
OCTOBER 18, 2017**

College of Western Idaho

Performance Measurement Report

Cases Managed and/or Key Services Provided	FY 2014	FY 2015	FY 2016	FY 2017
Academic (PSR 1 Annual Enrollment Report, SBOE)	5,389	4,877	4,735	5,251
Degree Production				
Degrees/Certificates Awarded	1,272	1,406	1,513	1,495
Headcount of Awardees	1,067	1,126	1,252	1,198
Academic Certificates Awarded	-	-	8	81
(Completions Survey, Degrees/certificates total , IPEDS)				
Degree Production				
Unduplicated number of graduates over rolling 3-year average of Degree Seeking FTE	15%	19%	25%	27%
(Completions Survey, Grand total , IPEDS) (PSR 1 Annual Enrollment Report, SBOE)				
Cost per credit hour – Financials divided by total weighted undergraduate credit hours from the EWA report (Finance Survey, Selected expense categories ³ , IPEDS)	\$198.35	³ \$315.06	\$286.23	2016-17 financials not yet available
Efficiency – Certificates and degree completions per \$100,000 of financials (Completions Survey, Degrees/certificates total , IPEDS and Finance Survey, Selected expense categories ³ , IPEDS)	2.06	³ 2.26	2.41	2016-17 financials not yet available
Dual Credit Headcount (unduplicated)				
Total Annual Credit Hours	13,381	18,725	21,258	45,306
Total Annual Student Headcount	2,866	4,013	4,190	8,121
(Annual Dual Credit Enrollment Report, SBOE)				
Tech Prep Headcount (unduplicated)				
Total Annual Credit Hours	537	467	595	116
Total Annual Headcount	101	83	59	33
(Internal reporting)				
²Remediation (unduplicated)				
Degree Seeking	922	809	904	774
Non-Degree Seeking	64	37	14	18
(Internal reporting)				
Workforce Training Headcount (duplicated)				
(Annual WTN report, State CTE)	8,295	8,038	8,104	8,741
ABE/ASE/ESL (duplicated)				
(Annual ABE report, State ABE)	2,185	2,102	2,395	⁴ NA

Footnotes

¹Summer, Fall, Spring; Count reflects SDCTE definition of CTE majors who also complete a CTE course

²Number of first-time freshmen who graduated from an Idaho High School in the previous year requiring remedial education

³FY15 reporting methodology was changed to include additional expense categories from IPEDS (Cost includes Instruction, Academic Support, Student Services, Institutional Support, and Other Expenses/Deductions)

⁴ABE Headcount – FY17 data not available until October 2017

⁵Audited financial are not available until after October. These financial represent the Estimated Expenditures on the Budget Request submitted to SBOE.

Part II – Performance Measures

Performance Measure		FY 2014	FY 2015	FY 2016	FY 2017	FY 2018*
Goal 1 - Student Success						
1. Increase awarded AA, AS, and AAS degrees (Goal 1 Objective 2). <i>(Completions Survey, Degrees total, IPEDS)</i>	actual	895	895	996	977	-----
	target	750	750	750	750	750
2. Increase Dual Credits awarded to high school students (Goal 1 Objective 4) <i>(Annual Dual Credit Enrollment Report, SBOE)</i>	actual	14,663	21,867	21,258	45,306	-----
	target	17,000 credits	17,000 credits	17,000 credits	17,000 credits	17,000 credits
3. ¹ Retention Rates - Full-time First-time, full-time degree/certificate seeking students who are still enrolled or who completed their program as of the following fall (Goal 1 Objective 1) <i>(Fall Enrollment Survey, Full-time retention rate, IPEDS)</i>	actual	50%	52%	49%	54%	-----
	target	55%	55%	55%	55%	55%
4. Retention Rates - Part-time First-time, part-time degree/certificate seeking students who are still enrolled or who completed their program as of the following fall (Goal 1 Objective 1) <i>(Fall Enrollment Survey, Part-time retention rate, IPEDS)</i>	actual	37%	35%	36%	42%	-----
	target	55%	55%	55%	55%	55%
Goal 2 - Employee Success						
5. ² Faculty and staff satisfaction (Goal 2 Objective 1) <i>(Internal survey)</i>	actual	62%	75%	³ NA	³ NA	-----
	target	80% of CWI's faculty and staff indicate satisfaction by responding with agree or strongly agree on the annual faculty/staff satisfaction survey.	80% of CWI's faculty and staff indicate satisfaction by responding with agree or strongly agree on the annual faculty/staff satisfaction survey.	80% of CWI's faculty and staff indicate satisfaction by responding with agree or strongly agree on the annual faculty/staff satisfaction survey.	80% of CWI's faculty and staff indicate satisfaction by responding with agree or strongly agree on the annual faculty/staff satisfaction survey.	80% of CWI's faculty and staff indicate satisfaction by responding with agree or strongly agree on the annual faculty/staff satisfaction survey.
Goal 4 - Community Connections						
6. Workforce Development Student/participant satisfaction rates (Goal 4 Objective 1) <i>(Internal survey)</i>	actual	94.97%	96.89%	97.08%	96.92%	-----
	target	85% of student responses report that they are satisfied that their experience in BP/WD programs provided professional enrichment.	85% of student responses report that they are satisfied that their experience in BP/WD programs provided professional enrichment.	85% of student responses report that they are satisfied that their experience in BP/WD programs provided professional enrichment.	85% of student responses report that they are satisfied that their experience in BP/WD programs provided professional enrichment.	85% of student responses report that they are satisfied that their experience in BP/WD programs provided professional enrichment.

Performance Measure Explanatory Notes

* **FY 2018 Targets:** Beginning in FY18, CWI is transitioning to a new 2018-2022 CWI Strategic Plan and new performance measures and targets will be published in the 2018 Performance Measurement Report (PMR).

¹**Retention:** Number of full-time and part-time freshmen returning for a second year or program completion if professional-technical program of less than one year. Break out full-time numbers from part-time numbers; this counts as one measure.

²**Faculty and staff satisfaction:** +13% variation from FY2014 to FY2015 is representative of a change in the methodology and formatting of the annual survey

³**Faculty and Staff Satisfaction Survey** has been moved to a bi-annual cycle beginning in September. No information to report until after the survey is completed in the new survey month

For More Information Contact

Alexis Malepeai-Rhodes, Director Institutional Effectiveness
College of Western Idaho
6056 Birch Lane
Nampa, Idaho 83687
Phone: 208.562.3505
E-mail: AlexisRhodes@cwidaho.cc

Part I – Agency Profile

Agency Overview

Founded in 1933, North Idaho College (NIC) is a comprehensive community college located on the stunning shores of Lake Coeur d'Alene. NIC offers degrees and certificates in a wide spectrum of academic transfer and career and technical education programs.

NIC's beautiful main campus is located in Coeur d'Alene, Idaho, a lakeside city in Kootenai County with a growing population of 157,000. The greater Spokane, Washington-Coeur d'Alene, Idaho area has more than 620,000 residents. The college also serves its five-county region through outreach centers in Bonners Ferry, Kellogg, and Sandpoint, as well as through online offerings. NIC plays a key role in the region's economic development by preparing competent, trained employees for area businesses, industries, and governmental agencies.

Core Functions/Idaho Code

North Idaho College is a two-year community college as defined by Idaho Code 33, Chapter 21 and 22. The core functions of North Idaho College are to provide instruction in academic courses and programs and in career and technical courses and programs. As a part of career and technical education, the college also offer workforce training through short- term courses, contract training for business and industry, and non-credit, special interest courses.

As a second core function, the college confers the associate of arts degree and the associate of science degree for academic programs, and confers the associate of applied science degree and certificates for career and technical programs. Students obtaining an associate of arts or an associate of science degree can transfer with junior standing to all other Idaho public colleges and universities.

Revenue and Expenditures

Revenue	FY 2014	FY 2015	FY 2016	FY 2017
General Funds	\$10,029,600	\$10,599,500	\$10,635,800	\$11,780,000
Liquor Fund	\$200,000	\$200,000	\$200,000	\$200,000
Property Taxes	\$13,800,100	\$14,038,600	\$14,255,300	\$14,719,900
Tuition and Fees	\$13,728,200	\$13,377,500	\$13,081,200	\$11,757,800
County Tuition	\$735,800	\$886,125	\$935,900	\$899,600
Misc. Revenue	\$245,600	\$309,200	\$314,700	\$1,297,300
Total	\$38,739,300	\$39,410,925	\$39,422,900	\$40,654,600
Expenditures	FY 2014	FY 2015	FY 2016	FY 2017
Personnel Costs	\$28,554,500	\$26,529,500	\$26,529,500	\$26,025,400
Operating Expenditures	\$9,757,900	\$12,560,500	\$12,560,500	\$14,350,100
Capital Outlay	\$426,900	\$320,900	\$332,900	\$279,100
Total	\$38,739,300	\$39,410,900	\$39,422,900	\$40,654,600

Source: FY 2014 through FY 2016 are audited financials (actuals) as stated on the B2 report submitted to SBOE. FY 2017 are estimates based on available data as of August 2, 2017.

Profile of Cases Managed and/or Key Services Provided

Cases Managed and/or Key Services Provided	FY 2014	FY 2015	FY 2016	FY 2017
General Studies ^{1,2}				
- Annual Unduplicated Headcount	6,721	6,386	6,119	6,020
- Annual Enrollment FTE	3,508	3,130	2,883	2,733
Career & Technical ²				
- Annual Unduplicated Headcount	1,051	982	984	908
- Annual Enrollment FTE	659	675	681	642
Dual Credit				
- Annual Unduplicated Headcount	921	993	1,165	1,377
- Total Credits Earned	9,884	9,922	12,213	13,481

**WORK SESSION
OCTOBER 18, 2017**

North Idaho College

Performance Measurement Report

Cases Managed and/or Key Services Provided	FY 2014	FY 2015	FY 2016	FY 2017
<u>Workforce Training</u> ³				
- Annual Unduplicated Headcount	4,807	4,625	4,989	4,878
- Annual Enrollment FTE	419	517	622	454
<u>Adult Basic Education</u> ^{3,4}				
- Annual Unduplicated Headcount	821	651	705	447
- Annual Enrollment FTE	69	58	53	57
GED Credentials Awarded ⁵	608	188	245	247
<u>Remediation</u> ⁶ 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.	66.5% (323/486)	58.6% (315/538)	58.3% (302/518)	59.9% (373/623)

¹ General Studies includes Dual Credit students.

² General Studies and Career & Technical FTE is based on total credits for the year (end-of-term, summer, fall, and spring terms) divided by 30.

³ Workforce Training and Adult Basic Education FTE is based on 15 hours = 1 credit, 30 credits for the year = 1 FTE.

⁴ New methodology beginning in FY 2017. Reflects only those students taking 12 hours of instruction or more.

⁵ The decline in GED credentials awarded beginning in FY 2015 was due to several factors, including a decision by the State to decline completion credit to the high school from which the student had withdrawn, increased online competition for GED completion, and the closure of centers for several months while new staff was hired and trained.

⁶ Includes only those students that have a valid placement test score, includes both degree-seeking and non-degree-seeking students. Note: the majority of those without scores are non-degree-seeking students. Dual Credit students are not included.

Part II – Performance Measures

Performance Measure		FY 2014	FY 2015	FY 2016	FY 2017	FY 2018
Strategic Plan Goal 1: Student Success						
A vibrant, lifelong learning environment that engages students as partners in achieving educational goals to enhance their quality of life						
1. <u>Degree Production</u> ¹ Degree and certificate production and headcount of recipients (Goal 1, Objective A)		998 awards / 930 headcount for 13-14	965 awards / 898 headcount for 14-15	1,081 awards / 969 headcount for 15-16	1,183 awards / 901 headcount for 16-17	
	actual	Percentage of benchmark 88% awards / 98% headcount	Percentage of benchmark 80% awards / 86% headcount	Percentage of benchmark 93% awards / 97% headcount	Percentage of benchmark 99% awards / 90% headcount	-----
	target	1,139 awards / 947 grads	1,208 awards / 1,039 grads	1,168 awards / 998 grads	>=1.2k awards / >=1k headcount	>=1.2k awards / >=1k headcount (by 2022)
2. <u>Degree Production</u> ² Unduplicated headcount of		22.8% (930/4,069) for 13-14	23.5% (898/3,818) for 14-15	28.4% (969/3,407) for 15-16	29.1% (901/3,101) for 16-17	
	actual					-----

**WORK SESSION
OCTOBER 18, 2017**

North Idaho College

Performance Measurement Report

Performance Measure		FY 2014	FY 2015	FY 2016	FY 2017	FY 2018
graduates over rolling 3-year average degree seeking FTE (Goal 1, Objective A)	target	21.5%	22.9%	27.9%	30%	30% (by 2022)
3. <u>Retention Rate</u> ³ Full-time, first-time, degree seeking student retention rates as defined by IPEDS (Goal 1, Objective C)	actual	55% (456/832) Fall 12 cohort	55% (418/754) Fall 13 cohort	58% (377/655) Fall 14 cohort	52% (323/625) Fall 15 cohort	-----
	target	56%	56%	58%	63%	63% (by 2020)
4. <u>Retention Rate</u> ⁴ New transfer in, degree-seeking student retention rates (Goal 1, Objective C)	actual	59% (122/208) Fall 12 Cohort	52% (80/155) Fall 13 Cohort	57% (86/152) Fall 14 Cohort	47% (54/116) Fall 15 Cohort	-----
	target	65%	65%	65%	65%	65% (by 2022)
Strategic Plan Goal 3: Community Engagement Collaborative partnerships with businesses, organizations, community members, and educational institutions to identify and address changing educational needs						
5. <u>Dual Credit</u> ⁵ Unduplicated Annual Headcount and percentage of total (Goal 3, Objective C)	actual	921 (12% of total) for 13-14	993 (13% of total) for 14-15	1,165 (16% of total) for 15-16	1,377 (20% of total) for 16-17	-----
	target	18%	18%	18%	18%	18% (by 2022)
6. <u>Dual Credit</u> ⁶ Annual credit hours as percentage of total credits (Goal 3, Objective C)	actual	8% (9,884) for 13-14	9% (9,922) for 14-15	11% (12,213) for 15-16	13% (13,481) for 16-17	-----
	target	14%	14%	14%	14%	14% (by 2022)
Strategic Plan Goal 5: Stewardship Economic and environmental sustainability through leadership, awareness, and responsiveness to changing community resources						
7. <u>Undergraduate Cost per Credit</u> ⁷ (Goal 5, Objective A)	actual	\$302 for 13-14	\$315 for 14-15	\$359 for 15-16	Data not available	-----
	target	\$300	\$294	Data not available	\$320	\$320 (by 2020)
8. <u>Graduates per \$100k</u> ⁸ Graduates per \$100,000 of education and related spending by institutions as defined by IPEDS (Goal 5, Objective A)	actual	2.04 for 13-14	2.06 for 14-15	2.07 for 15-16	Data not available	-----
	target	2.10	2.14	Data not available	3.00	3.00 (by 2022)

Performance Measure Explanatory Notes

¹ Benchmark is set based on an analysis of historical trends combined with the desired level of achievement and IPEDS data from comparator institutions. Note: Includes all degrees and certificates awarded as reported to IPEDS. FY2016 number has been revised to reflect actual IPEDS submission. FY2017 number is unofficial, as of August 2, 2017.

² Benchmark is set based on data from comparator institutions in Idaho. NIC is currently trending upward for this measure.

³ Benchmark is set based on IPEDS data from comparator institutions. NIC is currently experiencing a downward trend for this measure. This is a stretch benchmark.

⁴ 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.

⁵ Benchmark is set based on an analysis of historical trends and efforts related to future growth. This measure continues to show an upward trend.

⁶ Benchmark is set based on an analysis of historical trends and efforts related to future growth. This measure continues to have an upward trend.

⁷ Benchmark is set based on data from comparator institutions in Idaho. 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. Methodology change in IPEDS Financials reporting for 15-16.

⁸ Benchmark is set based on IPEDS data from comparator institutions. Note: Cost includes Instruction, Academic Support, Student Services, Institutional Support, and Other Expenses/Deductions (as reported to IPEDS). Graduates count is unduplicated.

For more information, contact

Lita Burns, Vice President for Instruction
North Idaho College
Office of Instruction, Molstead Library 252
1000 West Garden Avenue
Coeur d'Alene, ID 83814
Phone: (208) 769-3302
E-mail: maburns@nic.edu

Part I – Agency Profile

Agency Overview

The Agricultural Research and Extension Service (ARES) is part of the land-grant system established by the Morrill Act of 1862. The University of Idaho Cooperative Extension System, established in 1915 under the Smith-Lever Act of 1914, conducts educational outreach programs to improve the quality of life for Idaho citizens by helping them apply the latest scientific technology to their communities, businesses, lives, and families. The Idaho Agricultural Experiment Station, established in 1892 under the Hatch Act of 1887, conducts fundamental and applied research to solve problems and meet the needs in Idaho's agriculture, natural resources, youth and family, and related areas.

Core Functions/Idaho Code

Conduct educational outreach programs through the University of Idaho Cooperative Extension system. Conduct fundamental and applied research programs through the Idaho Agricultural Experiment Station. Pursuant to **§33-2904**, Idaho Code, the State Board of Education is authorized to conduct agricultural research and extension work.

Revenue and Expenditures

Revenue	FY 2014	FY 2015	FY 2016	FY 2017
General Fund	\$24,422,700	\$26,453,700	\$28,736,200	\$30,516,700
Federal Grant	5,207,468	5,073,983	5,695,642	\$5,672,539
Misc Revenue	0	0	0	0
Restricted Equine Education	0	0	0	0
Total	\$29,630,168	\$31,527,683	\$34,431,842	\$36,189,239
Expenditures	FY 2014	FY 2015	FY 2016	FY 2017
Personnel Costs	\$22,590,324	\$24,134,222	\$25,758,151	\$29,744,144
Operating Expenditures	4,005,379	5,066,027	5,184,195	\$3,806,736
Capital Outlay	2,154,129	2,704,097	3,082,568	\$2,032,764
Trustee/Benefit Payments	0	0	0	0
Total	\$28,749,832	\$31,904,346	\$34,024,914	\$35,583,644

Profile of Cases Managed and/or Key Services Provided

Cases Managed and/or Key Services Provided	FY 2014	FY 2015	FY 2016	FY 2017
Number of Youth Participating in 4-H (Goal 2: Objective B: Measure I)	56,546	55,742	54,786	60,455
Number of Individuals/Families Benefiting from Outreach Programs (Goal 2: Objective A: Measure I)	375,350	359,662	338,261	360,258
Number of Technical Publications (research results) Generated/Revised (Removed from ARES Strategic Plan for FY18-FY23)	135 (CES)	187 (CES)	167 (CES)	*n/a
Peer Reviewed and Professional Scientific Publications from University of Idaho Extension (Goal 2: Objective C: Measure I)	*n/a	*n/a	88	91
Increase educational and research web traffic and views of U of I Extension Content (Goal 2: Objective D: Measure I)	*n/a	*n/a -	499,574	514,561

FY 2017 Performance Highlights (Optional)

EXTENSION:

State of Idaho

Encouraging members to “make the best better,” Idaho 4-H began a reinvigoration of their teen programming in FY17. As part of the program updates, 4-H formed statewide steering committees for their three largest statewide programs. The State Teen Association Convention (STAC) steering committee created programming focused on secondary education and career exploration; the **4-H Ambassador Program** steering committee created 4 new district based ambassador programs and lowered the age of participation from 9th grade to 7th grade; and the **Know Your Government** (KYG) steering committee will have greater say in developing programming and a more active role in planning the annual event. These efforts all aim to recruit more teen members, involve members earlier on in their 4-H career and positively impact Idaho’s go-on rate.

RESEARCH:

The University of Idaho Agricultural Research and Extension Service created a new genome editing and transformation lab will provide expertise on and access to genome editing techniques, which allow researchers to alter DNA to modify traits and understand plant and animal biology. Initial focus will be on wheat, barley, potatoes, tomatoes, litchi tomatoes, mosquitoes and wireworms, with future expansion likely.

Under the direction of University of Idaho Agricultural Research and Extension Service, Globodera Alliance (GLOBAL) Project researchers use molecular genetics to understand the biology of Globodera pallida and to develop nematode-resistant potato varieties to reduce the threat of microscopic worms that damage potatoes.

The University of Idaho Agricultural Research and Extension Service researchers are exploring the potential of using natural starch-based materials as carriers to deliver therapeutic genes to stem cells for medical treatments. They also will study a potent anti-oxidant that could be combined with starch to create a “functional food” with extra nutritional value.

The new Center for Human Health in the Ecosystem, focuses on how the impacts of land use, including agriculture, urbanization and deforestation, interact to impact transmission and control of disease agents of people, animals and plants, will also be housed in IRIC.

Part II – Performance Measures

Performance Measure		FY 2014	FY 2015	FY 2016	FY 2017	FY 2018
Goal 1						
<i>Achieve excellence in scholarship and creative activity through an institutional culture that values and promotes strong academic areas and interdisciplinary collaboration among them.</i>						
1. Dollar Value of External Agricultural Research Grants Objective A, Measure I	actual	\$15.6M	\$16.5M	\$16.8M	\$28.7M	-----
	target	\$20M	\$20M	\$20M	\$20M	\$34.3M
2. Increase of undergraduate and graduate students engaged and employed on sponsored projects Objective A, Measure II	actual	12%	12.36%	13.60%	14.00%	-----
	target	*n/a	*n/a	*n/a	*n/a	16.72%
3. Increase the number of Advanced/Graduate degrees in the area of Agricultural and Life Sciences Objective A, Measure III	actual	*n/a	45	46.8	49.14	-----
	target	*n/a	*n/a	*n/a	*n/a	53.73

*n/a for the targets and actuals in the tables above reflect the updates to the Strategic Plan that informs the benchmarks being used for FY18 to FY23.

Performance Measure Explanatory Notes *(Optional)*

Performance Measure Alignment with AERS Strategic Plan

- (1) Profile of Cases Managed and/or Key Services Provided: Goal 2: Engage: Objective A, B, C, D
- (2) Scholarly and Creative Activity: Goal 1: Innovate: Objective A: Performance Measure I, II, III,

For More Information Contact

Mark McGuire and Barbara Petty
Agricultural Research and Extension
University of Idaho
875 Perimeter Dr., MS 2335
Moscow, ID 83844-2335
Phone: 208.885.6214 or 208.885-6681
E-mail: mmcquire@uidaho.edu; bpetty@uidaho.edu

Part I – Agency Profile

Agency Overview

There are now three family medicine residencies in Idaho – the ISU Family Medicine Residency (ISU FMR) in Pocatello, the Family Medicine Residency of Idaho (FMRI) in Boise and the Kootenai Family Medicine Residency in Coeur d'Alene. All three programs are funded from State allocations, grants, local hospitals, Medicare and patient revenues. Idaho State University is recognized by the Accreditation Council for Graduate Medical Education (ACGME) as the official sponsoring institution of ISU – Family Medicine Residency (ISU FMR). Brandon Mickelsen, DO is the Interim Director of the ISU FMR and William M. Woodhouse, MD is the Department's Director of External Relations for Health Affairs.

Core Functions/ Idaho Code

1. Training family physicians to provide care to populations throughout Idaho, both rural and urban.

Idaho ranks 49th out of 50 states in physicians per capita. Over 90% of the State is a federally-designated HPSA for primary care, including Bannock County where the Residency resides. Idaho's family medicine residency programs have an excellent track record of recruiting family physicians who then practice in Idaho, ranking eighth in the nation for retention of graduates. Eighty-three percent of the Residency's graduates go on to practice in rural and underserved settings. The ISU FMR has 21 family medicine residents, three pharmacotherapy residents and two psychology interns in training, and graduates seven new family physicians each June. Fifty-eight of ISU FMR's 116 graduates have stayed in Idaho.

2. Provision of services to underserved populations in Idaho:

Reimbursement for medical services has been declining, while program costs have been climbing. The ISU FMR staffs community services such as the Health Department, adolescent detention centers, prison services, free clinics and HIV clinics. The Indian Health Service, migrant workers, nursing home residents, behavioral health unit patients, developmentally challenged children, and the home-bound also receive medical support from the residents and faculty. With the conversion of the residency clinic to become a New Access Point for Health West, a Federally Qualified Community Health Center, ISU is now better able to serve the indigent and uninsured of Southeast Idaho.

Pursuant to Idaho Code **§33-3720** authorizes the State Board of Education to enter into contractual agreements to provide access for Idaho residents to qualified professional studies programs

Revenue and Expenditures

Revenue	FY 2014	FY 2015	FY 2016	FY 2017
General Fund	\$905,200	\$923,100	\$1,026,900	\$1,084,900
Total	\$905,200	\$923,100	\$1,026,900	\$1,084,900
Expenditures	FY 2014	FY 2015	FY 2016	FY 2017
Personnel Costs	\$583,600	\$601,500	\$705,300	\$756,400
Operating Expenditures	\$321,600	\$321,600	\$321,600	\$321,600
Capital Outlay	\$0	\$0	\$0	6,900
Total	\$905,200	\$923,100	\$1,026,900	\$1,084,900

**WORK SESSION
OCTOBER 18, 2017**

Health Programs – ISU Family Medicine Residency

Performance Report

Profile of Cases Managed and/or Key Services Provided

Cases Managed and/or Key Services Provided	FY 2014	FY 2015	FY 2016	FY 2017
Number of Residents in Training	21	21	21	21
Average Total State Funded Dollar Cost per Resident as a Percent of Total Residency Training Costs	12.9%	13.1%	14.5%	16.5%
Number of Health Profession Students (non-physician) Receiving Clinical Training at FMR Facilities	2NP, 3psych 11 pharmacy (16)	1NP, 3PA, 3psych 9pharmacy (16)	1NP, 3PA, 3psych 9pharmacy (16)	1NP, 1PA, 3psych, 18pharmacy
Percentage of Physician Residents Graduating ¹	100%	100%	100%	100%
Percentage of Graduates Successfully Completing Board Examination ¹	100%	100%	100%	100%

Dollar Cost per resident

State dollars received by ISU FMR are \$1,026,900. Approximately 29% of these dollars are used for departmental support, leaving \$726,900 for 21 residents or \$34,000 per resident as our best estimate of dollar cost per resident. Total departmental budget is \$7.0M; \$1,026,900 is 14.5%. Components specifically attributed to residency costs is 10%.

Part II – Performance Measures

Performance Measure		FY 2014	FY 2015	FY 2016	FY 2017	FY 2018
Goal 1						
<i>Access – Recruitment of physicians for Idaho.</i>						
1. High application rate and interview rate. Objective a.	actual	77	69	78	90	-----
	target	<i>above 70 interviews</i>	<i>above 70 interviews</i>	<i>above 70 interviews</i>	<i>above 70 interviews</i>	<i>above 70 interviews</i>
2. Successful match each March for ISU FMR. Objective b.	actual	7 (100%)	7 (100%)	7 (100%)	7 (100%)	-----
	target	7 (100%)	7 (100%)	7 (100%)	7 (100%)	7 (100%)
3. Number of graduates practicing in Idaho. Objective c.	actual	29%	86%	43%	71%	-----
	target	50%	50%	50%	50%	50%
Goal 2						
<i>Quality – Sustain and continuously improve medical care for Idaho citizens through education, quality improvement, and clinical research.</i>						
4. Number of residents who take ABFM exam within one year of training. objective a.	actual	7 (100%)	7 (100%)	7 (100%)	7 (100%)	-----
	target	7 (100%)	7 (100%)	7 (100%)	7 (100%)	7 (100%)
5. Board examinations pass. objective b.	actual	100%	100%	100%	100%	-----
	target	90% pass rate	90% pass rate	90% pass rate	90% pass rate	90% pass rate
6. Number of quality improvement projects (unique residents). objective c.	actual	7 (100%)	7 (100%)	7 (100%)	7 (100%)	-----
	target	7 (100%)	7 (100%)	7 (100%)	7 (100%)	7 (100%)

Performance Measure Explanatory Notes

1. All of these measures speak to increased Access by ensuring well qualified medical students are recruited to be trained in Idaho, successfully graduate, pass their Boards so that they can be licensed and settle in Idaho.
2. Meeting Patient Centered Medical Home Criteria: The Residency's clinic, Health West / ISU Family Medicine, received Level 3 Recognition (score of 89 out of 100 points), the highest of three levels, from the National Committee for Quality Assurance (NCQA). Certification is valid from 4/16/2015 through 4/16/2018.

For More Information Contact

Brandon Mickelsen, DO, Interim Director
ISU Family Medicine Residency
465 Memorial Drive
Pocatello, ID 83201-4508
Phone: 208-282-3253
Email: bmick@fmed.isu.edu

Part I – Agency Profile

Agency Overview

There are three family medicine residencies in Idaho – the Family Medicine Residency of Idaho (FMRI) in Boise, the Idaho State University Family Medicine Residency (ISU FMR) in Pocatello, and the Kootenai Family Medicine Residency in Coeur d'Alene. All three programs are funded from State allocations, grants, local hospitals, Medicaid, Medicare, and other patient revenues. The Family Medicine Residency of Idaho (FMRI) was founded in 1975 as a non-profit, independent, corporate entity. The FMRI consists of three separately accredited GME programs. The oldest and first program is in Boise. The other two programs are Rural Training Tracks (RTT's) in Caldwell (1995) and Magic Valley (2008). FMRI is a Federally Qualified Health Center and one of the first 11 federally designated Teaching Health Centers in the United States. FMRI is governed by a consumer-based independent board and has a Graduate Medical Education Committee that oversees all residency education functions. The President, Chief Executive Officer, and Designated Institutional Official of FMRI is Ted Epperly, MD. The Boise Program Director is Justin Glass, MD and the Program Director of the two RTTs is Kim Stutzman, MD. FMRI is affiliated with the University of Washington WWAMI Residency Network.

Core Functions/Idaho Code

There are two core functions of FMRI:

1. Training family physicians to provide care to rural, urban and suburban populations throughout Idaho. FMRI, including its Caldwell and Magic Valley Rural Training Tracks, has up to 48 residents in training at any one time and now graduates 16 new family physicians each June. Idaho ranks 50th out of 50 for active primary care physicians per capita in the USA and ninety-five percent of all Idaho counties are Health Professional Shortage Areas for primary care. FMRI has an excellent track record of recruiting family physicians that settle and stay in isolated rural Idaho. Currently, FMRI's residency programs are exceeding their recruitment target of 50% of their graduates staying within Idaho. Of the 345 practicing FMRI graduates, 179 (52%) family medicine physicians have been recruited and settled in Idaho since the beginning of our program. This retention rate ranks us 9th best in the United States at keeping graduates in the state they train in. Of those residents choosing to remain in Idaho, 44% have chosen to practice in rural, underserved or health professional shortage areas for primary care.
2. Provision of services to underserved populations in Boise. Over the last four decades, FMRI has become the leading medical provider to the underserved population of Ada County. The FMRI is the largest provider of care to the Medicaid population in the State of Idaho. FMRI provides over nine million dollars in medical and mental health services to Medicaid, Medicare and the indigent and absorbs over two million dollars of uncompensated care annually. FMRI residents who settle in Idaho communities have an excellent track record of continuing outreach services to Medicare, Medicaid and indigent patients and supporting free clinics in their communities.

Pursuant to Idaho Code **§33-3720** authorizes the State Board of Education to enter into contractual agreements to provide access for Idaho residents to qualified professional studies programs.

Revenue and Expenditures

Revenue	FY 2014	FY 2015	FY 2016	FY 2017
General Fund	\$ 1,118,700	\$ 1,118,700	\$ 1,530,000	\$1,530,000
Total	\$ 1,118,700	\$ 1,118,700	\$ 1,530,000	\$1,530,000
Expenditures	FY 2014	FY 2015	FY 2016	FY 2017
Personnel Costs	\$ 1,006,830	\$ 1,006,830	\$ 1,377,000	\$1,377,000
Operating Expenditures	111,870	111,870	\$ 153,000	\$153,000
Capital Outlay	0	0	0	0
Trustee/Benefit Payments	0	0	0	0
Total	\$ 1,118,700	\$ 1,118,700	\$ 1,530,000	\$1,530,000

**WORK SESSION
OCTOBER 18, 2017**

Health Programs-Boise Family Medicine Residency

Performance Report

Profile of Cases Managed and/or Key Services Provided

Cases Managed and/or Key Services Provided	FY 2014	FY 2015	FY 2016	FY 2017
Number of Residents in Training	46	47	49	47
Average Total State Funded Dollar Cost per Resident as a Percent of Total Residency Training Costs	\$24,320	\$23,802	\$31,875	\$32,553
Number of Health Profession Students (non-physician) Receiving Clinical Training at FMRI Facilities	62	65	69	102

Part II – Performance Measures

Performance Measure		FY 2014	FY 2015	FY 2016	FY 2017	FY 2018
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. FMRI will track how many students match annually for residency training in family medicine at FMRI. <i>Objective 1</i>	actual	100%	100%	100%	100%	-----
	target	100%	100%	100%	100%	100%
2. FMRI will track the ABFM board certification rates of the number of graduates per year from FMRI. <i>Objective 2</i>	actual	100%	100%	100%	100%	-----
	target	95%	95%	95%	95%	>95%
3. FMRI will encourage all graduates (residents and fellows) to practice in Idaho and track how many remain in Idaho. <i>Objective 3</i>	actual	47%	43%	47%	56%	-----
	target	50%	50%	50%	50%	>50%
4. Of those graduates staying in Idaho, FMRI will track how many stay in rural or underserved Idaho. <i>Objective 4</i>	actual	43%	50%	75%	100%	-----
	target	40%	40%	40%	40%	>40%
Goal 3: Education						
To provide an outstanding family medicine training program to prepare future family medicine physicians.						
5. Track successful completion of American Board of Family Medicine (ABFM) Board certification examination scores for all program graduates. <i>Objective 1</i>	actual	100%	100%	100%	100%	-----
	target	95%	95%	95%	95%	>95%
6. FMRI will track its accreditation status and potential citations. <i>Objective 2</i>	actual	100%	100%	100%	100%	-----
	target	100%	100%	100%	100%	100%
7. FMRI will track its NAS CCC, APE, AIR and CLER goals. <i>Objective 3</i>	actual	N/A	100%	100%	100%	-----
	target	100%	100%	100%	100%	100%

For More Information Contact

Ted Epperly, M.D., President and Chief Executive Officer
Family Medicine Residency of Idaho
777 North Raymond
Boise, ID 83704
Phone: 208-954-8745
E-mail: ted.epperly@fmridaho.org

Part I – Agency Profile

Agency Overview

Research mission – investigation into forestry and rangeland resource management problems, forest nursery production, and related areas. Part of the College of Natural Resources, Forest Utilization Research also includes the Rangeland Center with a legislative mandate for interdisciplinary research, education and outreach as suggested by a partner advisory council to fulfill the University's land-grant mission (Idaho Code § 38-715), and the Policy Analysis Group with a legislative mandate to provide objective data and analysis pertinent to natural resource and land-use issues as suggested by an advisory committee of Idaho's natural resource leaders (Idaho Code § 38-714).

Core Functions/Idaho Code

The duty of the Experiment Station of the University of Idaho's College of Natural Resources is to institute and conduct investigations and research into the forestry, wildlife and range problems of the lands within the state. Such problems specifically include forest and timber growing, timber products marketing, seed and nursery stock production, game and other wildlife, and forage and rangeland resources. Information resulting from cooperative investigation and research, including continuing inquiry into public policy issues pertinent to resource and land use questions of general interest to the people of Idaho, is to be published and distributed to affected industries and interests. (Idaho Code § 38-701, 38-703, 38-706, 38-707, 38-708, 38-709, 38-710, 38-711, 38-714, 38-715)

Revenue and Expenditures

Revenue	FY 2014	FY 2015	FY 2016	FY 2017
General Fund	\$667,400	\$887,100	\$1,078,800	\$1,268,400
Total	\$667,400	\$887,100	\$1,078,800	\$1,268,400
Expenditures	FY 2014	FY 2015	FY 2016	FY 2017
Personnel Costs	\$569,200	\$693,500	\$902,900	\$1,106,100
Operating Expenditures	\$93,300	\$109,300	\$129,300	\$136,900
Capital Outlay	\$4,900	\$84,300	\$46,600	\$25,400
Trustee/Benefit Payments	\$0	\$0	\$0	\$0
Total	\$667,400	\$887,100	\$1,078,800	\$1,268,400

Profile of Cases Managed and/or Key Services Provided

Cases Managed and/or Key Services Provided	FY 2014	FY 2015	FY 2016	FY 2017
Number of Private Landowners Assisted:				
Pitkin Forest Nursery	1550	1550	1575	1575
Number of Seedling Industry Research Projects:				
Pitkin Forest Nursery	3	4	3	6
Number of:				
• Research Projects:				
Experimental Forest	12	11	11	15
Policy Analysis Group	9	6	9	10
Pitkin Forest Nursery	10	12	10	11
Rangeland Center	15	19	14	21
• Teaching Projects:				
Experimental Forest	25	24	24	26
Policy Analysis Group	13	8	8	8
Pitkin Forest Nursery	5	6	6	3
Rangeland Center	9	10	13	11
• Service Projects:				
Experimental Forest	10	11	11	12
Policy Analysis Group	14	7	12	10

Pitkin Forest Nursery	12	15	13	10
Rangeland Center	13	8	9	17

FY 2017 Performance Highlights

University of Idaho Experimental Forest (UIEF)

FY17 was a productive year for the University of Idaho Experimental Forest (UIEF), as the College continues to expand use of the UIEF to its fullest potential as a working forest serving the University land-grant mission. This year UIEF included active student learning in timber sales and logging activities, inventoried over 1500 acres, and pre-commercially thinned over 300 acres. FY17 was also a year that showed the great promise of the integration between FUR program areas as 80,000 seedlings grown by students at the Pitkin Forest Nursery were planted following prescribed burning and other site prep activities on over 200 acres. Along with this student-led management, faculty, graduate students, research staff and collaborators from as far as Italy are implementing dozens of new research projects, including 5 large-scale real-time GNSS studies, 5 early stand silviculture experiments, multiple thinning studies, drone flights collecting high intensity return LiDAR and hyperspectral imagery to quantify canopy and burn characteristics. Others are monitoring harvest impacts on class I stream shade, characterizing root architecture in 25 year old plantations, installing 2 new experiments to understand impacts of mastication, evaluating camera trap equipment for monitoring wildlife populations, sampling to quantify forest insect population dynamics, and more. UIEF hosted dozens of field labs in 2016-2017, as well as workshops and other activities with FFA, PLT, ROTC and DOD, IDL, IDEQ, IDFG, and Extension Forestry. CNR is finishing up a new building on the Big Meadow unit of UIEF that will help research and teaching.

Policy Analysis Group (PAG)

FY17 was a growth year for the Policy Analysis Group. One Senior Researcher position was added, which allowed the PAG to significantly increase research and productivity in natural resource economics. A new economic contribution analysis report was completed for the forest products industry for the state of Idaho, which allows the PAG to enhance tracking of the economic contribution of all natural resources to the state's economy. Ten new policy analyses were initiated in FY 2017; ten projects were completed on behalf of state and federal partners, conservation organizations, industry associations, and related stakeholders. Clients served included the State Board of Land Commissioners, Idaho Department of Lands, Idaho Fish & Game, Idaho Department of Parks & Recreation, USDA Forest Service, University of Idaho Extension, Idaho Forest Landowners Association, Idaho Conservation Organization, Idaho Forest Products Association and others. Key projects included a survey of Idaho's family forest landowners, evaluation of state wildfire funding, assistance to the Land Board evaluating grazing rates on endowment lands, review of the Federal Forest Legacy Program in Idaho, non-motorized trail funding, and evaluating the effect of forest collaborative(s) on the pace and scale of Federal forest management. A primary task for FY17 was to establish the PAG as a go-to center for policy analysis in the state and region. We have broadened our impact, increased the number and pace of projects completed compared to recent years, and are actively soliciting new projects with partners throughout the state across natural resource topics. The PAG continues to meet its legislative mandate to provide objective data and analysis on natural resource and land-use issues of concern to Idaho citizens. The number and scope of research projects highlights our commitment to this mandate, the impact of which is to provide timely information to inform critical land management decisions at multiple levels of government.

Pitkin Forest Nursery (Nursery)

In FY 17, the Pitkin Forest Nursery produced a record number of containerized seedlings, 650,000 total. This included approximately 65 conifer and native vegetation tree species that were distributed to over 900 customers throughout Idaho and the across the United States. To support landowners affected by the 2015 wildfires in the Inland Northwest, we grew 50,000 ponderosa pine and Douglas-fir trees. All of these trees made it into the hands of those in need of prompt reforestation after fire. Multiple research projects were initiated in the Nursery this year that directly support the seedling industry, including (a) testing variants of aeroponic root growth potential chambers to assess seedling quality, (b) comparing fertilization regimes for western larch, (c) comparing new black plastic containers with standard Styrofoam blocks for three conifer species, (d) exploring the effects of rhizobacteria application on improving Christmas tree growth and native conifer productivity following planting, (e) examining the relationship between root growth potential and outplanting survival and early growth, (f) comparison of standard soil media mix to a new soil media mix. Additional research projects include examining the growth and physiology of different western larch genotypes in the nursery and refinement of root growth

State of Idaho

potential testing systems, and determining the potential to growth huckleberry in different container sizes. The Nursery was used in the Forest Regeneration class at the University of Idaho, where students learned about nursery culture and the effects of limiting factors on seedling growth and survival. Classes from the University of Idaho and Washington State University toured the Nursery to learn about our culturing regimes. Multiple nursery tours were conducted for elementary and secondary school students from local schools, as well as for the general public. We setup a display at the Idaho Forest Landowners Association annual meeting to inform people about proper tree planting.

Rangeland Center (Center)

The Rangeland Center demonstrated solid growth in FY17. These accomplishments exceeded the mandate from Idaho Legislature to “create knowledge and foster understanding of the stewardship and management of rangelands.” Center membership includes 35 faculty from CNR, CALS, and UI Extension. The Partners Advisory Council (PAC) is at full capacity representing diverse rangeland user groups across the state. The Strategic Plan was released, and a Communication Framework is soon to be released. The Legislature added a special projects line-item to fund a Communications Specialist. Office space was established in the UI Boise Water Center, which better supports stakeholders – the majority whom live and work in close proximity to Idaho’s rangelands. Research projects have grown to 21, including projects at Rock Creek Ranch. Targeted grazing and fuels reduction research fulfills a Secretarial Order, and the sage-grouse and grazing project is a rigorous multi-partner, 10-year intensive study that will inform land management decisions throughout sage-grouse range. Center faculty engaged in 17 rangeland service projects, such as IRRC, 4-H and FFA. Our commitment to academic rigor includes 10 teaching projects at the university level, grad courses, rangeland monitoring, methodology, technology, and field tours/workshops. The Center also led a cadre of rangeland students in the National Resource Inventory (NRI) survey in partnership with NRCS. The Center supported Extension’s public outreach, including the successful “Sagebrush Saturdays” at Rock Creek Ranch. We also helped TNC/WRLT/UI gain a \$10K education grant from IFWF. The Center assisted and/or hosted CNR President’s Tour, Range Livestock Symposium, UI Law Symposium, Idaho Cattle Association conference, Idaho Rangeland Resource commission (IRRC) efforts, Idaho Governor’s Trail Ride, Fall Forums, and an upcoming Changing Climate conference. A revised Idaho Sage-grouse Habitat Guide was published, a collaborative effort with federal agencies and Governor’s Office of Species Conservation. Products now include multiple facts sheets and publications in print and digital formats, InFocus report, and Spotlight on Stewardship e-news. Projects such as the UI Rangeland Atlas (partnered with the UI Library) and the Journal of Rangeland Applications also progressed. We have begun to establish a public presence due to our efforts, and our collaborative research studies are assisting the management of Idaho’s rangelands. The scope of the Rangeland Center’s work has broadened, enabling trust and moving our role from unbiased informers to well-respected conveners. The Rangeland Center, with support for the UI Policy Analysis Group (PAG), has assumed the role of lead convener for Idaho’s collaborative land management initiative in FY18. Our collaborative work will truly help shape the future of public and private decision-making on Idaho’s rangelands.

Part II – Performance Measures

Performance Measure		FY 2014	FY 2015	FY 2016	FY 2017	FY 2018
Goal 1						
<i>Achieve excellence in scholarship and creative activity through an institutional culture that values and promotes strong academic areas and interdisciplinary collaboration among them.</i>						
Objective A, Measure I: Number of CNR faculty, staff, students and constituency groups involved in FUR-related scholarship or capacity building activities.	<i>actual</i>	35	61	46	46	-----
	<i>target</i>	46	46	46	46	49
Objective A, Measure II: Number and diversity of courses that use full or partially FUR funded projects, facilities or equipment to educate, undergraduate, graduate and professional students.	<i>actual</i>	N/A	N/A	26	23	-----
	<i>target</i>	N/A	N/A	23	23	24

**WORK SESSION
OCTOBER 18, 2017**

Special Programs – Forest Utilization Research

Performance Measurement Report

Performance Measure		FY 2014	FY 2015	FY 2016	FY 2017	FY 2018
Objective B, Measure 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).	actual	46	39	43	31	-----
	target	31	31	31	31	32
Objective B, Measure II: An accounting of projects recognized and given credibility by external reviewers through licensing, patenting, publishing in refereed journals, etc.	actual	15	14	15	13	-----
	target	13 referred articles	13 referred articles	13 referred articles	13 referred articles	14 referred articles
Goal 2						
<i>Engage with the public, private and non-profit sectors through mutually beneficial partnerships that enhance teaching, learning, discovery, and creativity.</i>						
Objective A, Measure 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	actual	N/A	N/A	N/A	1,250	-----
	target	N/A	N/A	N/A	1,250	1,750
Goal 3						
<i>Efficient financial management of FUR state appropriated dollars supporting Goals 1 and 2 and leveraging resources to secure external funding.</i>						
Objective A, Measure I: New funding sources from external granting agencies, private and public partnerships and other funding groups.	actual	N/A	N/A	N/A	13	-----
	target	N/A	N/A	N/A	13	14

Performance Measure Explanatory Notes

- Performance Measure #1 – Seeking 20% growth by FY2023 based on increased staff resources in 2016 that allows more faculty, staff, students and constituency groups to be involved in FUR-related scholarship activities.
- Performance Measure #2 – Seeking 15% growth by FY2023 based on College and program goals to enhance coordination of course offerings and research.
- Performance Measure #3 – Seeking 15% growth by FY2023 based on a critical need to communicate with external stakeholders, and increase the pace of products produced.
- Performance Measure #4 – Seeking 25% growth by FY2023 based on increased staff resources in 2016 focused on research that will increase scientific outreach and communication.

- Performance Measure #5 – This is a new measure based on UI and College strategic goal to increase involvement and communication with external stakeholders. The target of 1,250 participants served was established from internal analysis of recent year participants.
- Performance Measure #6 – Seeking 25% growth based on analysis of projects started and completed in recent years, staff capacity, and the need to increase the pace of projects completed annually.

For More Information Contact

Kurt Pregitzer, Dean and Thomas Reveley, Professor
College of Natural Resources
University of Idaho
875 Perimeter Drive MS 1138
Moscow, ID 83844-1138
Phone: (208) 885-6442 E-mail: kpregitzer@uidaho.edu
Website: www.uidaho.edu/cnr

Part I – Agency Profile

Agency Overview

The Idaho Dental Education Program (IDEP) is Idaho's assisted route of access for dental education. There are currently eight (8) seats available per year for Idaho residents to obtain their dental education. The Program began in 1981 with a cooperative agreement between Idaho State University and The University of Washington School of Dentistry, where five (5) Idaho residents received their dental education. In 1982 the program became a cooperative effort between Creighton University's School of Dentistry in Omaha, Nebraska and Idaho State University in Pocatello, Idaho. The program involves a decentralized first year of education taught at Idaho State University and the second through fourth years taught at Creighton University.

The program currently has five (5) regular employees and five (5) adjunct employees in Pocatello. Dr. Jeff Ybarguen (IDEP graduate) is the program director and works with Dr. Brian Crawford who is the Chair of the Department of Dental Sciences at ISU. Jeri Larsen is the Department Coordinator and works with both the IDEP program and the Idaho Advanced Graduate Dentistry (IAGD) residency program. These programs are located in the same facility at Idaho State University.

Core Functions/Idaho Code

The mission of the Idaho Dental Education Program is two-fold: First, to provide residents of Idaho with ready access to a high quality dental education; and second, to help the population of Idaho have ready access to high quality dental professionals. As the majority of students graduating from the program return to Idaho to practice, residents of the state have access to high quality dental treatment. [Statutory Authority: Idaho Code §33-3720]

Revenue and Expenditures

Revenue	FY 2014	FY 2015	FY 2016	FY 2017
General Fund	\$1,348,700	\$1,505,600	\$1,550,100	\$1,610,600
Unrestricted Current	<u>\$554,400</u>	<u>\$625,000</u>	<u>\$405,500</u>	<u>\$843,700</u>
Total	\$1,903,100	\$2,130,600	\$1,955,600	\$2,454,300
Expenditure	FY 2014	FY 2015	FY 2016	FY 2017
Personnel Costs	\$339,200	\$331,500	\$297,500	\$316,800
Operating Expenditures	\$13,800	\$14,400	\$15,400	\$13,400
Capital Outlay	\$0	\$5,400	\$0	\$18,500
Trustee/Benefit Payments	<u>\$1,125,300</u>	<u>\$1,160,900</u>	<u>\$1,222,800</u>	<u>\$1,221,500</u>
Total	\$1,478,300	\$1,512,200	\$1,535,700	\$1,570,200

Profile of Cases Managed and/or Key Services Provided

Cases Managed and/or Key Services Provided	FY 2014	FY 2015	FY 2016	FY 2017
Number of Program Applicants	30	52	39	31
Number of Program Applicants Accepted	8	8	8	8
Number of Graduates (since program's inception)	214	223	231	239

Part II – Performance Measures

Performance Measure		FY 2014	FY 2015	FY 2016	FY 2017	FY 2018
Goal 1						
<i>Provide access to a quality dental education for qualified Idaho Residents</i>						
1. Dental education opportunities for Idaho residents comparable to other states: <ul style="list-style-type: none"> Contract for at least 8 Idaho residents per year 	actual	Creighton University	Creighton University	Creighton University	Creighton University	-----
	target	<i>Contract in Place Creighton University or other accredited dental school</i>	<i>Contract in Place Creighton University or other accredited dental school</i>	<i>Contract in Place Creighton University or other accredited dental school</i>	<i>Contract in Place Creighton University or other accredited dental school</i>	<i>Contract in Place Creighton University or other accredited dental school</i>
2. First Time Pass Rate of National Dental Boards Part I	actual	100%	100%	100%	100%	-----
	target	>70%	>70%	>90%	>90%	>85%
3. First Time Pass Rate of National Dental Boards Part II	actual	100%	100%	100%	100%	-----
	target	>70%	>70%	>90%	>90%	>85%
4. 1 st time pass rate on Clinical Board Examination necessary to obtain dental license (Western Regional or Central Regional)	actual	100%	100%	100%	100%	-----
	target	>90%	>90%	>90%	>90%	>85%
5. Provide additional opportunities for Idaho residents to obtain a quality dental education* <ul style="list-style-type: none"> Number of students in the program 	actual	8	8	8	8	-----
	target	<i>Increase number of students per year from 8 to 10</i>	<i>Increase number of students per year from 8 to 10</i>	<i>Increase number of students per year from 8 to 10</i>	<i>Increase number of students per year from 8 to 10</i>	<i>Increase number of students per year from 8 to 10</i>
Goal 2						
<i>Maintain some control over the rising costs of dental education</i>						
6. Provide the State of Idaho with a competitive value in educating Idaho Dentists** <ul style="list-style-type: none"> Cost per student compared to national average 	actual	34%	33%	33%		-----
	target	<50% national average	<50% national average	<50% national average	<50% national average	<50% national average
Goal 3						
<i>Serve as a mechanism for responding to the present and/or the anticipated distribution of dental personnel in Idaho.</i>						
7. IDEP graduates returning to Idaho to practice***	actual	50%	60%	67%	20%	-----
	target	>50%	>50%	>50%	>50%	>50%

Performance Measure Explanatory Notes

* Our goal has been to expand the program to facilitate 10 students per year. We currently have 8 students per year in the program and understand that potential expansion of the program will not be considered under the current economic climate. We were able to reduce the administrative cost of the contract with Creighton from 24% to 9% during FY 2016.

** The cost per DDSE (DDS Equivalent) is a commonly utilized measure to evaluate the relative cost of a dental education program. This information is tabulated in the *ADA Survey of Dental Education*, published by the American Dental Association. From this publication (inflation Adjusted) the national average cost per student for state programs is \$148,119 in 2017. The IDEP cost per student for 2017 was \$49,069 (33 % of the national average). The program is accomplishing the goal of providing a

competitive value in educating Idaho dentists.

Our goal is to have greater than 50% of our program participants return to Idaho to practice Dentistry. This year 8 IDEP students graduated from Creighton. 3 of the 8 graduates in 2017 are furthering their education through post-graduate residency programs and may return to Idaho at the completion of their residency training. 1 of the 5 graduates entering private practice have returned to Idaho. 3 previous IDEP graduates (one general dentist and 2 specialists) that were either in residency programs or practicing outside of Idaho have returned to Idaho to practice during the reporting period.

For More Information Contact

Jeff Ybarguen, DDS
Health Programs, IDEP Dental Education
Idaho State University,
Campus Box 8088
Pocatello, ID 83209-8088
Phone: (208) 282-3289
E-mail: ybarj@isu.edu

Part I – Agency Profile

Agency Overview

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. The agency is staffed by about ten state-funded FTEs and 15-20 externally funded temporary and part-time employees.

Members of the Idaho Geological Survey acquire geologic information through field and laboratory investigations and through cooperative programs with other governmental and private agencies. The Idaho Geological Survey's geologic mapping program is the primary applied research function of the agency. The Survey's Digital Mapping Laboratory is central to compiling, producing, and delivering new digital geologic maps. Other main Idaho Geological Survey programs include geologic hazards, hydrology, mining, abandoned and inactive mines inventory, and earth science education outreach. Demand is expected to increase for geologic information related to population growth, minerals, energy, water resources, landslides, and earthquakes.

Core Functions/Idaho Code

Idaho Code Title 47, Chapter 2, defines the authority, administration, advisory board members, functions and duty of the Idaho Geological Survey. The section contents:

- **Section 47-201:** Creates the Idaho Geological Survey to be administered as special program at the University of Idaho. Specifies the purpose as the lead state agency for the collection, interpretation and dissemination of geologic and mineral information. Establishes a survey advisory board and designates advisory board members and terms.
- **Section 47-202:** Provides for an annual meeting of the advisory board, and location of the chief office at the University of Idaho. Specifies the director of the Idaho Geological Survey report to the President of the University through the Vice President for Research. Specifies for the appointment of a state geologist.
- **Section 47-203:** Defines the duty of the Idaho Geological Survey to conduct statewide studies in the field and in the laboratory, and to prepare and publish reports on the geology, hydrology, geologic hazards and mineral resources of Idaho. Provides for establishment of a publication fund. Allows the Survey to seek and accept funded projects from, and to cooperate with, other agencies. Allows satellite offices at Boise State University and Idaho State University.
- **Section 47-204:** Specifies the preparation, contents, and delivery of a Survey Annual Report.

Revenue and Expenditures

Revenue	FY 2014	FY 2015	FY 2016	FY 2017
General Fund	\$706,900	\$817,240	\$824,200	\$1,123,300
Total	\$706,900	\$817,240	\$824,200	\$1,123,300
Expenditures	FY 2014	FY 2015	FY 2016	FY 2017
Personnel Costs	\$573,945	\$694,821	\$745,726	\$853,400
Operating Expenditures	\$87,772	\$48,690	\$65,899	\$134,696
Capital Outlay	\$45,183	\$73,729	\$12,575	\$135,204
Trustee/Benefit Payments	0	0	0	0
Total	\$706,900	\$817,240	\$824,200	\$1,123,300

Profile of Cases Managed and/or Key Services Provided

Cases Managed and/or Key Services Provided	FY 2014	FY 2015	FY 2016	FY 2017
Square Miles of Geological Mapping	427	267	467	454
Number of Educational Programs for Public Audiences	20	9	19	14
Number of Geologic Reports	18	14	10	11
Number of Geologic Presentations	15	24	9	9
Number of Website Viewers (no robot searches)	434,076	438,955	398,400	453,562
Number of Grants and Contracts	12	7	7	11

FY 2017 Performance Highlights

1. Number of Publications on Geology/Hydrology/Hazards/Mineral Resources

Twenty five new geologic publications were published by the Idaho Geological Survey (IGS) in FY17. Publications are focused on a wide array of geoscience issues and resources including hydrology and geothermal energy, metallic and industrial minerals, aggregates, dimension stone and limestone, oil and gas resources, geologic hazards including active faults and landslides, regional bedrock and surficial geologic maps, and geologic databases. The IGS publishes the vast majority of its products in-house through the digital mapping laboratory which are made available for free download on the agency website.

2. Number of Website Products Delivered/Used

The IGS continues to improve its delivery and access of geologic publications on the agency website. Nearly all of IGS publications (over 970) are available for free download. Obtaining geological information on the IGS website has been simplified through search engines including web map applications. The most important metric used to evaluate the efficiency and delivery of geological products to our customer base is the number of downloaded products annually including geologic maps, technical reports, geologic databases, and miscellaneous publications. Downloaded products have more than doubled over the last six years from the IGS website and reached a record high of 204,770 products during FY17.

3. Cumulative Percent of Idaho's Area Covered by Modern Geologic Mapping

Modern geologic mapping is a necessary service of the IGS which is used to identify important economic and geologic resources and to understand complex geologic phenomenon that may negatively impact citizens or the state's infrastructure (roads, dams, and buildings). Legislative decision makers, state regulatory agencies, and developers of residential and commercial properties rely heavily on modern geologic mapping from the IGS to make sound business and public safety decisions. As of FY17, the IGS has mapped 40% of the state with modern high resolution geologic mapping at a scale of mostly 1:24,000. For the last 20 years the IGS has continuously secured federal grants from the U.S. Geological Survey (USGS) to assist with modern geologic mapping in Idaho, and this effort will continue into the foreseeable future.

4. Externally Funded Grant and Contract Dollars

Externally funded grants are critical to accomplish the mission and legislative mandate of the IGS. All geologists are expected to seek and apply for externally funded grants on an annual basis or to apply for multi-year grant awards. The IGS typically has a healthy mix of grant awards from federal, state, and private industry that permits the advance of geoscience research projects throughout the state. The USGS often makes up the largest portion of externally funded grant awards for the IGS; during FY17 the IGS had three concurrent grant awards from the USGS. Given the lean projections of federal grant awards in the future there is a new focus at IGS to seek out industry collaborations for additional funding of research projects. Midas Gold has partnered with the IGS on a multi-year geologic research project in central Idaho that revolves around a \$1 billion proposed gold, tungsten, and antimony mine. These private sector partnerships and grant awards are necessary to maintain the level of research and outreach that is expected from this agency.

Part II – Performance Measures

Performance Measure		FY 2014	FY 2015	FY 2016	FY 2017	FY 2018
Goal 1						
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).						
1. Number of Publications on Geology/Hydrology/Hazards/Mineral Resources Goal 1. Objective 1	actual	32	27	39	25	-----
	target	45	35	35	39 ¹	39
2. Number of Website Products Delivered/Used Goal 1. Objective 2	actual	132,454	157,540	185,635	204,770	-----
	target	201,463	180,000	180,000	191,709	191,709
Goal 2						
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.						
3. Cumulative Percent of Idaho's Area Covered by Modern Geologic Mapping Goal 2. Objective 1	actual	36.6	36.9	37.4	40	-----
	target	36.4	36.4	36.4	37.8	37.8
4. Externally Funded Grant and Contract Dollars Goal 2. Objective 2	actual	\$371,023	\$382,101	\$498,034	\$439,898	-----
	target	\$531,085	\$531,085	\$531,085	\$457,794	\$457,794

¹ This benchmark was adjusted to comply with the description of the benchmark as stated in the Strategic Plan.

Performance Measure Explanatory Notes

- Performance Measure 1. Goal 1. Objective 1: Number of Publications decreased from 39 in FY16 to 25 in FY17.
- Performance Measure 2. Goal 1. Objective 2: Number of Website Products Delivered/Used increased from 185,635 in FY16 to 204,770 in FY17.
- Performance Measure 3. Goal 2. Objective 1: Cumulative Mapping of Idaho has increased from 37.4% in FY16 to 40% in FY17.
- Performance Measure 4. Goal 2. Objective 2: Externally funded grants and contracts decreased from \$498,034 in FY16 to \$439,898 in FY17 due to ending of multiple non-renewable projects.

IGS Grants and Contracts FY 2017

Additional Geologic Mapping and Study of Hydrothermal Alteration, Mineralization and Geochronology in and near Stibnite Mining District, Idaho: V.S. Gillerman and R.S. Lewis (Midas Gold, Inc., July 2014-September 2017, \$70,000).

Big Wood River Landslide Susceptibility Mapping: W.M. Phillips (U.S. Department of Homeland Security, Federal Emergency Management Agency, Risk MAP Program, October 2016-September 2017, \$70,098).

Data Preservation 8: R.S. Lewis (U.S. Geological Survey, August 2015-August 2016, \$22,025).

Data Preservation 9: R.S. Lewis and D. Feeney (U.S. Geological Survey, August 2016-August 2017, \$30,359).

Geologic Mapping in the Preston, Weiser, and Salmon areas: R.S. Lewis and D.M. Feeney (U.S. Geological Survey STATEMAP Program, June 2017-June 2018, \$170,165).

Geologic Mapping in the Rexburg, Weiser, and Salmon areas: R.S. Lewis, W.M. Phillips, and D.M. Feeney (U.S. Geological Survey STATEMAP Program, June 2016-May 2017, \$167,755).

Idaho Department of Lands Abandoned Mine Lands Project, Task 3: R.S. Lewis (Idaho Department of Lands, December 2014-February 2017, \$122,560).

Idaho Department of Lands Abandoned Mine Lands Project, Task 4: R.S. Lewis (Idaho Department of Lands, February 2017-February 2019, \$121,918).

Reservoir Characterization & Petroleum Assessment of Miocene Sedimentary Rocks, southwestern Idaho: M.E. Ratchford (U.S. Geological Survey, September 2015-August 2017, \$30,000).

Smiths Ferry Project: R.S. Lewis (Idaho Department of Lands, May 2015-January 2017, \$45,000).

Surficial and bedrock mapping of Burnt Log Road corridor: V.S. Gillerman and R.S. Lewis (Midas Gold, Inc., June 2016-September 2017, \$27,277).

For More Information Contact

Bob Smith
Senior Associate Vice President,
Research & Economic Development
University of Idaho
875 Perimeter Drive MS 3014
Moscow, Idaho 83844-3014
Phone: 208-885-2560
E-mail: smithbob@uidaho.edu
Website: www.idahogeology.org

Part I – Agency Profile

Agency Overview

Recognizing the importance of our natural heritage to the citizens of the State, the Idaho Museum of Natural History (IMNH) is charged with preserving and interpreting cultural and natural history for the citizens of Idaho. It is the mission of the Idaho Museum of Natural History to actively nurture 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 and is building educational and research collaborations across the state.

The Idaho Museum of Natural History is home to collections in anthropology, archaeology, paleontology, earth science, and the life sciences. It holds an archive of collection related documentation, and field notes, historic and research documents, ethnographic photographs, and audio recordings. It also houses the eastern branch of the Archaeological Survey of Idaho. Researchers pursue scholarly study of the collections and publish their findings in peer reviewed and Museum-sponsored publications. Exhibitions emphasize the collections and mission of the Museum, and include permanent and special offerings. Educational classes for children, families, and adults provide more in-depth exploration of the natural history of Idaho.

Core Functions/Idaho Code

The Idaho Museum of Natural History has two core functions:

- 1) To collect, care for, preserve, research, interpret and present — through educational programs and exhibitions— Idaho's cultural and natural heritage.
- 2) To support and encourage local and municipal natural history museums throughout the state of Idaho.

Pursuant to **§33-3012**, Idaho Code, the State Board of Education establishes the Idaho State Museum of Natural History.

Revenue and Expenditures

Revenue	FY 2014	FY 2015	FY 2016	FY 2017
General Fund	\$476,600	\$503,900	\$486,000	532,700
Total	\$476,000	\$503,900	\$486,000	532,700
Expenditures	FY 2014	FY 2015	FY 2016	FY 2017
Personnel Costs	\$441,600	\$440,600	\$437,418	506,500
Operating Expenditures	\$14,900	\$13,800	\$48,582	13,800
Capital Outlay	\$20,100	\$49,500	\$0	12,400
Total	\$476,600	\$503,900	\$486,000	532,700

Profile of Cases Managed and/or Key Services Provided

Cases Managed and/or Key Services Provided	FY 2014	FY 2015	FY 2016	FY 2017
Number of educational programs for public audiences	45	47	58	55
Number of students attending museum for school group programming	No data	No data	1,998	1,370*
Number of K-12 age public ("Child" from 4-17 years old) visiting exhibits at museum	No data	No data	2,913	2,627
Number of people served directly (exhibits, events, outreach)	No data	No data	No data	12,825
Number of people reached digitally	No data	179,058	674,482	654,654
Number of physical collections (by catalog #)	291,891	312,917	344,902	373,081
Number of traveling exhibit visitors (# of shows)	0	500,000 (2)	137,000 (2)	105,000 (3)

**WORK SESSION
OCTOBER 18, 2017**

Special Programs – Idaho Museum of Natural History

Performance Measurement Report

Visiting Scientists	38	24	23	18
Volunteer Hours	1,737.75	906.5	993.25	1,364

*Education Specialist position in transition. Permanent hire made 7/31/2017.

- 1) **Collections and Associated Research:** a) secure space, care and storage of collections; b) access to collections records and other archived information; c) research and presentation of new knowledge. These services are provided to those depositing collections, scholars, other natural history organizations, and Idaho's and others' museums.
- 2) **Education and Training:** on-site and web-based training via workshops, classes, outreach materials, internships, facilitated tours and exhibitions. These are provided to K-12 students, higher education students, instructors and teachers, residents and visitors.
- 3) **Resources, Expertise, and Consultation:** a) natural history object identification; b) specialty equipment for natural history object study; c) technical services supporting collections and research; d) expertise for compliance with Federal and State collections regulations; e) as a venue / space for exhibitions; f) as a source for natural history traveling exhibitions; g) expertise on natural history topics and museology. These are provided to residents, visitors, scholars, organizations and agencies required to repository collections in an accredited 36 CFR Part 79 compliant repository, other natural history organization, Idaho's and others' museums.

FY 2017 Performance Highlights (Optional)

Part II – Performance Measures

Performance Measure		FY 2014	FY 2015	FY 2016	FY 2017	FY 2018
Goal 1						
<i>Increase Visitation and Public Engagement</i>						
1. Number of people visiting exhibits at museum <i>Objective A</i>	actual	9,147**	6,448**	7,958**	6,666	-----
	target	N/A	N/A	N/A	N/A	7,999
2. Number of people attending museum events and programs <i>Objective A</i>	actual	No data	No data	No data	3,103	-----
	target	N/A	N/A	N/A	N/A	3,723
3. Number e-newsletter subscribers <i>Objective A</i>	actual	No data	No data	390	526	-----
	target	N/A	N/A	N/A	487	608
4. Corporate sponsorships <i>Objective B</i>	actual	\$15,000	\$0	\$3,750	\$15,400	-----
	target	N/A	N/A	N/A	N/A	\$30,800
5. Public giving <i>Objective B</i>	actual	No data	No data	\$5,200	\$13,422	-----
	target	N/A	N/A	N/A	N/A	\$26,000
Goal 2						
<i>Research Capacity and Training</i>						
6. Number of digital collections in partnership with Idaho institutions (by specimen #)*** <i>Objective B</i>	actual	683	1,624	1,833	40,869	-----
	target	2500	2500	2500	2500	2500
Goal 3						
<i>Support K-12 Education</i>						
7. Amount of sponsored travel funding for K-12 student visitation to museum <i>Objective A</i>	actual	No data	No data	\$500	\$2,000	-----
	target	N/A	N/A	N/A	\$650	\$845

**Number includes number of people visiting exhibits at museum and number of people attending museum events and programs

***To keep physical and digital collection records consistent, we are tracking by catalog specimen number totals rather than total elements per catalog specimen.

Performance Measure Explanatory Notes *(Optional)*

The Museum has increased the number and impact of exhibits, with 5-6 new exhibits planned each year, half made by IMNH and half rented from other institutions. By staggering release and duration of exhibits, we are driving increased attendance to the museum by offering a new experience every two months. Our success this year with increased admissions and store sales has allowed us to increase our marketing budget to our community and, importantly, to out-of-region drivers along the I-15 corridor. Garnering external funds through donations will be a major focus of the next two years.

For More Information, Contact:

Leif Tapanila, Director
Idaho Museum of Natural History
921 S 8th Ave, Stop 8096
Pocatello, ID 83209
Phone: (208) 282-5417
E-mail: tapaleif@isu.edu

Part I – Agency Profile

Agency Overview

The Idaho Small Business Development Center (Idaho SBDC) was established in 1986 as a partnership between the U.S. Small Business Administration, the State of Idaho, and Idaho's institutions of higher education. The Idaho SBDC provides no-cost business consulting and affordable training to help entrepreneurs and small business owners start and grow successful businesses. Nationally, as in Idaho, over 70% of net new jobs are being created by the small business sector.

The Idaho SBDC is a network of business consultants that operates under the umbrella of the state's colleges and universities. Boise State University's College of Business and Economics serves as the State Office with administrative responsibility for directing the type and quality of services across the state. Regional offices in the following locations are funded under sub-contracts with the host institutions.

North Idaho College – Post Falls
Lewis-Clark State College - Lewiston
Boise State University – Boise and Nampa
College of Southern Idaho - Twin Falls
Idaho State University - Pocatello
Idaho State University - Idaho Falls

The Idaho SBDC also manages two business accelerators – one in Nampa and one in downtown Boise. The accelerators are physical locations that provide space and programs to help early-stage companies accelerate their growth.

Core Functions/Idaho Code

Pursuant to Title **15 U.S.C. § 648** authorizes the State Board of Education to outline requirements in order to provide assistance towards small business development.

The Idaho Small Business Development Center has two basic functions—coaching/consulting and training.

Coaching/Consulting - The Idaho SBDC provides confidential, no-cost, individualized business consulting and coaching to help small business owners and entrepreneurs increase their knowledge, skills, and abilities for running a successful business. Primary consulting is accomplished with a small core staff of professionals, most with advanced degrees and five years or more of small business ownership/management experience. Business coaching/consulting is designed to provide in-depth business assistance in areas such as marketing, finance, management, production, innovation, government contracting and overall business planning.

Faculty and students at each institution expand the Center's knowledge and resource base and provide direct assistance in appropriate cases working directly with business owners and entrepreneurs on specific projects. The students are provided the opportunity, under the direction of professional staff and faculty, to apply classroom learning in real-world situations. 'Real-world' laboratory experience for our college and university faculty and students provides long-term benefits to the business community and helps the academic institutions remain current on needs, problems, and opportunities of Idaho's business sector.

The Idaho SBDC also provides low-cost, non-credit training to improve business skills. Workshops, primarily directed at business owners, are typically 2 – 4 hours in length and attended by 10 – 25 participants. Training covers topics such as marketing, accounting, management, finance, social media, etc. A variety of faculty, staff and private sector experts are used to ensure timely, useful material is presented by a subject-matter expert. A standard training format allows the Idaho SBDC to provide consistent, cost-effective training throughout the state.

**WORK SESSION
OCTOBER 18, 2017**

Special Programs – Small Business Development Centers

Performance Report

Revenue and Expenditures

Revenue	FY 2014	FY 2015	FY 2016	FY 2017
Revenue	\$248,800	\$260,500	\$567,700	\$610,100
Total	\$248,800	\$260,500	\$567,700	\$610,100
Expenditures	FY 2014	FY 2015	FY 2016	
Personnel Costs	\$41,500	\$39,683	\$559,700	\$601,100
Operating Expenditures*	\$207,300	\$220,817	\$8,000	\$8,000
Capital Outlay	0		0	
Trustee/Benefit Payments	0		0	
Total	\$248,800	\$260,500	\$567,700	\$610,100

*Contracts with other universities for personnel costs were changed from Operating to Personnel for FY16

Profile of Cases Managed and/or Key Services Provided

Cases Managed and/or Key Services Provided	FY 2014	FY 2015	FY 2016	FY 2017
Number of Small Businesses Receiving Consulting	1,666	1,579	1,597	1,636
Average Hours of Consulting Per Client	9.9	11.8	10.9	13.2
Number of Small Businesses Trained	2,510	2,296	3,042	3,224
Number of Consulting Hours (annual)	16,653	18,684	13,903	21,547

FY 2017 Performance Highlights

Goal 1: Maximum Client Impact

- Developed a standard training for the Business Model Canvas including powerpoint and notes for use by everyone in the network.
- Continued to use the Tech Team, led by the Technology Commercialization Program Director and including 6 staff with expertise in technology, to serve clients interested in commercializing a technology. Hired an SBIR Manager and developed video presentations for the website on key commercialization components.
- Identified access to capital, workforce, marketing, value proposition and financial analysis as top client needs.
- Served 130 technology companies, 27 companies with international trade and over 20% of clients in rural areas.

Goal 2: Increase brand awareness with stakeholders and the target market.

- Continue to maintain strong partnerships and visibility in each of the regions through attending meetings, doing presentations, sending electronic newsletters and maintaining contact with economic development professionals.
- Increased presentations and tested radio ads.

Goal 3: Increase Resources

- Student teams and volunteers helped 65 clients and provided over 9,000 hours of assistance during FY17.
- Brought in over \$580,000 in additional grants, and sponsorships.

Goal 4: Organizational Excellence

- Met SBA goals for calendar year 2016.
- Developed and piloted an online consultant certification training.
- Leadership team has conference calls every month and the whole network gets together for professional development twice per year.

**WORK SESSION
OCTOBER 18, 2017**

Special Programs – Small Business Development Centers

Performance Report

Part II – Performance Measures

Performance Measure		FY 2014	FY 2015	FY 2016	FY 2017	FY 2018
Goal 1 – Maximum Client Impact						
<i>Meet established critical measures each year.</i>						
1. Capital raised by clients ² in millions	actual	\$2.0 ¹	\$26.1 ¹	\$25.5 ¹	\$17.7 ² (new source for data)	-----
	target	\$23.0	\$25.0	\$26.0	\$27.8	\$30
2. Client sales increase (new metric) ² in millions	actual	N/A	N/A	N/A	\$30.6 ²	-----
	target	N/A	N/A	N/A	\$30.2	\$31.6
3. New Business Started ²	actual	83	100	83	47 ²	-----
	target	70	70	72	94	103
4. Total SBDC Client Employment Growth – new jobs ¹ (also applies to <i>Increased Resources</i> goal) – Jobs created ²	actual	841 ¹	893 ¹	803 ¹	411 ²	-----
	target	500	500	546	590 (jobs created)	602
Goal 2 – Strong Brand Recognition						
<i>Increase brand awareness with stakeholders and the target market.</i>						
5. # training hours (attendees x # of hours of training) new metric	actual	N/A	N/A	N/A	14,698 ²	-----
	target	N/A	N/A	N/A	5,976	10,000
6. Increase in website usage (new metric)	actual	N/A	N/A	N/A	0%	-----
	target	N/A	N/A	N/A	20%	5%
Goal 4 – Organizational Excellence						
7. ROI (Return on Investment) - Additional Taxes Paid/Total Cost of the Idaho SBDC Program ¹	actual	2.12:1	5.89:1	6.99:1	4.86:1 ¹	-----
	target	3.0	3.0	3:1	4.1:1	5:1
8. Customer Satisfaction Rate – old survey	actual	4.72	4.53	4.4	discontinued	-----
	target	3.0	3.0	3.0	N/A	discontinued
9. Customer Satisfaction Rate (% of ratings of very good and excellent) ¹ – new survey	actual	N/A	N/A	N/A	98%	-----
	target	N/A	N/A	N/A	90% (using a new survey)	90%

The Idaho SBDC is in the process of aligning the strategic plan and metrics with other funder requirements. Previously, metrics were taken from a statistical report (see footnote ¹ below). Going forward, we will be using client verified data from the MIS system (denoted as ² below) as consistent with SBA. A few metrics will still come from the Chrisman report and will be noted with ¹.

Performance Measure Explanatory Notes

¹ *Economic Impact of Small Business Development Center Counseling Activities in Idaho: 2015-2016*, James J. Chrisman, Ph.D.

² Client reported and verified data from Center IC Management Information System for calendar year 2016

**WORK SESSION
OCTOBER 18, 2017**

For More Information Contact

Katie Sewell, State Director
Special Programs, Idaho Small Business Development Center
1910 University Dr
Boise, ID 83725-1655
Phone: 208.426.3838
E-mail: ksewell@boisestate.edu

Part I – Agency Profile

Agency Overview

In 1993, the Idaho Department of Commerce convened 45 representatives of economic development groups who supported the manufacturing extension center concept. In 1994, the Governor and ten key economic development entities pledged support for manufacturing extension by signing Idaho's Technology Partnership Agreement. Approval to establish "TechHelp" within the National Institute of Standards and Technology (NIST) Manufacturing Extension Partnership (MEP) was granted in late 1995. In 1996, TechHelp was established at Boise State University and the first director and field engineer were appointed.

Today, TechHelp is a partnership of Idaho's three state universities and an affiliate of the NIST MEP (Manufacturing Extension Partnership) system. It is also Idaho's Economic Development Administration University Center, targeting economically distressed areas of Idaho. TechHelp specialists have access to cutting-edge knowledge through links to local universities and to a national network of over 1300 manufacturing specialists through 51 centers in the MEP system.

TechHelp's manufacturing specialists operate out of offices in Boise, Twin Falls (vacant), Post Falls, and Pocatello. TechHelp's primary mission is to provide technical assistance, training, and information to strengthen the competitiveness of Idaho manufacturers through product and process innovation. TechHelp provides internships to students at the College of Engineering's New Product Development (NPD) Lab at Boise State University (BSU), to BSU College of Business and Economics students, to Idaho State University College of Business students and to University of Idaho College of Engineering students. Internships give university students the opportunity to gain real world experience with innovative Idaho companies and expose Idaho companies to talented young professionals looking to enter the state's workforce.

TechHelp Advisory Board

TechHelp's Executive Director and its Advisory Board report to the Dean of the BSU College of Business & Economics. The TechHelp Advisory Board is made up of representatives from private industry, education, and government. TechHelp Board bylaws state that a full board consists of 9 - 11 members; at least seven of whom represent manufacturing and two from the public sector. The TechHelp Executive Director appoints non-voting members with approval of the Board.

TechHelp Partners

TechHelp works with state and federal partners, listed below, to meet its mission of assisting Idaho manufacturers. The Center also works with local groups such as chambers of commerce and economic development organizations to stay abreast of community development issues and meet the needs of Idaho companies.

Partnership	Center Role	Required/Desired of Center
U.S. National Institute of Standards & Technology Manufacturing Extension Partnership, NIST MEP	MEP Center	Assist manufacturers in Idaho to focus on growth and innovation strategies to be more competitive.
U.S. Economic Development Administration, EDA	EDA University Center	Leverage university capabilities to provide best-practice assistance to manufacturers in remote and distressed areas of Idaho.
State of Idaho	Manufacturing Economic Development	Support <i>Accelerate Idaho</i> mission and goals by serving manufacturers in Idaho with on the job training and technical assistance methodologies to drive revenue growth, investment, cost savings and jobs.
Idaho State Universities (Boise State University, University of Idaho, Idaho State University)	Contracted Partners (statewide outreach program for economic development)	Build universities' reputation for expert, capable outreach through professional development activity, training and internships.
Idaho SBDC	Informal Partnership	Cross-referrals and delivery of services

Partnership	Center Role	Required/Desired of Center
Idaho Department of Commerce	Idaho District Export Council	Collaborate with Idaho District Export Council on Export Excellence, Idaho's ExporTech program. Cross-referrals of small manufacturers needing product and process assistance
Idaho Department of Labor	Workforce Development Training, ApprenticeshipIdaho	Provide Idaho workers with on-the-job training in advanced manufacturing skills, act as intermediary to advance manufacturing companies as part of ApprenticeshipIdaho statewide team
Idaho Department of Agriculture	Export Excellence Program, Lean Manufacturing, Food Safety Program	Cross-referrals and delivery of services for statewide export, lean, and food safety programs with individual companies in rural regions across Idaho
Idaho Department of Environmental Quality	Informal Partnership, Operational Excellence program	Operational Excellence (Economy-Energy-Environment) programs, cross-referrals and delivery of services; collaborate on manufacturing company projects

Core Functions/Idaho Code

TechHelp helps Idaho manufacturers primarily through one-on-one training and technical assistance services inside the companies. This company interaction ranges from major collaborative projects, which usually address fundamental challenges facing the companies, to smaller "value-added" projects, which typically bring a specific improvement to some aspect of company operations. TechHelp also hosts workshops and seminars statewide focusing on topics that positively impact Idaho manufacturers.

TechHelp's team of experts provides personalized solutions in the following areas of manufacturing.

- **Growth, New Product Development**
 - Design Thinking, Business Model Canvas, Export Excellence
 - New Product Development
 - Product Design, Prototyping & Testing
 - Design for Manufacturability
- **Operational Excellence**
 - Lean Manufacturing
 - Lean Six Sigma Green Belt
 - Lean Enterprise Certificate Program
 - Lean Manufacturing for the Food Industry
- **Food & Dairy Processing**
 - Lean Office, Lean Enterprise
 - Quality Systems, ISO, Six Sigma
 - Food Safety
 - Food Safety and Hazard Analysis & Critical Control Points (HACCP)
 - Global Food Safety Initiative (GFSI)
 - Food Safety Modernization Act (FSMA) Audit Preparation

Revenue and Expenditures

Revenue	FY 2014	FY 2015	FY 2016	FY 2017
General Fund	\$144,900	\$150,400	\$155,100	\$166,400
Total	\$144,900	\$150,400	\$155,100	\$166,400
Expenditures	FY 2014	FY 2015	FY 2016	FY 2017
Personnel Costs	\$0	\$0	\$0	\$0
Operating Expenditures	\$0	\$0	\$0	\$0
Capital Outlay	\$0	\$0	\$0	\$0
Trustee/Benefit Payments	\$144,900	\$150,400	\$155,100	\$166,400
Total	\$144,900	\$150,400	\$155,100	\$166,400

Profile of Cases Managed and/or Key Services Provided

Cases Managed and/or Key Services Provided	FY 2014	FY 2015	FY 2016	FY 2017
State dollars expended per project/event	\$867	\$1,769	1139	\$774
Manufacturers Served	145	127	239	221
Geography of Idaho Served (Mfg Co.)				
North Idaho	Not Reported	20 (16%)	48 (20%)	20 (9%)
Southwest Idaho		79 (62%)	134 (56%)	168 (76%)
Southeast Idaho		28 (22%)	57 (24%)	33 (15%)
Size of Companies				
1-19 employees	Not Reported	48 (38%)	100 (42%)	86 (39%)
20-49 employees		34 (27%)	60 (25%)	42 (19%)
50-249 employees		29 (23%)	60 (25%)	69 (31%)
>249 employees		15 (12%)	15 (8%)	24 (11%)

The above data is associated with Goal 1, Objective B and Goal 2, Objective A of TechHelp's Strategic Plan.

FY 2017 Performance Highlights (Optional)

Part II – Performance Measures

Performance Measure		FY 2014	FY 2015	FY 2016	FY 2017	FY 2018
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.						
1. Number of New Jobs <i>Objective A</i>	actual	277	154	340	100	-----
	target ¹	126 <i>Exceed prior year benchmark by 5%</i>	132 <i>Exceed prior year benchmark by 5%</i>	139 <i>Exceed prior year benchmark by 5%</i>	147 <i>Exceed prior year benchmark by 5%</i>	180
2. Client reported sales, cost savings, and investments <i>Objective A</i>	actual	\$163.4M	\$34.1M	\$182.3M	\$33.0M	-----
	target ¹	\$62.9M <i>Exceed prior year benchmark by 5%</i>	\$66.0M <i>Exceed prior year by benchmark 5%</i>	\$63.3M <i>Exceed prior year benchmark by 5%</i>	\$72.8M <i>Exceed prior year by benchmark 5%</i>	\$100M
Goal 2: Operational Efficiency – Make efficient and effective use of TechHelp staff, systems, partners and third parties, and Advisory Board members.						
3. Services to Idaho manufacturers: Clients Surveyed <i>Objective B</i>	actual	48	45	56	69	-----
	target ¹	56 <i>Exceed prior year benchmark by 5%</i>	59 <i>Exceed prior year by benchmark 5%</i>	61 <i>Exceed prior year benchmark by 5%</i>	65 <i>Exceed prior year benchmark by 5%</i>	80
Goal 3: Financial Health – Increase the amount of program revenue and the level of external funding to assure the fiscal health of TechHelp.						
4. Net Revenue from Client Projects <i>Objective A</i>	actual	\$335K	\$355K	\$455K	\$409K	-----
	target ²	\$489K <i>Exceed prior year benchmark by 5%</i>	\$515K <i>Exceed prior year benchmark by 5%</i>	\$542K <i>Exceed prior year benchmark by 5%</i>	\$570K <i>Exceed prior year benchmark by 5%</i>	\$700K
5. External funding (e.g., grants) for operations client services. <i>Objective B</i>	actual	\$785K	\$825K	910K	\$885K	-----
	target ²	\$908K <i>Exceed prior year benchmark by 5%</i>	\$956K <i>Exceed prior year benchmark by 5%</i>	\$1,006K <i>Exceed prior year benchmark by 5%</i>	\$1,060K <i>Exceed prior year benchmark by 5%</i>	\$1,300K

Performance Measure Explanatory Notes *(Optional)*

1 - Jobs and economic impact benchmarks established based on requirements of NIST MEP sCOREcard, incrementing annual goals to achieve FY21 goals.

2 – Net Revenue and External funding benchmarks established based on projected center FY21 funding needs.

For More Information Contact

Steven Hatten, Executive Director
Special Programs, TechHelp
1910 University Drive
Boise, ID 83725-1656
Phone: 208-426-3689
E-mail: shatten@boisestate.edu

Part I – Agency Profile

Agency Overview

The W-I (Washington-Idaho) Veterinary Medicine Program is administered in Idaho by the Head of the Department of Animal and Veterinary Science, College of Agricultural and Life Sciences, University of Idaho. Originally established in 1974, the W-I Program annually provides 44 Idaho residents with access to a veterinary medical education through a cooperative agreement between the University of Idaho and Washington State University (WSU). The Doctor of Veterinary Medicine (DVM) degree is awarded by Washington State University, College of Veterinary Medicine (WSU/CVM) to students from Idaho. Through the Caine Veterinary Teaching Center (CVTC) in Caldwell, the University of Idaho provides experiential learning opportunities for the majority of the veterinary students who have an expressed interest in production agriculture and who elect rotations at the CVTC.

Core Functions/Idaho Code

Idaho Code § 33-3720. Professional Studies Program: Authorizes the State Board of Education to enter into contract agreements to provide access for Idaho residents to qualified professional studies programs, including the Washington-Idaho W-I (formerly WOI) Veterinary Medical Education Program [33-3717B (7)]. The original Tri-State [Washington-Oregon-Idaho (WOI)] Veterinary Education Program was authorized by the Idaho Legislature in 1973. The Caine Veterinary Teaching Center (Caine Center) at Caldwell was opened in 1977 as a part of Idaho's contribution to the WOI Program.

The University of Idaho (through the Idaho State Board of Education) contracts with WSU/CVM for admission of 11 new Idaho resident students per year; a total of 44 Idaho resident students are supported in the 4-year program annually by the Idaho contract. In addition, the program provides support for the Caine Veterinary Teaching Center at Caldwell where students in their 4th year of veterinary school participate in the equivalent of 65, one-month clinical rotations specifically related to food animal production medicine. Faculty members at the Caine Center interact with Idaho veterinarians and livestock producers providing education and recommendations concerning animal production, diagnosis and clinical assessment of disease situations.

1. Provide access to veterinary medical education at WSU/CVM for Idaho residents – the current W-I contract reserves 44 seats per year for veterinary medical students with Idaho residency.
2. Assist Idaho in meeting its needs for veterinarians – provide Idaho-trained, Idaho-resident graduate veterinarians to meet annual employment demands for the State.
3. Provide hands-on experiential learning opportunities for senior veterinary students by teaching supplemental core rotations in food animal production medicine and clinical experience, which are offered year-round at the Caine Center in Caldwell.
4. Provide access to referral services for Idaho veterinarians in the areas of food animal production, diagnosis, and clinical evaluation of diseases – a) accept hospital clinical referrals as student teaching cases; b) provide disease diagnostic testing; and c) conduct on-farm disease investigations for herd problems as requested by Idaho veterinarians and livestock producers.

Revenue and Expenditures

Revenue	FY 2014	FY 2015	FY 2016	FY 2017
General Fund	\$1,955,800	\$2,051,300	\$2,015,600	\$2,088,400
Total	\$1,955,800	\$2,051,300	\$2,015,600	\$2,088,400
Expenditures	FY 2014	FY 2015	FY 2016	FY 2017
Personnel Costs	\$ 520,200	\$ 538,900	\$ 551,900	\$400,340
Operating Expenditures	1,276,500	1,309,300	1,331,700	\$1,424,854
Capital Outlay	59,100	103,100	32,000	\$163,206
Trustee/Benefit Payments	100,000	100,000	100,000	100,000
Total	\$1,955,800	\$2,051,300	\$2,015,600	\$2,088,400

Profile of Cases Managed and/or Key Services Provided

State of Idaho

1

Cases Managed and/or Key Services Provided	FY 2014	FY 2015	FY 2016	FY 2017
Number of Idaho Resident Students Enrolled Each Year	44	44	44	44
Number of One-Month Student Rotations (or equivalent) offered at the Caine Center Per Year	65	65	65	65
Number of Accepted Clinical Hospital Referral Cases	276	262	231	0
Number of Accepted Veterinary Diagnostic Samples (assays performed)	8,368	6,711	5,108	0

FY 2017 Performance Highlights *(Optional)*

In December 2016, the Caine Center was closed and the training of the WI Veterinary Medical students throughout the state of Idaho such as the Nancy M. Cummings Research, Extension and Education Center, US Sheep Experiment Station in Dubois, Twin Falls, Caldwell R&E and the Palouse Research, Extension and Education Center in Moscow.

63% of the graduates of the W-I Veterinary Medicine Program are licensed to practice in Idaho.

Part II – Performance Measures

Performance Measure		FY 2014	FY 2015	FY 2016	FY 2017	FY 2018
Goal 1						
<i>Increase our educational impact.</i>						
1. Senior Veterinary Students Selecting Elective Rotations (<i>Goal 1, Measure I</i>)	actual	67	71	54	75	-----
	target	40	40	40	40	65
2. Percentage of Idaho Resident New Graduates Licensed to Practice Veterinary Medicine in Idaho. (<i>Goal 1, Measure III</i>)	actual	60%	44%	64%	66%	-----
	target	64%	64%	64%	64%	79%
3. Placement of students in NW-BVEP program. (<i>Goal 1, Measure II</i>)	actual	N/A	N/A	12	12	-----
	target	N/A	N/A	12	12	15

Performance Measure Explanatory Notes *(Optional)*

Performance Measure Alignment Health Programs- WI Veterinary Medicine

(1) Goal 1. Education: Goal 1: Measures I, II, III

For More Information Contact

Mark A. McGuire, PhD
 Director of the Idaho Agricultural Experiment Station and Associate Dean
 College of Agricultural and Life Sciences
 University of Idaho
 Moscow ID 83844-2337
 Phone: (208) 885-6681
 E-mail: mmcguire@uidaho.edu

Part I – Agency Profile

Agency Overview

The Idaho WWAMI Medical Education Program provides Idaho medical students with the opportunity to complete medical school in Idaho, thereby developing their familiarity with the healthcare needs of the State and region, and increasing the likelihood that they will remain in Idaho communities to practice medicine. In 2015, Idaho WWAMI program, through the University of Washington School of Medicine (UWSOM), launched a new 18-month curriculum that allows Idaho residents to spend the majority of their four years of medical education in Idaho. Historically, WWAMI students would their first year at the regional campus and then complete their second year in Seattle on the UW main campus. With this curriculum renewal, second year content was merged with the first year content to create an 18-month model that incorporates an integrated curriculum with enhanced clinical preparation. The 18-month curriculum is referred to as the “Foundations Phase” that allows for an overlap of the first and second year students in the fall semesters at the University of Idaho. In fall of 2016, UI WWAMI enrolled a total of 75 students. Thirty-five of those students have completed the foundation phase of this new curriculum at the University of Idaho’s (UI) Moscow campus. After completing the foundation phase at the University of Idaho, students have the opportunity to complete their 3rd and 4th year clinical training requirements throughout clinical sites in Idaho. These clinical rotations are coordinated through the Idaho WWAMI Medical Education Program office in Boise.

The Director for the Foundation Phase of the WWAMI Program at UI reports to the Provost and Executive Vice President at UI, and also functions as an Assistant Dean of the UWSOM. The Director for the Patient Care Phase (3rd year) and the Explore and Focus Phase (4th year) of the WWAMI Program located in Boise reports to the Vice Dean for Academic, Rural and Regional Affairs at UWSOM, and also serves as an Assistant Dean for the UWSOM in Idaho. The WWAMI Program at UI employs thirty-two part-time faculty (shared with other academic programs, as well as hospitals and clinics) and five administrative staff. Idaho students admitted to the WWAMI Medical Program are interviewed and selected by the Idaho Admissions Committee, a group of four Idaho physicians appointed by the Idaho State Board of Education, who work in cooperation with the University of Washington School of Medicine Admissions Committee.

The Idaho WWAMI Medical Education Program is committed to helping prepare physicians for medical practice in Idaho, regardless of eventual specialty selection, as well as increasing the number of physicians who choose to practice in rural or underserved areas. There is also a strong commitment to the partnership between excellence in research and teaching in medical education. UI WWAMI faculty successfully brought in \$1M of research funding in 2016-2017, and averages approximately \$1M on a yearly basis. Cutting-edge research prepares the next generation of doctors to be well-informed and at the forefront of clinical medical practice. The WWAMI faculty at the University of Idaho and our clinical/research faculty in Boise, Pocatello, Jerome, Caldwell, Coeur d’Alene, Idaho Falls, McCall, Sandpoint, Hailey, and other rural training communities are committed to being dynamic teachers and informed biomedical scholars.

In addition, WWAMI program goals include the continued development of humanitarian and service interests of our medical students, and recruitment from groups within Idaho that are traditionally underrepresented in medical school populations. WWAMI has established outreach programs to high schools and community colleges to encourage and prepare talented Idaho students from rural, underprivileged, or minority backgrounds who have an interest in medicine and health careers.

Core Functions/Idaho Code

The core function of the Idaho WWAMI Medical Education Program at the University of Idaho is to provide qualified Idaho residents with access to and education in medical training as part of the Idaho State Board of Education’s contract with the University of Washington School of Medicine. Idaho Code **§33-3720** authorizes the State Board of Education to enter into contractual agreements to provide access for Idaho residents to qualified professional studies programs, and specifically, the WWAMI Medical Education Program (33-3717B(7)).

**WORK SESSION
OCTOBER 18, 2017**

Health Programs – WWAMI Medical Education

Performance Report

Revenue and Expenditures

Revenue	FY 2014	FY 2015	FY 2016	FY 2017
General Fund	\$3,579,300	\$3,962,000	\$4,638,900.00	\$4,876,100
Unrestricted Current	<u>725,148</u>	<u>888,326</u>	<u>1,201,281</u>	<u>1,755,472</u>
Total	\$4,304,448	\$4,850,326	\$5,840,181	\$6,631,572.00
Expenditures	FY 2014	FY 2015	FY 2016	FY 2017
Personnel Costs	\$760,237	\$994,523	\$1,522,133	\$1,804,940
Operating Expenditures	352,356	230,646	353,226	564,226
Capital Outlay	7,095	20,414	71,852.00	114,167
Trustee/Benefit Payments	<u>2,825,234</u>	<u>3,082,348</u>	<u>3,637,954.00</u>	<u>3,239,149</u>
Total	\$3,944,922	\$4,327,931	\$5,585,165	\$5,722,483

Profile of Cases Managed and/or Key Services Provided

Cases Managed and/or Key Services Provided	FY 2014	FY 2015	FY 2016	FY 2017
Number of Idaho Students Applying to UW Medical School (WWAMI)	158	157	141	164
- Average GPA ID WWAMI	3.7	3.7	3.7	3.7
- Average MCAT Score ID WWAMI	10.0	10.0	503	537
Number of Idaho Students Admitted to UW Medical School	25	30	35	40
Number/Percentage of Idaho WWAMI Graduates who have practiced in Idaho (cumulative)	281/51%	287/51%	292/51%	301/50%

FY 2017 Performance Highlights

1. In 2016-2017, 40 UWSOM students from Idaho completed their first year of medical school in Idaho, as well as 35 second year medical students completing the 18-month foundation phase and who have transitioned into their clinical rotations for the third and fourth year of the curriculum, now referred to as the "Patient Care Phase" and the "Explore and Focus Phase" in the new curriculum. In addition, 13 third-year and 10 fourth-year UWSOM students (from Idaho and other WWAMI states) completed the majority of their clinical rotations within the "Idaho Track". Overall, a total of 126 different UWSOM third and fourth year medical students completed one or more clinical rotations in Idaho during this academic year. Those 126 medical students took a total of 268 individual clinical rotations in Idaho (175 required courses and 88 elective courses).

2. In February of 2017, the Idaho State Legislature appropriated funding for 40 medical student seats, which includes students who applied and were selected for the Idaho WWAMI Targeted Rural and Underserved Track program (TRUST). There are currently 21 Idaho TRUST students who are matriculating in this program over the four years of medical school. 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.

3. Admission interviews for all Idaho applicants took place in Boise, January 23-27, 2017 and February 27-March 3, 2017. All interviews were conducted by Idaho physicians who make up the Idaho Admissions Committee during both weeks. For the entering class of 2017, Idaho received 163 total applications. Of these applicants, a total of 79 were interviewed in Boise, Idaho. Idaho WWAMI admission interviews in Boise are a permanent part of the WWAMI admission process for Idaho students. Plans to conduct interview sessions at the University of Idaho in Moscow, ID are being developed.

4. Idaho WWAMI continues to nurture student interest in rural and underserved medicine through offering rural training experiences like the "Rural Underserved Opportunities Program" (RUOP) during the summer

following their first 9 months of medical school. During FY 2017, we placed 22 first-year medical students throughout Idaho in this one-month rural primary care training experience.

5. In addition, our WWAMI program goals include the continued development of the humanitarian and service interests of the medical students, and an enhanced ability to recruit from groups within Idaho that are traditionally underrepresented in medical school populations. WWAMI delivers outreach programs to high schools and community colleges to help encourage and prepare talented Idaho students from rural, underprivileged, or minority backgrounds who have an interest in medicine and health careers.

6. WWAMI provides significant support to scholarly activities sharing 20 joint appointments from the College of Science, College of Engineering, College of Education, and the College of Agriculture and Life Sciences. Each year, our WWAMI faculty engage in collaborative opportunities with the University of Washington School of Medicine (UWSOM). In spring of 2017, the UI WWAMI and the UWSOM submitted and are awaiting an award notification from the Department of Health and Human Services that will fund three Area Health Education Centers in the State of Idaho. This five year UI subcontract will bring in \$386K and will develop and enhance education and training networks within Idaho communities, academic institutions, and community-based organizations. WWAMI has also had a long standing relationship with the Idaho INBRE Program, where each year several of our medical students complete summer research fellowships. INBRE received a \$16.3 million, five year renewal grant from the National Institute of Health (NIH). WWAMI also participates in the Evaluation of the State Health Innovation Plan (SHIP). This is a \$2.9 million three year grant with the Idaho Department of Health and Welfare. Currently we are in the second year of the SHIP Evaluation.

Part II – Performance Measures

Performance Measure		FY 2014	FY 2015	FY 2016	FY 2017	FY 2018
GOAL 1: A WELL EDUCATED CITIZENRY –Continuously improve access to medical education for individuals of all backgrounds, ages, abilities, and economic means.						
1. Number of Idaho WWAMI medical school applicants per year and the ratio of Idaho applicants per funded medical student seat.	actual	158 7.9:1	157 6.28:1	141 4.7:1	164 4.68:1	-----
	target	4.685:1 ¹	4.075:1 ¹	4.075:1 ¹	5:1 ¹	5:1 ¹
2. Cumulative Idaho WWAMI return rate for graduates who practice medicine in Idaho.	actual	51%	51%	51%	50%	-----
	target	41% ⁴	41% ⁴	41% ⁴	41% ⁴	41% ⁴
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.						
3. Pass rate on the U.S. Medical Licensing Examination (USMLE), Steps 1 & 2, taken during medical training.	actual	100%	100%	100%	100%	-----
	target	91% ²	91% ²	91% ²	91% ²	91% ²
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.						
4. Number of WWAMI rural summer training placements in Idaho each year in the Rural Underserved Opportunities Program (RUOP).	actual	21	26	23	22	-----
	target	10 ³	10 ³	20 ³	20 ³	20 ³
5. 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.	actual	75%	72%	75%	75%	-----
	target	>60%	>60%	>60%	>60%	>60%

**WORK SESSION
OCTOBER 18, 2017**

Health Programs – WWAMI Medical Education

Performance Report

Performance Measure		FY 2014	FY 2015	FY 2016	FY 2017	FY 2018
6. Percent of Idaho WWAMI graduates choosing primary care, psychiatry, general surgery, and OB/GYN specialties for residency training each year.	actual	65%	64%	47%	59%	-----
	target	50% ⁵	50% ⁵	50% ⁵	50% ⁵	50% ⁵

Performance Measure Explanatory Notes

<https://www.aamc.org/data/facts/applicantmatriculant/>

1. This is the national ratio of in-state applicants per admitted students (2016)
2. U.S. Pass Rate
3. The target is 50% interest in rural training experiences
4. This is the national return rate for all medical schools in the U.S. (reference: 2015 State Physician Workforce Book, <https://www.aamc.org/data/workforce/reports/442830/statedataandreports.html>)
5. This target rate is per WWAMI mission

For More Information Contact

Jeff Seegmiller, Ed.D., AT
WWAMI Medical Education Program
University of Idaho
875 Perimeter Drive, MS 4207
Moscow, ID 83844-4207
Phone: 208-885-6696
E-mail: jeffreys@uidaho.edu

Mary Barinaga, M.D.
WWAMI Medical Education Program
University of Idaho - Boise
32 E. Front Street, Suite 590
Boise, ID 83702
Phone: 208-364-4544
E-mail: barinm@uw.edu

WORK SESSION OCTOBER 18, 2017

Idaho Reading Indicator State-wide Proficiency Levels

Kindergarten									
Fall IRI - Kindergarten					Spring IRI - Kindergarten				
Proficiency Level/Score					Proficiency Level/Score				
	1	2	3	Total		1	2	3	Total
School Year					School Year				
20122013	4,228	5,420	12,310	21,958	20122013	1,301	2,639	18,150	22,090
20132014	4,455	5,670	12,099	22,224	20132014	1,491	3,093	17,504	22,088
20142015	4,256	5,598	11,425	21,279	20142015	1,589	2,863	16,828	21,280
20152016	4,385	5,572	10,832	20,789	20152016	1,626	2,895	16,356	20,877
20162017	4,525	5,481	10,580	20,586	20162017	1,484	2,493	16,181	20,158

Grade 1									
Fall IRI - 1st					Spring IRI - 1st				
Proficiency Level/Score					Proficiency Level/Score				
	1	2	3	Total		1	2	3	Total
School Year					School Year				
20122013	3,228	4,740	14,131	22,099	20122013	2,424	3,843	16,008	22,275
20132014	3,527	4,946	14,424	22,897	20132014	2,955	4,162	15,614	22,731
20142015	3,695	5,065	14,146	22,906	20142015	3,227	4,128	15,506	22,861
20152016	3,509	4,768	13,850	22,127	20152016	3,157	3,946	15,141	22,244
20162017	3,614	4,569	13,565	21,748	20162017	3,180	3,762	14,204	21,146

Grade 2									
Fall IRI - 2nd					Spring IRI - 2nd				
Proficiency Level/Score					Proficiency Level/Score				
	1	2	3	Total		1	2	3	Total
School Year	School Year								
20122013	4,501	5,651	11,861	22,013	20122013	2,938	3,464	15,792	22,194
20132014	4,479	5,391	12,383	22,253	20132014	3,193	3,398	15,506	22,097
20142015	4,893	5,721	12,328	22,942	20142015	3,629	3,608	15,645	22,882
20152016	4,809	5,419	12,661	22,889	20152016	3,682	3,474	15,834	22,990
20162017	4,623	5,208	12,491	22,322	20162017	3,325	3,196	15,144	21,665

Grade 3									
Fall IRI - 3rd					Spring IRI - 3rd				
Proficiency Level/Score					Proficiency Level/Score				
	1	2	3	Total		1	2	3	Total
School Year					School Year				
20122013	2,995	4,817	13,882	21,694	20122013	2,357	2,886	16,494	21,737
20132014	3,081	5,001	14,223	22,305	20132014	2,579	3,162	16,332	22,073
20142015	3,176	5,023	14,209	22,408	20142015	2,694	3,208	16,459	22,361
20152016	3,413	4,926	14,720	23,059	20152016	2,890	3,331	16,816	23,037
20162017	3,323	4,848	14,985	23,156	20162017	2,665	2,989	16,878	22,532

Kindergarten									
Fall IRI - Kindergarten					Spring IRI - Kindergarten				
Proficiency Level/Score					Proficiency Level/Score				
	1	2	3 Total		School Year	1	2	3 Total	
School Year									
20122013	19%	25%	56%	100%	20122013	6%	12%	82%	100%
20132014	20%	26%	54%	100%	20132014	7%	14%	79%	100%
20142015	20%	26%	54%	100%	20142015	7%	13%	79%	100%
20152016	21%	27%	52%	100%	20152016	8%	14%	78%	100%
20162017	22%	27%	51%	100%	20162017	7%	12%	80%	100%

Grade 1									
Fall IRI - 1st					Spring IRI - 1st				
Proficiency Level/Score					Proficiency Level/Score				
School Year	1	2	3 Total		School Year	1	2	3 Total	
20122013	15%	21%	64%	100%	20122013	11%	17%	72%	100%
20132014	15%	22%	63%	100%	20132014	13%	18%	69%	100%
20142015	16%	22%	62%	100%	20142015	14%	18%	68%	100%
20152016	16%	22%	63%	100%	20152016	14%	18%	68%	100%
20162017	17%	21%	62%	100%	20162017	15%	18%	67%	100%

Grade 2									
Fall IRI - 2nd					Spring IRI - 2nd				
Proficiency Level/Score					Proficiency Level/Score				
School Year	1	2	3 Total		School Year	1	2	3 Total	
20122013	20%	26%	54%	100%	20122013	13%	16%	71%	100%
20132014	20%	24%	56%	100%	20132014	14%	15%	70%	100%
20142015	21%	25%	54%	100%	20142015	16%	16%	68%	100%
20152016	21%	24%	55%	100%	20152016	16%	15%	69%	100%
20162017	21%	23%	56%	100%	20162017	15%	15%	70%	100%

Grade 3									
Fall IRI - 3rd					Spring IRI - 3rd				
Proficiency Level/Score					Proficiency Level/Score				
School Year	1	2	3 Total		School Year	1	2	3 Total	
20122013	14%	22%	64%	100%	20122013	11%	13%	76%	100%
20132014	14%	22%	64%	100%	20132014	12%	14%	74%	100%
20142015	14%	22%	63%	100%	20142015	12%	14%	74%	100%
20152016	15%	21%	64%	100%	20152016	13%	14%	73%	100%
20162017	14%	21%	65%	100%	20162017	12%	13%	75%	100%

THIS PAGE INTENTIONALLY LEFT BLANK

WORK SESSION OCTOBER 18, 2017

College Entrance Exam Data

ACT

	Idaho # tested	National # tested	Idaho Mean English	National Mean English	Idaho Mean Math	National Mean Math	Idaho Mean Reading	National Mean Reading	Idaho Mean Science	National Mean Science	Idaho Mean Composite	National Mean Composite
2013	8,040	1,799,243	21.4	20.2	21.8	20.9	22.6	21.1	21.7	20.7	22.1	20.9
2014	7,572	1,845,787	21.7	20.3	21.9	20.9	22.9	21.3	22.0	20.8	22.3	21.0
2015	6,857	1,924,436	22.2	20.4	22.1	20.8	23.3	21.4	22.3	20.9	22.6	21.0
2016	6,600	2,090,342	22.2	20.1	22.0	20.6	23.4	21.3	22.3	20.8	22.6	20.8
2017	6,955	2,030,038	21.7	20.3	21.7	20.7	22.9	21.4	22.0	21.0	22.2	21.0

ACT

	Idaho % English	National % English	Idaho % Math	National % Math	Idaho % Reading	National % Reading	Idaho % Science	National % Science	Idaho % All Four	National % All Four
2013	73%	64%	52%	44%	53%	44%	42%	36%	31%	26%
2014	75%	64%	52%	43%	54%	44%	44%	37%	33%	26%
2015	76%	64%	54%	42%	59%	46%	47%	38%	36%	28%
2016	77%	61%	54%	41%	59%	44%	46%	36%	36%	26%
2017	71%	61%	49%	41%	57%	47%	44%	37%	33%	27%

SAT

	Idaho # tested	National # tested	Idaho Mean EBRW	National Mean EBRW	Idaho Mean Math	National Mean Math	Idaho Mean Composite	National Mean Composite
2014	17,606	1,306,039	N/A	N/A	N/A	N/A	N/A	N/A
2015	17,222	1,698,521	N/A	N/A	N/A	N/A	N/A	N/A
2016	17,554	1,637,589	N/A	N/A	N/A	N/A	N/A	N/A
2017	18,179	1,715,481	512	544	493	538	1,005	1,082

SAT

	Idaho % EBRW	National % EBRW	Idaho % Math	National % Math	Idaho % Both	National % Both
2014	N/A	N/A	N/A	N/A	N/A	N/A
2015	N/A	N/A	N/A	N/A	N/A	N/A
2016	N/A	N/A	N/A	N/A	N/A	N/A
2017	63%	74%	36%	53%	34%	51%

**WORK SESSION
OCTOBER 18, 2017**

2017 SAT

	# tested	Mean Composite	Mean EBRW	Mean Math
Aberdeen	8			
American Falls	97	880	447	433
Basin	22	925	482	443
Bear Lake	71	985	504	482
Blackfoot	261	937	478	459
Blaine County	200	1,036	521	515
Bliss	10	842	417	425
Bonneville	709	1,012	514	499
Boundary	987	962	493	469
Bruneau-Grand View	16	812	419	394
Buhl	85	932	460	472
Butte	26	962	485	477
Caldwell	354	911	464	447
Camas County	5			
Cambridge	8			
Cascade	25	928	480	448
Cassia County	335	946	478	467
Challis	23	950	464	486
Clark County	9			
Coeur D'Alene	716	1,001	510	490
Cottonwood	34	1,034	519	516
Council	11	1,061	537	524
Dietrich	14	982	473	509
Emmett	188	946	478	468
Filer	983	945	481	464
Firth	59	948	476	472
Fremont County	113	963	482	481
Fruitland	110	986	501	485
Garden Valley	14	1,014	532	482
Genesee	24	992	512	480
Glenns Ferry	19	865	444	421
Gooding	88	899	456	442
Grace	38	1,096	544	552
Hagerman	24	910	461	448
Hansen	6			
Highland	5			
Homedale	60	933	484	449
Horsehoe Bend	13	985	492	493
Idaho Falls	669	1,020	525	496
Boise	1,883	1,050	534	516
Jefferson	303	988	503	485
Jerome	147	987	505	482
Kamiah	21	943	488	455
Kellogg	71	963	494	469
Kendrick	22	965	486	478
Kimberly	105	1,033	526	507
Kootenai	14	1,064	543	521
Kuna	347	975	498	477
Lake Pend Oreille	241	1,025	523	503
Lakeland	258	1,066	539	527

**WORK SESSION
OCTOBER 18, 2017**

2017 SAT

	# tested	Mean Composite	Mean EBRW	Mean Math
Lapwai	41	828	828	828
Lewiston	377	996	508	488
Mackay	9			
Madison	374	1,055	529	525
Marsh Valley	88	985	508	477
Marsing	53	924	466	458
McCall-Donnelly	71	1,039	532	507
Meadows Valley	7			
Melba	56	932	480	452
Middleton	237	991	510	481
Midvale	5			
Minidoka	248	905	459	446
Moscow	175	1,098	565	534
Mountain Home	241	978	501	477
Mountain View	80	1,013	513	499
Mullan	7			
Murtaugh	14	1,033	537	496
Nampa	1,013	960	494	466
New Plymouth	70	990	499	492
Nezperce	7			
North Gem	18	942	475	467
Notus	17	1,058	523	535
Oneida	77	925	466	459
Orofino	61	956	489	466
Payette	80	971	502	469
Plummer-Worley	13	900	465	435
Pocatello/Chubbuck	895	996	508	488
Post Falls	253	1,028	522	506
Potlatch	28	963	488	475
Preston	176	986	503	483
Richfield	20	876	463	412
Ririe	59	1,018	508	509
Rockland	16	1,047	465	482
Salmon River	10	1,089	553	536
Salmon	50	1,023	518	505
Shelley	131	984	499	485
Shoshone	40	872	439	433
Snake River	134	946	477	469
Soda Springs	48	1,082	537	545
South Lemhi	4			
Teton County	113	981	508	472
Troy	18	1,036	534	502
Twin Falls	434	1,042	529	513
Unassociated	840	1,011	522	490
Valley	39	972	482	490
Vallivue	433	965	498	467
Wallace	29	967	514	453
Weiser	86	951	493	458
Wendell	46	925	474	452
West Ada	2,564	1,045	533	513
West Bonner County	80	957	481	476
West Jefferson	45	962	484	478
West Side	45	1,068	542	526
Whitepine	11	1,062	525	536
Wilder	22	887	457	430

STUDENT ENGAGEMENT SURVEY

INTRODUCTION

In 2016, a new statewide school accountability system was developed based on input from educators, policymakers and Idahoans from throughout the state. The purpose of the school accountability system is to examine progress being made in our public schools toward meeting interim and long-term goals set by the state and ensure compliance with the federal Every Student Succeeds Act. To achieve this, the accountability system uses a variety of indicators such as student academic achievement, graduation rates, college and career readiness, and many more. A key element of the accountability system and its examination of school quality is a survey of teacher, parents and students to assess their engagement with their school. The attached student engagement survey is one of those surveys.

ABOUT THE SURVEY

The following survey questions were developed by Panorama Education as part of their Student Survey, dated September 2015. The Panorama Student Survey, originally launched in Fall 2014, was designed to address issues identified as part of the Measures of Effective Teaching (MET) Project. Drafted via a collaboration between Panorama Education and the Harvard Graduate School of Education, the Panorama Student Survey is a set of survey scales, or groups of questions, that measure student perceptions of teaching and learning, as well as perceptions of school climate and their own strengths and weaknesses. Each scale has a substantial and growing body of evidence of its validity across specific contexts and uses. Because the survey has been designed as a series of scales each related to a single topic, the survey can be customized by selecting individual topic areas without compromising its validity. Additional information regarding the methodology used in developing the survey questions and its use may be found at www.panormaed.com.

WORK SESSION OCTOBER 18, 2017

School Climate

Perceptions of the overall social and learning climate of the school.

Grades 6-12

Item	Response Anchors						
How often do your teachers seem excited to be teaching your classes?	Almost never	Once in a while	Sometimes	Frequently	Almost always		
How fair or unfair are the rules for the students at this school?	Very unfair	Somewhat unfair	Slightly unfair	Neither unfair nor fair	Slightly fair	Somewhat fair	Very fair
How pleasant or unpleasant is the physical space at your school?	Very unpleasant	Somewhat unpleasant	Slightly unpleasant	Neither pleasant nor unpleasant	Slightly pleasant	Somewhat pleasant	Very pleasant
How positive or negative is the energy of the school?	Very negative	Somewhat negative	Slightly negative	Neither negative nor positive	Slightly positive	Somewhat positive	Very positive
At your school, how much does the behavior of other students hurt or help your learning?	Hurts my learning a tremendous amount	Hurts my learning some	Hurts my learning a little bit	Neither helps nor hurts my learning	Helps my learning a little bit	Helps my learning some	Helps my learning a tremendous amount

Grades 3-5

Item	Response Anchors						
How often do your teachers seem excited to be teaching your classes?	Almost never	Once in a while	Sometimes	Frequently	Almost always		
How fair or unfair are the rules for the students at this school?	Very unfair	Somewhat unfair	Slightly unfair	Neither unfair nor fair	Slightly fair	Somewhat fair	Very fair
How positive or negative is the energy of the school?	Very negative	Somewhat negative	Slightly negative	Neither negative nor positive	Slightly positive	Somewhat positive	Very positive
At your school, how much does the behavior of other students hurt or help your learning?	Hurts my learning a tremendous amount	Hurts my learning some	Hurts my learning a little bit	Neither helps nor hurts my learning	Helps my learning a little bit	Helps my learning some	Helps my learning a tremendous amount

WORK SESSION OCTOBER 18, 2017

School Teacher-Student Relationships

How strong the social connection is between teachers and students within and beyond the school.

Grades 6-12

Item	Response Anchors				
How many of your teachers are respectful towards you?	None of my teachers	A few of my teachers	About half of my teachers	Most of my teachers	All of my teachers
If you walked into class upset, how many of your teachers would be concerned?	None of my teachers	A few of my teachers	About half of my teachers	Most of my teachers	All of my teachers
If you came back to visit class three years from now, how many of your teachers would be excited to see you?	None of my teachers	A few of my teachers	About half of my teachers	Most of my teachers	All of my teachers
When your teachers ask how you are doing, how many of them are really interested in your answer?	None of my teachers	A few of my teachers	About half of my teachers	Most of my teachers	All of my teachers
How many of your teachers would you be excited to have again in the future?	None of my teachers	A few of my teachers	About half of my teachers	Most of my teachers	All of my teachers

Grades 3-5

Item	Response Anchors				
How respectful are your teachers towards you?	Not at all respectful	Slightly respectful	Somewhat respectful	Quite respectful	Extremely respectful
If you walked into class upset, how concerned would your teachers be?	Not at all concerned	Slightly concerned	Somewhat concerned	Quite concerned	Extremely concerned
When your teacher asks, "how are you?", how often do you feel that your teachers really want to know your answer?	Almost never	Once in a while	Sometimes	Frequently	Almost always
How excited would you be to have your teachers again?	Not at all excited	Slightly excited	Somewhat excited	Quite excited	Extremely excited

WORK SESSION OCTOBER 18, 2017

School Safety

Perceptions of student physical and psychological safety while at school.

Grades 6-12

Item	Response Anchors				
How often are people disrespectful to others at your school?	Almost never	Once in a while	Sometimes	Frequently	Almost always
How likely is it that someone from your school will bully you online?	Not at all likely	Slightly likely	Somewhat likely	Quite likely	Extremely likely
How often do you worry about violence at your school?	Almost never	Once in a while	Sometimes	Frequently	Almost always
At your school, how unfairly do the adults treat the students?	Not at all unfairly	Slightly unfairly	Somewhat unfairly	Quite unfairly	Extremely unfairly
If a student is bullied in school, how difficult is it for him/her to get help from an adult?	Not at all difficult	Slightly difficult	Somewhat difficult	Quite difficult	Extremely difficult
How often do students get into physical fights at your school?	Almost never	Once in a while	Sometimes	Frequently	Almost always

Grades 3-5

Item	Response Anchors				
How often are people disrespectful to others at your school?	Almost never	Once in a while	Sometimes	Frequently	Almost always
How likely is it that someone from your school will bully you online?	Not at all likely	Slightly likely	Somewhat likely	Quite likely	Extremely likely
How often do you worry about violence at your school?	Almost never	Once in a while	Sometimes	Frequently	Almost always
If a student is bullied in school, how difficult is it for him/her to get help from an adult?	Not at all difficult	Slightly difficult	Somewhat difficult	Quite difficult	Extremely difficult
How often do students get into physical fights at your school?	Almost never	Once in a while	Sometimes	Frequently	Almost always

WORK SESSION OCTOBER 18, 2017

Grit

Perceptions of how well students are able to persevere through setbacks to achieve important long-term goals.

Grades 9-12

Item	Response Anchors				
How often do you stay focused on the same goal for several months at a time?	Almost never	Once in a while	Sometimes	Frequently	Almost always
If you fail to reach an important goal, how likely are you to try again?	Not at all likely	Slightly likely	Somewhat likely	Quite likely	Extremely likely
When you are working on a project that matters a lot to you, how focused can you stay when there are lots of distractions?	Not at all focused	Slightly focused	Somewhat focused	Quite focused	Extremely focused
If you have a problem while working towards an important goal, how well can you keep working?	Not well at all	Slightly well	Somewhat well	Quite well	Extremely well
Some people pursue some of their goals for a long time, and others change their goals frequently. Over the next several years, how likely are you to continue to pursue one of your current goals?	Not at all likely	Slightly likely	Somewhat likely	Quite likely	Extremely likely

THIS PAGE INTENTIONALLY LEFT BLANK

**STATE DEPARTMENT OF EDUCATION
OCTOBER 18, 2017**

TAB	DESCRIPTION	ACTION
1	DEVELOPMENT IN K-12 EDUCATION	Information Item
2	ELEMENTARY SCHOOLS WITH LESS THAN 10 PUPILS ADA	Information Item
3	PENDING RULE – DOCKET NO. 08-0203-1702 – COLLEGE ENTRANCE EXAM	Motion to Approve
4	PENDING AND TEMPORARY RULE - DOCKET NO. 08-0203-1708 – IDAHO ENGLISH LANGUAGE PROFICIENCY ASSESSMENT ACHIEVEMENT STANDARDS	Motion to Approve
5	PENDING RULE – DOCKET NO. 08-0203-1711 – IDAHO STANDARDS ALTERNATE ASSESSMENT ACHIEVEMENT STANDARDS	Motion to Approve
6	ASSESSMENT ITEM REVIEW COMMITTEE RECOMMENDATIONS – BIAS AND SENSITIVITY REPORT	Motion to Approve

THIS PAGE INTENTIONALLY LEFT BLANK

**STATE DEPARTMENT OF EDUCATION
OCTOBER 18, 2017**

SUBJECT

Developments in K-12 Education

BACKGROUND/DISCUSSION

Sherri Ybarra, Superintendent of Public Instruction, will share developments in K-12 education with the Board, including:

- FY2019 Public School Budget Request
- New SDE Portal to Access ISEE
- IRI Briefing
- Parent Portal

ATTACHMENTS

Attachment 1 – Public School Foundation Program	Page 3
Attachment 2 – Public School Foundation Program (excludes IESDB)	Page 5
Attachment 3 – FY19 Public School Budget, Superintendent’s Request	Page 7
Attachment 4 – Application Portal Slide	Page 9
Attachment 5 – IRI Pilot Presentation	Page 11
Attachment 6 – Parent Portal Presentation	Page 17

BOARD ACTION

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

THIS PAGE INTENTIONALLY LEFT BLANK

STATE DEPARTMENT OF EDUCATION

OCTOBER 18, 2017

Public School Foundation Program

	APPROPRIATION 2017-2018			REQUEST 2018-2019			\$ CHANGE			% CHANGE		
	Public Schools	IESDB	Total	Public Schools	IESDB	Total	Public Schools	IESDB	Total	Public Schools	IESDB	Total
1 REVENUES												
a. General Fund	\$1,674,895,400	\$10,366,800	\$1,685,262,200	\$1,788,497,900	\$10,617,900	\$1,799,115,800	\$113,602,500	\$251,100	\$113,853,600	6.8%	2.4%	6.8%
STATE DEDICATED REVENUE												
b. Endowment / Lands	\$47,049,600	\$184,800	\$47,234,400	\$50,325,600	\$191,800	\$50,517,400	\$3,276,000	\$7,000	\$3,283,000	7.0%	3.8%	7.0%
c. Miscellaneous	9,000,000	109,200	9,109,200	5,000,000	109,200	5,109,200	(4,000,000)	0	(4,000,000)	-44.4%	0.0%	-43.9%
d. Lottery Dividend	18,075,000	0	18,075,000	18,562,500	0	18,562,500	487,500	0	487,500	2.7%	NA	2.7%
e. Bond Levy Equalization Fund	13,194,200	0	13,194,200	12,796,700	0	12,796,700	(397,500)	0	(397,500)	-3.0%	NA	-3.0%
f. Cigarette and Lottery Taxes	4,024,900	0	4,024,900	4,024,900	0	4,024,900	0	0	0	0.0%	NA	0.0%
TOTAL STATE DEDICATED REVENUE	\$91,343,700	\$294,000	\$91,637,700	\$90,709,700	\$301,000	\$91,010,700	(\$634,000)	\$7,000	(\$627,000)	-0.7%	2.4%	-0.7%
TOTAL STATE REVENUES	\$1,766,239,100	\$10,660,800	\$1,776,899,900	\$1,879,207,600	\$10,918,900	\$1,890,126,500	\$112,968,500	\$258,100	\$113,226,600	6.4%	2.4%	6.4%
g. FEDERAL REVENUES	\$264,115,000	\$223,500	\$264,338,500	\$264,115,000	\$223,500	\$264,338,500	\$0	\$0	\$0	0.0%	0.0%	0.0%
TOTAL REVENUES	\$2,030,354,100	\$10,884,300	\$2,041,238,400	\$2,143,322,600	\$11,142,400	\$2,154,465,000	\$112,968,500	\$258,100	\$113,226,600	5.6%	2.4%	5.5%
2 STATUTORY EXPENDITURES												
a. Transportation	\$71,643,800	\$0	\$71,643,800	\$73,900,400	\$0	\$73,900,400	\$2,256,600	\$0	\$2,256,600	3.1%	NA	3.1%
b. Border Contracts	1,200,000	0	1,200,000	1,200,000	0	1,200,000	0	0	0	0.0%	NA	0.0%
c. Exceptional Contracts and Tuition Equivalents	5,390,900	0	5,390,900	5,390,900	0	5,390,900	0	0	0	0.0%	NA	0.0%
d. Salary-based Apportionment (Administrators, Classified)	195,929,000	0	195,929,000	205,950,200	0	205,950,200	10,021,200	0	10,021,200	5.1%	NA	5.1%
e. Employer's Benefit Obligations (Administrators, Classified)	36,834,700	0	36,834,700	39,913,200	0	39,913,200	3,078,500	0	3,078,500	8.4%	NA	8.4%
f. Career Ladder Salaries	726,236,400	0	726,236,400	761,566,200	0	761,566,200	35,329,800	0	35,329,800	4.9%	NA	4.9%
g. Career Ladder Employer's Benefit Obligations	136,532,400	0	136,532,400	147,591,500	0	147,591,500	11,059,100	0	11,059,100	8.1%	NA	8.1%
h. Leadership Premiums	17,401,600	0	17,401,600	17,773,600	0	17,773,600	372,000	0	372,000	2.1%	NA	2.1%
i. Teacher Incentive Award (Nat'l Bd Cert)	90,000	0	90,000	90,000	0	90,000	0	0	0	0.0%	NA	0.0%
j. Idaho Safe and Drug-Free Schools	4,024,900	0	4,024,900	4,024,900	0	4,024,900	0	0	0	0.0%	NA	0.0%
k. Bond Levy Equalization Support Program	20,500,000	0	20,500,000	25,399,800	0	25,399,800	4,899,800	0	4,899,800	23.9%	NA	23.9%
l. Charter School Facilities	6,084,100	0	6,084,100	7,893,700	0	7,893,700	1,809,600	0	1,809,600	29.7%	NA	29.7%
m. Idaho Digital Learning Academy	9,122,000	0	9,122,000	9,845,100	0	9,845,100	723,100	0	723,100	7.9%	NA	7.9%
n. School Facilities Funding (lottery)	18,075,000	0	18,075,000	18,562,500	0	18,562,500	487,500	0	487,500	2.7%	NA	2.7%
o. School Facilities Maintenance Match	3,827,500	0	3,827,500	3,905,000	0	3,905,000	77,500	0	77,500	2.0%	NA	2.0%
p. Advanced Opportunities	7,000,000	0	7,000,000	15,000,000	0	15,000,000	8,000,000	0	8,000,000	114.3%	NA	114.3%
q. Math and Science Requirement	5,478,100	0	5,478,100	5,930,000	0	5,930,000	451,900	0	451,900	8.2%	NA	8.2%
r. Continuous Improvement Plans and Training	652,000	0	652,000	652,000	0	652,000	0	0	0	0.0%	NA	0.0%
s. Mastery-Based Education	1,400,000	0	1,400,000	2,800,000	0	2,800,000	1,400,000	0	1,400,000	100.0%	NA	100.0%
t. Online Class Portal	150,000	0	150,000	150,000	0	150,000	0	0	0	0.0%	NA	0.0%
u. College and Career Advisors and Student Mentors	7,000,000	0	7,000,000	9,000,000	0	9,000,000	2,000,000	0	2,000,000	28.6%	NA	28.6%
v. Literacy Intervention	11,416,200	0	11,416,200	11,850,000	0	11,850,000	433,800	0	433,800	3.8%	NA	3.8%
w. Innovation Schools	100,000	0	100,000	100,000	0	100,000	0	0	0	0.0%	NA	0.0%
3 NON-STATUTORY EXPENDITURES												
a. Technology (Classroom, Wireless Infrastructure, IMS Maintenance)	28,142,000	0	28,142,000	36,795,000	0	36,795,000	8,653,000	0	8,653,000	30.7%	NA	30.7%
b. IT Staffing	7,500,000	0	7,500,000	7,500,000	0	7,500,000	0	0	0	0.0%	NA	0.0%
c. Student Achievement Assessments	1,758,500	0	1,758,500	3,100,000	0	3,100,000	1,341,500	0	1,341,500	76.3%	NA	76.3%
d. Math Initiative	1,817,800	0	1,817,800	1,817,800	0	1,817,800	0	0	0	0.0%	NA	0.0%
e. Remediation / Waiver (non Title I)	5,456,300	0	5,456,300	5,456,300	0	5,456,300	0	0	0	0.0%	NA	0.0%
f. Limited English Proficient (LEP)	3,870,000	0	3,870,000	4,870,000	0	4,870,000	1,000,000	0	1,000,000	25.8%	NA	25.8%
g. Professional Development (Idaho Core, District Funding, G/T)	20,950,000	0	20,950,000	21,200,000	0	21,200,000	250,000	0	250,000	1.2%	NA	1.2%
h. Content and Curriculum	5,050,000	0	5,050,000	5,350,000	0	5,350,000	300,000	0	300,000	5.9%	NA	5.9%
4 FEDERAL EXPENDITURES	264,115,000	0	264,115,000	264,115,000	0	264,115,000	0	0	0	0.0%	NA	0.0%
5 IDAHO EDUCATIONAL SERVICES FOR THE DEAF & THE BLIND												
a. Campus	0	6,921,100	6,921,100	0	7,092,500	7,092,500	0	171,400	171,400	NA	2.5%	2.5%
b. Outreach	0	3,963,200	3,963,200	0	4,049,900	4,049,900	0	86,700	86,700	NA	2.2%	2.2%
TOTAL EXPENDITURES	\$1,624,748,200	\$10,884,300	\$1,635,632,500	\$1,718,693,100	\$11,142,400	\$1,729,835,500	\$93,944,900	\$258,100	\$94,203,000	5.8%	2.4%	5.8%
6 PUBLIC EDUCATION STABILIZATION FUNDS	\$0			\$0			\$0			NA		
7 NET STATE FUNDING	\$405,605,900			\$424,629,500			\$19,023,600			4.7%		
8 SUPPORT UNITS	15,164			15,339			175			1.2%		
9 DISTRIBUTION FACTOR (Includes \$300 for Safe Environment Provisions)	\$26,748			\$27,683			\$935			3.5%		

THIS PAGE INTENTIONALLY LEFT BLANK

STATE DEPARTMENT OF EDUCATION
OCTOBER 18, 2017
Public School Foundation Program

(excludes IESDB)

	Appropriation 2017-2018	Request 2018-2019	\$ Change	% Change
1 REVENUES				
a. General Fund	\$1,674,895,400	\$1,788,497,900	\$113,602,500	6.8%
STATE DEDICATED REVENUE				
b. Endowment / Lands	\$47,049,600	\$50,325,600	\$3,276,000	7.0%
c. Miscellaneous	9,000,000	5,000,000	(4,000,000)	-44.4%
d. Lottery Dividend	18,075,000	18,562,500	487,500	2.7%
e. Bond Levy Equalization Fund	13,194,200	12,796,700	(397,500)	-3.0%
f. Cigarette and Lottery Taxes	4,024,900	4,024,900	0	0.0%
TOTAL STATE DEDICATED REVENUE	\$91,343,700	\$90,709,700	(\$634,000)	-0.7%
TOTAL STATE REVENUES	\$1,766,239,100	\$1,879,207,600	\$112,968,500	6.4%
g. FEDERAL REVENUES	\$264,115,000	\$264,115,000	\$0	0.0%
TOTAL REVENUES	\$2,030,354,100	\$2,143,322,600	\$112,968,500	5.6%
2 STATUTORY EXPENDITURES				
a. Transportation	\$71,643,800	\$73,900,400	\$2,256,600	3.1%
b. Border Contracts	1,200,000	1,200,000	0	0.0%
c. Exceptional Contracts and Tuition Equivalents	5,390,900	5,390,900	0	0.0%
d. Salary-based Apportionment (Administrators, Classified)	195,929,000	205,950,200	10,021,200	5.1%
e. Employer's Benefit Obligations (Administrators, Classified)	36,834,700	39,913,200	3,078,500	8.4%
f. Career Ladder Salaries	726,236,400	761,566,200	35,329,800	4.9%
g. Career Ladder Employer's Benefit Obligations	136,532,400	147,591,500	11,059,100	8.1%
h. Leadership Premiums	17,401,600	17,773,600	372,000	2.1%
i. Teacher Incentive Award (Nat'l Bd Cert)	90,000	90,000	0	0.0%
j. Idaho Safe and Drug-Free Schools	4,024,900	4,024,900	0	0.0%
k. Bond Levy Equalization Support Program	20,500,000	25,399,800	4,899,800	23.9%
l. Charter School Facilities	6,084,100	7,893,700	1,809,600	29.7%
m. Idaho Digital Learning Academy	9,122,000	9,845,100	723,100	7.9%
n. School Facilities Funding (lottery)	18,075,000	18,562,500	487,500	2.7%
o. School Facilities Maintenance Match	3,827,500	3,905,000	77,500	2.0%
p. Advanced Opportunities	7,000,000	15,000,000	8,000,000	114.3%
q. Math and Science Requirement	5,478,100	5,930,000	451,900	8.2%
r. Continuous Improvement Plans and Training	652,000	652,000	0	0.0%
s. Mastery-Based Education	1,400,000	2,800,000	1,400,000	100.0%
t. Online Class Portal	150,000	150,000	0	0.0%
u. College and Career Advisors and Student Mentors	7,000,000	9,000,000	2,000,000	28.6%
v. Literacy Intervention	11,416,200	11,850,000	433,800	3.8%
w. Innovation Schools	100,000	100,000	0	0.0%
3 NON-STATUTORY EXPENDITURES				
a. Technology (Classroom, Wireless Infrastructure, IMS Maintenance)	28,142,000	36,795,000	8,653,000	30.7%
b. IT Staffing	7,500,000	7,500,000	0	0.0%
c. Student Achievement Assessments	1,758,500	3,100,000	1,341,500	76.3%
d. Math Initiative	1,817,800	1,817,800	0	0.0%
e. Remediation / Waiver (non Title I)	5,456,300	5,456,300	0	0.0%
f. Limited English Proficient (LEP)	3,870,000	4,870,000	1,000,000	25.8%
g. Professional Development (Reading Coaches, District Funding, G/T)	20,950,000	21,200,000	250,000	1.2%
h. Content and Curriculum	5,050,000	5,350,000	300,000	5.9%
4 FEDERAL EXPENDITURES	264,115,000	264,115,000	0	0.0%
TOTAL EXPENDITURES	\$1,624,748,200	\$1,718,693,100	\$93,944,900	5.8%
5 PUBLIC EDUCATION STABILIZATION FUNDS	\$0	\$0	\$0	NA
6 NET STATE FUNDING	\$405,605,900	\$424,629,500	\$19,023,600	4.7%
7 SUPPORT UNITS	15,164	15,339	175	1.2%
8 DISTRIBUTION FACTOR (includes \$300 for Safe Environment Provisions)	\$26,748	\$27,683	\$935	3.5%

THIS PAGE INTENTIONALLY LEFT BLANK

**STATE DEPARTMENT OF EDUCATION
OCTOBER 18, 2017**

**FY 2019 Public School Budget
Superintendent's Request
(excludes IESDB)**

1.	FY 2018 General Fund Appropriation		\$1,674,895,400	
2.	Base Adjustments / Transfers			
a.	Endowment / Lands increased revenue (from \$47,049,600 to \$50,325,600)		-\$3,276,000	-0.20%
b.	Removal of One-Time Expenditures (statewide Wi-Fi services)		-2,142,000	-0.13%
	Total Base Adjustments		-\$5,418,000	-0.32%
3.	Statutory / Maintenance Increases (Decreases)			
a.	Advanced Opportunities (from \$7,000,000 to \$15,000,000)		\$8,000,000	0.48%
b.	PERSI Employer Rate Increase (from 11.32% to 11.94%)		5,884,700	0.35%
c.	Bond Levy Equalization Support Program (from \$7,305,800 to \$12,603,100)		5,297,300	0.32%
d.	Operational Increase - Increase of 175 Best 28 week support units (from 15,164 to 15,339)		4,680,900	0.28%
e.	Replace \$3 million one-time and \$1 million ongoing miscellaneous revenue to maintain discretionary funds		4,000,000	0.24%
f.	Salary and Benefit Apportionment (Administrators, Classified) - Increase of 165 mid-term support units (from 15,239 to 15,404)		2,521,400	0.15%
g.	Transportation (from \$71,643,800 to \$73,900,400)		2,256,600	0.13%
h.	Charter School Facilities (from \$6,084,100 to \$7,893,700)		1,809,600	0.11%
i.	IDLA (from \$9,122,000 to \$9,845,100)		723,100	0.04%
j.	Math and Science Requirement (from \$5,478,100 to \$5,930,000)		451,900	0.03%
k.	Leadership Awards / Premiums - Growth (FTE) (from 17,208 to 17,576)		372,000	0.02%
l.	School Facilities Maintenance Match (from \$3,827,500 to \$3,905,000)		77,500	0.00%
m.	Salary and Benefit Apportionment - Administrators Experience and Education Index, Small District Staff Allowance		-520,400	-0.03%
	Total Statutory / Maintenance Increases		\$35,554,600	2.12%
4.	Statutory / Maintenance Increases (Decreases) (Governor's Task Force)	#		
a.	Career Ladder (Instructional and Pupil Service Staff)	12.	\$41,667,200	2.49%
	Total Statutory / Maintenance Increases (Decreases) (Governor's Task Force)		\$41,667,200	2.49%
5.	Division of Financial Management Directives			
a.	Salary and Benefit Apportionment - 1% increase in Base Salaries (Administrators, Classified)		\$2,346,400	0.14%
	Total Division of Financial Management Directives		\$2,346,400	0.14%
6.	Line Item Requests (Governor's Task Force)	#		
a.	Technology (Classroom) (from \$26,000,000 to \$36,000,000)	10.	\$10,000,000	0.60%
b.	College and Career Advisors and Student Mentors (from \$7,000,000 to \$9,000,000)	4.	2,000,000	0.12%
c.	Mastery-Based Education (from \$1,400,000 to \$2,800,000)	1.	1,400,000	0.08%
d.	Statewide Wi-Fi Services (one-time)	9.	795,000	0.05%
e.	Literacy Intervention (from \$11,416,200 to \$11,850,000)	3.	433,800	0.03%
f.	Professional Development (from \$20,950,000 to \$21,200,000)	16.	250,000	0.01%
	Total Line Item Requests (Governor's Task Force)		\$14,878,800	0.89%
7.	Line Item Requests (Other)			
a.	Discretionary Increase (Health Insurance, from \$11,242 to \$11,712, 4.18% increase)		\$7,209,300	0.43%
b.	Discretionary Increase (Other, from \$15,506 to \$15,971, 3.0% increase)		7,133,400	0.43%
c.	Additional 4% - Classified (including 1% DFM directive, increases base salary from \$21,034 to \$22,086)		5,780,700	0.35%
d.	Additional 2% - Administration (including 1% DFM directive, increases base salary from \$35,132 to \$36,186)		1,808,600	0.11%
e.	Student Achievement Assessment [from \$1,758,500 to \$3,100,000 (\$841,500 one-time)]		1,341,500	0.08%
f.	LEP Distribution (from \$3,870,000 to \$4,870,000)		1,000,000	0.06%
g.	Content and Curriculum (from \$5,050,000 to \$5,350,000)		300,000	0.02%
	Total Line Item Requests (Other)		\$24,573,500	1.47%
8.	FY 2019 General Fund Requested Increase		\$113,602,500	6.78%
9.	FY 2019 General Fund Total Request		\$1,788,497,900	

THIS PAGE INTENTIONALLY LEFT BLANK

Application Portal



21st CCLC » Competitive grant application for 21st Century Community Learning Centers (CCLC) funds.	ADEA » The Assessment Data Export Application (ADEA) provides access to historical student test results.	AdvOps Reimbursement » The Advanced Opportunities application is used to track requests for Fast Forward funds and early graduation scholarships.	CNP Direct Certification » The Child Nutrition Program (CNP) Direct Certification application is used to match student records to SNAP, TAFI and foster care records for the purpose of providing access to free and reduced meals.
GRA » The Grant Reimbursement Application (GRA) is designed to help educational entities request reimbursements for allowable costs involving federal flow through grants.	IDCI » The Idaho District Contact Information (IDCI) application is used to define role-based staff contact information for Idaho public schools.	OTIS » The Online Tool for IT Support (OTIS) is a secure incident tracking and ticketing application.	TCA (and BIC) » The Teacher Certification Application (TCA) is used to track educator certification, applications, background information checks (BIC), and ethics information.
SRM Production » The State Reporting Manager application is used to upload, validate, and certify ISEE submission data.	SRM Test » The State Reporting Manager application is used to upload, validate, and test ISEE submission data.		

A screenshot of a mobile application interface. At the top is a navigation bar with a back arrow, a forward arrow, a lock icon, the text "apps2.sde.id", a refresh icon, a tab indicator showing "2", and a star icon. Below the navigation bar is a vertical list of application categories, each with a colored header and a right-pointing arrow: "21st CCLC »" (dark purple), "ADEA »" (light purple), "AdvOps Reimbursement »" (dark blue), "CNP Direct Certification »" (red), "GRA »" (green), "IDCI »" (grey), "OTIS »" (dark grey), "TCA (and BIC) »" (orange), and "SRM Production »" (dark blue). The bottom of the screen shows the top of another category, "SRM Test »" (dark grey).

Supporting Schools and Students to Achieve | SHERRI YBARRA, ED.S., SUPERINTENDENT OF PUBLIC INSTRUCTION

THIS PAGE INTENTIONALLY LEFT BLANK



Welcome

- History of Idaho Reading Indicator
 - Initially implemented in
 - Updated to AIMSWeb probes in 2007
- 2015 Governor's Task Force recommendation
- 2015 – state updated comprehensive literacy plan
- Calls for a new, updated reading assessment focusing on the 5 critical domains of reading.
- Assessment working group developed RFI
- SDE Released RFP
- Review committee selected Istation ISIP Early Reading
- 2017 Pilot Schools implemented Istation in September 2017



SUPPORTING SCHOOLS AND STUDENTS TO ACHIEVE
SHERRI YBARRA, ED.S., SUPERINTENDENT OF PUBLIC INSTRUCTION

What is Istation?

- Istation's early reading assessments (ISIP™ ER) measure reading development for students in grades K through 3
- Computer Adaptive assessment
- Serves over 4 million students in 48 states
- Built by educators for educators



SUPPORTING SCHOOLS AND STUDENTS TO ACHIEVE
SHERRI YBARRA, ED.S., SUPERINTENDENT OF PUBLIC INSTRUCTION

Istation Assesses All Students

- Adaptive Assessment
 - Scheduled or On Demand
- Students are assessed in the critical areas of reading development as developmentally appropriate :
 - letter knowledge
 - vocabulary
 - phonemic awareness
 - alphabetic decoding
 - reading comprehension
 - spelling
 - text fluency
- Supports for EL's and Students With Disabilities



SUPPORTING SCHOOLS AND STUDENTS TO ACHIEVE
SHERRI YBARRA, ED.S., SUPERINTENDENT OF PUBLIC INSTRUCTION

Available on any device



SUPPORTING SCHOOLS AND STUDENTS TO ACHIEVE
SHERRI YBARRA, ED.S., SUPERINTENDENT OF PUBLIC INSTRUCTION

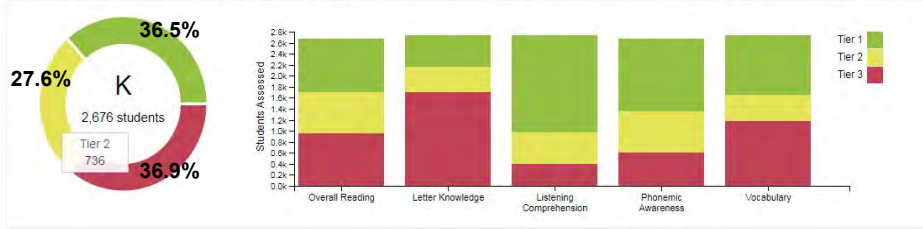
Grade	ISIP Subtest	Legacy IRI Subtest
Kindergarten	Letter Knowledge Phonemic Awareness Listening Comprehension Vocabulary	Letter Naming Fluency* Letter Sound Fluency
1 st	Letter Knowledge Phonemic Awareness Alphabetic Decoding Vocabulary Comprehension Spelling Text Fluency	Letter Sound Fluency* Reading Fluency
2 nd	Vocabulary Comprehension Spelling Text Fluency	Reading Fluency
3 rd	Vocabulary Comprehension Spelling Text Fluency	Reading Fluency



SUPPORTING SCHOOLS AND STUDENTS TO ACHIEVE
SHERRI YBARRA, ED.S., SUPERINTENDENT OF PUBLIC INSTRUCTION

ISIP Kindergarten Fall 2017

Assessment Metrics: Results by Grade for **ISIP Reading** in **September** for **K**



A comparison

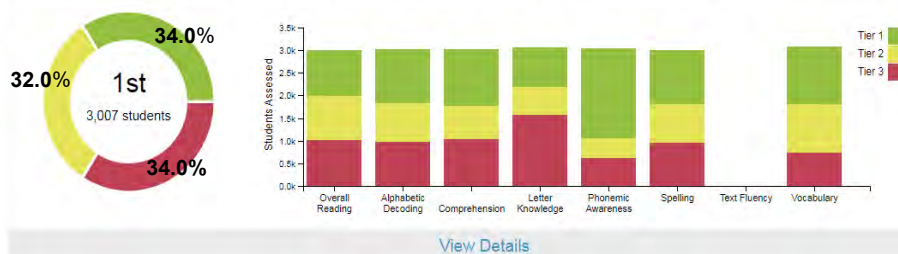
Score	Legacy (19,824)	ISIP (2676)
Intensive	22.24%	36.9%
Strategic	26.66%	27.6%
Benchmark	51.10%	36.5%



SUPPORTING SCHOOLS AND STUDENTS TO ACHIEVE
SHERRI YBARRA, ED.S., SUPERINTENDENT OF PUBLIC INSTRUCTION

ISIP 1st grade Fall 2017

Assessment Metrics: Results by Grade for **ISIP Reading** in **September** for **1st**



[View Details](#)

A comparison

Score	Legacy (20,780)	ISIP (3,007)
Intensive	16.74%	36.9%
Strategic	21.05%	27.6%
Benchmark	62.20%	36.5%



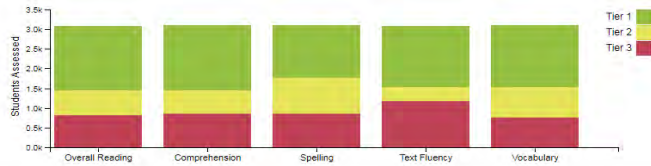
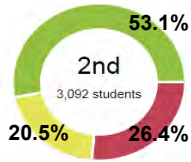
SUPPORTING SCHOOLS AND STUDENTS TO ACHIEVE
SHERRI YBARRA, ED.S., SUPERINTENDENT OF PUBLIC INSTRUCTION

STATE DEPARTMENT OF EDUCATION

OCTOBER 18, 2017

ISIP 2nd grade Fall 2017

Assessment Metrics: Results by Grade for ISIP Reading in September for 2nd



[View Details](#)

A comparison

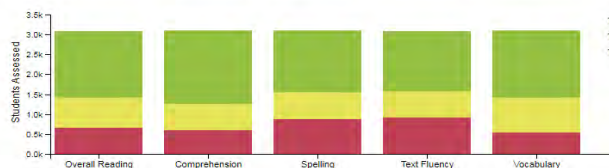
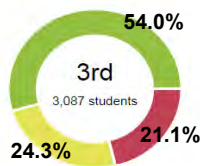
Score	Legacy (21,404)	ISIP (3,092)
Intensive	21.08%	26.4%
Strategic	23.42%	20.5%
Benchmark	55.51%	53.1%



SUPPORTING SCHOOLS AND STUDENTS TO ACHIEVE
SHERRI YBARRA, ED.S., SUPERINTENDENT OF PUBLIC INSTRUCTION

ISIP 3rd grade Fall 2017

Assessment Metrics: Results by Grade for ISIP Reading in September for 3rd



[View Details](#)

A comparison

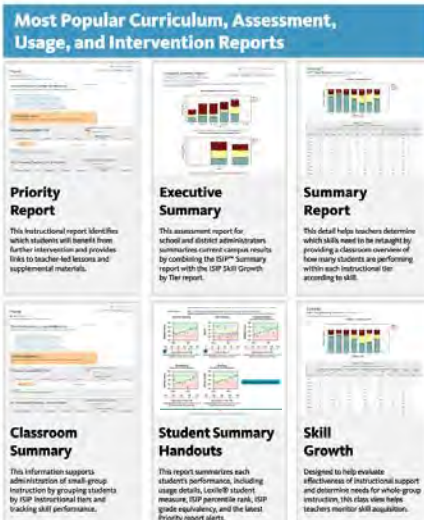
Score	Legacy (22,194)	ISIP (3,087)
Intensive	14.58%	24.3%
Strategic	20.92%	21.1%
Benchmark	64.50%	54.0%



SUPPORTING SCHOOLS AND STUDENTS TO ACHIEVE
SHERRI YBARRA, ED.S., SUPERINTENDENT OF PUBLIC INSTRUCTION

ISIP Assessment Reports

- ISIP Executive Summary Report
- ISIP Summary Report
- ISIP Skill Growth Report
- Student Summary Report
- Priority Report
- Intervention History Report
- Session Activity Detail Report
- Rate of Improvement Report
- Lexile Report
- Distribution Report
- Assessment Completion
- Priority Summary Report



SUPPORTING SCHOOLS AND STUDENTS TO ACHIEVE
SHERRI YBARRA, ED.S., SUPERINTENDENT OF PUBLIC INSTRUCTION

SUPPORTING SCHOOLS AND STUDENTS TO ACHIEVE

Questions?



Parent Education Resource Center (PERC)



Supporting Schools and Students to Achieve | SHERRI YBARRA, ED.S., SUPERINTENDENT OF PUBLIC INSTRUCTION

Parent Education Resource Center | 1

Parent Education Resource Center (PERC)



- Overview
 - Events, websites, apps, and other online tools organized by grade level, and topics so parents can easily find resources for their children.
 - Results customized to their student's unique interests and their geographic location.
 - Resources can be added by districts, libraries, and other public/private entities and curated by the SDE.

Supporting Schools and Students to Achieve | SHERRI YBARRA, ED.S., SUPERINTENDENT OF PUBLIC INSTRUCTION

Parent Education Resource Center | 2

Parent Education Resource Center (PERC)



- Status as of September 2017
 - Site is built and resources are being added and categorized.
 - Soft launch (Website Live) without marketing October 16
 - Formal Launch Mid Feb 2018 (Enhanced Mobile Features) with marketing.
 - June 2018 parents can login and be notified of new events that match their student's interests.

**STATE DEPARTMENT OF EDUCATION
OCTOBER 18, 2017**

SUBJECT

Approval to operate an elementary school with less than ten (10) pupils in average daily attendance.

REFERENCE

November 1999	Board approved delegation of approval of elementary schools with less than ten (10) pupils pursuant to Section 33-1003(2)(f) to the Superintendent with a required annual report to the Board consisting of the districts that have requested approval and whether or not they were approved.
October 2015	Superintendent reported to the Board that four (4) districts had requested approval and four (4) were approved.

APPLICABLE STATUTE, RULE, OR POLICY

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

BACKGROUND/DISCUSSION

Section 33-1003 (2)(f), Idaho Code, states that *“Any elementary school having less than ten (10) pupils in average daily attendance shall not be allowed to participate in the state or county support program unless the school has been approved for operation by the state board of education.”* At the November 1999 meeting, the State Board of Education delegated authority to the State Superintendent of Public Instruction to approve elementary schools to operate with less than ten (10) pupils in average daily attendance. A report listing the elementary schools that have requested to operate with less than ten (10) average daily attendance and whether approval was granted is to be provided to the State Board of Education annually at the September meeting. The Board no longer convenes a regularly scheduled September Board meeting; therefore, the report is being brought to the Board at the regularly scheduled October Board meeting.

Eight (8) schools have requested to operate with less than ten (10) average daily attendance during the 2017 – 2018 school year. Superintendent Ybarra has approved all of the requests (Attachment 1).

IMPACT

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

ATTACHMENTS

Attachment 1 – List of approved schools

Page 3

STAFF COMMENTS AND RECOMMENDATIONS

The Superintendent has approved eight schools to operate with less than 10 students for the 2017-2018 school year. In 2015 the Superintendent reported

**STATE DEPARTMENT OF EDUCATION
OCTOBER 18, 2017**

having approved four schools, two elementary and two joint elementary – junior high schools for the 2015-2016 school year. There is no documentation of a report to the Board in 2016.

Section 33-107(4)(d) and (e), Idaho Code allows the Board to:

- (d) Delegate to its executive secretary, the superintendent of public instruction, if necessary to enhance effectiveness and efficiency, such powers as he requires to perform duties and render decisions prescribed to the state board involving the exercise of judgment and discretion that affect the public schools in Idaho;
- (e) Delegations of powers under this subsection must be adopted as statements of agency action by the state board, as provided in section [33-105\(2\)](#), Idaho Code, and pursuant to a process that provides for notice, opportunity for input and formal adoption by the state board...

Statements of agency action are adopted through the Board's Governing Policies and Procedures approval process. To comply with section 33-107(4), Idaho Code, this delegation will need to be incorporated into Board policy. Furthermore, the original delegation and annual reporting requirement was made by the Board at the November 18-19, 1999 Board meeting. In 2014, the Board amended its bylaws to require all Board action that "impacts the ongoing future behavior of the agencies and institutions to be incorporated into Board Policy." To allow for future delegation of this duty the Board will need to amend Board Policy incorporating the delegation and reporting requirements. Board staff will bring forward an amendment to Board Policy in the future to incorporate the delegation and reporting requirements.

BOARD ACTION

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

**STATE DEPARTMENT OF EDUCATION
OCTOBER 18, 2017**

**Elementary Schools Approved to
Operate with Less than 10 ADA
2017-2018**

#	District Name	Bldg. #	Building Name	Estimated Enrollment	Superintendent
71	Garden Valley	398	LOWMAN ELEMENTARY SCHOOL	3	Greg Alexander Peter
181	Challis	486	STANLEY ELEM-JR HIGH SCHOOL	9	McPherson
191	Prairie	491	PRAIRIE ELEM-JR HIGH SCHOOL	3	Elaine Faddis
	Mountain				
193	Home	517	PINE ELEM-JR HIGH SCHOOL	2	James Gilbert
244	Mountain View	1287	ELK CITY PUBLIC SCHOOL	5	Marcus Scheibe
351	Oneida	797	STONE ELEMENTARY SCHOOL	8	Rich Moore
151	Cassia County	468	ALMO ELEMENTARY SCHOOL	9	Gaylen L Smyer
416	Three Creek	835	THREE CREEK ELEM-JR HI SCHOOL	7	Dena Pollock

THIS PAGE INTENTIONALLY LEFT BLANK

**STATE DEPARTMENT OF EDUCATION
OCTOBER 18, 2017**

SUBJECT

Pending Rule – Docket No. 08-0203-1702, Rules Governing Thoroughness, College Entrance Examination

REFERENCE

August 2013	The Board approved removal of the ACCUPLACER as an acceptable college entrance examination.
August 2015	The Board approved removal of the Compass exam as an acceptable college entrance examination for students graduating after 2017.
June 2017	The Board approved Proposed Rule Docket No. 08-0203-1702.

APPLICABLE STATUTE, RULE, OR POLICY

Section 33-105 and 33-1612, Idaho Code
IDAPA 08.02.03.105.03, College Entrance Examination

BACKGROUND/DISCUSSION

IDAPA 08.02.03.105.03 requires a student to take the SAT or ACT before the end of their eleventh grade year to meet graduation requirements. A rule change effective March 2016 removed the Compass assessment as an option to meet the requirement for students graduating after 2017. The final administration of the Compass assessment was on November 1, 2016, which potentially impacts students graduating in 2018. This pending rule change will allow students who took the Compass exam prior to its final administration to meet the college entrance exam (CEE) graduation requirement.

The rule change clarifies when a student with disabilities can be exempted from the CEE requirement. Individualized Education Program teams will also be able to consider the ACCUPLACER Placement Assessment as an acceptable CEE for students with disabilities to meet the CEE graduation requirement.

Also, to accommodate a variety of circumstances preventing students from completing the CEE, a form provided by the Department will be available for school counselors or administrators to submit exemption requests. This form will allow schools to present an alternative test or provide explanation of extenuating circumstances prohibiting a student from meeting the CEE requirement. The request will be reviewed and approved by the Superintendent of Public Instruction or the Superintendent's designee.

A Notice of Intent to Promulgate Rules was published in the April 5, 2017, edition of the Administrative Bulletin. Six (6) public meetings were held across the state between April 11 and 20, 2017. No comments were received during the public meetings, and five (5) written comments in favor of the suggested amendments were received through the SDE's public comment online submission form.

**STATE DEPARTMENT OF EDUCATION
OCTOBER 18, 2017**

A Notice of Rulemaking - Proposed Rule was published in the August 2, 2017, edition of the Administrative Bulletin, and no public comments were received during the August 2 – August 23 public comment period. As a result, no changes were made between the proposed rule and the pending rule.

IMPACT

The passage of this pending rule will allow students who participated in the Compass assessment on or before its final administration to meet the CEE graduation requirement. The rule will also allow students with disabilities receiving services to use the ACCUPLACER Placement Assessment when more appropriate for the student. Students with extenuating circumstances will have an opportunity to use other assessments or be exempt from the CEE requirement.

ATTACHMENTS

Attachment 1 – Pending Rule, Docket No. 08-0203-1702

Page 5

STAFF COMMENTS AND RECOMMENDATIONS

At the August 2013 Board meeting the Board approved the removal of the Accuplacer as an eligible assessment for meeting the college entrance exam graduation requirement. The Board found that during the first year of the implementation of the college entrance exam requirement some alternative schools had all of their students take the Accuplacer assessment without giving them the choice or encouragement to try the SAT or ACT. Department staff at that time (2013) reported that the reasons behind this was that the school district staff did not believe the students would “go-on” to postsecondary education, therefore there was no need for them to take the SAT or ACT. The original purpose of the college entrance exam requirement was to show students who would not normally or voluntarily take a college entrance exam that they were capable of doing well on the exam, additionally, any areas of weakness identified by the assessment could also be addressed during their senior year.

The proposed amendment to subsection 105.03.a. would allow students on an individualized education plan to use the Accuplacer placement exam to meet the college entrance exam requirement. The current codified rule allows students enrolled in a special education program with an individual education plan that specifies the student would need accommodations that would result in a non-reportable score on the assessment to choose to be exempt from the college entrance exam requirement. The new language would allow students who were on an individualized education plan but did not meet the same level of accommodations necessary for the exemption to take the Accuplacer in place of the SAT or ACT. The proposed changes to subsection 105.03.b (new subsection c.) would limit the existing exemption to those students receiving special education services through an individual education plan who have a plan that indicates they meet the requirements to take the ISAT-Alternate Assessment. The Alternate Assessment is available to those students with the most

**STATE DEPARTMENT OF EDUCATION
OCTOBER 18, 2017**

significant, cognitive disabilities for whom the general assessment is not appropriate.

At the August 2015 Board meeting the Board approved a proposed rule eliminating the Compass exam as an option for meeting the college entrance exam high school graduation requirement after the 2016-2017 school year. At that time it had been announced that the Compass was being discontinued and would not be available in the spring of 2017 when students normally take the exam, making the 2015-2016 school year the final year when the exam would be available for the entire school year. Board staff worked with the Department's Assessment staff at that time to make sure school districts were notified of the change. Due to a subsequent change in staffing at the Department level, not all school districts were notified that the Compass was no longer an eligible assessment for meeting the graduation requirement during the 2016-2017 school year, and some school districts had students take the assessment in the fall, not realizing, that it no longer met the graduation requirement. The proposed amendment regarding the Compass exam will allow for those students who took the exam in the fall, who will not be graduating until the 2017-2018 school year to use the Compass exam to meet the graduation requirement.

The proposed addition of subsection 105.3.d. would allow school district to apply to the Superintendent of Public Instruction or their designee to take a different college entrance exam or college placement exam than those specified in Administrative Code or to exempt the student completely from the requirement at their discretion.

BOARD ACTION

I move to approve Pending Rule Docket No. 08-0203-1702, Rules Governing Thoroughness - College Entrance Examination, as submitted in Attachment 1.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

THIS PAGE INTENTIONALLY LEFT BLANK

**STATE DEPARTMENT OF EDUCATION
OCTOBER 18, 2017**

**IDAPA 08
TITLE 02
CHAPTER 03**

08.02.03 - RULES GOVERNING THOROUGHNESS

105. HIGH SCHOOL GRADUATION REQUIREMENTS.

A student must meet all of the requirements identified in this section before the student will be eligible to graduate from an Idaho high school. The local school district or LEA may establish graduation requirements beyond the state minimum. (5-8-09)

01. Credit Requirements. The State minimum graduation requirement for all Idaho public high schools is forty-six (46) credits and must include twenty-nine (29) credits in core subjects as identified in Paragraphs 105.01.c. through 105.01.i. (3-12-14)

a. Credits. (Effective for all students who enter the ninth grade in the fall of 2010 or later.) One (1) credit shall equal sixty (60) hours of total instruction. School districts or LEA's may request a waiver from this provision by submitting a letter to the State Department of Education for approval, signed by the superintendent and chair of the board of trustees of the district or LEA. The waiver request shall provide information and documentation that substantiates the school district or LEA's reason for not requiring sixty (60) hours of total instruction per credit. (3-29-10)

b. Mastery. Notwithstanding the credit definition of Subsection 105.01.a., a student may also achieve credits by demonstrating mastery of a subject's content standards as defined and approved by the local school district or LEA. (3-29-17)

c. Secondary Language Arts and Communication. Nine (9) credits are required. Eight (8) credits of instruction in Language Arts. Each year of Language Arts shall consist of language study, composition, and literature and be aligned to the Idaho Content Standards for the appropriate grade level. One (1) credit of instruction in communications consisting of oral communication and technological applications that includes a course in speech, a course in debate, or a sequence of instructional activities that meet the Idaho Speech Content Standards requirements. (3-29-10)

d. Mathematics. Six (6) credits are required. Secondary mathematics includes Applied Mathematics, Business Mathematics, Algebra, Geometry, Trigonometry, Fundamentals of Calculus, Probability and Statistics, Discrete Mathematics, and courses in mathematical problem solving and reasoning. AP Computer Science, Dual Credit Computer Science, and Dual Credit Engineering courses may also be counted as a mathematics credit if the student has completed Algebra II standards. Students who choose to take AP Computer Science, Dual Credit Computer Science, and Dual Credit Engineering may not concurrently count such courses as both a math and science credit. (3-12-14)

i. Students must complete secondary mathematics in the following areas: (3-12-14)

(1) Two (2) credits of Algebra I or courses that meet the Idaho Algebra I Content Standards as approved by the State Department of Education; (3-29-10)

(2) Two (2) credits of Geometry or courses that meet the Idaho Geometry Content Standards as approved by the State Department of Education; and (3-29-10)

(3) Two (2) credits of mathematics of the student's choice. (3-29-10)

ii. Two (2) credits of the required six (6) credits of mathematics must be taken in the last year of high school in which the student intends to graduate. For the purposes of this subsection, the last year of high school shall

**STATE DEPARTMENT OF EDUCATION
OCTOBER 18, 2017**

include the summer preceding the fall start of classes. Students who return to school during the summer or the following fall of the next year for less than a full schedule of courses due to failing to pass a course other than math are not required to retake a math course as long as they have earned six (6) credits of high school level mathematics. (3-12-14)

iii. Students who have completed six (6) credits of math prior to the fall of their last year of high school, including at least two (2) semesters of an Advanced Placement or dual credit calculus or higher level course, are exempt from taking math during their last year of high school. High School math credits completed in middle school shall count for the purposes of this section. (3-12-14)

e. Science. Six (6) credits are required, four (4) of which will be laboratory based. Secondary sciences include instruction in applied sciences, earth and space sciences, physical sciences, and life sciences. Up to two (2) credits in AP Computer Science, Dual Credit Computer Science, and Dual Credit Engineering may be used as science credits. Students who choose to take AP Computer Science, Dual Credit Computer Science, and Dual Credit Engineering may not concurrently count such courses as both a math and science credit. (3-12-14)

i. Secondary sciences include instruction in the following areas: biology, physical science or chemistry, and earth, space, environment, or approved applied science. Four (4) credits of these courses must be laboratory based. (3-29-10)

f. Social Studies. Five (5) credits are required, including government (two (2) credits), United States history (two (2) credits), and economics (one (1) credit). Courses such as geography, sociology, psychology, and world history may be offered as electives, but are not to be counted as a social studies requirement. (3-29-10)

g. Humanities. Two (2) credits are required. Humanities courses include instruction in visual arts, music, theatre, dance, or world language aligned to the Idaho content standards for those subjects. Other courses such as literature, history, philosophy, architecture, or comparative world religions may satisfy the humanities standards if the course is aligned to the Idaho Interdisciplinary Humanities Content Standards. (3-29-10)

h. Health/Wellness. One (1) credit is required. Course must be aligned to the Idaho Health Content Standards. Effective for all public school students who enter grade nine (9) in Fall 2015 or later, each student shall receive a minimum of one (1) class period on psychomotor cardiopulmonary resuscitation (CPR) training as outlined in the American Heart Association (AHA) Guidelines for CPR to include the proper utilization of an automatic external defibrillator (AED) as part of the Health/Wellness course. (3-12-14)

i. Students participating in one (1) season in any sport recognized by the Idaho High School Activities Association or club sport recognized by the local school district, or eighteen (18) weeks of a sport recognized by the local school district may choose to substitute participation up to one (1) credit of physical education. Students must show mastery of the content standards for Physical Education in a format provided by the school district. (4-1-15)

02. Content Standards. Each student shall meet locally established subject area standards (using state content standards as minimum requirements) demonstrated through various measures of accountability including examinations or other measures. (3-29-10)

03. College Entrance Examination. (Effective for all public school students who enter grade nine (9) in Fall 2012 or later.) (3-12-14)

a. A student must take one (1) of the following college entrance examinations before the end of the student's eleventh grade year: SAT or ACT. Students graduating who participated in the Compass assessment prior to 2017—its final administration may also use the Compass to meet this requirement. Students receiving special education services through a current Individualized Education Plan (IEP) may utilize the ACCUPLACER placement exam in lieu of the SAT or ACT. (3-25-16)()

b. A student who misses the statewide administration of the college exam during the student's grade eleven (11) for one (1) of the following reasons, may take the examination during their grade twelve (12) to meet

**STATE DEPARTMENT OF EDUCATION
OCTOBER 18, 2017**

this requirement: (3-25-16)

i. Transferred to an Idaho school district during grade eleven (11) and has not previously participated in one of the allowed college entrance exams outlined in Subsection 03.a; (3-12-14)()

ii. Was homeschooled during grade eleven (11) and is enrolled in an Idaho high school as a diploma seeking student; or (3-12-14)()

iii. Missed the spring statewide administration of the college entrance exam dates for documented medical reasons. (3-12-14)

b.c. A student may elect an exemption ~~in grade eleven (11)~~ from the college entrance exam requirement if the student is: (3-12-14)()

i. ~~Enrolled in a special education program and has an~~ Receiving special education services through a current Individual Education Plan (IEP) that specifies ~~accommodations not allowed for a reportable score on the approved tests~~ the student meets the alternate assessment eligibility criteria; (3-12-14)()

ii. Enrolled in a Limited English Proficient (LEP) program for three (3) academic years or less; or (3-12-14)

iii. ~~Enrolled for the first time in grade twelve (12) at~~ Transferring from out of state to an Idaho high school after the fall statewide administration of the college entrance exam in grade twelve (12). (4-1-15)()

d. A school district, on behalf of a student, on a form established by the State Department of Education, may submit an appeal application requesting the Superintendent of Public Instruction or their designee consider another college entrance exam or college placement exam to fulfill this requirement, or exempt the student due to extenuating circumstances. ()

04. Senior Project. A student must complete a senior project by the end of grade twelve (12). The project must include a written report and an oral presentation. Additional requirements for a senior project are at the discretion of the local school district or LEA. (3-12-14)

05. Civics and Government Proficiency. Pursuant to Section 33-1602, Idaho Code, each LEA may establish an alternate path for determining if a student has met the state civics and government content standards. Alternate paths are open to all students in grades seven (7) through twelve (12.) Any student who has been determined proficient in the state civics and government content standards either through the completion of the civics test or an alternate path shall have it noted on the student's high school transcript. (3-29-17)

06. Middle School. A student will have met the high school content and credit area requirement for any high school course if the requirements outlined in Subsections 105.05.a. through 105.05.c. of this rule are met. (3-25-16)

a. The student completes such course with a grade of C or higher before entering grade nine (9); (3-12-14)

b. The course meets the same content standards that are required in high school for the same course; and (3-25-16)

c. The course is taught by a teacher properly certified to teach high school content and who meets the federal definition of highly qualified for the course being taught. (3-25-16)

d. The student shall be given a grade for the successful completion of that course and such grade and the number of credit hours assigned to the course shall be transferred to the student's high school transcript. Notwithstanding this requirement, the student's parent or guardian shall be notified in advance when credits are going to be transcribed and may elect to not have the credits and grade transferred to the student's high school

STATE DEPARTMENT OF EDUCATION
OCTOBER 18, 2017

transcript. Courses taken in middle school appearing in the student's high school transcript, pursuant to this subsection, shall count for the purpose of high school graduation. However, the student must complete the required number of credits in all high school core subjects as identified in Subsections 105.01.c. through 105.01.h. except as provided in 105.01.d.iii. The transcribing high school is required to verify the course meets the requirements specified in Subsections 105.05.a. through 105.05.b. of this rule. (3-25-16)

07. Special Education Students. A student who is eligible for special education services under the Individuals With Disabilities Education Improvement Act must, with the assistance of the student's Individualized Education Program (IEP) team, refer to the current Idaho Special Education Manual for guidance in addressing graduation requirements. (4-11-06)

08. Foreign Exchange Students. A foreign exchange student may be eligible for graduation by completing a comparable program as approved by the school district or LEA. (4-11-06)

STATE DEPARTMENT OF EDUCATION
OCTOBER 18, 2017

SUBJECT

Temporary and Pending Rule Docket No. 08-0203-1708, Rules Governing Thoroughness, Incorporation by Reference – Idaho English Language Proficiency Assessment Achievement Standards

REFERENCE

November 2009	Board adopted The Idaho English Language Assessment Achievement Standards as temporary
August 2010	Board adopted The Idaho English Language Assessment Achievement Standards as pending, that were approved in November 2009
November 2015	Board approved pending rule changes to IDAPA 08.02.03.105
August 2016	Board removed the Idaho English Language Assessment (IELA) Achievement Standards
April 2017	Board approved Temporary and Proposed Rule Docket No. 08-0203-1708

APPLICABLE STATUTE, RULE, OR POLICY

Sections 33-105, 33-1612, and 33-1617, Idaho Code
IDAPA 08.02.03.004, Rules Governing Thoroughness

BACKGROUND/DISCUSSION

This pending rule provides for the re-insertion of the Idaho English Language Proficiency Assessment Achievement Standards, a document incorporated by reference. The Idaho English Language Assessment (IELA) Achievement Standards were removed from code upon adjournment of the 2017 Legislature. New English Language Proficiency Assessment (ELPA) Achievement Standards need to be added in place of the old standards so schools have accurate identification of a student's cut scores and corresponding six (6) achievement levels. Additionally, IDAPA 08.02.03.112.05.b refers to the Idaho English Language Proficiency Assessment definitions for levels of language proficiency and will no longer be referencing the correct incorporated by reference document when the standards are removed. The new standards will take place of the old standards and allow this reference in code to point to the correct incorporated by reference document.

A Notice of Rulemaking – Temporary and Proposed Rule was published in the June 7, 2017, edition of the Administrative Bulletin, and no public comments were received during the June 7 – June 28 public comment period.

Upon review of the proposed incorporated document during the comment period, Department staff determined that additional information would make the document easier for practitioners to use. The amendments are highlighted in Attachment 2:

STATE DEPARTMENT OF EDUCATION
OCTOBER 18, 2017

- Performance definitions, which had been presented to the Board in April as an attachment to the proposed and temporary rule but not included in the rule, have been added to the incorporated document.
- The full range of scores has been added to each of the Cut Scores & Proficiency Levels charts.

IMPACT

We are required to assess English Learner students in English language proficiency annually, pursuant to the federal Elementary Secondary Education Act, reauthorized under the Every Student Succeeds Act. If English Learner students are not tested, we will not meet federal requirements.

ATTACHMENTS

Attachment 1 – Pending and Temporary Rule, 08-0203-1708	Page 5
Attachment 2 – Idaho English Language Proficiency Assessment Achievement Standards	Page 8

STAFF COMMENTS AND RECOMMENDATIONS

Prior to the April 2017, Board approval, the Board last approved the English Language Assessment Achievement Standards in 2009. Since that time the achievement standards had become outdated. In 2015, the Board approved the request by the Department of Education to remove the 2009 Achievement Standards from administrative rule. The 2015 Pending Rule was not approved by the legislature due to concern over other amendments to IDAPA 08.02.03 that were included in the same docket. During the rulemaking process in 2016 the Department of Education requested the removal of the outdated IELA Achievement Standards be included with other changes to the state assessment and accountability system that were being promulgated that year by Board staff. The Board approved these amendments along with the creation of a new school accountability framework. The 2017 Legislature accepted all of the changes and they became effective at the close of the 2017 legislative session. The Department is now bringing forward updated achievement standards and updating the name of the assessment.

Approved proposed rules have a 21 day public comment period, following publication in the Administrative Bulletin, prior to becoming pending rules. Based on received comments and Board direction, changes may be made to proposed rules prior to entering the pending stage. All pending rules are brought back to the Board for approval prior to submittal to the Department of Administration for publication in the Idaho Administrative Rules Bulletin as a pending rule. Pending rules are forwarded to the legislature for consideration during the next session and become effective at the end of the legislative session in which they are reviewed, if they are not rejected by the legislature.

Unlike proposed and pending rules, temporary rules go into effect at the time of Board approval unless an alternative effective date is specified by Board action.

**STATE DEPARTMENT OF EDUCATION
OCTOBER 18, 2017**

The Board approved the original temporary rule at the regular April 2017 Board meeting. The standards adopted by the Board and incorporated by reference into the temporary rule went into effect on April 20th, 2017. To maintain the consistency between the standards that are currently in place and those that will be in place at the end of the 2018 Legislative Session, should the legislature accept the pending rule, the Board will need to approve an amendment to the temporary rule in addition to approving the pending rule.

The only change to the rule language is to update the standards adoption date to the October 18, 2017 consideration date.

Staff recommends approval.

BOARD ACTION

I move to adopt the amended Idaho English Language Proficiency Assessment Achievement Standards as submitted in Attachment 2.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

AND

I move to approve Pending and amended Temporary Rule Docket No. 08-0203-1708, Rules Governing Thoroughness, Incorporation by Reference, as submitted in Attachment 1.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

THIS PAGE INTENTIONALL LEFT BLANK

**STATE DEPARTMENT OF EDUCATION
OCTOBER 18, 2017**

**IDAPA 08
TITLE 02
CHAPTER 03**

08.02.03 - RULES GOVERNING THOROUGHNESS

000. LEGAL AUTHORITY.

All rules in this Thoroughness chapter (IDAPA 08.02.03) are promulgated pursuant to the authority of the State Board of Education under Article IX, Section 2 of the Idaho Constitution and under sections 33-116, 33-118, and 33-1612, Idaho Code. Specific statutory references for particular rules are also noted as additional authority where appropriate.
(4-5-00)

001. TITLE AND SCOPE.

- 01. Title.** These rules shall be known as IDAPA 08.02.03 “Rules Governing Thoroughness.” (4-5-00)
- 02. Scope.** These rules shall govern the thorough education of all public school students in Idaho.
(4-5-00)

002. WRITTEN INTERPRETATIONS.

Any written interpretations are on file at the office of the State Board of Education at 650 West State Street, Boise, Idaho 83702.
(3-15-02)

003. ADMINISTRATIVE APPEALS.

Unless otherwise provided for in the Rules of the State Board of Education or in the State Board of Education Governing Policies and Procedures, all administrative appeals allowed by law shall be conducted pursuant to the Idaho Administrative Procedure Act and IDAPA 04.11.01, “Idaho Rules of Administrative Procedure of the Attorney General.”
(4-5-00)

004. INCORPORATION BY REFERENCE.

The following documents are incorporated into this rule: (3-30-07)

01. The Idaho Content Standards. The Idaho Content Standards as adopted by the State Board of Education. Individual subject content standards are adopted in various years in relation to the curricular materials adoption schedule. Copies of the document can be found on the State Board of Education website at www.boardofed.idaho.gov.
(3-29-10)

- a.** Arts and Humanities Categories: (3-24-17)
 - i. Dance, as revised and adopted on August 11, 2016; (3-24-17)
 - ii. Interdisciplinary Humanities, as revised and adopted on August 11, 2016; (3-24-17)
 - iii. Media Arts, as adopted on August 11, 2016. (3-24-17)
 - iv. Music, as revised and adopted on August 11, 2016; (3-24-17)
 - v. Theater, as revised and adopted on August 11, 2016; (3-24-17)
 - vi. Visual Arts, as revised and adopted on August 11, 2016; (3-24-17)
 - vii. World languages, as revised and adopted on August 11, 2016. (3-24-17)
- b.** Computer Science, adopted on November 28, 2016. (3-24-17)

**STATE DEPARTMENT OF EDUCATION
OCTOBER 18, 2017**

- c. Driver Education, as revised and adopted on August 21, 2008. (3-29-10)
- d. English Language Arts/Literacy, as revised and adopted on November 28, 2016. (3-24-17)
- e. Health, as revised and adopted on August 11, 2016. (3-24-17)
- f. Information and Communication Technology, as revised and adopted on April 22, 2010. (4-7-11)
- g. Limited English Proficiency, as revised and adopted on August 21, 2008. (3-29-10)
- h. Mathematics, as revised and adopted on August 11, 2016. (3-24-17)
- i. Physical Education, as revised and adopted on August 11, 2016. (3-24-17)
- j. Science, as revised and adopted on December 15, 2016. (12-15-16)T
- k. Social Studies, as revised and adopted on November 28, 2016. (3-24-17)
- l. Career Technical Education Categories: (3-29-17)
 - i. Agricultural and Natural Resources, as adopted on June 16, 2016. (3-29-17)
 - ii. Business and Marketing Education, as adopted on June 16, 2016. (3-29-17)
 - iii. Engineering and Technology Education, as adopted on June 16, 2016. (3-29-17)
 - iv. Family and Consumer Sciences, as adopted on June 16, 2016. (3-29-17)
 - v. Skilled and Technical Sciences, as adopted on June 16, 2016. (3-29-17)
 - vi. Workplace Readiness, as adopted on June 16, 2016. (3-29-17)

02. The English Language Development (ELD) Standards. The World-Class Instructional Design and Assessment (WIDA) 2012 English Language Development (ELD) Standards as adopted by the State Board of Education on August 16, 2012. Copies of the document can be found on the WIDA website at www.wida.us/standards/eld.aspx. (4-4-13)

03. The Limited English Proficiency Program Annual Measurable Achievement Objectives (AMAOs) and Accountability Procedures. The Limited English Proficiency Program Annual Measurable Achievement Objectives and Accountability Procedures as adopted by the State Board of Education on November 11, 2009. Copies of the document can be found on the State Department of Education website at www.sde.idaho.gov. (4-7-11)

04. The Idaho English Language Proficiency Assessment (ELPA) Achievement Standards. The Idaho English Language Proficiency Assessment (ELPA) Achievement Standards as adopted by the State Board of Education on October 18, 2017. Copies of the document can be found on the State Board of Education website at www.boardofed.idaho.gov. (10-18-17)T

0405. The Idaho Standards Achievement Tests (ISAT) Achievement Level Descriptors. Achievement Level Descriptors as adopted by the State Board of Education on April 14, 2016. Copies of the document can be found on the State Board of Education website at www.boardofed.idaho.gov. (3-29-17)

0506. The Idaho Extended Content Standards. The Idaho Extended Content Standards as adopted by the State Board of Education on April 17, 2008. Copies of the document can be found at the State Board of Education website at www.boardofed.idaho.gov. (5-8-09)

**STATE DEPARTMENT OF EDUCATION
OCTOBER 18, 2017**

~~0607.~~ **The Idaho Alternate Assessment Achievement Standards.** Alternate Assessment Achievement Standards as adopted by the State Board of Education on September 3, 2015. Copies of the document can be found on the State Board of Education website at www.boardofed.idaho.gov. (10-20-16)T

~~0708.~~ **The Idaho Standards for Infants, Toddlers, Children, and Youth Who Are Deaf or Hard of Hearing.** As adopted by the State Board of Education on October 11, 2007. Copies of the document can be found on the State Board of Education website at www.boardofed.idaho.gov. (4-2-08)

~~0809.~~ **The Idaho Standards for Infants, Toddlers, Children, and Youth Who Are Blind or Visually Impaired.** As adopted by the State Board of Education on October 11, 2007. Copies of the document can be found on the State Board of Education website at www.boardofed.idaho.gov. (4-2-08)

~~0910.~~ **The Idaho Special Education Manual.** The Idaho Special Education Manual as adopted by the State Board of Education on November 28, 2016. Copies of the document can be found on the State Board of Education website at www.boardofed.idaho.gov. (3-29-17)

ELPA Performance Definitions* - Listening and Reading Grades K-12

Within sociocultural contexts for processing language...

Discourse Dimension		Sentence Dimension		Word/Phrase Dimension
Linguistic Complexity		Language Forms and Conventions		Vocabulary Usage
Level 6 - Reading				
English language learners will process a range of grade-appropriate oral or written language for a variety of academic purposes and audiences. Automaticity in language processing is reflected in the ability to identify and act on significant information from a variety of genres and registers. English language learners' strategic competence in processing academic language facilitates their access to content area concepts and ideas.				
At each grade, toward the end of a given level of English language proficiency, and with instructional support, English language learners will process...				
Level 5 Bridging	<ul style="list-style-type: none">Rich descriptive discourse with complex sentencesCohesive and organized, related ideas across content areas	<ul style="list-style-type: none">A variety of complex grammatical structuresSentence patterns characteristic of particular content areas	<ul style="list-style-type: none">Technical and abstract content-area languageWords and expressions with shades of meaning across content areas	
Level 4 Expanding	<ul style="list-style-type: none">Connected discourse with a variety of sentencesExpanded related ideas characteristic of particular content areas	<ul style="list-style-type: none">Complex grammatical structuresA broad range of sentence patterns characteristic of particular content areas	<ul style="list-style-type: none">Specific and some technical content-area languageWords or expressions with multiple meanings across content areas	
Level 3 Developing	<ul style="list-style-type: none">Discourse with a series of extended sentencesRelated ideas specific to particular content areas	<ul style="list-style-type: none">Compound and some complex grammatical constructionsSentence patterns across content areas	<ul style="list-style-type: none">Specific content-area language and expressionsWords and expressions with common collocations and idioms across content areas	
Level 2 Emerging	<ul style="list-style-type: none">Multiple related simple sentencesAn idea with details	<ul style="list-style-type: none">Compound grammatical structuresRepetitive phrasal and sentence patterns across content areas	<ul style="list-style-type: none">General content words and expressions, including cognatesSocial and instructional words and expressions across content areas	
Level 1 Entering	<ul style="list-style-type: none">Single statements or questionsAn idea within words, phrases, or chunks of language	<ul style="list-style-type: none">Simple grammatical constructions (e.g., commands, Wh- questions, declaratives)Common social and instructional forms and patterns	<ul style="list-style-type: none">General content-related wordsEveryday social, instructional and some content-related words and phrases	

*WIDA Consortium

ELPA Performance Definitions* - Speaking and Writing Grades K–12

Within sociocultural contexts for language use...

Discourse Dimension		Sentence Dimension	Word/Phrase Dimension
Linguistic Complexity		Language Forms and Conventions	Vocabulary Usage
<p>Level 6 - Reaching</p> <p>English language learners will use a range of grade-appropriate language for a variety of academic purposes and audiences. Agility in academic language use is reflected in oral fluency and automaticity in response, flexibility in adjusting to different registers and skillfulness in interpersonal interaction. English language learners' strategic competence in academic language use facilitates their ability to relate information and ideas with precision and sophistication for each content area.</p>			
<p>At each grade, toward the end of a given level of English language proficiency, and with instructional support, English language learners will produce...</p>			
Level 5 Bridging	<ul style="list-style-type: none"> Multiple, complex sentences Organized, cohesive, and coherent expression of ideas characteristic of particular content areas 	<ul style="list-style-type: none"> A variety of complex grammatical structures matched to purpose A broad range of sentence patterns characteristic of particular content areas 	<ul style="list-style-type: none"> Technical and abstract content-area language, including content-specific collocations Words and expressions with precise meaning across content areas
Level 4 Expanding	<ul style="list-style-type: none"> Short, expanded, and some complex sentences Organized expression of ideas with emerging cohesion characteristic of particular content areas 	<ul style="list-style-type: none"> Compound and complex grammatical structures Sentence patterns characteristic of particular content areas 	<ul style="list-style-type: none"> Specific and some technical content-area language Words and expressions with expressive meaning through use of collocations and idioms across content areas
Level 3 Developing	<ul style="list-style-type: none"> Short and some expanded sentences with emerging complexity Expanded expression of one idea or emerging expression of multiple related ideas across content areas 	<ul style="list-style-type: none"> Simple and compound grammatical structures with occasional variation Sentence patterns across content areas 	<ul style="list-style-type: none"> Specific content language, including cognates and expressions Words or expressions with multiple meanings used across content areas
Level 2 Emerging	<ul style="list-style-type: none"> Phrases or short sentences Emerging expression of ideas 	<ul style="list-style-type: none"> Formulaic grammatical structures Repetitive phrasal and sentence patterns across content areas 	<ul style="list-style-type: none"> General content words and expressions Social and instructional words and expressions across content areas
Level 1 Entering	<ul style="list-style-type: none"> Words, phrases, or chunks of language Single words used to represent ideas 	<ul style="list-style-type: none"> Phrase-level grammatical structures Phrasal patterns associated with familiar social and instructional situations 	<ul style="list-style-type: none"> General content-related words Everyday social and instructional words and expressions

*WIDA Consortium

ELPA General Performance Definitions* for the Levels of English Language Proficiency in Grades K-12

At the given level of English language proficiency, English language learners will process, understand, produce, or use:

6 Reaching	<ul style="list-style-type: none"> specialized or technical language reflective of the content areas at grade level a variety of sentence lengths of varying linguistic complexity in extended oral or written discourse as required by the specified grade level oral or written communication in English comparable to English-proficient peers
5 Bridging	<ul style="list-style-type: none"> specialized or technical language of the content areas a variety of sentence lengths of varying linguistic complexity in extended oral or written discourse, including stories, essays, or reports oral or written language approaching comparability to that of English-proficient peers when presented with grade-level material
4 Expanding	<ul style="list-style-type: none"> specific and some technical language of the content areas a variety of sentence lengths of varying linguistic complexity in oral discourse or multiple, related sentences, or paragraphs oral or written language with minimal phonological, syntactic, or semantic errors that do not impede the overall meaning of the communication when presented with oral or written connected discourse with sensory, graphic, or interactive support
3 Developing	<ul style="list-style-type: none"> general and some specific language of the content areas expanded sentences in oral interaction or written paragraphs oral or written language with phonological, syntactic, or semantic errors that may impede the communication, but retain much of its meaning, when presented with oral or written, narrative, or expository descriptions with sensory, graphic, or interactive support
2 Beginning	<ul style="list-style-type: none"> general language related to the content areas phrases or short sentences oral or written language with phonological, syntactic, or semantic errors that often impede the meaning of the communication when presented with one- to multiple-step commands, directions, questions, or a series of statements with sensory, graphic, or interactive support
1 Entering	<ul style="list-style-type: none"> pictorial or graphic representation of the language of the content areas words, phrases, or chunks of language when presented with one-step commands, directions, WH-, choice, or yes/no questions, or statements with sensory, graphic, or interactive support oral language with phonological, syntactic, or semantic errors that often impede meaning when presented with basic oral commands, direct questions, or simple statements with sensory, graphic, or interactive support

*WIDA Consortium

**STATE DEPARTMENT OF EDUCATION
OCTOBER 18, 2017**

**Idaho English Language Proficiency Assessment Achievement
Standards**

WIDA Cut Scores & Proficiency Levels Per Domain and Grade:

Grade	WIDA Cut Scores & Proficiency Levels: Reading					
	1 Entering	2 Beginning	3 Developing	4 Expanding	5 Bridging	6 Reaching
K	100-240	241-258	259-278	279-288	289-309	310-600
1	100-263	264-285	286-303	304-314	315-333	334-600
2	100-282	283-306	307-325	326-336	337-354	355-600
3	100-296	297-322	323-341	342-351	352-369	370-600
4	100-306	307-334	335-353	354-363	364-381	382-600
5	100-315	316-344	345-363	364-372	373-390	391-600
6	100-322	323-352	353-372	373-381	382-398	399-600
7	100-328	329-359	360-379	380-388	389-405	406-600
8	100-334	335-365	366-385	386-394	395-411	412-600
9	100-339	340-371	372-391	392-400	401-417	418-600
10	100-343	344-376	377-396	397-405	406-422	423-600
11	100-347	348-381	382-401	402-409	410-426	427-600
12	100-351	352-385	386-406	407-413	414-431	432-600

**STATE DEPARTMENT OF EDUCATION
OCTOBER 18, 2017**

WIDA Cut Scores & Proficiency Levels Per Domain and Grade:

Grade	WIDA Cut Scores & Proficiency Levels: Listening					
	1 Entering	2 Beginning	3 Developing	4 Expanding	5 Bridging	6 Reaching
K	100-228	229-250	251-277	278-285	286-307	308-600
1	100-235	236-258	259-290	291-302	303-326	327-600
2	100-244	245-282	283-313	314-329	330-353	354-600
3	100-261	262-299	300-330	331-348	349-373	374-600
4	100-274	275-312	313-342	343-362	363-387	388-600
5	100-284	285-322	323-353	354-374	375-400	401-600
6	100-293	294-331	332-362	363-384	385-410	411-600
7	100-301	302-339	340-369	370-393	394-419	420-600
8	100-307	308-346	347-376	377-401	402-426	427-600
9	100-313	314-352	353-382	383-408	409-433	434-600
10	100-324	325-357	358-388	389-414	415-440	441-600
11	100-334	335-363	364-393	394-419	420-446	447-600
12	100-341	342-367	368-397	398-425	426-451	452-600

**STATE DEPARTMENT OF EDUCATION
OCTOBER 18, 2017**

WIDA Cut Scores & Proficiency Levels Per Domain and Grade:

Grade	WIDA Cut Scores & Proficiency Levels: Speaking					
	1	2	3	4	5	6
	Entering	Beginning	Developing	Expanding	Bridging	Reaching
K	100-190	191-249	250-300	301-348	349-391	392-600
1	100-204	205-260	261-310	311-360	361-402	403-600
2	100-219	220-272	273-321	322-373	374-414	415-600
3	100-233	234-282	283-331	332-385	386-424	425-600
4	100-245	246-292	293-341	342-396	397-434	435-600
5	100-257	258-301	302-349	350-406	407-442	443-600
6	100-267	268-309	310-359	360-416	417-450	451-600
7	100-276	277-316	317-368	369-424	425-456	457-600
8	100-283	284-322	323-376	377-432	433-462	463-600
9	100-289	290-327	328-384	385-439	440-467	468-600
10	100-294	295-332	333-392	393-445	446-470	471-600
11	100-298	299-336	337-399	400-450	451-473	474-600
12	100-301	302-339	340-405	406-454	455-475	476-600

**STATE DEPARTMENT OF EDUCATION
OCTOBER 18, 2017**

WIDA Cut Scores & Proficiency Levels Per Domain and Grade:

Grade	WIDA Cut Scores & Proficiency Levels:: Writing					
	1	2	3	4	5	6
	Entering	Beginning	Developing	Expanding	Bridging	Reaching
K	100-233	234-270	271-310	311-366	367-388	389-600
1	100-237	238-274	275-336	337-381	382-404	405-600
2	100-241	242-278	279-340	341-387	388-410	411-600
3	100-246	247-282	283-345	346-393	394-417	418-600
4	100-265	266-287	288-350	351-400	401-424	425-600
5	100-266	267-292	293-355	356-406	407-432	433-600
6	100-267	268-297	298-360	361-412	413-440	441-600
7	100-272	273-304	305-366	367-418	419-449	450-600
8	100-280	281-310	311-371	372-423	424-458	459-600
9	100-288	289-318	319-377	378-429	430-468	469-600
10	100-297	298-325	326-384	385-435	436-478	479-600
11	100-307	308-334	335-390	391-440	441-489	490-600
12	100-317	318-343	344-397	398-446	447-500	501-600

**STATE DEPARTMENT OF EDUCATION
OCTOBER 18, 2017**

WIDA Cut Scores & Proficiency Levels Per Domain and Grade:

Grade	WIDA Cut Scores & Proficiency Levels: Overall					
	1	2	3	4	5	6
	Entering	Beginning	Developing	Expanding	Bridging	Reaching
K	100-228	229-260	261-292	293-324	325-349	350-600
1	100-241	242-273	274-314	315-343	344-367	368-600
2	100-253	254-288	289-328	329-358	359-382	383-600
3	100-264	265-299	300-339	340-370	371-395	396-600
4	100-278	279-308	309-349	350-381	382-405	406-600
5	100-285	286-316	317-357	358-389	390-414	415-600
6	100-290	291-323	324-364	365-398	399-422	423-600
7	100-287	298-330	331-371	372-405	406-430	431-600
8	100-303	304-336	337-377	378-411	412-437	438-600
9	100-310	311-343	344-384	385-417	418-445	446-600
10	100-317	318-349	350-390	391-423	424-452	453-600
11	100-324	325-355	356-396	397-428	429-458	459-600
12	100-330	331-361	362-401	402-433	434-465	466-600

THIS PAGE INTENTIONALLY LEFT BLANK

STATE DEPARTMENT OF EDUCATION
OCTOBER 18, 2017

SUBJECT

Pending Rule, Docket No. 08-0203-1711, Rules Governing Thoroughness, Idaho Alternate Assessment Achievement Standards

REFERENCE

May 2011	Board approved the Idaho Alternate Assessment Achievement Standards.
September 2015	Board approved a temporary rule amending the Alternate Assessment Achievement Standards and the performance level descriptions for the Idaho Alternate Assessment Achievement Assessment.
October 2016	Board approved a temporary rule extending the Alternate Assessment Achievement Standards and the performance level descriptions for the Idaho Alternate Assessment Achievement Assessment.
June 2017	Board approved proposed rule Docket No. 08-0203-1711

APPLICABLE STATUTE, RULE, OR POLICY

Section 33-105, 33-1612 and 33-2002, Idaho Code
IDAPA 08.02.03.004.06

BACKGROUND/DISCUSSION

This pending rule incorporates by reference the Idaho Alternate Assessment Achievement Standards into IDAPA 08.02.03

In 2011, Idaho joined the National Center and State Collaborative (NCSC), a project led by 24 states and five (5) centers to develop an alternate assessment based on alternate achievement standards for students with the most significant cognitive disabilities. The alternate assessment was developed to ensure that all students with significant cognitive disabilities are able to participate in an assessment that is a measure of what they know and can do in relation to the grade-level Idaho Content Standards. The adoption of the NCSC recommended standards was approved in May 2011, and amendments were approved by temporary rule by the State Board of Education in September 2015, and again in October 2016.

A Notice of Rulemaking – Proposed Rule was published in the August 2, 2017 Administrative Bulletin and no public comments were received during the August 2 – August 23 public comment period. Upon review of the proposed incorporated document during the public comment period, Department staff determined that the incorporated document would be more helpful to practitioners with the addition of

STATE DEPARTMENT OF EDUCATION
OCTOBER 18, 2017

text regarding performance levels and the addition of the Performance-Level Scale Score Ranges table. The table shows the scale score ranges for performance levels for each grade and content area. Staff also determined that the NCSC Mathematics and English Language Arts tables were erroneously included in the document, so the tables have been removed. These changes are highlighted in Attachment 2.

IMPACT

This pending rule is necessary to comply with the Individuals with Disabilities Act, the Elementary and Secondary Education Act, and the Every Student Succeeds Act.

ATTACHMENTS

Attachment 1 – Pending Rule Docket No. 08-0203-1711 Page 5

Attachment 2 – Idaho Alternate Assessment Achievement Standards,
Performance Level Descriptors Page 8

STAFF COMMENTS AND RECOMMENDATIONS

The alternative assessment is available to Idaho students who, based on the students' individualized education plan, are determined to be unable to take the Idaho Standards Achievement Test with or without accommodations or adaptations. These students have significant cognitive disabilities and the standard assessment is not appropriate.

The temporary rule approved by the Board in September 2015 expired at the end of the 2016 legislative session, converting the Idaho Alternate Assessment Achievement Standards to those approved by the Board May 18, 2011 (previous codified version). These standards are no longer in alignment with Idaho's alternate standards achievement test, commonly referred to as the ISAT-Alt and referenced as the Idaho Alternate Assessment in IDAPA 08.02.03.111. The Board was asked by the Department of Education to approve a new temporary rule incorporating the Alternate Assessment Achievement Standards approved by the Board at the September 2015 Board meeting into a new temporary rule in October of 2016. Due to the state deadlines regarding the submittal of proposed rules, the Board could not consider both a temporary and proposed rule at that time and approved a new temporary rule only. The rule approved by the Board in October of 2016 was extended during the 2017 legislative session, allowing it to remain in place until the legislature adjourns at the end of the 2018 legislative session. The extension made it unnecessary for the Board to consider a new temporary rule at the June 2017 Board meeting, allowing the rule to come forward as a proposed rule only.

In addition to the negotiated rulemaking process that is conducted prior to the drafting of proposed rules, proposed rules approved by the Board are published in the Administrative Bulletin and are required to have a 21 day public comment period. Following the close of the public comment period the proposed rule is

**STATE DEPARTMENT OF EDUCATION
OCTOBER 18, 2017**

brought back to the Board for consideration as a pending rule. If approved by the Board the pending rule will be forwarded to the legislature for consideration. If accepted by the legislature the rule will go into effect at the end of the 2018 legislative session, at the same time the extended temporary rule expires.

The Idaho Alternate Assessment Achievement Standards have been amended from the version that is currently in place under the temporary rule approved by the Board in 2016. Without amendment to the temporary rule those standards will stay in place until the temporary rule expires at the end of the 2018 Legislative Session and the new amended Idaho Alternate Assessment Achievement Standards take effect.

The only change to the language within the rule between the proposed and pending stages is to update the version date of the standards to the new consideration date. Changes to the standards themselves, are highlighted and start on page 45 of Attachment 2.

BOARD ACTION

I move to approve the amended Idaho Alternate Assessment Achievement Standards as submitted in Attachment 2.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

I move to approve the Pending Rule Docket No. 08-0203-1711, as submitted in Attachment 1.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

THIS PAGE INTENTIONALLY LEFT BLANK

**STATE DEPARTMENT OF EDUCATION
OCTOBER 18, 2017**

**IDAPA 08
TITLE 02
CHAPTER 03**

08.02.03 - RULES GOVERNING THOROUGHNESS

000. LEGAL AUTHORITY.

All rules in this Thoroughness chapter (IDAPA 08.02.03) are promulgated pursuant to the authority of the State Board of Education under Article IX, Section 2 of the Idaho Constitution and under sections 33-116, 33-118, and 33-1612, Idaho Code. Specific statutory references for particular rules are also noted as additional authority where appropriate.
(4-5-00)

001. TITLE AND SCOPE.

- 01. Title.** These rules shall be known as IDAPA 08.02.03 “Rules Governing Thoroughness.” (4-5-00)
- 02. Scope.** These rules shall govern the thorough education of all public school students in Idaho.
(4-5-00)

002. WRITTEN INTERPRETATIONS.

Any written interpretations are on file at the office of the State Board of Education at 650 West State Street, Boise, Idaho 83702.
(3-15-02)

003. ADMINISTRATIVE APPEALS.

Unless otherwise provided for in the Rules of the State Board of Education or in the State Board of Education Governing Policies and Procedures, all administrative appeals allowed by law shall be conducted pursuant to the Idaho Administrative Procedure Act and IDAPA 04.11.01, “Idaho Rules of Administrative Procedure of the Attorney General.”
(4-5-00)

004. INCORPORATION BY REFERENCE.

The following documents are incorporated into this rule: (3-30-07)

01. The Idaho Content Standards. The Idaho Content Standards as adopted by the State Board of Education. Individual subject content standards are adopted in various years in relation to the curricular materials adoption schedule. Copies of the document can be found on the State Board of Education website at www.boardofed.idaho.gov.
(3-29-10)

- a.** Arts and Humanities Categories: (3-24-17)
 - i. Dance, as revised and adopted on August 11, 2016; (3-24-17)
 - ii. Interdisciplinary Humanities, as revised and adopted on August 11, 2016; (3-24-17)
 - iii. Media Arts, as adopted on August 11, 2016. (3-24-17)
 - iv. Music, as revised and adopted on August 11, 2016; (3-24-17)
 - v. Theater, as revised and adopted on August 11, 2016; (3-24-17)
 - vi. Visual Arts, as revised and adopted on August 11, 2016; (3-24-17)
 - vii. World languages, as revised and adopted on August 11, 2016. (3-24-17)
- b.** Computer Science, adopted on November 28, 2016. (3-24-17)

**STATE DEPARTMENT OF EDUCATION
OCTOBER 18, 2017**

- c. Driver Education, as revised and adopted on August 21, 2008. (3-29-10)
- d. English Language Arts/Literacy, as revised and adopted on November 28, 2016. (3-24-17)
- e. Health, as revised and adopted on August 11, 2016. (3-24-17)
- f. Information and Communication Technology, as revised and adopted on April 22, 2010. (4-7-11)
- g. Limited English Proficiency, as revised and adopted on August 21, 2008. (3-29-10)
- h. Mathematics, as revised and adopted on August 11, 2016. (3-24-17)
- i. Physical Education, as revised and adopted on August 11, 2016. (3-24-17)
- j. Science, as revised and adopted on December 15, 2016. (12-15-16)T
- k. Social Studies, as revised and adopted on November 28, 2016. (3-24-17)
- l. Career Technical Education Categories: (3-29-17)
 - i. Agricultural and Natural Resources, as adopted on June 16, 2016. (3-29-17)
 - ii. Business and Marketing Education, as adopted on June 16, 2016. (3-29-17)
 - iii. Engineering and Technology Education, as adopted on June 16, 2016. (3-29-17)
 - iv. Family and Consumer Sciences, as adopted on June 16, 2016. (3-29-17)
 - v. Skilled and Technical Sciences, as adopted on June 16, 2016. (3-29-17)
 - vi. Workplace Readiness, as adopted on June 16, 2016. (3-29-17)

02. The English Language Development (ELD) Standards. The World-Class Instructional Design and Assessment (WIDA) 2012 English Language Development (ELD) Standards as adopted by the State Board of Education on August 16, 2012. Copies of the document can be found on the WIDA website at www.wida.us/standards/eld.aspx. (4-4-13)

03. The Limited English Proficiency Program Annual Measurable Achievement Objectives (AMAOs) and Accountability Procedures. The Limited English Proficiency Program Annual Measurable Achievement Objectives and Accountability Procedures as adopted by the State Board of Education on November 11, 2009. Copies of the document can be found on the State Department of Education website at www.sde.idaho.gov. (4-7-11)

04. The Idaho English Language Proficiency Assessment (ELPA) Achievement Standards. The Idaho English Language Proficiency Assessment (ELPA) Achievement Standards as adopted by the State Board of Education on April 20, 2017. Copies of the document can be found on the State Board of Education website at www.boardofed.idaho.gov. (4-20-17)T

05. The Idaho Standards Achievement Tests (ISAT) Achievement Level Descriptors. Achievement Level Descriptors as adopted by the State Board of Education on April 14, 2016. Copies of the document can be found on the State Board of Education website at www.boardofed.idaho.gov. (3-29-17)

06. The Idaho Extended Content Standards. The Idaho Extended Content Standards as adopted by the State Board of Education on April 17, 2008. Copies of the document can be found at the State Board of Education website at www.boardofed.idaho.gov. (5-8-09)

**STATE DEPARTMENT OF EDUCATION
OCTOBER 18, 2017**

07. The Idaho Alternate Assessment Achievement Standards. Alternate Assessment Achievement Standards as adopted by the State Board of Education on ~~September 3, 2015~~ **October 18, 2017**. Copies of the document can be found on the State Board of Education website at www.boardofed.idaho.gov. (~~10-20-16~~____)T

08. The Idaho Standards for Infants, Toddlers, Children, and Youth Who Are Deaf or Hard of Hearing. As adopted by the State Board of Education on October 11, 2007. Copies of the document can be found on the State Board of Education website at www.boardofed.idaho.gov. (4-2-08)

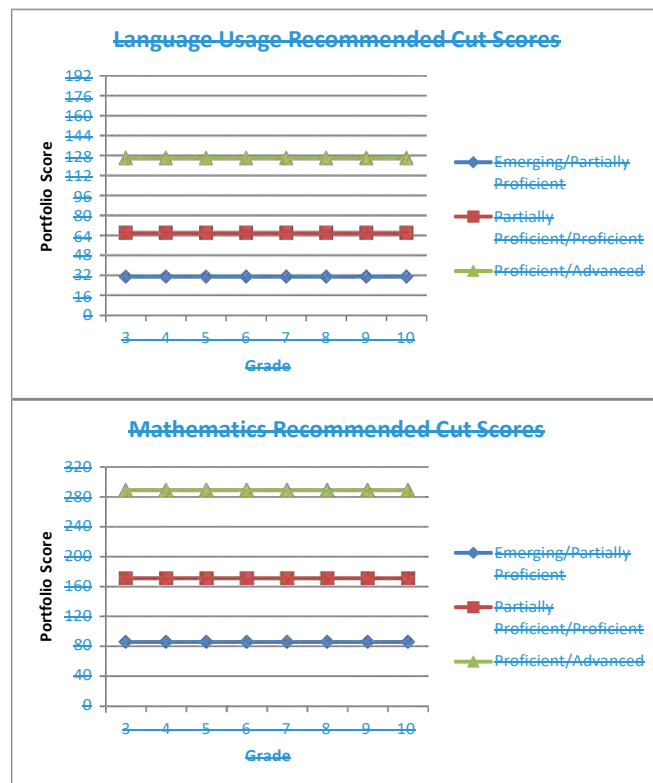
09. The Idaho Standards for Infants, Toddlers, Children, and Youth Who Are Blind or Visually Impaired. As adopted by the State Board of Education on October 11, 2007. Copies of the document can be found on the State Board of Education website at www.boardofed.idaho.gov. (4-2-08)

10. The Idaho Special Education Manual. The Idaho Special Education Manual as adopted by the State Board of Education on November 28, 2016. Copies of the document can be found on the State Board of Education website at www.boardofed.idaho.gov. (3-29-17)

**STATE DEPARTMENT OF EDUCATION
OCTOBER 18, 2017**

Table 1. Recommended Cut Scores

Subject	Recommended Cut Scores	Grade							
		3	4	5	6	7	8	9	10
Language Usage	Emerging/Partially Proficient	31	31	31	31	31	31	31	31
	Partially Proficient/Proficient	66	66	66	66	66	66	66	66
	Proficient/Advanced	126	126	126	126	126	126	126	126
Mathematics	Emerging/Partially Proficient	86	86	86	86	86	86	86	86
	Partially Proficient/Proficient	171	171	171	171	171	171	171	171
	Proficient/Advanced	289	289	289	289	289	289	289	289
Reading	Emerging/Partially Proficient	62	62	62	62	62	62	62	62
	Partially Proficient/Proficient	147	147	147	147	147	147	147	147
	Proficient/Advanced	256	256	256	256	256	256	256	256
Science	Emerging/Partially Proficient	-	-	76	-	76	-	-	76
	Partially Proficient/Proficient	-	-	168	-	168	-	-	168
	Proficient/Advanced	-	-	288	-	288	-	-	288



STATE DEPARTMENT OF EDUCATION
OCTOBER 18, 2017

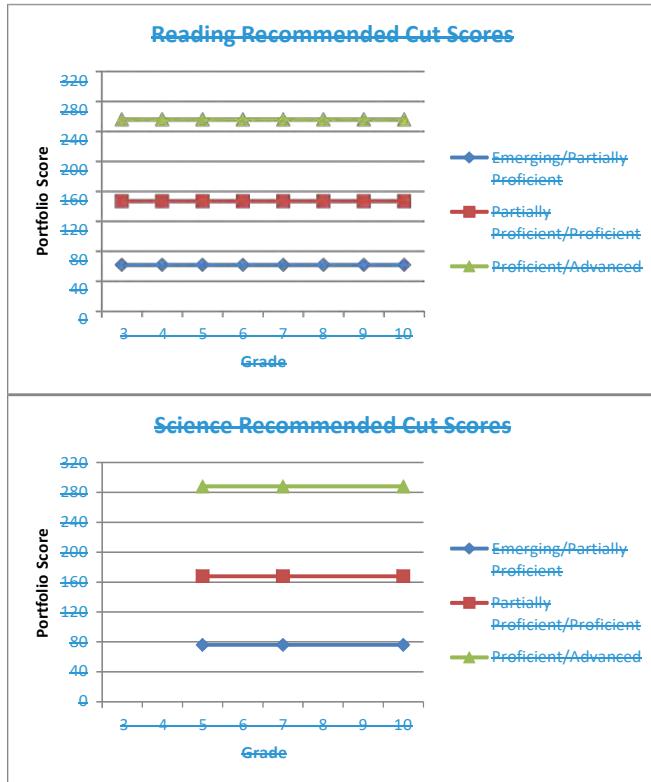


Figure 1. Recommended Cut Scores

ISAT-Ait Performance Level Descriptors

Content Area: Reading **Grade Level: Grade 3**
Advanced

Students at this level are able to perform at or near the **highest level (3 or 4) of Accuracy and Independence**, and at the **highest level (4) of Complexity for all (5)** of the following extended content objectives:

- 1.4 Decoding Skills — Identify word patterns and/or word families
- 1.7 Acquire Fluency — Recognizes automatically between 20 to 50 age-appropriate high frequency word symbols (i.e., word gestures, pictures, objects, words)
- 1.8 Vocabulary/Concept Development — Use dictionary materials to develop concepts and vocabulary
- 2.1 Strategies/Skills for Comprehending Text — Identify the purpose of different kinds of text
- 2.1 Strategies/Skills for Comprehending Text — Connects the information and events in text to self

Proficient

Students at this level are able to perform at or near the **highest levels (3 or 4) on Accuracy and Independence**, and near the **highest level (3) on Complexity for most (4)** of the following extended content objectives:

- 1.4 Decoding Skills — Identify word patterns and/or word families
- 1.7 Acquire Fluency — Recognizes automatically between 20 to 50 age-appropriate high frequency word symbols (i.e., word gestures, pictures, objects, words)
- 1.8 Vocabulary/Concept Development — Use dictionary materials to develop concepts and vocabulary
- 2.1 Strategies/Skills for Comprehending Text — Identify the purpose of different kinds of text
- 2.1 Strategies/Skills for Comprehending Text — Connects the information and events in text to self

Partially Proficient

Students at this level are able to perform at **moderate levels (2 or 3) on Accuracy and Independence**, and at or near the **highest level (3 or 4) on Complexity for some (2 to 4)** of the following extended content objectives:

- 1.4 Decoding Skills — Identify word patterns and/or word families
- 1.7 Acquire Fluency — Recognizes automatically between 20 to 50 age-appropriate high frequency word symbols (i.e., word gestures, pictures, objects, words)
- 1.8 Vocabulary/Concept Development — Use dictionary materials to develop concepts and vocabulary
- 2.1 Strategies/Skills for Comprehending Text — Identify the purpose of different kinds of text
- 2.1 Strategies/Skills for Comprehending Text — Connects the information and events in text to self

Emerging

Students at this level are able to perform at up to a **moderate levels (3) on Accuracy, Independence, and Complexity on up to 2** of the extended content objectives:

- 1.4 Decoding Skills — Identify word patterns and/or word families
- 1.7 Acquire Fluency — Recognizes automatically between 20 to 50 age-appropriate high frequency word symbols (i.e., word gestures, pictures, objects, words)
- 1.8 Vocabulary/Concept Development — Use dictionary materials to develop concepts and vocabulary
- 2.1 Strategies/Skills for Comprehending Text — Identify the purpose of different kinds of text
- 2.1 Strategies/Skills for Comprehending Text — Connects the information and events in text to self

ISAT-Alt Performance Level Descriptors

Content Area: Reading **Grade Level: Grade 4**
Advanced

Students at this level are able to perform at or near the **highest level (3 or 4) of Accuracy and Independence**, and at the **highest level (4) of Complexity for all (5)** of the following extended content objectives:

- 1.4 Decoding Skills — Identify word parts as letters and syllables, i.e., prefix, word family, root word, suffix
- 1.7 Acquire Fluency — Read simplified, grade 4 appropriate text
- 1.8 Vocabulary/Concept Development — Use dictionary materials to develop concepts and vocabulary
- 2.1 Strategies/Skills for Comprehending Text — Identify the purpose of different kinds of text
- 2.1 Strategies/Skills for Comprehending Text — Connects cause and effect relationships in text

Proficient

Students at this level are able to perform at or near the **highest levels (3 or 4) on Accuracy and Independence**, and near the **highest level (3) on Complexity for most (4)** of the following extended content objectives:

- 1.4 Decoding Skills — Identify word parts as letters and syllables, i.e., prefix, word family, root word, suffix
- 1.7 Acquire Fluency — Read simplified, grade 4 appropriate text
- 1.8 Vocabulary/Concept Development — Use dictionary materials to develop concepts and vocabulary
- 2.1 Strategies/Skills for Comprehending Text — Identify the purpose of different kinds of text
- 2.1 Strategies/Skills for Comprehending Text — Connects cause and effect relationships in text

Partially Proficient

Students at this level are able to perform at **moderate levels (2 or 3) on Accuracy and Independence**, and at or near the **highest level (3 or 4) on Complexity for some (2 to 4)** of the following extended content objectives:

- 1.4 Decoding Skills — Identify word parts as letters and syllables, i.e., prefix, word family, root word, suffix
- 1.7 Acquire Fluency — Read simplified, grade 4 appropriate text
- 1.8 Vocabulary/Concept Development — Use dictionary materials to develop concepts and vocabulary
- 2.1 Strategies/Skills for Comprehending Text — Identify the purpose of different kinds of text
- 2.1 Strategies/Skills for Comprehending Text — Connects cause and effect relationships in text

Emerging

Students at this level are able to perform at up to a **moderate levels (3) on Accuracy, Independence, and Complexity on up to 2** of the extended content objectives:

- 1.4 Decoding Skills — Identify word parts as letters and syllables, i.e., prefix, word family, root word, suffix
- 1.7 Acquire Fluency — Read simplified, grade 4 appropriate text
- 1.8 Vocabulary/Concept Development — Use dictionary materials to develop concepts and vocabulary
- 2.1 Strategies/Skills for Comprehending Text — Identify the purpose of different kinds of text
- 2.1 Strategies/Skills for Comprehending Text — Connects cause and effect relationships in text

~~ISAT-Alt Performance Level Descriptors~~

~~Content Area: Reading~~

~~Grade Level: Grade 5~~

Advanced

Students at this level are able to perform at or near the **~~highest level (3 or 4) of Accuracy and Independence~~**, and at the **~~highest level (4) of Complexity for all (5)~~** of the following extended content objectives:

- ~~1.4 Decoding Skills — Use word parts (letters, syllables) to read, i.e., prefix, word family, root word, suffix~~
- ~~1.7 Acquire Fluency — Read simplified, grade 5 appropriate text~~
- ~~1.8 Vocabulary/Concept Development — Use reference materials to develop vocabulary and meaning of words, e.g., dictionary or thesaurus~~
- ~~2.1 Strategies/Skills for Comprehending Text — Identify the purpose of different kinds of text~~
- ~~2.1 Strategies/Skills for Comprehending Text — Connects the cause and effect relationship~~

Proficient

Students at this level are able to perform at or near the **~~highest levels (3 or 4) on Accuracy and Independence, and near the highest level (3) on Complexity for most (4)~~** of the following extended content objectives:

- ~~1.4 Decoding Skills — Use word parts (letters, syllables) to read, i.e., prefix, word family, root word, suffix~~
- ~~1.7 Acquire Fluency — Read simplified, grade 5 appropriate text~~
- ~~1.8 Vocabulary/Concept Development — Use reference materials to develop vocabulary and meaning of words, e.g., dictionary or thesaurus~~
- ~~2.1 Strategies/Skills for Comprehending Text — Identify the purpose of different kinds of text~~
- ~~2.1 Strategies/Skills for Comprehending Text — Connects the cause and effect relationship~~

Partially Proficient

Students at this level are able to perform at **~~moderate levels (2 or 3) on Accuracy and Independence~~**, and at or near the **~~highest level (3 or 4) on Complexity for some (2 to 4)~~** of the following extended content objectives:

- ~~1.4 Decoding Skills — Use word parts (letters, syllables) to read, i.e., prefix, word family, root word, suffix~~
- ~~1.7 Acquire Fluency — Read simplified, grade 5 appropriate text~~
- ~~1.8 Vocabulary/Concept Development — Use reference materials to develop vocabulary and meaning of words, e.g., dictionary or thesaurus~~
- ~~2.1 Strategies/Skills for Comprehending Text — Identify the purpose of different kinds of text~~
- ~~2.1 Strategies/Skills for Comprehending Text — Connects the cause and effect relationship~~

Emerging

Students at this level are able to perform at up to a **~~moderate levels (3) on Accuracy, Independence, and Complexity on up to 2~~** of the extended content objectives:

- ~~1.4 Decoding Skills — Use word parts (letters, syllables) to read, i.e., prefix, word family, root word, suffix~~
- ~~1.7 Acquire Fluency — Read simplified, grade 5 appropriate text~~
- ~~1.8 Vocabulary/Concept Development — Use reference materials to develop vocabulary and meaning of words, e.g., dictionary or thesaurus~~
- ~~2.1 Strategies/Skills for Comprehending Text — Identify the purpose of different kinds of text~~
- ~~2.1 Strategies/Skills for Comprehending Text — Connects the cause and effect relationship~~

ISAT-Alt Performance Level Descriptors

Content Area: Reading

Grade Level: Grade 6

Advanced

Students at this level are able to perform at or near the **highest level (3 or 4) of Accuracy and Independence**, and at the **highest level (4) of Complexity for all (5)** of the following extended content objectives:

- 1.2 Concepts of Text — Identify parts of a book and/or text features to aid in comprehension, i.e., directions, sequences, glossary
- 1.5 Decoding Skills — Identify that letters put together with certain rules make words
- 1.7 Acquire Fluency — Read simplified, grade 6 appropriate text
- 2.1 Strategies/Skills for Comprehending Text — Identify the purpose of different kinds of text
- 2.1 Strategies/Skills for Comprehending Text — Connects the cause and effect relationship in text

Proficient

Students at this level are able to perform at or near the **highest levels (3 or 4) on Accuracy and Independence**, and near the **highest level (3) on Complexity for most (4)** of the following extended content objectives:

- 1.2 Concepts of Text — Identify parts of a book and/or text features to aid in comprehension, i.e., directions, sequences, glossary
- 1.5 Decoding Skills — Identify that letters put together with certain rules make words
- 1.7 Acquire Fluency — Read simplified, grade 6 appropriate text
- 2.1 Strategies/Skills for Comprehending Text — Identify the purpose of different kinds of text
- 2.1 Strategies/Skills for Comprehending Text — Connects the cause and effect relationship in text

Partially Proficient

Students at this level are able to perform at **moderate levels (2 or 3) on Accuracy and Independence**, and at or near the **highest level (3 or 4) on Complexity for some (2 to 4)** of the following extended content objectives:

- 1.2 Concepts of Text — Identify parts of a book and/or text features to aid in comprehension, i.e., directions, sequences, glossary
- 1.5 Decoding Skills — Identify that letters put together with certain rules make words
- 1.7 Acquire Fluency — Read simplified, grade 6 appropriate text
- 2.1 Strategies/Skills for Comprehending Text — Identify the purpose of different kinds of text
- 2.1 Strategies/Skills for Comprehending Text — Connects the cause and effect relationship in text

Emerging

Students at this level are able to perform at up to a **moderate levels (3) on Accuracy, Independence, and Complexity on up to 2** of the extended content objectives:

- 1.2 Concepts of Text — Identify parts of a book and/or text features to aid in comprehension, i.e., directions, sequences, glossary
- 1.5 Decoding Skills — Identify that letters put together with certain rules make words
- 1.7 Acquire Fluency — Read simplified, grade 6 appropriate text
- 2.1 Strategies/Skills for Comprehending Text — Identify the purpose of different kinds of text
- 2.1 Strategies/Skills for Comprehending Text — Connects the cause and effect relationship in text

~~ISAT-Ait Performance Level Descriptors~~

~~Content Area: Reading~~ **~~Grade Level: Grade 7~~**
~~Advanced~~

~~Students at this level are able to perform at or near the **highest level (3 or 4) of Accuracy and Independence**, and at the **highest level (4) of Complexity for all (5)** of the following extended content objectives:~~

- ~~○ 1.2 Concepts of Text — Use parts of a book and/or text features to understand a selection, such as appendix~~
- ~~○ 1.5 Decoding Skills — Identify that letters put together with certain rules make words~~
- ~~○ 1.7 Acquire Fluency — Read simplified, grade 7 appropriate text~~
- ~~○ 2.1 Strategies/Skills for Comprehending Text — Identify the purpose or use of various text~~
- ~~○ 2.1 Strategies/Skills for Comprehending Text — Connects the cause and effect relationship in text~~

~~Proficient~~

~~Students at this level are able to perform at or near the **highest levels (3 or 4) on Accuracy and Independence**, and near the **highest level (3) on Complexity for most (4)** of the following extended content objectives:~~

- ~~○ 1.2 Concepts of Text — Use parts of a book and/or text features to understand a selection, such as appendix~~
- ~~○ 1.5 Decoding Skills — Identify that letters put together with certain rules make words~~
- ~~○ 1.7 Acquire Fluency — Read simplified, grade 7 appropriate text~~
- ~~○ 2.1 Strategies/Skills for Comprehending Text — Identify the purpose or use of various text~~
- ~~○ 2.1 Strategies/Skills for Comprehending Text — Connects the cause and effect relationship in text~~

~~Partially Proficient~~

~~Students at this level are able to perform at **moderate levels (2 or 3) on Accuracy and Independence**, and at or near the **highest level (3 or 4) on Complexity for some (2 to 4)** of the following extended content objectives:~~

- ~~○ 1.2 Concepts of Text — Use parts of a book and/or text features to understand a selection, such as appendix~~
- ~~○ 1.5 Decoding Skills — Identify that letters put together with certain rules make words~~
- ~~○ 1.7 Acquire Fluency — Read simplified, grade 7 appropriate text~~
- ~~○ 2.1 Strategies/Skills for Comprehending Text — Identify the purpose or use of various text~~
- ~~○ 2.1 Strategies/Skills for Comprehending Text — Connects the cause and effect relationship in text~~

~~Emerging~~

~~Students at this level are able to perform at up to a **moderate levels (3) on Accuracy, Independence, and Complexity on up to 2** of the extended content objectives:~~

- ~~○ 1.2 Concepts of Text — Use parts of a book and/or text features to understand a selection, such as appendix~~
- ~~○ 1.5 Decoding Skills — Identify that letters put together with certain rules make words~~
- ~~○ 1.7 Acquire Fluency — Read simplified, grade 7 appropriate text~~
- ~~○ 2.1 Strategies/Skills for Comprehending Text — Identify the purpose or use of various text~~
- ~~2.1 Strategies/Skills for Comprehending Text — Connects the cause and effect relationship in text~~

~~ISAT-Ait Performance Level Descriptors~~

~~Content Area: Reading~~ **~~Grade Level: Grade 8~~**
~~Advanced~~

~~Students at this level are able to perform at or near the **highest level (3 or 4) of Accuracy and Independence**, and at the **highest level (4) of Complexity for all (5)** of the following extended content objectives:~~

- ~~○ 1.2 Concepts of Text — Use parts of a book and/or text features to understand a selection~~
- ~~○ 1.5 Decoding Skills — Identify that syllables put together with certain rules make words~~
- ~~○ 1.7 Acquire Fluency — Read simplified, grade 8 appropriate text~~
- ~~○ 2.1 Strategies/Skills for Comprehending Text — Interpret facts or events from different kinds of text to demonstrate understanding~~
- ~~○ 2.1 Strategies/Skills for Comprehending Text — Identify a cause and effect relationship in text~~

~~Proficient~~

~~Students at this level are able to perform at or near the **highest levels (3 or 4) on Accuracy and Independence**, and near the **highest level (3) on Complexity for most (4)** of the following extended content objectives:~~

- ~~○ 1.2 Concepts of Text — Use parts of a book and/or text features to understand a selection~~
- ~~○ 1.5 Decoding Skills — Identify that syllables put together with certain rules make words~~
- ~~○ 1.7 Acquire Fluency — Read simplified, grade 8 appropriate text~~
- ~~○ 2.1 Strategies/Skills for Comprehending Text — Interpret facts or events from different kinds of text to demonstrate understanding~~
- ~~○ 2.1 Strategies/Skills for Comprehending Text — Identify a cause and effect relationship in text~~

~~Partially Proficient~~

~~Students at this level are able to perform at **moderate levels (2 or 3) on Accuracy and Independence**, and at or near the **highest level (3 or 4) on Complexity for some (2 to 4)** of the following extended content objectives:~~

- ~~○ 1.2 Concepts of Text — Use parts of a book and/or text features to understand a selection~~
- ~~○ 1.5 Decoding Skills — Identify that syllables put together with certain rules make words~~
- ~~○ 1.7 Acquire Fluency — Read simplified, grade 8 appropriate text~~
- ~~○ 2.1 Strategies/Skills for Comprehending Text — Interpret facts or events from different kinds of text to demonstrate understanding~~
- ~~○ 2.1 Strategies/Skills for Comprehending Text — Identify a cause and effect relationship in text~~

~~Emerging~~

~~Students at this level are able to perform at up to a **moderate levels (3) on Accuracy, Independence, and Complexity on up to 2** of the extended content objectives:~~

- ~~○ 1.2 Concepts of Text — Use parts of a book and/or text features to understand a selection~~
- ~~○ 1.5 Decoding Skills — Identify that syllables put together with certain rules make words~~
- ~~○ 1.7 Acquire Fluency — Read simplified, grade 8 appropriate text~~
- ~~○ 2.1 Strategies/Skills for Comprehending Text — Interpret facts or events from different kinds of text to demonstrate understanding~~
- ~~○ 2.1 Strategies/Skills for Comprehending Text — Identify a cause and effect relationship in text~~

~~ISAT-Alt Performance Level Descriptors~~

~~Content Area: Reading~~ ~~Grade Level: Grade 9/10~~
~~Advanced~~

~~Students at this level are able to perform at or near the **highest level (3 or 4) of Accuracy and Independence**, and at the **highest level (4) of Complexity for all (5)** of the following extended content objectives:~~

- ~~○ 1.2 Concepts of Text — Use parts of a book and/or text features to identify genre of literature~~
- ~~○ 1.8 Vocabulary and Concept Development — Use context clues to determine the meaning of words.~~
- ~~○ 2.1 Strategies/Skills for Comprehending Text — Interpret different kinds of text to demonstrate understanding~~
- ~~○ 2.2 Comprehend Expository Text — Identify and sequence information or procedures from informational text~~
- ~~○ 2.3 Comprehend Literary Text — Demonstrate comprehension of literary text from a variety of genres; identify characters, their traits and/or actions, the speaker, and the theme of a story.~~

~~Proficient~~

~~Students at this level are able to perform at or near the **highest levels (3 or 4) on Accuracy and Independence**, and **near the highest level (3) on Complexity for most (4)** of the following extended content objectives:~~

- ~~○ 1.2 Concepts of Text — Use parts of a book and/or text features to identify genre of literature~~
- ~~○ 1.8 Vocabulary and Concept Development — Use context clues to determine the meaning of words.~~
- ~~○ 2.1 Strategies/Skills for Comprehending Text — Interpret different kinds of text to demonstrate understanding~~
- ~~○ 2.2 Comprehend Expository Text — Identify and sequence information or procedures from informational text~~
- ~~○ 2.3 Comprehend Literary Text — Demonstrate comprehension of literary text from a variety of genres; identify characters, their traits and/or actions, the speaker, and the theme of a story.~~

~~Partially Proficient~~

~~Students at this level are able to perform at **moderate levels (2 or 3) on Accuracy and Independence**, and at or near the **highest level (3 or 4) on Complexity for some (2 to 4)** of the following extended content objectives:~~

- ~~○ 1.2 Concepts of Text — Use parts of a book and/or text features to identify genre of literature~~
- ~~○ 1.8 Vocabulary and Concept Development — Use context clues to determine the meaning of words.~~
- ~~○ 2.1 Strategies/Skills for Comprehending Text — Interpret different kinds of text to demonstrate understanding~~
- ~~○ 2.2 Comprehend Expository Text — Identify and sequence information or procedures from informational text~~
- ~~○ 2.3 Comprehend Literary Text — Demonstrate comprehension of literary text from a variety of genres; identify characters, their traits and/or actions, the speaker, and the theme of a story.~~

~~Emerging~~

~~Students at this level are able to perform at up to a **moderate levels (3) on Accuracy, Independence, and Complexity on up to 2** of the extended content objectives:~~

- ~~○ 1.2 Concepts of Text — Use parts of a book and/or text features to identify genre of literature~~
- ~~○ 1.8 Vocabulary and Concept Development — Use context clues to determine the meaning of words.~~
- ~~○ 2.1 Strategies/Skills for Comprehending Text — Interpret different kinds of text to demonstrate understanding~~
- ~~○ 2.2 Comprehend Expository Text — Identify and sequence information or procedures from informational text~~
- ~~○ 2.3 Comprehend Literary Text — Demonstrate comprehension of literary text from a variety of genres; identify characters, their traits and/or actions, the speaker, and the theme of a story.~~

ISAT-Alt Performance Level Descriptors

Content Area: Language Usage **Grade Level:** Grade 3
Advanced

Students at this level are able to perform at or near the **highest levels (3 or 4) of Accuracy and Independence, and at the highest level (4) of Complexity for all (3)** of the following extended content objectives:

- 3.1, 3.2, 4.1 Acquire Prewriting, Draft Writing, and Expressive (Narrative/Creative) Writing Skills—Generate ideas, identify the main idea, and use ideas generated in prewriting to write a draft. Use strategies to plan and organize writing, and write and/or share a narrative based on personal experience.
- 5.1, 5.4 Acquire Handwriting Skills and Skills for Using Conventions—Write fluently and legibly; demonstrate use of capitalization skills.
- 5.3 Acquire Skills for Sentence Structure—Use pictures, words, or symbols to express a complete thought.

Proficient

Students at this level are able to perform at or near the **highest levels (3 or 4) on Accuracy, Independence, and Complexity for most (2)** of the following extended content objectives:

- 3.1, 3.2, 4.1 Acquire Prewriting, Draft Writing, and Expressive (Narrative/Creative) Writing Skills—Generate ideas, identify the main idea, and use ideas generated in prewriting to write a draft. Use strategies to plan and organize writing, and write and/or share a narrative based on personal experience.
- 5.1, 5.4 Acquire Handwriting Skills and Skills for Using Conventions—Write fluently and legibly; demonstrate use of capitalization skills.
- 5.3 Acquire Skills for Sentence Structure—Use pictures, words, or symbols to express a complete thought.

Partially Proficient

Students at this level are able to perform at or near **moderate levels (2 or 3) on Accuracy and Independence, and at or near the highest level (3 or 4) on Complexity for some (2)** of the following extended content objectives:

- 3.1, 3.2, 4.1 Acquire Prewriting, Draft Writing, and Expressive (Narrative/Creative) Writing Skills—Generate ideas, identify the main idea, and use ideas generated in prewriting to write a draft. Use strategies to plan and organize writing, and write and/or share a narrative based on personal experience.
- 5.1, 5.4 Acquire Handwriting Skills and Skills for Using Conventions—Write fluently and legibly; demonstrate use of capitalization skills.
- 5.3 Acquire Skills for Sentence Structure—Use pictures, words, or symbols to express a complete thought.

Emerging

Students at this level are able to perform at up to a **moderate level (3) of Accuracy and Independence, and at up to a moderate level of Complexity (2) on up to 2** of the extended content objectives:

- 3.1, 3.2, 4.1 Acquire Prewriting, Draft Writing, and Expressive (Narrative/Creative) Writing Skills—Generate ideas, identify the main idea, and use ideas generated in prewriting to write a draft. Use strategies to plan and organize writing, and write and/or share a narrative based on personal experience.
- 5.1, 5.4 Acquire Handwriting Skills and Skills for Using Conventions—Write fluently and legibly; demonstrate use of capitalization skills.
- 5.3 Acquire Skills for Sentence Structure—Use pictures, words, or symbols to express a complete thought.

ISAT-Alt Performance Level Descriptors

Content Area: Language Usage **Grade Level:** Grade 4

Advanced

Students at this level are able to perform at or near the **highest levels (3 or 4) of Accuracy and Independence, and at the highest level (4) of Complexity for all (3)** of the following extended content objectives:

- ~~3.1, 3.2, 4.1 Acquire Prewriting, Draft Writing, and Expressive (Narrative/Creative) Writing Skills — Generate ideas, identify the main idea, and use ideas generated in prewriting to write a draft. Use strategies to plan and organize writing, and write and/or share a narrative based on personal experience.~~
- ~~5.1, 5.4 Acquire Handwriting Skills and Skills for Using Conventions — Write fluently and legibly; demonstrate use of capitalization skills.~~
- ~~5.3 Acquire Skills for Sentence Structure — Use pictures, words, or symbols to express a complete thought, and identify future verb tenses, adjectives, and personal pronouns.~~

Proficient

Students at this level are able to perform at or near the **highest levels (3 or 4) on Accuracy, Independence, and Complexity for most (2)** of the following extended content objectives:

- ~~3.1, 3.2, 4.1 Acquire Prewriting, Draft Writing, and Expressive (Narrative/Creative) Writing Skills — Generate ideas, identify the main idea, and use ideas generated in prewriting to write a draft. Use strategies to plan and organize writing, and write and/or share a narrative based on personal experience.~~
- ~~5.1, 5.4 Acquire Handwriting Skills and Skills for Using Conventions — Write fluently and legibly; demonstrate use of capitalization skills.~~
- ~~5.3 Acquire Skills for Sentence Structure — Use pictures, words, or symbols to express a complete thought, and identify future verb tenses, adjectives, and personal pronouns.~~

Partially Proficient

Students at this level are able to perform at or near **moderate levels (2 or 3) on Accuracy and Independence, and at or near the highest level (3 or 4) on Complexity for some (2)** of the following extended content objectives:

- ~~3.1, 3.2, 4.1 Acquire Prewriting, Draft Writing, and Expressive (Narrative/Creative) Writing Skills — Generate ideas, identify the main idea, and use ideas generated in prewriting to write a draft. Use strategies to plan and organize writing, and write and/or share a narrative based on personal experience.~~
- ~~5.1, 5.4 Acquire Handwriting Skills and Skills for Using Conventions — Write fluently and legibly; demonstrate use of capitalization skills.~~
- ~~5.3 Acquire Skills for Sentence Structure — Use pictures, words, or symbols to express a complete thought, and identify future verb tenses, adjectives, and personal pronouns.~~

Emerging

Students at this level are able to perform at up to a **moderate level (3) of Accuracy and Independence, and at up to a moderate level of Complexity (2) on up to 2** of the extended content objectives:

- ~~3.1, 3.2, 4.1 Acquire Prewriting, Draft Writing, and Expressive (Narrative/Creative) Writing Skills — Generate ideas, identify the main idea, and use ideas generated in prewriting to write a draft. Use strategies to plan and organize writing, and write and/or share a narrative based on personal experience.~~
- ~~5.1, 5.4 Acquire Handwriting Skills and Skills for Using Conventions — Write fluently and legibly; demonstrate use of capitalization skills.~~
- ~~5.3 Acquire Skills for Sentence Structure — Use pictures, words, or symbols to express a complete thought, and identify future verb tenses, adjectives, and personal pronouns.~~

ISAT Alt Performance Level Descriptors

Content Area: Language Usage **Grade Level: Grade 5**
Advanced

Students at this level are able to perform at or near the **highest levels (3 or 4) of Accuracy and Independence, and at the highest level (4) of Complexity for all (3)** of the following extended content objectives:

- ~~3.1, 3.2, 4.1 Acquire Prewriting, Draft Writing, and Expressive (Narrative/Creative) Writing Skills—Generate ideas, identify the main idea (appropriate to the type of writing), and use ideas generated in prewriting to write a draft with a main idea and supporting details. Use strategies to plan and organize writing, and write a short narrative that includes a specific action, setting, and/or character(s).~~
- ~~5.1, 5.4 Acquire Handwriting Skills and Skills for Using Conventions—Write fluently and legibly; demonstrate use of capitalization skills.~~
- ~~5.3 Acquire Skills for Sentence Structure—Use pictures, words, or symbols to express a complete thought, and identify future verb tenses, adjectives, and personal pronouns.~~

Proficient

Students at this level are able to perform at or near the **highest levels (3 or 4) on Accuracy, Independence, and Complexity for most (2)** of the following extended content objectives:

- ~~3.1, 3.2, 4.1 Acquire Prewriting, Draft Writing, and Expressive (Narrative/Creative) Writing Skills—Generate ideas, identify the main idea (appropriate to the type of writing), and use ideas generated in prewriting to write a draft with a main idea and supporting details. Use strategies to plan and organize writing, and write a short narrative that includes a specific action, setting, and/or character(s).~~
- ~~5.1, 5.4 Acquire Handwriting Skills and Skills for Using Conventions—Write fluently and legibly; demonstrate use of capitalization skills.~~
- ~~5.3 Acquire Skills for Sentence Structure—Use pictures, words, or symbols to express a complete thought, and identify future verb tenses, adjectives, and personal pronouns.~~

Partially Proficient

Students at this level are able to perform at or near **moderate levels (2 or 3) on Accuracy and Independence, and at or near the highest level (3 or 4) on Complexity for some (2)** of the following extended content objectives:

- ~~3.1, 3.2, 4.1 Acquire Prewriting, Draft Writing, and Expressive (Narrative/Creative) Writing Skills—Generate ideas, identify the main idea (appropriate to the type of writing), and use ideas generated in prewriting to write a draft with a main idea and supporting details. Use strategies to plan and organize writing, and write a short narrative that includes a specific action, setting, and/or character(s).~~
- ~~5.1, 5.4 Acquire Handwriting Skills and Skills for Using Conventions—Write fluently and legibly; demonstrate use of capitalization skills.~~
- ~~5.3 Acquire Skills for Sentence Structure—Use pictures, words, or symbols to express a complete thought, and identify future verb tenses, adjectives, and personal pronouns.~~

Emerging

Students at this level are able to perform at up to a **moderate level (3) of Accuracy and Independence, and at up to a moderate level of Complexity (2) on up to 2** of the extended content objectives:

- ~~3.1, 3.2, 4.1 Acquire Prewriting, Draft Writing, and Expressive (Narrative/Creative) Writing Skills—Generate ideas, identify the main idea (appropriate to the type of writing), and use ideas generated in prewriting to write a draft with a main idea and supporting details. Use strategies to plan and organize writing, and write a short narrative that includes a specific action, setting, and/or character(s).~~
- ~~5.1, 5.4 Acquire Handwriting Skills and Skills for Using Conventions—Write fluently and legibly; demonstrate use of capitalization skills.~~
- ~~5.3 Acquire Skills for Sentence Structure—Use pictures, words, or symbols to express a complete thought, and identify future verb tenses, adjectives, and personal pronouns.~~

**STATE DEPARTMENT OF EDUCATION
OCTOBER 18, 2017**

~~ISAT-Ait Performance Level Descriptors~~

~~Content Area: Language Usage~~

~~Grade Level: Grade 6~~

~~Advanced~~

~~Students at this level are able to perform at or near the **highest levels (3 or 4) of Accuracy and Independence, and at the highest level (4) of Complexity for all (3)** of the following extended content objectives:~~

- ~~○ 3.1, 3.2, 4.2 Acquire Prewriting, Draft Writing, and Expository (Informational/Research) Writing Skills—Generate ideas, identify the main idea (appropriate to the type of writing), and use ideas generated in prewriting to write a draft with a main idea and supporting details. Use strategies to plan and organize writing, and write brief observations of events/processes.~~
- ~~○ 5.3 Acquire Skills for Sentence Structure—Use pictures, words, or symbols to express a complete thought with subject and verb, and use correctly: future verb tenses, adjectives, personal pronouns, and conjunctions.~~
- ~~○ 4.2, 5.1, 5.2, 5.4 Acquire Expository (Informational/Research) Writing, Handwriting, Spelling, and Conventions Usage Skills—Fluently and legibly write brief observations of events or processes, demonstrating spelling skills with high frequency words and capitalization skills.~~

~~Proficient~~

~~Students at this level are able to perform at or near the **highest levels (3 or 4) on Accuracy, Independence, and Complexity for most (2)** of the following extended content objectives:~~

- ~~○ 3.1, 3.2, 4.2 Acquire Prewriting, Draft Writing, and Expository (Informational/Research) Writing Skills—Generate ideas, identify the main idea (appropriate to the type of writing), and use ideas generated in prewriting to write a draft with a main idea and supporting details. Use strategies to plan and organize writing, and write brief observations of events/processes.~~
- ~~○ 5.3 Acquire Skills for Sentence Structure—Use pictures, words, or symbols to express a complete thought with subject and verb, and use correctly: future verb tenses, adjectives, personal pronouns, and conjunctions.~~
- ~~○ 4.2, 5.1, 5.2, 5.4 Acquire Expository (Informational/Research) Writing, Handwriting, Spelling, and Conventions Usage Skills—Fluently and legibly write brief observations of events or processes, demonstrating spelling skills with high frequency words and capitalization skills.~~

~~Partially Proficient~~

~~Students at this level are able to perform at or near **moderate levels (2 or 3) on Accuracy and Independence, and at or near the highest level (3 or 4) on Complexity for some (2)** of the following extended content objectives:~~

- ~~○ 3.1, 3.2, 4.2 Acquire Prewriting, Draft Writing, and Expository (Informational/Research) Writing Skills—Generate ideas, identify the main idea (appropriate to the type of writing), and use ideas generated in prewriting to write a draft with a main idea and supporting details. Use strategies to plan and organize writing, and write brief observations of events/processes.~~
- ~~○ 5.3 Acquire Skills for Sentence Structure—Use pictures, words, or symbols to express a complete thought with subject and verb, and use correctly: future verb tenses, adjectives, personal pronouns, and conjunctions.~~
- ~~○ 4.2, 5.1, 5.2, 5.4 Acquire Expository (Informational/Research) Writing, Handwriting, Spelling, and Conventions Usage Skills—Fluently and legibly write brief observations of events or processes, demonstrating spelling skills with high frequency words and capitalization skills.~~

~~Emerging~~

~~Students at this level are able to perform at up to a moderate level (3) of Accuracy and Independence, and at up to a moderate level of Complexity (2) on up to 2 of the extended content objectives:~~

- ~~○ 3.1, 3.2, 4.2 Acquire Prewriting, Draft Writing, and Expository (Informational/Research) Writing Skills—Generate ideas, identify the main idea (appropriate to the type of writing), and use ideas generated in prewriting to write a draft with a main idea and supporting details. Use strategies to plan and organize writing, and write brief observations of events/processes.~~
- ~~○ 5.3 Acquire Skills for Sentence Structure—Use pictures, words, or symbols to express a complete thought with subject and verb, and use correctly: future verb tenses, adjectives, personal pronouns, and conjunctions.~~
- ~~○ 4.2, 5.1, 5.2, 5.4 Acquire Expository (Informational/Research) Writing, Handwriting, Spelling, and Conventions Usage Skills—Fluently and legibly write brief observations of events or processes, demonstrating spelling skills with high frequency words and capitalization skills.~~

**STATE DEPARTMENT OF EDUCATION
OCTOBER 18, 2017**

ISAT-Ait Performance Level Descriptors

Content Area: Language Usage

Grade Level: Grade 7

Advanced

Students at this level are able to perform at or near the ~~highest levels (3 or 4) of Accuracy and Independence, and at the highest level (4) of Complexity for all (3)~~ of the following extended content objectives:

- ~~○ 3.1, 3.2, 3.3, 4.2 Acquire Prewriting, Draft Writing, Draft Revising, and Expository (Informational/Research) Writing Skills – Generate ideas, identify the main idea (appropriate to the type of writing), and use ideas generated in prewriting to write a draft with a main idea and supporting details in logical order. Use strategies to plan and organize writing, revise writing for clarity and sequencing, and compose text that identifies a sequence of activities or processes.~~
- ~~○ 5.3 Acquire Skills for Sentence Structure – Use pictures, words, or symbols to express different types of sentences (exclamatory, declarative, interrogative, and imperative), and use correctly: future verb tenses, adjectives, personal pronouns, and conjunctions.~~
- ~~○ 4.2, 5.1, 5.2, 5.4 Acquire Expository (Informational/Research) Writing, Handwriting, Spelling, and Conventions Usage Skills – Fluently & legibly write text that identifies a sequence of events or processes, demonstrating spelling of high frequency & content area words & capitalization.~~

Proficient

Students at this level are able to perform at or near the ~~highest levels (3 or 4) on Accuracy, Independence, and Complexity for most (2)~~ of the following extended content objectives:

- ~~○ 3.1, 3.2, 3.3, 4.2 Acquire Prewriting, Draft Writing, Draft Revising, and Expository (Informational/Research) Writing Skills – Generate ideas, identify the main idea (appropriate to the type of writing), and use ideas generated in prewriting to write a draft with a main idea and supporting details in logical order. Use strategies to plan and organize writing, revise writing for clarity and sequencing, and compose text that identifies a sequence of activities or processes.~~
- ~~○ 5.3 Acquire Skills for Sentence Structure – Use pictures, words, or symbols to express different types of sentences (exclamatory, declarative, interrogative, and imperative), and use correctly: future verb tenses, adjectives, personal pronouns, and conjunctions.~~
- ~~○ 4.2, 5.1, 5.2, 5.4 Acquire Expository (Informational/Research) Writing, Handwriting, Spelling, and Conventions Usage Skills – Fluently & legibly write text that identifies a sequence of events or processes, demonstrating spelling of high frequency & content area words & capitalization.~~

Partially Proficient

Students at this level are able to perform at or near ~~moderate levels (2 or 3) on Accuracy and Independence, and at or near the highest level (3 or 4) on Complexity for some (2)~~ of the following extended content objectives:

- ~~○ 3.1, 3.2, 3.3, 4.2 Acquire Prewriting, Draft Writing, Draft Revising, and Expository (Informational/Research) Writing Skills – Generate ideas, identify the main idea (appropriate to the type of writing), and use ideas generated in prewriting to write a draft with a main idea and supporting details in logical order. Use strategies to plan and organize writing, revise writing for clarity and sequencing, and compose text that identifies a sequence of activities or processes.~~
- ~~○ 5.3 Acquire Skills for Sentence Structure – Use pictures, words, or symbols to express different types of sentences (exclamatory, declarative, interrogative, and imperative), and use correctly: future verb tenses, adjectives, personal pronouns, and conjunctions.~~
- ~~○ 4.2, 5.1, 5.2, 5.4 Acquire Expository (Informational/Research) Writing, Handwriting, Spelling, and Conventions Usage Skills – Fluently & legibly write text that identifies a sequence of events or processes, demonstrating spelling of high frequency & content area words & capitalization.~~

Emerging

Students at this level are able to perform at up to a ~~moderate level (3) of Accuracy and~~

**STATE DEPARTMENT OF EDUCATION
OCTOBER 18, 2017**

~~Independence, and at up to a moderate level of Complexity (2) on up to 2~~ of the extended content objectives:

- ~~○ 3.1, 3.2, 3.3, 4.2 Acquire Prewriting, Draft Writing, Draft Revising, and Expository (Informational/Research) Writing Skills—Generate ideas, identify the main idea (appropriate to the type of writing), and use ideas generated in prewriting to write a draft with a main idea and supporting details in logical order. Use strategies to plan and organize writing, revise writing for clarity and sequencing, and compose text that identifies a sequence of activities or processes.~~
- ~~○ 5.3 Acquire Skills for Sentence Structure—Use pictures, words, or symbols to express different types of sentences (exclamatory, declarative, interrogative, and imperative), and use correctly: future verb tenses, adjectives, personal pronouns, and conjunctions.~~
- ~~○ 4.2, 5.1, 5.2, 5.4 Acquire Expository (Informational/Research) Writing, Handwriting, Spelling, and Conventions Usage Skills—Fluently & legibly write text that identifies a sequence of events or processes, demonstrating spelling of high frequency & content area words & capitalization.~~

ISAT-Ait Performance Level Descriptors

Content Area: Language Usage

Grade Level: Grade 8

Advanced

Students at this level are able to perform at or near the **highest levels (3 or 4) of Accuracy and Independence, and at the highest level (4) of Complexity for all (3)** of the following extended content objectives:

- ~~3.1, 3.2, 3.3, 4.2 Acquire Prewriting, Draft Writing, Draft Revising, and Expository (Informational/Research) Writing Skills—Generate ideas; identify the main idea (appropriate to the type of writing), and use ideas generated in prewriting to write a draft using a template to logically sequence ideas. Use strategies to plan and organize writing, revise writing for clarity and sequencing, and compose text that identifies a sequence of activities or processes.~~
- ~~3.4, 5.3, 5.4 Acquire Skills for Editing a Draft, Sentence Structure and Use of Conventions—Use pictures, words, or symbols to express different structures of sentences (simple and compound), demonstrating capitalization and punctuation skills and use correctly: future verb tenses, adjectives, personal pronouns, and conjunctions. Edit for errors using common edit marks.~~
- ~~4.2, 5.1, 5.2, 5.4 Acquire Expository (Informational/Research) Writing, Handwriting, Spelling, and Conventions Usage Skills—Fluently & legibly write text identifying a sequence of activities or processes; demonstrate spelling of high frequency & content area words & capitalization.~~

Proficient

Students at this level are able to perform at or near the **highest levels (3 or 4) on Accuracy, Independence, and Complexity for most (2)** of the following extended content objectives:

- ~~3.1, 3.2, 3.3, 4.2 Acquire Prewriting, Draft Writing, Draft Revising, and Expository (Informational/Research) Writing Skills—Generate ideas; identify the main idea (appropriate to the type of writing), and use ideas generated in prewriting to write a draft using a template to logically sequence ideas. Use strategies to plan and organize writing, revise writing for clarity and sequencing, and compose text that identifies a sequence of activities or processes.~~
- ~~3.4, 5.3, 5.4 Acquire Skills for Editing a Draft, Sentence Structure and Use of Conventions—Use pictures, words, or symbols to express different structures of sentences (simple and compound), demonstrating capitalization and punctuation skills and use correctly: future verb tenses, adjectives, personal pronouns, and conjunctions. Edit for errors using common edit marks.~~
- ~~4.2, 5.1, 5.2, 5.4 Acquire Expository (Informational/Research) Writing, Handwriting, Spelling, and Conventions Usage Skills—Fluently & legibly write text identifying a sequence of activities or processes; demonstrate spelling of high frequency & content area words & capitalization.~~

Partially Proficient

Students at this level are able to perform at or near **moderate levels (2 or 3) on Accuracy and Independence, and at or near the highest level (3 or 4) on Complexity for some (2)** of the following extended content objectives:

- ~~3.1, 3.2, 3.3, 4.2 Acquire Prewriting, Draft Writing, Draft Revising, and Expository (Informational/Research) Writing Skills—Generate ideas; identify the main idea (appropriate to the type of writing), and use ideas generated in prewriting to write a draft using a template to logically sequence ideas. Use strategies to plan and organize writing, revise writing for clarity and sequencing, and compose text that identifies a sequence of activities or processes.~~
- ~~3.4, 5.3, 5.4 Acquire Skills for Editing a Draft, Sentence Structure and Use of Conventions—Use pictures, words, or symbols to express different structures of sentences (simple and compound), demonstrating capitalization and punctuation skills and use correctly: future verb tenses, adjectives, personal pronouns, and conjunctions. Edit for errors using common edit marks.~~
- ~~4.2, 5.1, 5.2, 5.4 Acquire Expository (Informational/Research) Writing, Handwriting,~~

**STATE DEPARTMENT OF EDUCATION
OCTOBER 18, 2017**

~~Spelling, and Conventions Usage Skills — Fluently & legibly write text identifying a sequence of activities or processes; demonstrate spelling of high frequency & content area words & capitalization.~~

Emerging

~~Students at this level are able to perform at up to a moderate level (3) of Accuracy and Independence, and at up to a moderate level of Complexity (2) on up to 2 of the extended content objectives:~~

- ~~○ 3.1, 3.2, 3.3, 4.2 Acquire Prewriting, Draft Writing, Draft Revising, and Expository (Informational/Research) Writing Skills — Generate ideas, identify the main idea (appropriate to the type of writing), and use ideas generated in prewriting to write a draft using a template to logically sequence ideas. Use strategies to plan and organize writing, revise writing for clarity and sequencing, and compose text that identifies a sequence of activities or processes.~~
- ~~○ 3.4, 5.3, 5.4 Acquire Skills for Editing a Draft, Sentence Structure and Use of Conventions — Use pictures, words, or symbols to express different structures of sentences (simple and compound), demonstrating capitalization and punctuation skills and use correctly: future verb tenses, adjectives, personal pronouns, and conjunctions. Edit for errors using common edit marks.~~
- ~~○ 4.2, 5.1, 5.2, 5.4 Acquire Expository (Informational/Research) Writing, Handwriting, Spelling, and Conventions Usage Skills — Fluently & legibly write text identifying a sequence of activities or processes; demonstrate spelling of high frequency & content area words & capitalization.~~

**STATE DEPARTMENT OF EDUCATION
OCTOBER 18, 2017**

ISAT-Ait Performance Level Descriptors

Content Area: Language Usage

Grade Level: Grade 9/10

Advanced

Students at this level are able to perform at or near the ~~highest levels (3 or 4) of Accuracy and Independence, and at the highest level (4) of Complexity for all (3)~~ of the following extended content objectives:

- ~~3.1, 3.2, 3.3, 3.5, 4.2 Acquire Prewriting, Draft Writing, Draft Revising, and Expository (Informational/Research) Writing Skills, and Publish Writing—Generate ideas, identify the main idea (appropriate to the writing type), and use ideas generated in prewriting to write a draft with a main idea and sequenced supporting details. Use strategies to plan and organize writing, revise writing for clarity and sequencing, and compose expository text on a main idea with beginning, middle, and ending paragraphs; publish the improved piece of writing.~~
- ~~3.4, 5.3, 5.4 Acquire Skills for Editing a Draft, Sentence Structure and Use of Conventions—Use pictures, words, or symbols to express varied sentences types (simple & compound), demonstrating capitalization and punctuation skills and use of pronouns, subject/verb agreement, verb tense, & adjectives. Edit for fluency and for errors using common edit marks.~~
- ~~4.2, 5.4 Acquire Expository (Informational/Research) Writing and Conventions Usage Skills—Write a job application and demonstrate use of punctuation and capitalization skills.~~

Proficient

Students at this level are able to perform at or near the ~~highest levels (3 or 4) on Accuracy, Independence, and Complexity for most (2)~~ of the following extended content objectives:

- ~~3.1, 3.2, 3.3, 3.5, 4.2 Acquire Prewriting, Draft Writing, Draft Revising, and Expository (Informational/Research) Writing Skills, and Publish Writing—Generate ideas, identify the main idea (appropriate to the writing type), and use ideas generated in prewriting to write a draft with a main idea and sequenced supporting details. Use strategies to plan and organize writing, revise writing for clarity and sequencing, and compose expository text on a main idea with beginning, middle, and ending paragraphs; publish the improved piece of writing.~~
- ~~3.4, 5.3, 5.4 Acquire Skills for Editing a Draft, Sentence Structure and Use of Conventions—Use pictures, words, or symbols to express varied sentences types (simple & compound), demonstrating capitalization and punctuation skills and use of pronouns, subject/verb agreement, verb tense, & adjectives. Edit for fluency and for errors using common edit marks.~~
- ~~4.2, 5.4 Acquire Expository (Informational/Research) Writing and Conventions Usage Skills—Write a job application and demonstrate use of punctuation and capitalization skills.~~

Partially Proficient

Students at this level are able to perform at or near ~~moderate levels (2 or 3) on Accuracy and Independence, and at or near the highest level (3 or 4) on Complexity for some (2)~~ of the following extended content objectives:

- ~~3.1, 3.2, 3.3, 3.5, 4.2 Acquire Prewriting, Draft Writing, Draft Revising, and Expository (Informational/Research) Writing Skills, and Publish Writing—Generate ideas, identify the main idea (appropriate to the writing type), and use ideas generated in prewriting to write a draft with a main idea and sequenced supporting details. Use strategies to plan and organize writing, revise writing for clarity and sequencing, and compose expository text on a main idea with beginning, middle, and ending paragraphs; publish the improved piece of writing.~~
- ~~3.4, 5.3, 5.4 Acquire Skills for Editing a Draft, Sentence Structure and Use of Conventions—Use pictures, words, or symbols to express varied sentences types (simple & compound), demonstrating capitalization and punctuation skills and use of pronouns, subject/verb agreement, verb tense, & adjectives. Edit for fluency and for errors using common edit marks.~~
- ~~4.2, 5.4 Acquire Expository (Informational/Research) Writing and Conventions Usage Skills—Write a job application and demonstrate use of punctuation and capitalization skills.~~

Emerging

**STATE DEPARTMENT OF EDUCATION
OCTOBER 18, 2017**

Students at this level are able to perform at up to a **moderate level (3) of Accuracy and Independence, and at up to a moderate level of Complexity (2) on up to 2** of the extended content objectives:

- ~~3.1, 3.2, 3.3, 3.5, 4.2 Acquire Prewriting, Draft Writing, Draft Revising, and Expository (Informational/Research) Writing Skills, and Publish Writing—Generate ideas, identify the main idea (appropriate to the writing type), and use ideas generated in prewriting to write a draft with a main idea and sequenced supporting details. Use strategies to plan and organize writing, revise writing for clarity and sequencing, and compose expository text on a main idea with beginning, middle, and ending paragraphs; publish the improved piece of writing.~~
- ~~3.4, 5.3, 5.4 Acquire Skills for Editing a Draft, Sentence Structure and Use of Conventions—Use pictures, words, or symbols to express varied sentences types (simple & compound), demonstrating capitalization and punctuation skills and use of pronouns, subject/verb agreement, verb tense, & adjectives. Edit for fluency and for errors using common edit marks.~~
- ~~4.2, 5.4 Acquire Expository (Informational/Research) Writing and Conventions Usage Skills—Write a job application and demonstrate use of punctuation and capitalization skills.~~

ISAT-Alt Performance Level Descriptors

Content Area: Mathematics

Grade Level: Grade 3

Advanced

Students at this level are able to perform at or near the **highest levels (3 or 4) on Accuracy and Independence**, and at the **highest level (4) on Complexity** for **all (5)** of the following extended content objectives:

- ~~1.2 Perform Computation Accurately — Use objects, pictures, symbolic systems and/or calculator to solve addition and subtraction problems.~~
- ~~2.1 Understand and use U.S. Customary and Metric Measurements — Use appropriate tools or non-standard units to measure length or temperature.~~
- ~~3.1 Use Algebraic Symbolism to Represent Mathematical Relationships — Compare objects or pictures using vocabulary or symbols for ($<$, $>$, $=$) to express relationships with quantity.~~
- ~~4.1 Apply Concepts of Size, Shape, and Spatial Relationships — Compare two- and three-dimensional shapes in the environment, and develop vocabulary to describe attributes.~~
- ~~5.2 Collect, Organize, and Display Data — Organize and display data in bar graphs or circle graphs in order to answer a question.~~

Proficient

Students at this level are able to perform at or near the **highest levels (3 or 4) on Accuracy, near the highest level (3) on Independence**, and **at or near the highest level (3 or 4) on Complexity** for **most (3-4)** of the following extended content objectives:

- ~~1.2 Perform Computation Accurately — Use objects, pictures, symbolic systems and/or calculator to solve addition and subtraction problems.~~
- ~~2.1 Understand and use U.S. Customary and Metric Measurements — Use appropriate tools or non-standard units to measure length or temperature.~~
- ~~3.1 Use Algebraic Symbolism to Represent Mathematical Relationships — Compare objects or pictures using vocabulary or symbols for ($<$, $>$, $=$) to express relationships with quantity.~~
- ~~4.1 Apply Concepts of Size, Shape, and Spatial Relationships — Compare two- and three-dimensional shapes in the environment, and develop vocabulary to describe attributes.~~
- ~~5.2 Collect, Organize, and Display Data — Organize and display data in bar graphs or circle graphs in order to answer a question.~~

Partially Proficient

Students at this level are able to perform **at or near moderate levels (2 to 3) on Accuracy and Independence**, and **at or near moderate levels (2 or 3) on Complexity** for **some (2 to 3)** of the following extended content objectives:

- ~~1.2 Perform Computation Accurately — Use objects, pictures, symbolic systems and/or calculator to solve addition and subtraction problems.~~
- ~~2.1 Understand and use U.S. Customary and Metric Measurements — Use appropriate tools or non-standard units to measure length or temperature.~~
- ~~3.1 Use Algebraic Symbolism to Represent Mathematical Relationships — Compare objects or pictures using vocabulary or symbols for ($<$, $>$, $=$) to express relationships with quantity.~~
- ~~4.1 Apply Concepts of Size, Shape, and Spatial Relationships — Compare two- and three-dimensional shapes in the environment, and develop vocabulary to describe attributes.~~
- ~~5.2 Collect, Organize, and Display Data — Organize and display data in bar graphs or circle graphs in order to answer a question.~~

Emerging

Students at this level are able to perform **up to moderate levels (3) on Accuracy and Independence**, and **up to a basic level (2) of Complexity** on **up to 2** of the extended content objectives:

- ~~1.2 Perform Computation Accurately — Use objects, pictures, symbolic systems and/or calculator to solve addition and subtraction problems.~~
- ~~2.1 Understand and use U.S. Customary and Metric Measurements — Use appropriate tools or non-standard units to measure length or temperature.~~
- ~~3.1 Use Algebraic Symbolism to Represent Mathematical Relationships — Compare objects or pictures using vocabulary or symbols for ($<$, $>$, $=$) to express relationships with quantity.~~

**STATE DEPARTMENT OF EDUCATION
OCTOBER 18, 2017**

- ~~o 4.1 Apply Concepts of Size, Shape, and Spatial Relationships—Compare two- and three-dimensional shapes in the environment, and develop vocabulary to describe attributes.~~
- ~~o 5.2 Collect, Organize, and Display Data—Organize and display data in bar graphs or circle graphs in order to answer a question.~~

ISAT-Alt Performance Level Descriptors

Content Area: Mathematics

Grade Level: Grade 4

Advanced

Students at this level are able to perform at or near the **highest levels (3 or 4) on Accuracy and Independence**, and at the **highest level (4) on Complexity** for **all (5)** of the following extended content objectives:

- ~~1.2 Perform Computation Accurately — Add and subtract whole numbers, with or without the use of manipulatives; choose concrete objects or symbolic systems to find the solutions.~~
- ~~2.1 Understand and use U.S. Customary and Metric Measurements — Identify the standard tools to make formal measurements of length, time, temperature, and weight.~~
- ~~3.1 Use Algebraic Symbolism to Represent Mathematical Relationships — Compare objects or pictures using vocabulary or symbols for ($<$, $>$, $=$) to express relationships with quantity.~~
- ~~4.1 Apply Concepts of Size, Shape, and Spatial Relationships — Identify parallel, intersecting, and perpendicular lines, and develop vocabulary to describe the attributes.~~
- ~~5.2 Collect, Organize, and Display Data — Organize data in a table or line graphs in order to chart to answer a question.~~

Proficient

Students at this level are able to perform at or near the **highest levels (3 or 4) on Accuracy, near the highest level (3) on Independence**, and **at or near the highest level (3 or 4) on Complexity** for **most (3-4)** of the following extended content objectives:

- ~~1.2 Perform Computation Accurately — Add and subtract whole numbers, with or without the use of manipulatives; choose concrete objects or symbolic systems to find the solutions.~~
- ~~2.1 Understand and use U.S. Customary and Metric Measurements — Identify the standard tools to make formal measurements of length, time, temperature, and weight.~~
- ~~3.1 Use Algebraic Symbolism to Represent Mathematical Relationships — Compare objects or pictures using vocabulary or symbols for ($<$, $>$, $=$) to express relationships with quantity.~~
- ~~4.1 Apply Concepts of Size, Shape, and Spatial Relationships — Identify parallel, intersecting, and perpendicular lines, and develop vocabulary to describe the attributes.~~
- ~~5.2 Collect, Organize, and Display Data — Organize data in a table or line graphs in order to chart to answer a question.~~

Partially Proficient

Students at this level are able to perform **at or near moderate levels (2 to 3) on Accuracy and Independence**, and **at or near moderate levels (2 or 3) on Complexity** for **some (2 to 3)** of the following extended content objectives:

- ~~1.2 Perform Computation Accurately — Add and subtract whole numbers, with or without the use of manipulatives; choose concrete objects or symbolic systems to find the solutions.~~
- ~~2.1 Understand and use U.S. Customary and Metric Measurements — Identify the standard tools to make formal measurements of length, time, temperature, and weight.~~
- ~~3.1 Use Algebraic Symbolism to Represent Mathematical Relationships — Compare objects or pictures using vocabulary or symbols for ($<$, $>$, $=$) to express relationships with quantity.~~
- ~~4.1 Apply Concepts of Size, Shape, and Spatial Relationships — Identify parallel, intersecting, and perpendicular lines, and develop vocabulary to describe the attributes.~~
- ~~5.2 Collect, Organize, and Display Data — Organize data in a table or line graphs in order to chart to answer a question.~~

Emerging

Students at this level are able to perform **up to moderate levels (3) on Accuracy and Independence**, and **up to a basic level (2) of Complexity** on **up to 2** of the extended content objectives:

- ~~1.2 Perform Computation Accurately — Add and subtract whole numbers, with or without the use of manipulatives; choose concrete objects or symbolic systems to find the solutions.~~
- ~~2.1 Understand and use U.S. Customary and Metric Measurements — Identify the standard tools to make formal measurements of length, time, temperature, and weight.~~
- ~~3.1 Use Algebraic Symbolism to Represent Mathematical Relationships — Compare objects or pictures using vocabulary or symbols for ($<$, $>$, $=$) to express relationships with quantity.~~

STATE DEPARTMENT OF EDUCATION
OCTOBER 18, 2017

- ~~o 4.1 Apply Concepts of Size, Shape, and Spatial Relationships Identify parallel, intersecting, and perpendicular lines, and develop vocabulary to describe the attributes.~~
- ~~o 5.2 Collect, Organize, and Display Data Organize data in a table or line graphs in order to chart to answer a question.~~

ISAT-Alt Performance Level Descriptors

Content Area: Mathematics

Grade Level: Grade 5

Advanced

Students at this level are able to perform at or near the **highest levels (3 or 4) on Accuracy and Independence**, and at the **highest level (4) on Complexity** for **all (5)** of the following extended content objectives:

- ~~1.2 Perform Computation Accurately — Choose concrete objects, symbolic systems or calculator to solve addition or subtraction problems.~~
- ~~2.1 Understand and Use U.S. Customary and Metric Measurements — Select appropriate units and tools to make measurements of length, time, temperature, volume and weight.~~
- ~~3.1 Use Algebraic Symbolism to Represent Mathematical Relationships — Compare objects or pictures using vocabulary or symbols for ($<$, $>$, $=$) to express relationships.~~
- ~~4.1 Apply Concepts of Size, Shape, and Spatial Relationships — Identify a polygon and develop vocabulary to describe the attributes.~~
- ~~5.2 Collect, Organize, and Display Data — Organize data and display data in a tables, bar graphs, and circle or line graphs using title, labels, and reasonable scales.~~

Proficient

Students at this level are able to perform at or near the **highest levels (3 or 4) on Accuracy, near the highest level (3) on Independence**, and **at or near the highest level (3 or 4) on Complexity** for **most (3-4)** of the following extended content objectives:

- ~~1.2 Perform Computation Accurately — Choose concrete objects, symbolic systems or calculator to solve addition or subtraction problems.~~
- ~~2.1 Understand and Use U.S. Customary and Metric Measurements — Select appropriate units and tools to make measurements of length, time, temperature, volume and weight.~~
- ~~3.1 Use Algebraic Symbolism to Represent Mathematical Relationships — Compare objects or pictures using vocabulary or symbols for ($<$, $>$, $=$) to express relationships.~~
- ~~4.1 Apply Concepts of Size, Shape, and Spatial Relationships — Identify a polygon and develop vocabulary to describe the attributes.~~
- ~~5.2 Collect, Organize, and Display Data — Organize data and display data in a tables, bar graphs, and circle or line graphs using title, labels, and reasonable scales.~~

Partially Proficient

Students at this level are able to perform **at or near moderate levels (2 to 3) on Accuracy and Independence**, and **at or near moderate levels (2 or 3) on Complexity** for **some (2 to 3)** of the following extended content objectives:

- ~~1.2 Perform Computation Accurately — Choose concrete objects, symbolic systems or calculator to solve addition or subtraction problems.~~
- ~~2.1 Understand and Use U.S. Customary and Metric Measurements — Select appropriate units and tools to make measurements of length, time, temperature, volume and weight.~~
- ~~3.1 Use Algebraic Symbolism to Represent Mathematical Relationships — Compare objects or pictures using vocabulary or symbols for ($<$, $>$, $=$) to express relationships.~~
- ~~4.1 Apply Concepts of Size, Shape, and Spatial Relationships — Identify a polygon and develop vocabulary to describe the attributes.~~
- ~~5.2 Collect, Organize, and Display Data — Organize data and display data in a tables, bar graphs, and circle or line graphs using title, labels, and reasonable scales.~~

Emerging

Students at this level are able to perform **up to moderate levels (3) on Accuracy and Independence**, and **up to a basic level (2) of Complexity** on **up to 2** of the extended content objectives:

- ~~1.2 Perform Computation Accurately — Choose concrete objects, symbolic systems or calculator to solve addition or subtraction problems.~~
- ~~2.1 Understand and Use U.S. Customary and Metric Measurements — Select appropriate units and tools to make measurements of length, time, temperature, volume and weight.~~
- ~~3.1 Use Algebraic Symbolism to Represent Mathematical Relationships — Compare objects or pictures using vocabulary or symbols for ($<$, $>$, $=$) to express relationships.~~

STATE DEPARTMENT OF EDUCATION
OCTOBER 18, 2017

- ~~o 4.1 Apply Concepts of Size, Shape, and Spatial Relationships Identify a polygon and develop vocabulary to describe the attributes.~~
- ~~o 5.2 Collect, Organize, and Display Data Organize data and display data in a tables, bar graphs and circle or line graphs using title labels and reasonable scales.~~

ISAT-Alt Performance Level Descriptors

Content Area: Mathematics

Grade Level: Grade 6

Advanced

Students at this level are able to perform at or near the **highest levels (3 or 4) on Accuracy and Independence**, and at the **highest level (4) on Complexity** for **all (5)** of the following extended content objectives:

- 1.2 Perform Computations Accurately — Add, subtract, multiply, or divide single-digit whole numbers or simple decimals, with or without the use of a calculator or manipulatives.
- 2.1 Understand and use U.S. Customary and Metric Measurements — Select and use appropriate units and tools to make formal measurements.
- 3.4 Understand the Concept of Functions — Extend whole number patterns, using manipulatives and pictorial representations if needed.
- 4.1 Apply Concepts of Size, Shape, and Spatial Relationships — Arrange shapes to show congruence, similarities, and line symmetry of shapes.
- 5.1 Understand Data Analysis — Read and interpret charts and graphs, including line graphs, bar graphs, frequency charts, or circle graphs.

Proficient

Students at this level are able to perform at or near the **highest levels (3 or 4) on Accuracy, near the highest level (3) on Independence**, and **at or near the highest level (3 or 4) on Complexity** for **most (3-4)** of the following extended content objectives:

- 1.2 Perform Computations Accurately — Add, subtract, multiply, or divide single-digit whole numbers or simple decimals, with or without the use of a calculator or manipulatives.
- 2.1 Understand and use U.S. Customary and Metric Measurements — Select and use appropriate units and tools to make formal measurements.
- 3.4 Understand the Concept of Functions — Extend whole number patterns, using manipulatives and pictorial representations if needed.
- 4.1 Apply Concepts of Size, Shape, and Spatial Relationships — Arrange shapes to show congruence, similarities, and line symmetry of shapes.
- 5.1 Understand Data Analysis — Read and interpret charts and graphs, including line graphs, bar graphs, frequency charts, or circle graphs.

Partially Proficient

Students at this level are able to perform **at or near moderate levels (2 to 3) on Accuracy and Independence**, and **at or near moderate levels (2 or 3) on Complexity** for **some (2 to 3)** of the following extended content objectives:

- 1.2 Perform Computations Accurately — Add, subtract, multiply, or divide single-digit whole numbers or simple decimals, with or without the use of a calculator or manipulatives.
- 2.1 Understand and use U.S. Customary and Metric Measurements — Select and use appropriate units and tools to make formal measurements.
- 3.4 Understand the Concept of Functions — Extend whole number patterns, using manipulatives and pictorial representations if needed.
- 4.1 Apply Concepts of Size, Shape, and Spatial Relationships — Arrange shapes to show congruence, similarities, and line symmetry of shapes.
- 5.1 Understand Data Analysis — Read and interpret charts and graphs, including line graphs, bar graphs, frequency charts, or circle graphs.

Emerging

Students at this level are able to perform **up to moderate levels (3) on Accuracy and Independence**, and **up to a basic level (2) of Complexity** on **up to 2** of the extended content objectives:

- 1.2 Perform Computations Accurately — Add, subtract, multiply, or divide single-digit whole numbers or simple decimals, with or without the use of a calculator or manipulatives.
- 2.1 Understand and use U.S. Customary and Metric Measurements — Select and use appropriate units and tools to make formal measurements.
- 3.4 Understand the Concept of Functions — Extend whole number patterns, using manipulatives and pictorial representations if needed.

STATE DEPARTMENT OF EDUCATION
OCTOBER 18, 2017

- ~~o 4.1 Apply Concepts of Size, Shape, and Spatial Relationships—Arrange shapes to show congruence, similarities, and line symmetry of shapes.~~
- ~~o 5.1 Understand Data Analysis—Read and interpret charts and graphs, including line graphs, bar graphs, frequency charts, or circle graphs.~~

ISAT-Alt Performance Level Descriptors

Content Area: Mathematics

Grade Level: Grade 7

Advanced

Students at this level are able to perform at or near the **highest levels (3 or 4) on Accuracy and Independence**, and at the **highest level (4) on Complexity** for **all (5)** of the following extended content objectives:

- ~~1.2 Perform Computations Accurately — Add, subtract, multiply, or divide single-digit whole numbers or positive integers, with or without the use of a calculator or manipulatives.~~
- ~~2.1 Understand and use U.S. Customary and Metric Measurements — Select and use appropriate units and tools to make formal measurements.~~
- ~~3.4 Understand the Concept of Functions — Extend simple patterns involving rational numbers, including decimals as inputs.~~
- ~~4.1 Apply Concepts of Size, Shape, and Spatial Relationships — Arrange shapes to show congruence, similarities, and line symmetry of shapes.~~
- ~~5.1 Understand Data Analysis — Read and interpret charts and graphs, including line graphs, bar graphs, frequency tables, or circle graphs.~~

Proficient

Students at this level are able to perform at or near the **highest levels (3 or 4) on Accuracy, near the highest level (3) on Independence**, and **at or near the highest level (3 or 4) on Complexity** for **most (3-4)** of the following extended content objectives:

- ~~1.2 Perform Computations Accurately — Add, subtract, multiply, or divide single-digit whole numbers or positive integers, with or without the use of a calculator or manipulatives.~~
- ~~2.1 Understand and use U.S. Customary and Metric Measurements — Select and use appropriate units and tools to make formal measurements.~~
- ~~3.4 Understand the Concept of Functions — Extend simple patterns involving rational numbers, including decimals as inputs.~~
- ~~4.1 Apply Concepts of Size, Shape, and Spatial Relationships — Arrange shapes to show congruence, similarities, and line symmetry of shapes.~~
- ~~5.1 Understand Data Analysis — Read and interpret charts and graphs, including line graphs, bar graphs, frequency tables, or circle graphs.~~

Partially Proficient

Students at this level are able to perform **at or near moderate levels (2 to 3) on Accuracy and Independence**, and **at or near moderate levels (2 or 3) on Complexity** for **some (2 to 3)** of the following extended content objectives:

- ~~1.2 Perform Computations Accurately — Add, subtract, multiply, or divide single-digit whole numbers or positive integers, with or without the use of a calculator or manipulatives.~~
- ~~2.1 Understand and use U.S. Customary and Metric Measurements — Select and use appropriate units and tools to make formal measurements.~~
- ~~3.4 Understand the Concept of Functions — Extend simple patterns involving rational numbers, including decimals as inputs.~~
- ~~4.1 Apply Concepts of Size, Shape, and Spatial Relationships — Arrange shapes to show congruence, similarities, and line symmetry of shapes.~~
- ~~5.1 Understand Data Analysis — Read and interpret charts and graphs, including line graphs, bar graphs, frequency tables, or circle graphs.~~

Emerging

Students at this level are able to perform **up to moderate levels (3) on Accuracy and Independence**, and **up to a basic level (2) of Complexity** on **up to 2** of the extended content objectives:

- ~~1.2 Perform Computations Accurately — Add, subtract, multiply, or divide single-digit whole numbers or positive integers, with or without the use of a calculator or manipulatives.~~
- ~~2.1 Understand and use U.S. Customary and Metric Measurements — Select and use appropriate units and tools to make formal measurements.~~
- ~~3.4 Understand the Concept of Functions — Extend simple patterns involving rational numbers, including decimals as inputs.~~

STATE DEPARTMENT OF EDUCATION
OCTOBER 18, 2017

- ~~o 4.1 Apply Concepts of Size, Shape, and Spatial Relationships—Arrange shapes to show congruence, similarities, and line symmetry of shapes.~~
- ~~o 5.1 Understand Data Analysis—Read and interpret charts and graphs, including line graphs, bar graphs, frequency tables, or circle graphs.~~

**ISAT-Alt Performance Level Descriptors
2010-2011**

Content Area: Mathematics

Grade Level: Grade 8

Advanced

Students at this level are able to perform at or near the **highest levels (3 or 4) on Accuracy and Independence**, and at the **highest level (4) on Complexity** for **all (5)** of the following extended content objectives:

- 1.2 Perform Computations Accurately — Add, subtract, multiply, or divide rational numbers, with or without the use of a calculator or manipulatives.
- 2.1 Understand and use U.S. Customary and Metric Measurements — Select and use appropriate units and tools to make formal measurements.
- 3.4 Understand the Concept of Functions — Extend simple patterns and match the rule (function) that generated the pattern using rational numbers.
- 4.1 Apply Concepts of Size, Shape, and Spatial Relationships — Arrange shapes to show congruence, similarities, and line symmetry of shapes.
- 5.1 Understand Data Analysis — Read and interpret charts and graphs, including line graphs, bar graphs, frequency tables, or circle graphs.

Proficient

Students at this level are able to perform at or near the **highest levels (3 or 4) on Accuracy, near the highest level (3) on Independence**, and **at or near the highest level (3 or 4) on Complexity** for **most (3-4)** of the following extended content objectives:

- 1.2 Perform Computations Accurately — Add, subtract, multiply, or divide rational numbers, with or without the use of a calculator or manipulatives.
- 2.1 Understand and use U.S. Customary and Metric Measurements — Select and use appropriate units and tools to make formal measurements.
- 3.4 Understand the Concept of Functions — Extend simple patterns and match the rule (function) that generated the pattern using rational numbers.
- 4.1 Apply Concepts of Size, Shape, and Spatial Relationships — Arrange shapes to show congruence, similarities, and line symmetry of shapes.
- 5.1 Understand Data Analysis — Read and interpret charts and graphs, including line graphs, bar graphs, frequency tables, or circle graphs.

Partially Proficient

Students at this level are able to perform **at or near moderate levels (2 to 3) on Accuracy and Independence**, and **at or near moderate levels (2 or 3) on Complexity** for **some (2 to 3)** of the following extended content objectives:

- 1.2 Perform Computations Accurately — Add, subtract, multiply, or divide rational numbers, with or without the use of a calculator or manipulatives.
- 2.1 Understand and use U.S. Customary and Metric Measurements — Select and use appropriate units and tools to make formal measurements.
- 3.4 Understand the Concept of Functions — Extend simple patterns and match the rule (function) that generated the pattern using rational numbers.
- 4.1 Apply Concepts of Size, Shape, and Spatial Relationships — Arrange shapes to show congruence, similarities, and line symmetry of shapes.
- 5.1 Understand Data Analysis — Read and interpret charts and graphs, including line graphs, bar graphs, frequency tables, or circle graphs.

Emerging

Students at this level are able to perform **up to moderate levels (3) on Accuracy and Independence**, and **up to a basic level (2) of Complexity** on **up to 2** of the extended content objectives:

- 1.2 Perform Computations Accurately — Add, subtract, multiply, or divide rational numbers, with or without the use of a calculator or manipulatives.
- 2.1 Understand and use U.S. Customary and Metric Measurements — Select and use appropriate units and tools to make formal measurements.
- 3.4 Understand the Concept of Functions — Extend simple patterns and match the rule

STATE DEPARTMENT OF EDUCATION
OCTOBER 18, 2017

~~(function) that generated the pattern using rational numbers.~~

~~4.1 Apply Concepts of Size, Shape, and Spatial Relationships—Arrange shapes to show congruence, similarities, and line symmetry of shapes.~~

~~5.1 Understand Data Analysis—Read and interpret charts and graphs, including line graphs, bar graphs, frequency tables, or circle graphs.~~

ISAT-Alt Performance Level Descriptors

Content Area: Mathematics

Grade Level: Grade 9/10

Advanced

Students at this level are able to perform at or near the **highest levels (3 or 4) on Accuracy and Independence**, and at the **highest level (4) on Complexity** for **all (5)** of the following extended content objectives:

- ~~1.2 Perform Computations Accurately — Use single digit addition, subtraction, and multiplication problems with rational numbers using an order of operations, with or without the use of a calculator or manipulatives.~~
- ~~2.1 Understand and use U.S. Customary and Metric Measurements — Select and use appropriate tool correctly.~~
- ~~3.3 Solve Algebraic Equations and Inequalities — Match a math problem with a graphical representation.~~
- ~~4.1 Apply Concepts of Size, Shape, and Spatial Relationships — Arrange shapes to show congruence, similarities, and line symmetry of shapes.~~
- ~~5.1 Understand Data Analysis — Read and interpret tables, charts, and graphs, including line graphs, bar graphs, frequency tables, or circle graphs.~~

Proficient

Students at this level are able to perform at or near the **highest levels (3 or 4) on Accuracy, near the highest level (3) on Independence**, and **at or near the highest level (3 or 4) on Complexity** for **most (3-4)** of the following extended content objectives:

- ~~1.2 Perform Computations Accurately — Use single digit addition, subtraction, and multiplication problems with rational numbers using an order of operations, with or without the use of a calculator or manipulatives.~~
- ~~2.1 Understand and use U.S. Customary and Metric Measurements — Select and use appropriate tool correctly.~~
- ~~3.3 Solve Algebraic Equations and Inequalities — Match a math problem with a graphical representation.~~
- ~~4.1 Apply Concepts of Size, Shape, and Spatial Relationships — Arrange shapes to show congruence, similarities, and line symmetry of shapes.~~
- ~~5.1 Understand Data Analysis — Read and interpret tables, charts, and graphs, including line graphs, bar graphs, frequency tables, or circle graphs.~~

Partially Proficient

Students at this level are able to perform **at or near moderate levels (2 to 3) on Accuracy and Independence**, and **at or near moderate levels (2 or 3) on Complexity** for **some (2 to 3)** of the following extended content objectives:

- ~~1.2 Perform Computations Accurately — Use single digit addition, subtraction, and multiplication problems with rational numbers using an order of operations, with or without the use of a calculator or manipulatives.~~
- ~~2.1 Understand and use U.S. Customary and Metric Measurements — Select and use appropriate tool correctly.~~
- ~~3.3 Solve Algebraic Equations and Inequalities — Match a math problem with a graphical representation.~~
- ~~4.1 Apply Concepts of Size, Shape, and Spatial Relationships — Arrange shapes to show congruence, similarities, and line symmetry of shapes.~~
- ~~5.1 Understand Data Analysis — Read and interpret tables, charts, and graphs, including line graphs, bar graphs, frequency tables, or circle graphs.~~

Emerging

Students at this level are able to perform **up to moderate levels (3) on Accuracy and Independence**, and **up to a basic level (2) of Complexity** on **up to 2** of the extended content objectives:

- ~~1.2 Perform Computations Accurately — Use single digit addition, subtraction, and multiplication problems with rational numbers using an order of operations, with or without the use of a calculator or manipulatives.~~

**STATE DEPARTMENT OF EDUCATION
OCTOBER 18, 2017**

- ~~○ 2.1 Understand and use U.S. Customary and Metric Measurements — Select and use appropriate tool correctly.~~
- ~~○ 3.3 Solve Algebraic Equations and Inequalities — Match a math problem with a graphical representation.~~
- ~~○ 4.1 Apply Concepts of Size, Shape, and Spatial Relationships — Arrange shapes to show congruence, similarities, and line symmetry of shapes.~~
- ~~○ 5.1 Understand Data Analysis — Read and interpret tables, charts, and graphs, including line graphs, bar graphs, frequency tables, or circle graphs.~~

~~ISAT-Alt Performance Level Descriptors~~

~~Content Area: Science~~

~~Grade Level: Grade 5~~

~~Advanced~~

Students at this level are able to perform at or near the **~~highest levels (3 or 4) on Accuracy and Independence~~**, and at the **~~highest level (4) on Complexity~~** for **~~all (5)~~** of the following extended content objectives:

- ~~○ Nature of Science — Use observations and data to make a prediction~~
- ~~○ Physical Science — Describe the physical differences among solids, liquids, and gases~~
- ~~○ Biology — Understand traits that are passed from parents to offspring~~
- ~~○ Earth Science — Identify how the interactions among the solid earth, oceans, and atmosphere (erosion, climate, tectonics, and continental drift) are connected~~
- ~~○ Technology — Demonstrate how science and technology are part of a student's life~~

~~Proficient~~

Students at this level are able to perform at or near the **~~highest levels (3 or 4) on Accuracy, near the highest level (3) on Independence~~**, and **~~at or near the highest level (3 or 4) on Complexity~~** for **~~most (3-4)~~** of the following extended content objectives:

- ~~○ Nature of Science — Use observations and data to make a prediction~~
- ~~○ Physical Science — Describe the physical differences among solids, liquids, and gases~~
- ~~○ Biology — Understand traits that are passed from parents to offspring~~
- ~~○ Earth Science — Identify how the interactions among the solid earth, oceans, and atmosphere (erosion, climate, tectonics, and continental drift) are connected~~
- ~~○ Technology — Demonstrate how science and technology are part of a student's life~~

~~Partially Proficient~~

Students at this level are able to perform **~~at or near moderate levels (2 to 3) on Accuracy and Independence~~**, and **~~at or near moderate levels (2 or 3) on Complexity~~** for **~~some (2 to 3)~~** of the following extended content objectives:

- ~~○ Nature of Science — Use observations and data to make a prediction~~
- ~~○ Physical Science — Describe the physical differences among solids, liquids, and gases~~
- ~~○ Biology — Understand traits that are passed from parents to offspring~~
- ~~○ Earth Science — Identify how the interactions among the solid earth, oceans, and atmosphere (erosion, climate, tectonics, and continental drift) are connected~~
- ~~○ Technology — Demonstrate how science and technology are part of a student's life~~

~~Emerging~~

Students at this level are able to perform **~~up to moderate levels (3) on Accuracy and Independence~~**, and **~~up to a basic level (2) of Complexity~~** on **~~up to 2~~** of the extended content objectives:

- ~~○ Nature of Science — Use observations and data to make a prediction~~
- ~~○ Physical Science — Describe the physical differences among solids, liquids, and gases~~
- ~~○ Biology — Understand traits that are passed from parents to offspring~~
- ~~○ Earth Science — Identify how the interactions among the solid earth, oceans, and atmosphere (erosion, climate, tectonics, and continental drift) are connected~~
- ~~○ Technology — Demonstrate how science and technology are part of a student's life~~

~~ISAT-Alt Performance Level Descriptors~~

~~Content Area: Science~~

~~Grade Level: Grade 7~~

Advanced

Students at this level are able to perform at or near the **~~highest levels (3 or 4) on Accuracy and Independence~~**, and at the **~~highest level (4) on Complexity~~** for **~~all (5)~~** of the following extended content objectives:

- ~~○ Nature of Science — Identify observation data to use in defensible inferences.~~
- ~~○ Physical Science — Identify the properties of matter~~
- ~~○ Biology — Communicate how dominant and recessive traits are inherited~~
- ~~○ Earth Science — Identify the water cycle and its relationship to weather and climate~~
- ~~○ Technology — Identify an alternate source of energy~~

Proficient

Students at this level are able to perform at or near the **~~highest levels (3 or 4) on Accuracy, near the highest level (3) on Independence, and at or near the highest level (3 or 4) on Complexity~~** for **~~most (3-4)~~** of the following extended content objectives:

- ~~○ Nature of Science — Identify observation data to use in defensible inferences.~~
- ~~○ Physical Science — Identify the properties of matter~~
- ~~○ Biology — Communicate how dominant and recessive traits are inherited~~
- ~~○ Earth Science — Identify the water cycle and its relationship to weather and climate~~
- ~~○ Technology — Identify an alternate source of energy~~

Partially Proficient

Students at this level are able to perform **~~at or near moderate levels (2 to 3) on Accuracy and Independence~~**, and **~~at or near moderate levels (2 or 3) on Complexity~~** for **~~some (2 to 3)~~** of the following extended content objectives:

- ~~○ Nature of Science — Identify observation data to use in defensible inferences.~~
- ~~○ Physical Science — Identify the properties of matter~~
- ~~○ Biology — Communicate how dominant and recessive traits are inherited~~
- ~~○ Earth Science — Identify the water cycle and its relationship to weather and climate~~
- ~~○ Technology — Identify an alternate source of energy~~

Emerging

Students at this level are able to perform **~~up to moderate levels (3) on Accuracy and Independence~~**, and **~~up to a basic level (2) of Complexity~~** on **~~up to 2~~** of the extended content objectives:

- ~~○ Nature of Science — Identify observation data to use in defensible inferences.~~
- ~~○ Physical Science — Identify the properties of matter~~
- ~~○ Biology — Communicate how dominant and recessive traits are inherited~~
- ~~○ Earth Science — Identify the water cycle and its relationship to weather and climate~~
- ~~○ Technology — Identify an alternate source of energy~~

~~ISAT-Alt Performance Level Descriptors~~

~~Content Area: Science~~

~~Grade Level: Grade 9/10~~

~~Advanced~~

~~Students at this level are able to perform at or near the **highest levels (3 or 4) on Accuracy and Independence**, and at the **highest level (4) on Complexity** for **all (5)** of the following extended content objectives:~~

- ~~○ Nature of Science — Demonstrate understanding of a system~~
- ~~○ Physical Science — Identify matter that has basic electrical properties~~
- ~~○ Biology — Identify different functions of particular cell structures~~
- ~~○ Earth Science — Show how interactions between the solid earth, oceans, atmosphere, and organisms have changed the earth over time~~
- ~~○ Technology — Identify common environmental issues with water, air quality, or trash~~

~~Proficient~~

~~Students at this level are able to perform at or near the **highest levels (3 or 4) on Accuracy, near the highest level (3) on Independence**, and **at or near the highest level (3 or 4) on Complexity** for **most (3-4)** of the following extended content objectives:~~

- ~~○ Nature of Science — Demonstrate understanding of a system~~
- ~~○ Physical Science — Identify matter that has basic electrical properties~~
- ~~○ Biology — Identify different functions of particular cell structures~~
- ~~○ Earth Science — Show how interactions between the solid earth, oceans, atmosphere, and organisms have changed the earth over time~~
- ~~○ Technology — Identify common environmental issues with water, air quality, or trash~~

~~Partially Proficient~~

~~Students at this level are able to perform **at or near moderate levels (2 to 3) on Accuracy and Independence**, and **at or near moderate levels (2 or 3) on Complexity** for **some (2 to 3)** of the following extended content objectives:~~

- ~~○ Nature of Science — Demonstrate understanding of a system~~
- ~~○ Physical Science — Identify matter that has basic electrical properties~~
- ~~○ Biology — Identify different functions of particular cell structures~~
- ~~○ Earth Science — Show how interactions between the solid earth, oceans, atmosphere, and organisms have changed the earth over time~~
- ~~○ Technology — Identify common environmental issues with water, air quality, or trash~~

~~Emerging~~

~~Students at this level are able to perform **up to moderate levels (3) on Accuracy and Independence**, and **up to a basic level (2) of Complexity** on **up to 2** of the extended content objectives:~~

- ~~○ Nature of Science — Demonstrate understanding of a system~~
- ~~○ Physical Science — Identify matter that has basic electrical properties~~
- ~~○ Biology — Identify different functions of particular cell structures~~
- ~~○ Earth Science — Show how interactions between the solid earth, oceans, atmosphere, and organisms have changed the earth over time~~
- ~~○ Technology — Identify common environmental issues with water, air quality, or trash~~

IDAHO ALTERNATE
ASSESSMENT
ACHIEVEMENT
STANDARDS

PERFORMANCE LEVEL
DESCRIPTORS

English Language Arts and Mathematics
IDAPA 08.02.03.004

As approved by the Idaho State
Board of Education October 18, 2017

Performance Levels

The ID-NCSC Alternate Assessment uses a scale score system to express the student's specific performance score. The scale score is used as the basis for assigning a student's performance level in each content area. Table 1 shows the scale score ranges for performance levels for each grade and content area. The student's demonstration of the grade level skills and knowledge required by the assessment is reported as a performance level ranging from 1 to 4, with Levels 3 and 4 designated as 'Meets Expectations.'

ID-NCSC developed Performance Level Descriptors (PLDs) for mathematics and English language arts at grades 3-8 and 11 through an iterative process involving multiple stakeholder groups. The ID-NCSC partnership developed grade-level PLDs to summarize the knowledge, skills, and abilities prioritized for the ID-NCSC Alternate Assessment that students need to attain at each level of achievement (Level 1- Level 4). Each performance level is understood to include the knowledge, skills and abilities of the preceding performance levels.

It is through PLDs that teachers, parents, and the public can see not only that grade-level content a student should know and do to meet expectations, but also how well the student needs to perform—what depth, breadth, and complexity is an appropriately high expectation. The test results are one way teachers find out what a student has learned and in what areas a student needs more help; the test results help teachers, schools, parents and guardians build a path to student learning.

**STATE DEPARTMENT OF EDUCATION
OCTOBER 18, 2017**

**Table 1
Performance-Level Scale Score Ranges**

<u>Performance Level</u>	<u>Grade 3</u>	<u>Grade 4</u>	<u>Grade 5</u>	<u>Grade 6</u>	<u>Grade 7</u>	<u>Grade 8</u>	<u>Grade 11</u>
English Language Arts							
<u>Level 4</u>	<u>1251-1290</u>	<u>1258-1290</u>	<u>1256-1290</u>	<u>1253-1290</u>	<u>1255-1290</u>	<u>1250-1290</u>	<u>1255-1290</u>
<u>Level 3</u>	<u>1240-1250</u>	<u>1240-1257</u>	<u>1240-1255</u>	<u>1240-1252</u>	<u>1240-1254</u>	<u>1240-1249</u>	<u>1240-1254</u>
<u>Level 2</u>	<u>1234-1239</u>	<u>1234-1239</u>	<u>1232-1239</u>	<u>1231-1239</u>	<u>1236-1239</u>	<u>1230-1239</u>	<u>1236-1239</u>
<u>Level 1</u>	<u>1200-1233</u>	<u>1200-1233</u>	<u>1200-1231</u>	<u>1200-1230</u>	<u>1200-1235</u>	<u>1200-1229</u>	<u>1200-1235</u>
Mathematics							
<u>Level 4</u>	<u>1254-1290</u>	<u>1251-1290</u>	<u>1255-1290</u>	<u>1249-1290</u>	<u>1254-1290</u>	<u>1249-1290</u>	<u>1249-1290</u>
<u>Level 3</u>	<u>1240-1253</u>	<u>1240-1250</u>	<u>1240-1254</u>	<u>1240-1248</u>	<u>1240-1253</u>	<u>1240-1248</u>	<u>1240-1248</u>
<u>Level 2</u>	<u>1236-1239</u>	<u>1233-1239</u>	<u>1231-1239</u>	<u>1234-1239</u>	<u>1232-1239</u>	<u>1234-1239</u>	<u>1234-1239</u>
<u>Level 1</u>	<u>1200-1235</u>	<u>1200-1232</u>	<u>1200-1230</u>	<u>1200-1233</u>	<u>1200-1231</u>	<u>1200-1233</u>	<u>1200-1233</u>

**STATE DEPARTMENT OF EDUCATION
OCTOBER 18, 2017**

CONFIDENTIAL

NCSC Mathematics							
	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11
% Level 1	25	32	22	30	16	25	19
% Level 2	20	28	31	29	33	23	31
% Level 3	36	23	32	17	34	26	25
% Level 4	20	17	14	24	17	25	25
% Level 3 & 4	56	40	46	41	51	51	50

CONFIDENTIAL

NCSC English Language Arts							
	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11
% Level 1	39	34	23	33	32	28	28
% Level 2	25	20	30	30	17	28	18
% Level 3	26	36	37	26	36	26	35
% Level 4	9	10	10	11	15	18	19
% Level 3 & 4	35	46	47	37	51	44	54

**STATE DEPARTMENT OF EDUCATION
OCTOBER 18, 2017**

English Language Arts

Grade 3 ELA Performance Level Descriptors

<p style="text-align: center;">Level 1</p> <p style="text-align: center;"><u>Low text complexity - Brief text with straightforward ideas and relationships; short, simple sentences.</u></p>	<p style="text-align: center;">Level 2</p> <p style="text-align: center;"><u>Low text complexity - Brief text with straightforward ideas and relationships; short, simple sentences.</u></p>	<p style="text-align: center;">Level 3</p> <p style="text-align: center;"><u>Moderate text complexity - Text with clear, complex ideas and relationships and simple; compound sentences.</u></p>	<p style="text-align: center;">Level 4</p> <p style="text-align: center;"><u>High text complexity - Text with detailed and implied complex ideas and relationships; a variety of sentence types including phrases and transition words.</u></p>
<p>In reading, he/she is able to:</p> <ul style="list-style-type: none"> • <u>identify the topic of a literary text</u> • <u>identify a detail from a literary text</u> • <u>identify a character or setting in a literary text</u> • <u>identify the topic of an informational text</u> • <u>identify a title, caption, or heading in an informational text</u> • <u>identify an illustration related to a given topic</u> • <u>identify a topic presented by an illustration</u> • <u>identify the meaning of words (i.e., nouns)</u> 	<p>In reading, he/she is able to:</p> <ul style="list-style-type: none"> • <u>determine the central idea and supporting details in literary text</u> • <u>determine the main idea and identify supporting details in informational text</u> • <u>determine the main idea of visually presented information</u> • <u>identify the purpose of text features in informational text</u> • <u>use information from charts, graphs, diagrams, or timelines in informational text to answer questions</u> • <u>use context to identify the meaning of multiple meaning words</u> 	<p>In reading, he/she is able to:</p> <ul style="list-style-type: none"> • <u>determine the central idea and supporting details in literary text</u> • <u>determine the main idea and identify supporting details in informational text</u> • <u>determine the main idea of visually presented information</u> • <u>identify the purpose of text features in informational text</u> • <u>use information from charts, graphs, diagrams, or timelines in informational text to answer questions</u> • <u>use context to identify the meaning of multiple meaning words</u> 	<p>In reading, he/she is able to:</p> <ul style="list-style-type: none"> • <u>determine the central idea and supporting details in literary text</u> • <u>determine the main idea and identify supporting details in informational text</u> • <u>determine the main idea of visually presented information</u> • <u>identify the purpose of text features in informational text</u> • <u>use information from charts, graphs, diagrams, or timelines in informational text to answer questions</u> • <u>use context to identify the meaning of multiple meaning words</u>
	<p style="text-align: center;">AND with Moderate text complexity - Text with clear, complex ideas and relationships and simple; compound sentences.</p> <ul style="list-style-type: none"> • <u>use details from a literary text to answer specific questions</u> • <u>describe the relationship between characters, and character and setting in literary text</u> 	<p style="text-align: center;">AND with High text complexity - Text with detailed and implied complex ideas and relationships; a variety of sentence types including phrases and transition words.</p> <ul style="list-style-type: none"> • <u>use details from a literary text to answer specific questions</u> • <u>describe the relationship between characters, and character and setting in literary text</u> 	
	<p>AND with accuracy, he/she is able to:</p> <ul style="list-style-type: none"> • <u>identify simple words (i.e., words with a consonant at the beginning, a consonant at the end, and a short vowel in the middle)</u> 	<p>AND with accuracy, he/she is able to:</p> <ul style="list-style-type: none"> • <u>identify grade level words</u> 	
<p>AND in writing, he/she is able to:</p> <ul style="list-style-type: none"> • <u>identify a statement related to an everyday topic</u> 	<p>AND in writing, he/she is able to:</p> <ul style="list-style-type: none"> • <u>identify elements of a narrative text to include beginning, middle, and end</u> • <u>identify the category related to a set of facts</u> 	<p>AND in writing, he/she is able to:</p> <ul style="list-style-type: none"> • <u>identify a text feature (e.g., captions, graphs or diagrams) to present information in explanatory text</u> 	

STATE DEPARTMENT OF EDUCATION

OCTOBER 18, 2017

Grade 4 ELA Performance Level Descriptors

Level 1 Low text complexity - <i>Brief text with straightforward ideas and relationships; short, simple sentences.</i>	Level 2 Low text complexity - <i>Brief text with straightforward ideas and relationships; short, simple sentences.</i>	Level 3 Moderate text complexity - <i>Text with clear, complex ideas and relationships and simple; compound sentences.</i>	Level 4 High text complexity - <i>Text with detailed and implied complex ideas and relationships; a variety of sentence types including phrases and transition words.</i>
<p>In reading, he/she is able to:</p> <ul style="list-style-type: none"> identify a topic of a literary text identify a detail from a literary text identify a character in a literary text identify charts, graphs, diagrams, or timelines in an informational text identify a topic of an informational text use context to identify the meaning of multiple meaning words identify general academic words <p>AND in writing, he/she is able to:</p> <ul style="list-style-type: none"> identify the concluding sentence in a short explanatory text 	<p>In reading, he/she is able to:</p> <ul style="list-style-type: none"> determine the theme of literary text and identify supportive details describe character traits using text-based details in literary text determine the main idea of informational text locate information in charts, graphs, diagrams, or timelines use information from charts, graphs, diagrams, or timelines in informational text to answer questions use general academic words 	<p>In reading, he/she is able to:</p> <ul style="list-style-type: none"> determine the theme of literary text and identify supportive details determine the main idea of informational text explain how the information provided in charts, graphs, diagrams, or timelines contributes to an understanding of informational text use information from charts, graphs, diagrams, or timelines in informational text to answer questions use general academic words 	<p>In reading, he/she is able to:</p> <ul style="list-style-type: none"> determine the theme of literary text and identify supportive details determine the main idea of informational text explain how the information provided in charts, graphs, diagrams, or timelines contributes to an understanding of informational text use information from charts, graphs, diagrams, or timelines in informational text to answer questions use general academic words
	<p>AND with Moderate text complexity - <i>Text with clear, complex ideas and relationships and simple; compound sentences.</i></p> <ul style="list-style-type: none"> use details from a literary text to answer specific questions use context to identify the meaning of multiple meaning words 	<p>AND with High text complexity - <i>Text with detailed and implied complex ideas and relationships; a variety of sentence types including phrases and transition words.</i></p> <ul style="list-style-type: none"> use details from a literary text to answer specific questions describe character traits using text-based details in literary text use context to identify the meaning of multiple meaning words 	
	<p>AND with accuracy, he/she is able to:</p> <ul style="list-style-type: none"> identify simple words (i.e., words with a consonant at the beginning, a consonant at the end, and a short vowel in the middle) <p>AND in writing, he/she is able to:</p> <ul style="list-style-type: none"> identify elements of a narrative text to include beginning, middle, and end identify a concluding sentence related to information in explanatory text 	<p>AND with accuracy, he/she is able to:</p> <ul style="list-style-type: none"> identify grade level words <p>AND in writing, he/she is able to:</p> <ul style="list-style-type: none"> identify a text feature (e.g., headings, charts, or diagrams) to present information in explanatory text 	

**STATE DEPARTMENT OF EDUCATION
OCTOBER 18, 2017**

Grade 5 ELA Performance Level Descriptors

Level 1	Level 2	Level 3	Level 4
<u>Low text complexity -</u> <i><u>Brief text with straightforward ideas and relationships; short, simple sentences.</u></i>	<u>Low text complexity -</u> <i><u>Brief text with straightforward ideas and relationships; short, simple sentences.</u></i>	<u>Moderate text complexity - Text</u> <i><u>with clear, complex ideas and relationships and simple; compound sentences.</u></i>	<u>High text complexity - Text with</u> <i><u>detailed and implied complex ideas and relationships; a variety of sentence types including phrases and transition words.</u></i>
<u>In reading, he/she is able to:</u> <ul style="list-style-type: none"> <u>identify an event from the beginning of a literary text</u> <u>identify a detail from a literary text</u> <u>identify a character, setting and event in a literary text</u> <u>identify the topic of an informational text</u> <u>identify the main idea of an informational text</u> <u>identify the difference in how information is presented in two sentences</u> 	<u>In reading, he/she is able to:</u> <ul style="list-style-type: none"> <u>compare characters, settings, and events in literary text</u> <u>determine the main idea and identify supporting details in informational text</u> <u>use details from the text to support an author's point in informational text</u> <u>compare and contrast how information and events are presented in two informational texts</u> <u>use context to identify the meaning of multiple meaning words</u> 	<u>In reading, he/she is able to:</u> <ul style="list-style-type: none"> <u>compare characters, settings, and events in literary text</u> <u>determine the main idea and identify supporting details in informational text</u> <u>use details from the text to support an author's point in informational text</u> <u>compare and contrast how information and events are presented in two informational texts</u> <u>use context to identify the meaning of multiple meaning words</u> 	<u>In reading, he/she is able to:</u> <ul style="list-style-type: none"> <u>compare characters, settings, and events in literary text</u> <u>determine the main idea and identify supporting details in informational text</u> <u>use details from the text to support an author's point in informational text</u> <u>compare and contrast how information and events are presented in two informational texts</u> <u>use context to identify the meaning of multiple meaning words</u>
	<u>AND with Moderate text complexity -</u> <i><u>Text with clear, complex ideas and relationships and simple; compound sentences.</u></i> <ul style="list-style-type: none"> <u>summarize a literary text from beginning to end</u> <u>use details from a literary text to answer specific questions</u> 	<u>AND with High text complexity - Text</u> <i><u>with detailed and implied complex ideas and relationships; a variety of sentence types including phrases and transition words.</u></i> <ul style="list-style-type: none"> <u>summarize a literary text from beginning to end</u> <u>use details from a literary text to answer specific questions</u> 	
<u>AND in writing, he/she is able to:</u> <ul style="list-style-type: none"> <u>identify the category related to a set of common nouns</u> 	<u>AND in writing, he/she is able to:</u> <ul style="list-style-type: none"> <u>identify elements of a narrative text to include beginning, middle, and end</u> <u>identify a sentence that is organized for a text structure such as comparison/contrast</u> 	<u>AND in writing, he/she is able to:</u> <ul style="list-style-type: none"> <u>support an explanatory text topic with relevant information</u> 	

STATE DEPARTMENT OF EDUCATION

OCTOBER 18, 2017

Grade 6 ELA Performance Level Descriptors

Level 1	Level 2	Level 3	Level 4
<p>Low text complexity - <i>Brief text with straightforward ideas and relationships; short, simple sentences.</i></p> <p>In reading, he/she is able to:</p> <ul style="list-style-type: none"> identify an event from the beginning or end of a literary text identify a detail from a literary text identify a character in a literary text identify the topic of an informational text identify the main idea of an informational text identify a fact from an informational text identify a description of an individual or event in an informational text use context to identify the meaning of multiple meaning words identify the meaning of general academic words <p>AND in writing, he/she is able to:</p> <ul style="list-style-type: none"> identify an everyday order of events 	<p>Low text complexity - <i>Brief text with straightforward ideas and relationships; short, simple sentences.</i></p> <p>In reading, he/she is able to:</p> <ul style="list-style-type: none"> summarize a literary text from beginning to end without including personal opinions support inferences about characters using details in literary text use details from the text to elaborate a key idea in informational text <p>AND with Moderate text complexity - Text with clear, complex ideas and relationships and simple; compound sentences.</p> <ul style="list-style-type: none"> use details from a literary text to answer specific questions use context to identify the meaning of multiple meaning words <p>AND in writing, he/she is able to:</p> <ul style="list-style-type: none"> identify elements of an explanatory text to include introduction, body, and conclusion identify the next event in a brief narrative 	<p>Moderate text complexity - Text with clear, complex ideas and relationships and simple; compound sentences.</p> <p>In reading, he/she is able to:</p> <ul style="list-style-type: none"> summarize a literary text from beginning to end without including personal opinions support inferences about characters using details in literary text summarize an informational text without including personal opinions use details from the text to elaborate a key idea in informational text use evidence from the text to support an author's claim in informational text summarize information presented in two informational texts use domain specific words accurately <p>AND with High text complexity - Text with detailed and implied complex ideas and relationships; a variety of sentence types including phrases and transition words.</p> <ul style="list-style-type: none"> use details from a literary text to answer specific questions use context to identify the meaning of multiple meaning words <p>AND in writing, he/she is able to:</p> <ul style="list-style-type: none"> identify transition words and phrases to convey a sequence of events in narrative text 	<p>High text complexity - Text with detailed and implied complex ideas and relationships; a variety of sentence types including phrases and transition words.</p> <p>In reading, he/she is able to:</p> <ul style="list-style-type: none"> summarize a literary text from beginning to end without including personal opinions use details from a literary text to answer specific questions support inferences about characters using details in literary text use details from the text to elaborate a key idea in an informational text use evidence from the text to support an author's claim in informational text use domain specific words accurately

**STATE DEPARTMENT OF EDUCATION
OCTOBER 18, 2017**

Grade 7 ELA Performance Level Descriptors

Level 1	Level 2	Level 3	Level 4
Low text complexity - <i><u>Brief text with straightforward ideas and relationships; short, simple sentences.</u></i>	Low text complexity - <i><u>Brief text with straightforward ideas and relationships; short, simple sentences.</u></i>	Moderate text complexity - Text <i><u>with clear, complex ideas and relationships and simple; compound sentences.</u></i>	High text complexity - Text with <i><u>detailed and implied complex ideas and relationships; a variety of sentence types including phrases and transition words.</u></i>
In reading, he/she is able to: <ul style="list-style-type: none"> • <u>identify a theme from a literary text</u> • <u>identify an inference from a literary text</u> • <u>identify a conclusion from an informational text</u> • <u>identify a claim the author makes in an informational text</u> • <u>compare and contrast two statements related to the same topic</u> • <u>use context to identify the meaning of words</u> 	In reading, he/she is able to: <ul style="list-style-type: none"> • <u>identify the relationship between individuals or events in an informational text</u> • <u>use evidence from the text to support an author's claim in informational text in informational text</u> AND with Moderate text complexity - <i><u>Text with clear, complex ideas and relationships and simple; compound sentences.</u></i> <ul style="list-style-type: none"> • <u>use details to support themes from literary text</u> • <u>use details to support inferences from literary text</u> 	In reading, he/she is able to: <ul style="list-style-type: none"> • <u>use details to support a conclusion from informational text</u> • <u>use details to explain how the interactions between individuals, events or ideas in informational texts are influenced by each other</u> • <u>use evidence from the text to support an author's claim in informational text</u> • <u>compare and contrast how two authors write about the same topic in informational texts</u> • <u>use context to identify the meaning of grade-level phrases</u> AND with High text complexity - Text <i><u>with detailed and implied complex ideas and relationships; a variety of sentence types including phrases and transition words.</u></i> <ul style="list-style-type: none"> • <u>use details to support themes from literary text</u> • <u>use details to support inferences from literary text</u> 	In reading, he/she is able to: <ul style="list-style-type: none"> • <u>use details to support a conclusion from informational text</u> • <u>use details to explain how the interactions between individuals, events or ideas in informational texts are influenced by each other</u> • <u>use evidence from the text to support an author's claim in informational text</u> • <u>compare and contrast how two authors write about the same topic in informational texts</u> • <u>use context to identify the meaning of grade-level phrases</u>
AND in writing, he/she is able to: <ul style="list-style-type: none"> • <u>identify a graphic that includes an event as described in a text</u> 	AND in writing, he/she is able to: <ul style="list-style-type: none"> • <u>identify elements of an explanatory text to include introduction, body, and conclusion</u> • <u>identify the next event in a brief narrative</u> 	AND in writing, he/she is able to: <ul style="list-style-type: none"> • <u>identify a sentence that provides a conclusion in narrative text</u> 	

**STATE DEPARTMENT OF EDUCATION
OCTOBER 18, 2017**

Grade 8 ELA Performance Level Descriptors

<p>Level 1 <u>Low text complexity - Brief text with straightforward ideas and relationships; short, simple sentences.</u></p>	<p>Level 2 <u>Low text complexity - Brief text with straightforward ideas and relationships; short, simple sentences.</u></p>	<p>Level 3 <u>Moderate text complexity - Text with clear, complex ideas and relationships and simple; compound sentences.</u></p>	<p>Level 4 <u>High text complexity - Text with detailed and implied complex ideas and relationships; a variety of sentence types including phrases and transition words.</u></p>
<p><u>In reading, he/she is able to:</u></p> <ul style="list-style-type: none"> • <u>identify a theme from a literary text</u> • <u>identify an inference from a literary text</u> • <u>identify a fact related to a presented argument in informational text</u> • <u>identify a similar topic in two informational texts</u> • <u>use context to identify the meaning of multiple meaning words</u> • <u>identify the meaning of general academic words</u> 	<p><u>In reading, he/she is able to:</u></p> <ul style="list-style-type: none"> • <u>use details to support a conclusion from literary text</u> • <u>identify an inference drawn from an informational text</u> • <u>identify the portion of text which contains specific information</u> • <u>identify an argument the author makes in informational text</u> • <u>examine parts of two informational texts to identify where the texts disagree on matters of fact or interpretation</u> • <u>use domain specific words or phrases accurately</u> <p><u>AND with Moderate text complexity - Text with clear, complex ideas and relationships and simple; compound sentences.</u></p> <ul style="list-style-type: none"> • <u>analyze the development of a theme including the relationship between a character and an event in literary text</u> • <u>use context to identify the meaning of grade-level words and phrases</u> 	<p><u>In reading, he/she is able to:</u></p> <ul style="list-style-type: none"> • <u>use details to support a conclusion from literary text</u> • <u>use details to support an inference from informational text</u> • <u>identify the information (e.g., facts or quotes) in a section of text that contributes to the development of an idea</u> • <u>identify an argument the author makes in informational text</u> • <u>examine parts of two informational texts to identify where the texts disagree on matters of fact or interpretation</u> • <u>use domain specific words and phrases accurately</u> <p><u>AND with High text complexity - Text with detailed and implied complex ideas and relationships; a variety of sentence types including phrases and transition words.</u></p> <ul style="list-style-type: none"> • <u>analyze the development of a theme including the relationship between a character and an event in literary text</u> • <u>use context to identify the meaning of grade-level words and phrases</u> 	<p><u>In reading, he/she is able to:</u></p> <ul style="list-style-type: none"> • <u>use details to support a conclusion from literary text</u> • <u>use details to support an inference from informational text</u> • <u>identify the information (e.g., facts or quotes) in a section of text that contributes to the development of an idea</u> • <u>identify an argument the author makes in informational text</u> • <u>examine parts of two informational texts to identify where the texts disagree on matters of fact or interpretation</u> • <u>use domain specific words and phrases accurately</u>
<p><u>AND in writing, he/she is able to:</u></p> <ul style="list-style-type: none"> • <u>identify a writer's opinion</u> 	<p><u>AND in writing, he/she is able to:</u></p> <ul style="list-style-type: none"> • <u>identify elements of an explanatory text to include introduction, body, and conclusion</u> • <u>identify an idea relevant to a claim</u> 	<p><u>AND in writing, he/she is able to:</u></p> <ul style="list-style-type: none"> • <u>identify relevant information to support a claim</u> 	

**STATE DEPARTMENT OF EDUCATION
OCTOBER 18, 2017**

Grade 11 ELA Performance Level Descriptors

Level 1	Level 2	Level 3	Level 4
<u>Low text complexity -</u> <i><u>Brief text with straightforward ideas and relationships; short, simple sentences.</u></i>	<u>Low text complexity -</u> <i><u>Brief text with straightforward ideas and relationships; short, simple sentences.</u></i>	<u>Moderate text complexity - Text</u> <i><u>with clear, complex ideas and relationships and simple; compound sentences.</u></i>	<u>High text complexity - Text with</u> <i><u>detailed and implied complex ideas and relationships; a variety of sentence types including phrases and transition words.</u></i>
<p><u>In reading, he/she is able to:</u></p> <ul style="list-style-type: none"> <u>identify a summary of a literary text</u> <u>identify an event from a literary text</u> <u>identify the central idea of an informational text</u> <u>identify facts from an informational text</u> <u>identify what an author tells about a topic in informational text</u> <u>use context to identify the meaning of multiple meaning words</u> <u>identify a word used to describe a person, place, thing, action or event</u> <p><u>AND in writing, he/she is able to:</u></p> <ul style="list-style-type: none"> <u>identify information which is unrelated to a given topic</u> 	<p><u>In reading, he/she is able to:</u></p> <ul style="list-style-type: none"> <u>use details to support a summary of literary text</u> <u>identify a conclusion from an informational text</u> <u>identify key details that support the development of a central idea of an informational text</u> <u>use details presented in two informational texts to answer a question</u> <u>explain why an author uses specific word choices within texts</u> <p><u>AND with Moderate text complexity -</u> <i><u>Text with clear, complex ideas and relationships and simple; compound sentences.</u></i></p> <ul style="list-style-type: none"> <u>evaluate how the author's use of specific details in literary text contributes to the text</u> <u>determine an author's point of view about a topic in informational text</u> <u>use context to identify the meaning of grade-level phrases</u> <p><u>AND in writing, he/she is able to:</u></p> <ul style="list-style-type: none"> <u>identify elements of an argument to include introduction, claim, evidence, and conclusion</u> <u>identify how to group information for a specific text structure</u> 	<p><u>In reading, he/she is able to:</u></p> <ul style="list-style-type: none"> <u>use details to support a summary of literary text</u> <u>use details to support a conclusion presented in informational text</u> <u>identify key details that support the development of a central idea of an informational text</u> <u>use details presented in two informational texts to answer a question</u> <u>explain why an author uses specific word choices within texts</u> <p><u>AND with High text complexity - Text</u> <i><u>with detailed and implied complex ideas and relationships; a variety of sentence types including phrases and transition words.</u></i></p> <ul style="list-style-type: none"> <u>evaluate how the author's use of specific details in literary text contributes to the text</u> <u>determine an author's point of view about a topic in informational text</u> <u>use context to identify the meaning of grade-level phrases</u> <p><u>AND in writing, he/she is able to:</u></p> <ul style="list-style-type: none"> <u>identify relevant information to address a given topic and support the purpose of a text</u> 	<p><u>In reading, he/she is able to:</u></p> <ul style="list-style-type: none"> <u>use details to support a summary of literary text</u> <u>use details to support a conclusion presented in informational text</u> <u>identify key details that support the development of a central idea of an informational text</u> <u>use details presented in two informational texts to answer a question</u> <u>explain why an author uses specific word choices within texts</u>

**STATE DEPARTMENT OF EDUCATION
OCTOBER 18, 2017**

Grade 3 Mathematics Performance Level Descriptors

Level 1 Low task complexity - <i>Simple problems using common mathematical terms and symbols</i>	Level 2 Low task complexity - <i>Simple problems using common mathematical terms and symbols</i>	Level 3 Moderate task complexity - <i>Common problems presented in mathematical context using various mathematical terms and symbols</i>	Level 4 High task complexity - Multiple <i>mathematical ideas presented in problems using various mathematical terms and symbolic representations of numbers, variables, and other item elements</i>
He/she is able to: <ul style="list-style-type: none"> • <u>solve addition problems</u> • <u>identify growing number patterns</u> • <u>identify an object showing a specified number of parts shaded</u> • <u>identify which object has the greater number of parts shaded</u> • <u>identify an object equally divided in two parts</u> • <u>identify the number of objects to be represented in a pictograph</u> 	He/she is able to: <ul style="list-style-type: none"> • <u>solve addition and subtraction word problems</u> • <u>identify an arrangement of objects which represents factors in a problem</u> • <u>solve multiplication equations in which both numbers are equal to or less than five</u> • <u>identify multiplication patterns</u> • <u>identify a set of objects as nearer to 1 or 10</u> • <u>identify a representation of the area of a rectangle</u> 	He/she is able to: <ul style="list-style-type: none"> • <u>solve addition and subtraction word problems</u> • <u>check the correctness of an answer in the context of a scenario</u> • <u>solve multiplication equations in which both numbers are equal to or less than five</u> • <u>identify multiplication patterns</u> • <u>match fraction models to unitary fractions</u> • <u>compare fractions with different numerators and the same denominator</u> • <u>transfer data from an organized list to a bar graph</u> 	He/she is able to: <ul style="list-style-type: none"> • <u>solve addition and subtraction word problems</u> • <u>check the correctness of an answer in the context of a scenario</u> • <u>solve multiplication equations in which both numbers are equal to or less than five</u> • <u>identify multiplication patterns</u> • <u>match fraction models to unitary fractions</u> • <u>compare fractions with different numerators and the same denominator</u> • <u>transfer data from an organized list to a bar graph</u>
	AND with Moderate task complexity - <i>Common problems presented in mathematical context using various mathematical terms and symbols</i>	AND with High task complexity - <i>Common problems presented in mathematical context using various mathematical terms and symbols</i>	
	<ul style="list-style-type: none"> • <u>identify geometric figures which are divided into equal parts</u> 	<ul style="list-style-type: none"> • <u>round numbers to nearest 10</u> • <u>identify geometric figures which are divided into equal parts</u> • <u>count unit squares to compute the area of a rectangle</u> 	

**STATE DEPARTMENT OF EDUCATION
OCTOBER 18, 2017**

Grade 4 Mathematics Performance Level Descriptors

Level 1 Low task complexity - <i>Simple problems using common mathematical terms and symbols</i>	Level 2 Low task complexity - <i>Simple problems using common mathematical terms and symbols</i>	Level 3 Moderate task complexity - <i>Common problems presented in mathematical context using various mathematical terms and symbols</i>	Level 4 High task complexity - Multiple <i>mathematical ideas presented in problems using various mathematical terms and symbolic representations of numbers, variables, and other item elements</i>
He/she is able to: <ul style="list-style-type: none"> • <u>identify an array with the same number of objects in each row</u> • <u>identify values rounded to nearest tens place</u> • <u>identify equivalent representations of a fraction (e.g., shaded diagram)</u> • <u>compare representations of a fraction (e.g., shaded diagram)</u> • <u>identify a rectangle with the larger or smaller perimeter</u> • <u>identify a given attribute of a shape</u> • <u>identify the data drawn in a bar graph that represents the greatest value</u> 	He/she is able to: <ul style="list-style-type: none"> • <u>match a model to an multiplication expression using two single digit numbers</u> • <u>identify a model of a multiplicative comparison</u> • <u>show division of objects into equal groups</u> • <u>round numbers to nearest 10, 100 or 1000</u> • <u>differentiate parts and wholes</u> • <u>compute the perimeter of a rectangle</u> AND with Moderate task complexity - <i>Common problems presented in mathematical context using various mathematical terms and symbols</i> <ul style="list-style-type: none"> • <u>identify equivalent fractions</u> • <u>select a 2-dimensional shape with a given attribute</u> 	He/she is able to: <ul style="list-style-type: none"> • <u>solve multiplication word problems</u> • <u>show division of objects into equal groups</u> • <u>round numbers to nearest 10, 100, or 1000</u> • <u>compare two fractions with different denominators</u> • <u>sort a set of 2-dimensional shapes</u> • <u>compute the perimeter of a rectangle</u> • <u>transfer data to a graph</u> AND with High task complexity - <i>Common problems presented in mathematical context using various mathematical terms and symbols</i> <ul style="list-style-type: none"> • <u>solve a multiplicative comparison word problem using up to two-digit numbers</u> • <u>check the correctness of an answer in the context of a scenario</u> • <u>identify equivalent fractions</u> 	He/she is able to: <ul style="list-style-type: none"> • <u>solve multiplication word problems</u> • <u>show division of objects into equal groups</u> • <u>round numbers to nearest 10, 100 or 1000</u> • <u>compare two fractions with different denominators</u> • <u>sort a set of 2-dimensional shapes</u> • <u>compute the perimeter of a rectangle</u> • <u>transfer data to a graph</u>

**STATE DEPARTMENT OF EDUCATION
OCTOBER 18, 2017**

Grade 5 Mathematics Performance Level Descriptors

Level 1 Low task complexity - <i>Simple problems using common mathematical terms and symbols</i>	Level 2 Low task complexity - <i>Simple problems using common mathematical terms and symbols</i>	Level 3 Moderate task complexity - <i>Common problems presented in mathematical context using various mathematical terms and symbols</i>	Level 4 High task complexity - Multiple <i>mathematical ideas presented in problems using various mathematical terms and symbolic representations of numbers, variables, and other item elements</i>
He/she is able to: <ul style="list-style-type: none"> • <u>solve one-step subtraction word problems</u> • <u>divide sets (no greater than 6) into two equal parts</u> • <u>identify values in the tenths place</u> • <u>identify a number in the ones, tens or hundreds place</u> • <u>identify a given axis of a coordinate plan</u> • <u>match the conversion of 3 feet to 1 yard to a model</u> • <u>calculate elapsed time (i.e., hours)</u> • <u>identify whether the values increase or decrease in a line graph</u> 	He/she is able to: <ul style="list-style-type: none"> • <u>identify if the total will increase or decrease when combining sets</u> • <u>perform operations with decimals</u> • <u>identify a symbolic representation of the addition of two fractions</u> • <u>identify place values to the hundredths place</u> • <u>convert standard measurements</u> AND with Moderate task complexity - <i>Common problems presented in mathematical context using various mathematical terms and symbols</i> <ul style="list-style-type: none"> • <u>compare the values of two products based upon multipliers</u> • <u>round decimals to nearest whole number</u> 	He/she is able to: <ul style="list-style-type: none"> • <u>solve multiplication and division word problems</u> • <u>perform operations with decimals</u> • <u>solve word problems involving fractions</u> • <u>identify place values to the hundredths place</u> • <u>locate a given point on a coordinate plane when given an ordered pair</u> • <u>convert standard measurements</u> • <u>convert between minutes and hours</u> • <u>make quantitative comparisons between data sets shown as line graphs</u> AND with High task complexity - <i>Common problems presented in mathematical context using various mathematical terms and symbols</i> <ul style="list-style-type: none"> • <u>compare the values of two products based upon multipliers</u> • <u>round decimals to nearest whole number</u> 	He/she is able to: <ul style="list-style-type: none"> • <u>solve multiplication and division word problems</u> • <u>perform operations with decimals</u> • <u>solve word problems involving fractions</u> • <u>identify place values to the hundredths place</u> • <u>locate a given point on a coordinate plane when given an ordered pair</u> • <u>convert standard measurements</u> • <u>convert between minutes and hours</u> • <u>make quantitative comparisons between data sets shown as line graphs</u>

**STATE DEPARTMENT OF EDUCATION
OCTOBER 18, 2017**

Grade 6 Mathematics Performance Level Descriptors

<p style="text-align: center;">Level 1 Low task complexity - <i>Simple problems using common mathematical terms and symbols</i></p>	<p style="text-align: center;">Level 2 Low task complexity - <i>Simple problems using common mathematical terms and symbols</i></p>	<p style="text-align: center;">Level 3 Moderate task complexity - <i>Common problems presented in mathematical context using various mathematical terms and symbols</i></p>	<p style="text-align: center;">Level 4 High task complexity - Multiple <i>mathematical ideas presented in problems using various mathematical terms and symbolic representations of numbers, variables, and other item elements</i></p>
<p>He/she is able to:</p> <ul style="list-style-type: none"> • <u>identify a model of a given percent</u> • <u>match a given unit rate to a model</u> • <u>identify a representation of two equal sets</u> • <u>identify a number less than zero on a number line</u> • <u>identify the meaning of an unknown in a modeled equation</u> • <u>count the number of grids or tiles inside a rectangle to find the area of a rectangle</u> • <u>identify the object that appears most frequently in a set of data (mode)</u> • <u>identify a representation of a set of data arranged into even groups (mean)</u> 	<p>He/she is able to:</p> <ul style="list-style-type: none"> • <u>match a given ratio to a model</u> • <u>recognize a representation of the sum of two halves</u> • <u>solve real world measurement problems involving unit rates</u> • <u>identify a representation of a value less than zero</u> • <u>identify the median or the equation needed to determine the mean of a set of data</u> <p>AND with Moderate task complexity - <i>Common problems presented in mathematical context using various mathematical terms and symbols</i></p> <ul style="list-style-type: none"> • <u>perform one-step operations with two decimal numbers</u> • <u>solve word problems using a percent</u> 	<p>He/she is able to:</p> <ul style="list-style-type: none"> • <u>perform operations using up to three-digit numbers</u> • <u>solve real world measurement problems involving unit rates</u> • <u>identify positive and negative values on a number line</u> • <u>determine the meaning of a value from a set of positive and negative integers</u> • <u>solve word problems with expressions including variables</u> • <u>compute the area of a parallelogram</u> • <u>identify the median or the equation needed to determine the mean of a set of data</u> <p>AND with High task complexity - <i>Common problems presented in mathematical context using various mathematical terms and symbols</i></p> <ul style="list-style-type: none"> • <u>perform one-step operations with two decimal numbers</u> • <u>solve word problems using a percent</u> • <u>solve word problems using ratios and rates</u> 	<p>He/she is able to:</p> <ul style="list-style-type: none"> • <u>solve real world measurement problems involving unit rates</u> • <u>identify positive and negative values on a number line</u> • <u>solve word problems with expressions including variables</u> • <u>compute the area of a parallelogram</u> • <u>identify the median or the equation needed to determine the mean of a set of data</u>

**STATE DEPARTMENT OF EDUCATION
OCTOBER 18, 2017**

Grade 7 Mathematics Performance Level Descriptors

<p style="text-align: center;">Level 1 Low task complexity - <i>Simple problems using common mathematical terms and symbols</i></p>	<p style="text-align: center;">Level 2 Low task complexity - <i>Simple problems using common mathematical terms and symbols</i></p>	<p style="text-align: center;">Level 3 Moderate task complexity - <i>Common problems presented in mathematical context using various mathematical terms and symbols</i></p>	<p style="text-align: center;">Level 4 High task complexity - <i>Multiple mathematical ideas presented in problems using various mathematical terms and symbolic representations of numbers, variables, and other item elements</i></p>
<p>He/she is able to:</p> <ul style="list-style-type: none"> • <u>identify a representation which represents a negative number and its multiplication or division by a positive number</u> • <u>identify representations of area and circumference of a circle</u> • <u>identify representations of surface area</u> • <u>make qualitative comparisons when interpreting a data set presented on a bar graph or in a table</u> 	<p>He/she is able to:</p> <ul style="list-style-type: none"> • <u>match a given ratio to a model</u> • <u>identify the meaning of an unknown in a modeled equation</u> • <u>describe a directly proportional relationship (i.e., increases or decreases)</u> • <u>find the surface area of three-dimensional right prism</u> 	<p>He/she is able to:</p> <ul style="list-style-type: none"> • <u>solve division problems with positive/negative whole numbers</u> • <u>solve word problems involving ratios</u> • <u>use a proportional relationship to solve a percentage problem</u> • <u>identify proportional relationships between quantities represented in a table</u> • <u>identify unit rate (constant of proportionality) in tables and graphs of proportional relationships</u> • <u>compute the area of a circle</u> • <u>find the surface area of a three-dimensional right prism</u> 	<p>He/she is able to:</p> <ul style="list-style-type: none"> • <u>solve division problems with positive/negative whole numbers</u> • <u>solve word problems involving ratios</u> • <u>identify proportional relationships between quantities represented in a table</u> • <u>compute the area of a circle</u> • <u>find the surface area of a three-dimensional right prism</u>
	<p>AND with Moderate task complexity - <i>Common problems presented in mathematical context using various mathematical terms and symbols</i></p>	<p>AND with High task complexity - <i>Common problems presented in mathematical context using various mathematical terms and symbols</i></p>	
	<ul style="list-style-type: none"> • <u>solve multiplication problems with positive/negative whole numbers</u> • <u>interpret graphs to qualitatively contrast data sets</u> 	<ul style="list-style-type: none"> • <u>solve multiplication problems with positive/negative whole numbers</u> • <u>evaluate variable expressions that represent word problems</u> • <u>interpret graphs to qualitatively contrast data sets</u> 	

**STATE DEPARTMENT OF EDUCATION
OCTOBER 18, 2017**

Grade 8 Mathematics Performance Level Descriptors

Level 1 Low task complexity - <i>Simple problems using common mathematical terms and symbols</i>	Level 2 Low task complexity - <i>Simple problems using common mathematical terms and symbols</i>	Level 3 Moderate task complexity - <i>Common problems presented in mathematical context using various mathematical terms and symbols</i>	Level 4 High task complexity - <i>Multiple mathematical ideas presented in problems using various mathematical terms and symbolic representations of numbers, variables, and other item elements</i>
He/she is able to: <ul style="list-style-type: none"> locate a given decimal number on a number line identify the relatively larger data set when given two data sets presented in a graph identify congruent rectangles identify similar rectangles identify an attribute of a cylinder identify a rectangle with the larger or smaller area as compared to another rectangle identify an ordered pair and its point on a graph 	He/she is able to: <ul style="list-style-type: none"> identify the solution to an equation which contains a variable identify the y-intercept of a linear graph match a given relationship between two variables to a model identify a data display that represents a given situation interpret data presented in graphs to identify associations between variables 	He/she is able to: <ul style="list-style-type: none"> locate approximate placement of an irrational number on a number line solve a linear equation which contains a variable identify the relationship shown on a linear graph calculate slope of a positive linear graph compute the change in area of a figure when its dimensions are changed solve for the volume of a cylinder plot provided data on a graph 	He/she is able to: <ul style="list-style-type: none"> locate approximate placement of an irrational number on a number line solve a linear equation which contains a variable identify the relationship shown on a linear graph compute the change in area of a figure when its dimensions are changed plot provided data on a graph
	AND with Moderate task complexity - <i>Common problems presented in mathematical context using various mathematical terms and symbols</i>	AND with High task complexity - <i>Common problems presented in mathematical context using various mathematical terms and symbols</i>	
	<ul style="list-style-type: none"> identify congruent figures use properties of similarity to identify similar figures interpret data tables to identify the relationship between variables 	<ul style="list-style-type: none"> interpret data presented in graphs to identify associations between variables interpret data tables to identify the relationship between variables use properties of similarity to identify similar figures identify congruent figures 	

**STATE DEPARTMENT OF EDUCATION
OCTOBER 18, 2017**

Grade 11 Mathematics Performance Level Descriptors

<p style="text-align: center;">Level 1 Low task complexity - <i>Simple problems using common mathematical terms and symbols</i></p>	<p style="text-align: center;">Level 2 Low task complexity - <i>Simple problems using common mathematical terms and symbols</i></p>	<p style="text-align: center;">Level 3 Moderate task complexity - <i>Common problems presented in mathematical context using various mathematical terms and symbols</i></p>	<p style="text-align: center;">Level 4 High task complexity - <i>Multiple mathematical ideas presented in problems using various mathematical terms and symbolic representations of numbers, variables, and other item elements</i></p>
<p>He/she is able to:</p> <ul style="list-style-type: none"> • <u>arrange a given number of objects into two sets in multiple combinations</u> • <u>match an equation with a variable to a provided real world situation</u> • <u>determine whether a given point is or is not part of a data set shown on a graph</u> • <u>identify an extension of a linear graph</u> • <u>use a table to match a unit conversion</u> • <u>complete the formula for area of a figure</u> 	<p>He/she is able to:</p> <ul style="list-style-type: none"> • <u>identify the model that represents a square number</u> • <u>identify variable expressions which represent word problems</u> • <u>identify the hypotenuse of a right triangle</u> • <u>identify the greatest or least value in a set of data shown on a number line</u> • <u>identify the missing label on a histogram</u> • <u>calculate the mean and median of a set of data</u> 	<p>He/she is able to:</p> <ul style="list-style-type: none"> • <u>compute the value of an expression that includes an exponent</u> • <u>identify variable expressions which represent word problems</u> • <u>solve real world measurement problems that require unit conversions</u> • <u>find the missing attribute of a three-dimensional figure</u> • <u>determine two similar right triangles when a scale factor is given</u> • <u>make predictions from data tables and graphs to solve problems</u> • <u>plot data on a histogram</u> • <u>calculate the mean and median of a set of data</u> 	<p>He/she is able to:</p> <ul style="list-style-type: none"> • <u>identify variable expressions which represent word problems</u> • <u>solve real world measurement problems that require unit conversions</u> • <u>determine two similar right triangles when a scale factor is given</u> • <u>make predictions from data tables and graphs to solve problems</u> • <u>plot data on a histogram</u> • <u>calculate the mean and median of a set of data</u>
	<p>AND with Moderate task complexity - <i>Common problems presented in mathematical context using various mathematical terms and symbols</i></p> <ul style="list-style-type: none"> • <u>identify the linear representation of a provided real world situation</u> • <u>use an equation or a linear graphical representation to solve a word problem</u> 	<p>AND with High task complexity - <i>Common problems presented in mathematical context using various mathematical terms and symbols</i></p> <ul style="list-style-type: none"> • <u>identify the linear representation of a provided real world situation</u> • <u>use an equation or a linear graphical representation to solve a word problem</u> • <u>identify a histogram which represents a provided data set</u> 	

**STATE DEPARTMENT OF EDUCATION
OCTOBER 18, 2017**

SUBJECT

Idaho Bias and Sensitivity Committee recommendations to remove items from the 2018 Idaho Standards Achievement Test (ISAT) administration.

REFERENCE

November 2014	The Board appointed thirty (30) committee members for a two (2) or four (4) year term. A list of ninety (90) additional members were appointed to perform a one-time review.
February 2015	The Board approved the removal of an audio clip and associated items per the recommendation of the committee members.
August 2016	The Board appointed new committee members.
December 2016	The Board approved the removal of the three (3) ELA items, one (1) grade 11 passage with five (5) associated items, one (1) grade 8 passage with eleven (11) associated items, and one (1) grade 6 math item.
August 2017	The Board appointed new committee members.

APPLICABLE STATUTE, RULE, OR POLICY

Section 33-134, Idaho Code – Assessment Item Review Committee

BACKGROUND/DISCUSSION

In accordance with Section 33-134, Idaho Code, the Board approved a review committee of thirty (30) individuals from each of the six (6) educational regions in the state, representing parents of students, teachers, administrators, and school board members in Idaho's public education system. The committee reviews the computer adaptive test questions on the summative ISAT developed by Smarter Balanced, in English language arts (ELA)/Literacy and Math, for bias and sensitivity.

The committee is authorized to make recommendations to the Board and the State Department of Education to revise or eliminate summative computer adaptive test questions from the assessment forms. The Board shall make the final determination regarding the adoption or rejection of the committee's recommendations.

The Bias and Sensitivity Committee is recommending the removal of the following items from the 2018 ISAT by Smarter Balanced Assessment:

- One (1) Grade 4 ELA Item

IMPACT

As a result of previous recommendations by the Bias and Sensitivity Committee and approval of these recommendations, Idaho requires a separate item configuration for the online delivery of the ELA assessment. The ongoing costs associated to generate the separate test configuration is \$57,000 annually. The recommendation from the 2017 review committee does not incur additional costs.

**STATE DEPARTMENT OF EDUCATION
OCTOBER 18, 2017**

ATTACHMENTS

Attachment 1 – 2017 Bias and Sensitivity Committee Report	Page 3
Attachment 2 – Idaho Bias and Sensitivity Review	Page 12
Attachment 3 – LABS Guidelines Handout	Page 32
Attachment 4 – Content Rater and Rules	Page 34

STAFF COMMENTS AND RECOMMENDATIONS

Pursuant to Section 33-134, Idaho Code, the Assessment Item Review Committee (commonly referred to as the Bias and Sensitivity Committee) is charged with reviewing all summative computer adaptive test questions for bias and sensitivity, this includes the Idaho Standards Achievement Test for English Language Usage and Mathematics. Following the review process the committee may make recommendations to the Board for removal of any test questions that the committee determines may be bias or unfair to any group of test takers, regardless of differences in characteristics, including, but not limited to disability status, ethnic group, gender, regional background, native language or socioeconomic status.

The Idaho Standards Achievement Test developed by the Smarter Balanced Assessment Consortium is refreshed each year through the addition of new assessment items. As part of Idaho's participation in the consortium we have access to the refreshed assessment and new assessment items. The committee reviews only the new items that are added each year. Items are added in both mathematics and English language usage. In 2015 361 combined items were added, in 2016 798 items were added and in 2017 1,051 items were added.

Assessment items are confidential and available for use by all states participating in the Smarter Balanced Assessment Consortium. Publically disclosing the assessment item would compromise its validity for use by other states. To maintain the integrity of the assessment items the specific item being requested for removal has been made available to Board members prior to the Board meeting and are not available to the public for review.

BOARD ACTION

I move to adopt the recommendation of the Assessment Review Committee for the removal of the one (1) English language arts item as submitted.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

OR

I move to reject the recommendation of the Assessment Review Committee for the removal of the one (1) English language arts item as submitted.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

Bias and Sensitivity

Review Committee Recommendations

September 2017

STATE DEPARTMENT OF EDUCATION
SEPTEMBER 15, 2017

Background and Introduction

In accordance with Idaho Code § 33-134 – Assessment Item Review Committee, the American Institutes for Research (AIR) and the Idaho State Department of Education (SDE) established a review committee intended to ensure that stakeholders of Idaho’s public education system (parents, teachers, administrators, and school board members) have the opportunity to review the types of questions that are being used on Idaho state assessments. The law requires that a committee of thirty individuals representing each of the six education regions of the state annually review all summative computer adaptive test questions for possible issues of bias and sensitivity. The committee is authorized to make recommendations to the State Board of Education and the State Department of Education regarding the revision or elimination of summative computer adaptive test questions from the state assessments. According to the law, the committee is to consist of 30 Idaho residents and shall include the following members from the six regions of Idaho and shall be appointed by the State Board of Education: two parents of public school or public charter school students; one public school or public charter school teacher; one member who is an administrator of a school district or public charter school; and one member from the district board of trustees or public charter school board of directors.

In 2017, pursuant to this law, 1,051 items (541 English Language Arts/Literacy and 510 Mathematics) items required committee review. Following recommendations by the Idaho Technical Advisory Committee (TAC), a process was established by which each item was reviewed by three committee members, chosen at random from the overall committee pool. Small group discussions ensued for items that were “flagged” as displaying bias and sensitivity issues by 2/3rds of the committee members. General, large group discussions ensued for items that were “flagged” as displaying bias and sensitivity issues by 1/3rd of the small group discussion participants.

After being trained by AIR staff in how to identify items displaying bias and sensitivity concerns, committee participants were asked to call out (“flag”) items for possible small group discussion. Figure 1 illustrates the Content Rater Interface (a software application) in which panelists would view the item, “flag” it if necessary, and add a comment. In Round Two, the panelists discussed the multi-flagged items in small groups and then the panelists individually voted on the items again. Items which were flagged by 2/3 (14 members) of the committee moved onto Round Three, which consisted of large group discussions designed to determine the final list of items that would be recommended to the State Board of Education for their review. The State Board would consider rejecting these flagged items from the spring 2018 summative computer adaptive tests.

This year's committee of twenty-two (22) members included five (5) teachers, four (4) administrators, nine (9) parents and four (4) school board members.

Process and Training

For ease of assignment and review by the committee, AIR organized the items into batches prior to the committee meeting. The 541 English Language Arts/Literacy (ELA/L) items were assembled into 24 batches. Each batch contained between 19 and 23 items. Each of the 24 ELA/L batches was then assigned to three different committee members at random. The 510 Mathematics items were assembled into 26 batches. Each batch contained between 19 and 23 items. Each of the 26 Mathematics batches was then assigned to three different committee members at random.

AIR configured its Item Tracking System software to create a "Bias and Sensitivity (BnS) Survey" in its Content Rater application so that committee members could submit electronic feedback about each item in real time. As shown in Figure 1, the user interface for Content Rater displayed each item with a "click-to-enlarge" box that contained the "Item Rating Question" (with comment boxes for feedback), an "Item Overview" dialog pane, which included information about the content alignment of the item, and an "Item Content Web Preview" dialog pane, which presented a rendering of the item as it would appear to a student taking an actual administration. The Content Rater application contained a single question for the committee to answer: "Bias and Sensitivity: Meets Criteria." A response of "Yes" or "No" was required for this question on each item that an individual reviewed. If a participant determined that the item did not meet the Bias and Sensitivity criteria as outlined in the training presentation, and as per standing AIR L.A.B.S. guidelines (i.e., the item **did** display a bias and sensitivity concern), then the panelist would select "No." A "No" response from a panelist would require a comment explaining the panelist's reasoning.

Prior to the committee meeting, AIR created usernames and passwords for each committee member within the Item Tracking System. AIR loaded and pre-assigned (randomly) one batch for each committee member to review. Participants were instructed to ask for additional batches as they completed and submitted their initial assignments.

Figure 1. Content Rater Interface

The screenshot displays the 'AIR Item Tracking System' interface. At the top, it shows the user is logged in as 'Kayla Convery (Item Content Validation Rater)'. The main header includes the 'AIR' logo and 'SBAC Field Test'. Below the header, there are tabs for 'Home' and 'Content Rater'. The current view is 'Item 19993 in Batch ELA Batch 1 (ID: 400)'. The interface is divided into two main sections: 'Item Rating Questions' on the left and 'Item Overview' on the right. The 'Item Rating Questions' section contains a question '1: Bias and Sensitivity: Meets Criteria' with radio buttons for 'Yes' and 'No', a 'Comment:' field, and a 'General Comment: optional' field. The 'Item Overview' section contains an 'Item Content Webpreview' area with a toolbar for navigation (Previous, Next, Item, reject), a 'Score' field, and 'Item Card' and 'View Attributes' buttons. The 'Item Content Webpreview' area also shows a dropdown for 'Item 19993', a 'Languages: ENU' dropdown, and a 'Preview Content' button. The 'Item Content Webpreview' area also shows a toolbar for navigation (Back, Next, Pause, Item Score) and a 'Zoom Out' and 'Zoom In' button. The 'Item Content Webpreview' area also shows a '19993' label and a flag icon.

In order to train the committee on identifying possible bias and sensitivity concerns in items, AIR created and presented the “Idaho Bias & Sensitivity Review” PowerPoint presentation. Additionally, AIR provided a handout entitled “Summary of Language Accessibility, Bias, and Sensitivity (L.A.B.S.) Guidelines” that committee members were able to reference during their reviews.

Upon completion of the Bias and Sensitivity training, the committee was trained on how to log into the Item Tracking System to use Content Rater to submit their feedback on each item electronically.

Round One—Specific Procedure and Results

AIR set up computers in a classroom-style room arrangement in order to facilitate individual reviews by the panelists. In order to monitor the committee’s progress, AIR provided daily progress reports to SDE for review each evening. At the conclusion of Round One, all 1,051 items were reviewed by at least three committee members. In order to determine which items would move on to Round Two for small group discussion, AIR identified which Item ID’s had been flagged by two or more committee members. Specifically, an item was flagged when a committee member answered “No” to the “Bias and Sensitivity: Meets Criteria” question. Therefore, an item with “Zero Flags” meant that none of the committee members answered “No.” An item with “One Flag” meant that one of the committee members answered “No.” An item with “Two Flags” meant that two of the committee members answered “No.” An item

**STATE DEPARTMENT OF EDUCATION
OCTOBER 18, 2017**

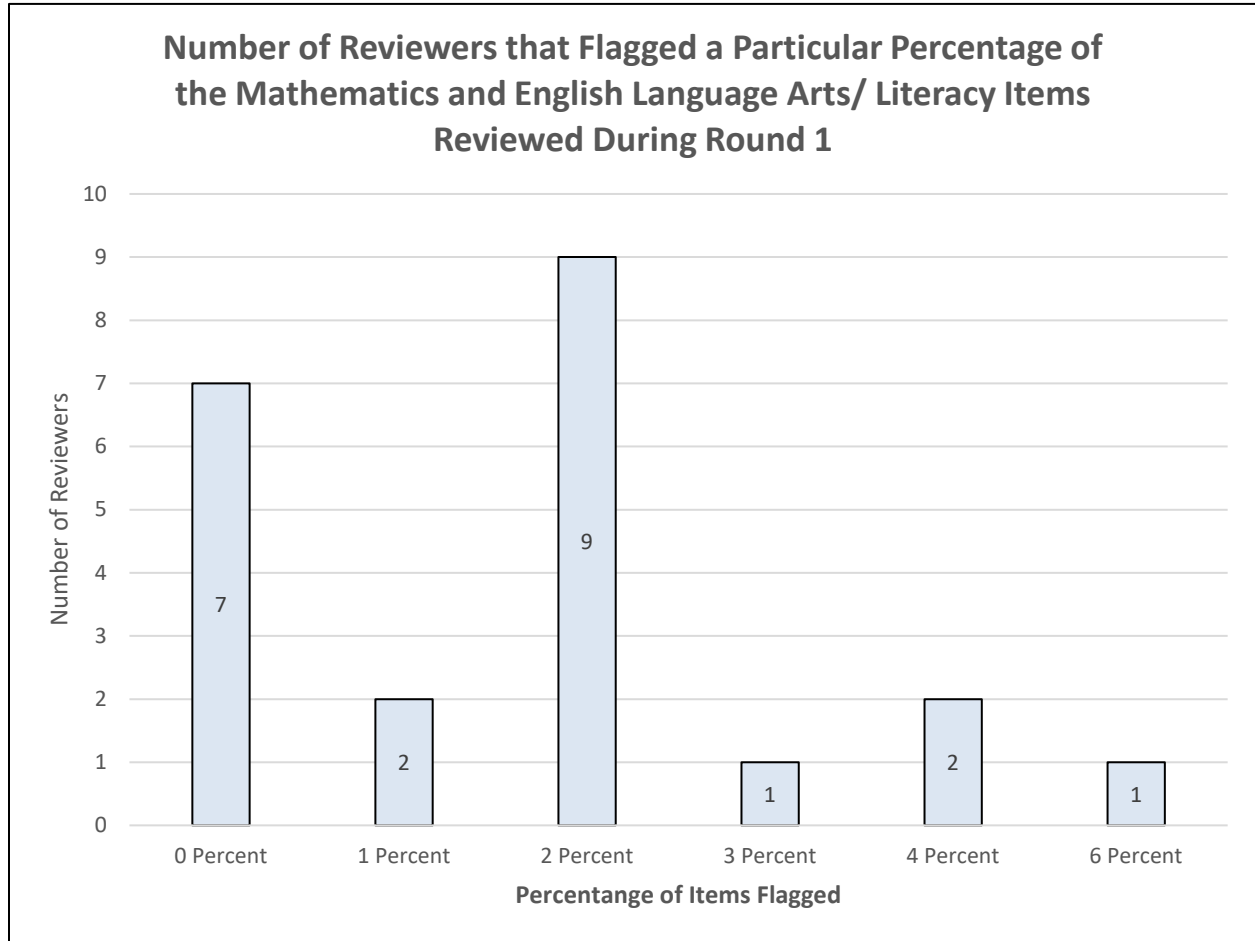
with “Three Flags” meant that three of the committee members answered “No.” As advised by Idaho’s TAC, only the items with two or more flags would move on to Round Two. A detailed summary of results of Round One is given below in Table 1.

Table 1. Results of Round One

	Total Items Reviewed	Number of Items with Zero Flags	Number of Items with One Flag	Number of Items with Two Flags	Number of Items with Three Flags
ELA	541	499	40	1	1
MATH	510	501	9	0	0
TOTAL	1051	1000	49	1	1

Figure 2 below is a graph of the number of reviewers that flagged a particular percentage of the ELA/L and Mathematics items they reviewed during Round One. From the graph, it can be noted that nearly half of the panelists flagged between zero and one percent of the items (7 and 2 panelists, respectively). One reviewer flagged 6% of all of the Mathematics and English Language Arts/Literacy items he/she reviewed.

Figure 2. Number of Reviewers that Flagged a Particular Percentage of Items



Round Two—Specific Procedure and Results

For Round 2, the committee was asked to conduct another individual review on each item that was flagged by two or more members from Round 1 then discuss the item(s) in small group break-out session. Prior to the small group discussions, all committee members were given the opportunity to view each item/passage that was advanced to Round 2. At the end of the small group discussions, the committee members were asked to vote individually on the multi-flagged items a second time. Round 1 had multi-flagged a total of 2 ELA/L items, 1 ELA/L passage and zero math items for review by the smaller group and one batch of the multi-flagged items was created. The small group committee members used the same Content Rater Interface and were asked to answer the same “Bias and Sensitivity: Meets Criteria” question. A response of “Yes” or “No” was required for each item; if individuals determined the item did not meet the Bias and Sensitivity criteria as outlined in the training presentation and the L.A.B.S. guidelines, then he/she answered the “Bias and Sensitivity: Meets Criteria” question “No,” and entered a comment explaining his/her reasoning.

**STATE DEPARTMENT OF EDUCATION
OCTOBER 18, 2017**

A detailed summary of the results of Round 2 is below in Table 2 (ELA/L).

Table 2. Results of Round Two Analysis – ELA/L Items

ID BnS Item Review – ELA Round 2 Results

ITS ID	ELA	
	Yes	No
125577	2	20
125990	20	2

Following the same 1/3rd vote rule that was established for moving items from Round Two to Round Three as was implemented during the 2015 and 2016 Bias and Sensitivity Committee Review meetings, AIR analyzed the multi-flagged items that were flagged by 1/3rd of all committee members after Round Two. Based on this information, the group of 22 committee members, would review 1 ELA/L item during Round Three.

Round Three—Specific Procedure and Results

During Round Three, the committee reconvened in a large group setting to discuss the one multi-flagged item. The item that received a 2/3rd vote at the end of this final round would be sent to the State Board of Education for consideration in removing from the summative computer adaptive test as required by Idaho Code § 33-134. As detailed in below in Table 3, the committee found Bias and Sensitivity concerns with one ELA/L item. This ELA/L item is not associated with a passage; it is considered a “discrete” item.

Table 3. Results of Round 3 Analysis – ELA Item

ID BnS Item Review – ELA Round 3 Results

Item ITS ID	ELA	
	Yes	No
125577	0	22

Final Result

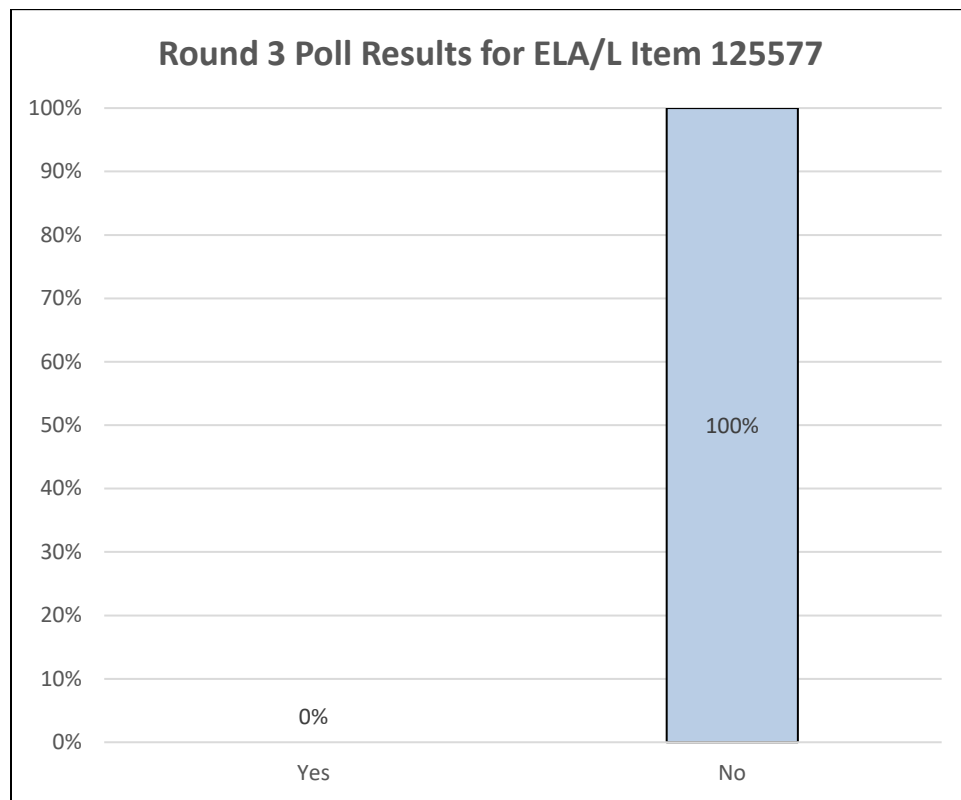
Of the 1,051 items that required review by this committee per Idaho Code § 33-134, one grade 4 ELA/L item was determined as having concerns with Bias or Sensitivity according to a 2/3rd committee vote. This item has been sent to the Idaho State Board of Education for

**STATE DEPARTMENT OF EDUCATION
OCTOBER 18, 2017**

consideration of rejection from the operational 2018 Grade 4 ELA assessment. Detailed results for this item are presented below.

The committee determined the ELA/L grade 4 item ID 125577 did not pass guidelines #1 (stereotypes), #2 (sensitive or controversial subjects), #3 (advice), #6 (topic familiarity), and #7 (language inclusiveness). As seen in Figure 3, 100% of the committee voted that this item does not meet the Bias and Sensitivity guidelines.

Figure 3. Round 3 Poll Results for ELA/L item 125577



Implications of Rejecting the Proposed Item

AIR has completed the analysis of the impacted Item Bank pools to determine risks associated with rejecting the single item identified by the 2017 Bias and Sensitivity Committee. Based on the State Board of Education's decision last year to reject all items and passages recommended by the Bias and Sensitivity Committee, Idaho has a separate item configuration for the online delivery of the ELA/L assessments. That work requires a continual fee of \$57,000

**STATE DEPARTMENT OF EDUCATION
OCTOBER 18, 2017**

on an annual basis. Rejection of the single item proposed by the 2017 Bias and Sensitivity Committee will not incur additional costs by the Idaho State Department of Education.

For additional questions, please contact Karlynn Laraway, Director of Assessment, at the Idaho State Department of Education, 208-332-6976, or klaraway@sde.idaho.gov.

Idaho Bias & Sensitivity Review

Mathematics & English Language Arts/ Literacy
Wednesday, September 6 and Friday,
September 8, 2017
Boise, Idaho



Introductions

- SDE Personnel
 - Karlynn Laraway
 - Tim McMurtrey
 - Nancy Thomas Price
 - Beverly Bracewell
- AIR Personnel
 - Kayla Convery
 - Diana Tenzer
 - Kevin Chandler
 - Josh Smith
 - Christy Glore



What is Bias & Sensitivity Review?

- The committee, known as the Bias and Sensitivity Committee, was created by the Idaho Legislature in 2014 through Idaho Code 33-133.
 - SB1396. Adds to existing law to establish a review committee and to provide that the committee will review certain test questions and make recommendations.
- The review increases test validity by removing features of a test that are construct-irrelevant, that is, features that could unfairly interfere with a test-taker's performance.



AIR Fairness Guidelines

1. Stereotypes
2. Inflammatory or Controversial Material
3. Advice
4. Dangerous Activities
5. Population Diversity
6. Topic Familiarity
7. Language Inclusiveness
8. Linguistic Features/ Language Accessibility



1. Stereotypes

- Tests must not use stereotypes, which are standardized mental pictures held about members of a group that represent an oversimplified opinion, affective attitude, or uncritical judgment.



Examples of Stereotyping

- Boys outscoring girls in math & reading
- Men hunting & women cooking
- Men as doctors & women as nurses
- African Americans as urban dwellers
- Asian Americans as restaurant owners



“Loaded” Words to Avoid

- Backward
- Crafty
- Inscrutable
- Miserly
- Savage
- Superstitious



Example Item - Stereotyping

There are 15 boys and 10 girls in Mr. Granger’s math class. On the last test, 87% of the boys and 20% of the girls received an A.

How many students in all received an A?

- A. 10
- B. 15
- C. 20
- D. 25



2. Inflammatory or Controversial Material

- Tests must avoid topics that are upsetting, divisive, and unrelated to the content under measurement.



Emotional Topics to Avoid

- | | |
|---|--|
| <ul style="list-style-type: none">• Abortion• AIDS/ other STDs• Animal Rights/ Abuse• Birth Control• Car Accidents• Child Abuse• Colonialism• Death• Divorce• Drugs/ Alcohol/ Tobacco• Euthanasia• Gambling• Gangs• Guns/ Gun Control• Hate• Homelessness• Hunting• Incest | <ul style="list-style-type: none">• Murder• Nuclear Energy• The Occult• Oppression• Politics• Racism• Rape• Religion• Religious Holidays• Sex/ Sexuality• Sexual Preference/ Orientation• Slavery• Suicide• Teen Pregnancy• Terrorism• Torture• Violence• War |
|---|--|



Examples of Specific Topics to Avoid

- Racial composition of a team or a classroom
- Descriptions of physical characteristics of students (e.g., eye color, weight)
- Descriptions of car accidents
- Units of food offered or served
- Graphic descriptions of specific weather or other natural disasters



Example Item - Inflammatory or Controversial Material

Mark created a survey to see whether the war in Iraq or the American economy is most important in determining a candidate for the upcoming election.

Which sample should Mark use to get the most valid results?

- A. All registered Republicans
- B. All registered Democrats
- C. All registered voters
- D. All war veterans



3. Advice

- Tests must not advise on matters pertaining to health and well-being about which there is not universal agreement.



Examples of Advice to Avoid

- Diet
- Health
- Religion
- Sex
- Wellness



Example Item - Advice

Mary is 5 foot 6 inches tall and weighs 175 pounds. She should weigh 145 pounds.

If Mary can lose 1 pound every 2 days. How long will it take for Mary to reach her target weight?



4. Dangerous Activities

- Tests must not contain content that portrays people engaged in, or explains how to engage in, dangerous activities.



Examples of Dangerous Activities to Avoid

- Binging and purging
- Drinking alcohol to excess
- Driving while intoxicated
- Not using a car seatbelt
- Riding a bicycle without a helmet
- Smoking
- Using legal or illegal drugs (marijuana, prescriptions)
- Using weapons



Example Item – Dangerous Activities

Martina's bathroom is very dirty. To get it as clean as possible, she is mixing in a bucket her glass cleaning liquid with a tile cleaner.

What kind of change is taking place with the liquids?



5. Population Diversity

- Tests should reflect in a positive fashion the racial and ethnic composition of the testing population.
- Tests must avoid ethnocentrism.



Reflect the Diversity of the Population

- Use materials written by members of diverse groups.
- Use material that reflects the experiences of diverse groups.
- Portray people in positive, nontraditional roles.
- Be accurate when referring to population subgroups.
- Consider factors such as names, cultural references, pictures, and roles.



Appropriate References

- Be as specific as possible.
- Use the term people use to refer to themselves.



6. Topic Familiarity

- Tests must avoid words, phrases, concepts, and beliefs that are irrelevant to the testing domain and are likely to be differentially familiar to groups (gender, racial, geographical, socioeconomic, religious, ethnic, disability) of the testing population.



Examples of Topics with Differential Familiarity

- Agriculture
- Construction
- Finance
- Law
- Military
- Politics
- Sports
- Technology
- Transportation



Socioeconomic Status-Related Concerns

- Possessions
- Financial concepts
- Leisure activities
- Social functions

However, incidental reference to commonly accessible, middle-class concepts (car, TV, cell phone, home computer) are permitted.



Regional Concerns

- Weather
- Geographical features
- Occupations
- Ethnic groups



Underlying Assumptions

- Be aware of cultural assumptions that underlie the content of a passage or an item.



Example Item - Topic Familiarity

According to the passage, buying stocks, bonds and commodities in one market and selling them to traders at an increased price in **another** is known as arbitrage.

What does the word **another** refer to?

- A. stocks
- B. commodities
- C. traders
- D. market



7. Language Inclusiveness

Language must be inclusive as possible.

Avoid "man" words

- Generic "he"
- Mankind
- Known to man
- Manmade
- manpower

And Female Stereotypes

- Old maid
- Old wives' tale
- Pollyanna



Use Equal Pairs

- Husband and wife (*not* man and wife)
- John and Abigail Adams (*not* John Adams and his wife)
- Condoleezza Rice and John Kerry (*not* Rice and Kerry)



Avoid Regional Vocabulary

- Soft drink (*not* pop, soda, or tonic)
- Sandwich (*not* submarine, hoagie, hero or grinder)
- Water fountain (*not* bubbler)
- Stream (*not* brook, creek or rill)
- Mountain lion (*not* cougar, panther, or puma)



8. Linguistic Features/ Language Accessibility

- Tests must be free of language that could unfairly hinder the performance of nonnative speakers of nonstandard dialects of English, and people with language disorders.



Three Categories

- Style
- Grammar
- Vocabulary



Style Issues to Avoid

- Wordiness
- Multiple Subordinate Clauses
 - A group of words that has both a subject and a verb but (unlike an independent clause) cannot stand alone as a sentence.
 - e.g., She said that I don't know what I want Bill to do.
- Unnecessary and unclear passive construction
 - A passive construction occurs when you make the object of an action into the subject of a sentence.
 - e.g., Why was the road crossed by the chicken?



Style Issues to Avoid

- Unnecessary conditionals
 - The conditional mood of the verb.
 - e.g., Water boils when it will reach 100°C.
- Idioms
 - a group of words established by usage as having a meaning not deducible from those of the individual words
 - e.g., raining cats and dogs



Style Issues to Avoid

- Too many words between subject and verb
 - e.g., Farmers that understand the difference between the soil requirements of plants when they are seedlings and their requirements when they are mature are in high demand.
- Negative stems
 - e.g., Which organism would *not* live in a forest ecosystem?



Grammar Issues to Avoid

- Rarefied structures
- Missing or unclear antecedents
 - an expression (word, phrase, clause, etc.) that gives its meaning to a pro-form (pronoun, pro-verb, pro-adverb, etc.).
- Grammatical double negatives
- Incorrect grammar



Vocabulary to Avoid

- Inappropriate register
 - e.g., academic language, language that is too familiar or conversational
- Unnecessary jargon
- Long compound nouns and adjectives
- Gratuitous synonyms



Vocabulary to Avoid

- Words with several meanings
- Unusual or low-frequency words
- Dialect and regionalisms
- Words, phrases, and names with secondary meanings that are sexual or naughty



In Conclusion

- Questions about Policy for SDE
 - Record on 3x5 Index Cards in Rooms
 - Submit to SDE for Answering at Later Time
- Paperwork
 - Sign Non-Disclosure & Submit to Room Leader **Before** Starting
 - Submit Remaining Paperwork to SDE
- Training on How to Use Content Rater
 - Is the next training in this room



1. STEREOTYPING

Testing materials should not present persons stereotyped according to the following characteristics:

- Age
- Disability
- Gender
- Race/Ethnicity
- Sexual orientation

2. SENSITIVE OR CONTROVERSIAL SUBJECTS

Controversial or potentially distressing subjects should be avoided or treated sensitively. For example, a passage discussing the historical importance of a battle is acceptable whereas a graphic description of a battle would not be. Controversial subjects include:

- | | |
|----------------------|------------------|
| • Death and Disease | • Race relations |
| • Gambling* | • Religion |
| • Politics (Current) | • Sexuality |
| | • Superstition |
| | • War |

(References to gambling should be avoided in Mathematics items related to probability.)

3. ADVICE

Testing materials should not advocate specific lifestyles or behaviors except in the most general or universally agreed upon ways. For example, a recipe for a healthful fruit snack is acceptable but a passage recommending a specific diet is not. The following are categories of advice to be avoided completely:

- Religion
- Sexual preference

4. DANGEROUS ACTIVITIES

Care should be taken not to present dangerous activities in such a way as to make them seem appealing or acceptable.

5. POPULATION DIVERSITY, REPRESENTATIVENESS, AND ETHNOCENTRISM

Testing materials should:

- Reflect the diversity of the testing population
- Use stimulus materials (such as works of literature) produced by members of minority communities
- Use personal names from different ethnic origin communities
- Use pictures of people from different ethnic origin communities
- Avoid ethnocentrism (the attitude that all people should share a particular group's language, beliefs, culture, or religion)

6. DIFFERENTIAL FAMILIARITY: ELITISM AND DIF

Specialized concepts and terminology extraneous to the core content of test questions should be avoided. This caveat applies to terminology from the fields of:

- | | |
|----------------|-------------------|
| • Construction | • Military topics |
| • Finance | • Politics |
| • Sports | • Science |
| • Law | • Technology |
| • Machinery | • Agriculture |

7. LANGUAGE ACCESSIBILITY

Language should be as direct, clear, and inclusive as possible. The following should be avoided or used with care:

- Passive constructions
- Idioms
- Multiple subordinate clauses
- Pronouns with unclear antecedents
- Multiple-meaning words
- Nonstandard grammar
- Dialect
- Jargon

8. GRAPHICS

All of the relevant foregoing standards apply to graphics.

SBAC Field Test Content Rater

Idaho Stakeholder Bias & Sensitivity Meeting
Wednesday, September 6 – Friday, September
8, 2017

Idaho Stakeholder Bias & Sensitivity Meeting

- Open Mozilla Firefox
- Log-In with Credentials



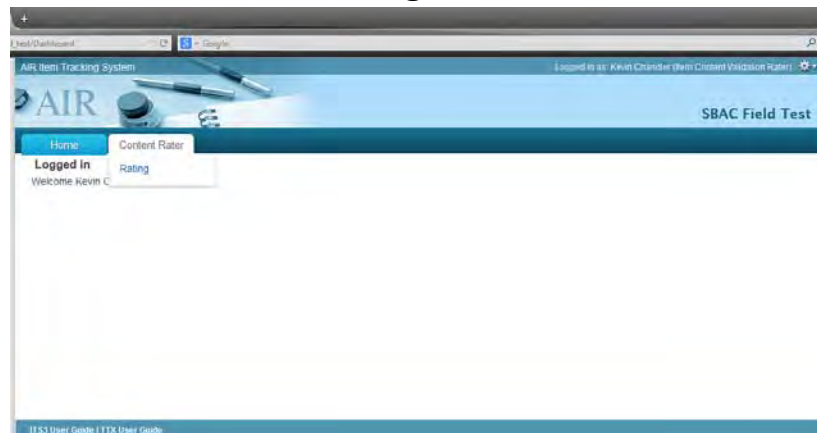
Idaho Stakeholder Bias & Sensitivity Meeting

- Choose “SBAC Field Test” Bank



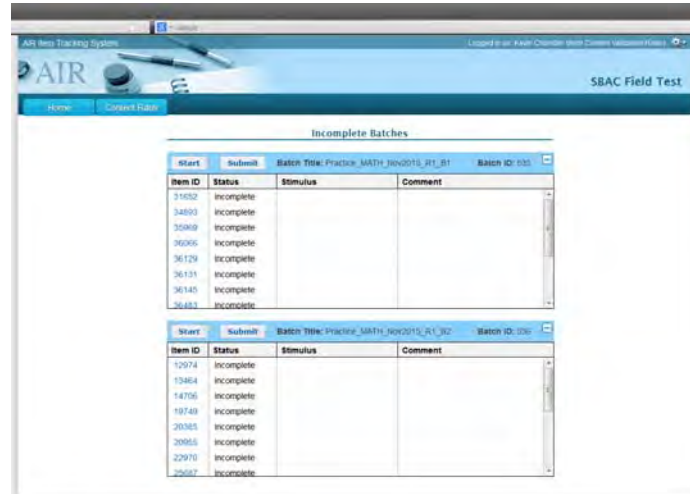
Idaho Stakeholder Bias & Sensitivity Meeting

- “Item Content Validation Rater” access
- Content Rater > Rating



Idaho Stakeholder Bias & Sensitivity Meeting

- Assigned Incomplete Batches Shown



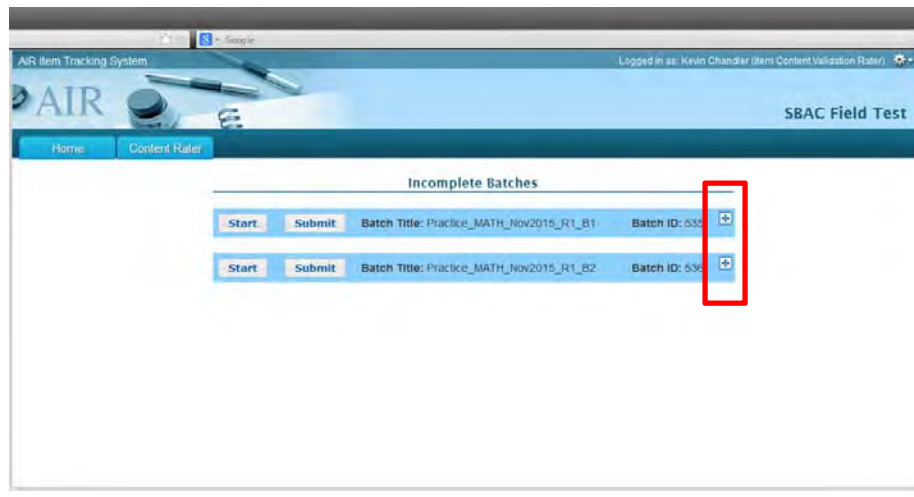
The screenshot shows the AIR Item Tracking System interface. At the top, there's a header with the AIR logo and 'SBAC Field Test'. Below the header, there are tabs for 'Home' and 'Content Rater'. The main section is titled 'Incomplete Batches'. It contains two tables, each with columns for 'Start', 'Submit', 'Batch Title', and 'Batch ID'. The first table shows a list of item IDs (31632, 34893, 35989, 36296, 36129, 36131, 36145, 36683) and their status (all 'Incomplete'). The second table shows a list of item IDs (12974, 13464, 14706, 18748, 20385, 20885, 22970, 25687) and their status (all 'Incomplete').

Start	Submit	Batch Title	Batch ID
Item ID	Status	Stimulus	Comment
31632	Incomplete		
34893	Incomplete		
35989	Incomplete		
36296	Incomplete		
36129	Incomplete		
36131	Incomplete		
36145	Incomplete		
36683	Incomplete		

Start	Submit	Batch Title	Batch ID
Item ID	Status	Stimulus	Comment
12974	Incomplete		
13464	Incomplete		
14706	Incomplete		
18748	Incomplete		
20385	Incomplete		
20885	Incomplete		
22970	Incomplete		
25687	Incomplete		

Idaho Stakeholder Bias & Sensitivity Meeting

- Minimize



The screenshot shows the AIR Item Tracking System interface. At the top, there's a header with the AIR logo and 'SBAC Field Test'. Below the header, there are tabs for 'Home' and 'Content Rater'. The main section is titled 'Incomplete Batches'. It contains two tables, each with columns for 'Start', 'Submit', 'Batch Title', and 'Batch ID'. The first table shows a list of item IDs (31632, 34893, 35989, 36296, 36129, 36131, 36145, 36683) and their status (all 'Incomplete'). The second table shows a list of item IDs (12974, 13464, 14706, 18748, 20385, 20885, 22970, 25687) and their status (all 'Incomplete'). A red box highlights the minimize button (a small square icon) in the top right corner of the table headers.

Start	Submit	Batch Title	Batch ID
Item ID	Status	Stimulus	Comment
31632	Incomplete		
34893	Incomplete		
35989	Incomplete		
36296	Incomplete		
36129	Incomplete		
36131	Incomplete		
36145	Incomplete		
36683	Incomplete		

Start	Submit	Batch Title	Batch ID
Item ID	Status	Stimulus	Comment
12974	Incomplete		
13464	Incomplete		
14706	Incomplete		
18748	Incomplete		
20385	Incomplete		
20885	Incomplete		
22970	Incomplete		
25687	Incomplete		

Idaho Stakeholder Bias & Sensitivity Meeting

- Click Start

AIR Item Tracking System

Logged In as: Kevin Chandler (Item Content Validation Rater)

SBAC Field Test

Home Content Rater

Incomplete Batches

Start Submit Batch Title: Practice_MATH_Nov2015_R1_B1 Batch ID: 535

Item ID	Status	Stimulus	Comment
31652	Incomplete		
34893	Incomplete		
35069	Incomplete		
36066	Incomplete		
36129	Incomplete		
36131	Incomplete		
36145	Incomplete		
36483	Incomplete		

Idaho Stakeholder Bias & Sensitivity Meeting

AIR Item Tracking System

Logged In as: Kevin Chandler (Item Content Validation Rater)

SBAC Field Test

Home Content Rater

Item 31652 in Batch Practice_MATH_Nov2015_R1_B1 (ID: 535)

Item Rating Questions

1 : Bias and Sensitivity: Meets Criteria

☒ Yes ☐ No

General Comment: optional
General Comment on the Item is Optional

Save Reset Return to list

Next Item

Item Rating Question

2. If "Yes" clicked

- General Comments are Optional

Review Score Item Rubric

Items: [dropdown]

Back Next Pause Item Score

Zoom Out Zoom In

31652

Idaho Stakeholder Bias & Sensitivity Meeting

AIR Item Tracking System

Logged in as: Kevin Chandler (Item Content Validation Rater)

SBAC Field Test

Home Content Rater

Item 31652 in Batch Practice_MATH_Nov2015_R1_B1 (ID: 535)

Item Rating Questions

1: Bias and Sensitivity: Meets Criteria

☐ Yes ☒ No

Comment: required

Reason why Item does NOT meet Bias and

General Comment: optional

General Comments are still Optional

Save Reset Return to list

Next Item

31652

Item Rating Question

3. If “No” clicked

- Required Comment Box Appears
- General Comments are still Optional

Idaho Stakeholder Bias & Sensitivity Meeting

AIR Item Tracking System

Logged in as: Kevin Chandler (Item Content Validation Rater)

SBAC Field Test

Home Content Rater

Item 31652 in Batch Practice_MATH_Nov2015_R1_B1 (ID: 535)

Item Rating Questions

1: Bias and Sensitivity: Meets Criteria

☐ Yes ☒ No

Comment: required

Reason why Item does NOT meet Bias and

General Comment: optional

General Comments are still Optional

Save Reset Return to list

Next Item

Buttons

- Save = Saves Comment **AND** move to next item
- Reset = Deletes Selection **AND** Comments
- Return to List = Returns to List of Pre-Assigned Batches
- Next Item = Moves to Next Item and does **NOT** save Selection or Comments

Idaho Stakeholder Bias & Sensitivity Meeting

Item Overview

1. Item Alignment Attributes
2. Can Minimize and Maximize

Item 31652 in Batch Practice_MATH_Nov2015_R1_B1 (ID: 53)

Item Rating Questions

1: Bias and Sensitivity: Meets Criteria

☐ Yes ☒ No

Comment: required

Reason why Item does NOT meet Bias and

General Comment: optional

General Comments are still Optional

Save Reset Return to list

Next Item

Item Overview

Item Content Webpreview

Item 31652 Languages: ENU Preview Content settings

Review Score Item Rubric

Items: Back Next Pause Item Score Zoom Out Zoom In

31652

Idaho Stakeholder Bias & Sensitivity Meeting

Item Content Webpreview

1. Item
2. Score button does work

Item 31652 in Batch Practice_MATH_Nov2015_R1_B1 (ID: 53)

Item Rating Questions

1: Bias and Sensitivity: Meets Criteria

☐ Yes ☒ No

Comment: required

Reason why Item does NOT meet Bias and

General Comment: optional

General Comments are still Optional

Save Reset Return to list

Next Item

Item Overview

Item Content Webpreview

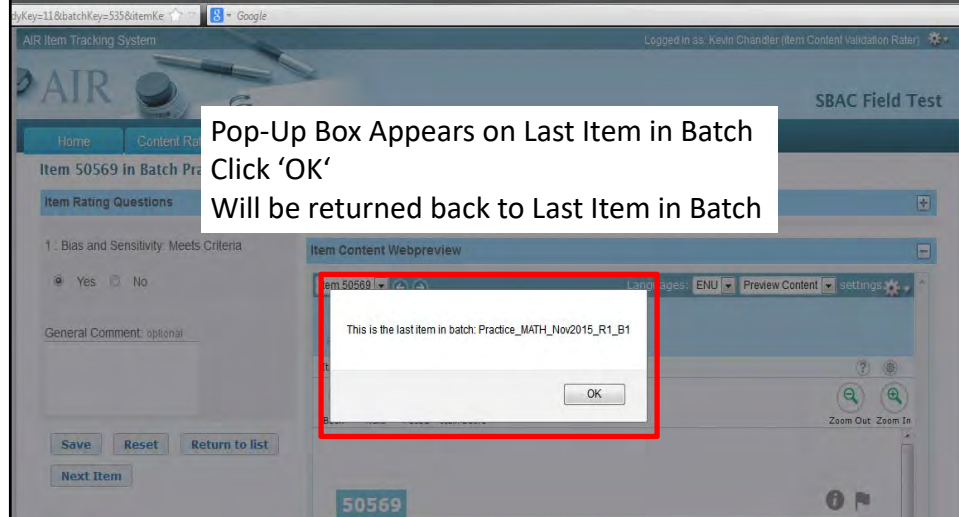
Item 31652 Languages: ENU Preview Content settings

Review Score Item Rubric

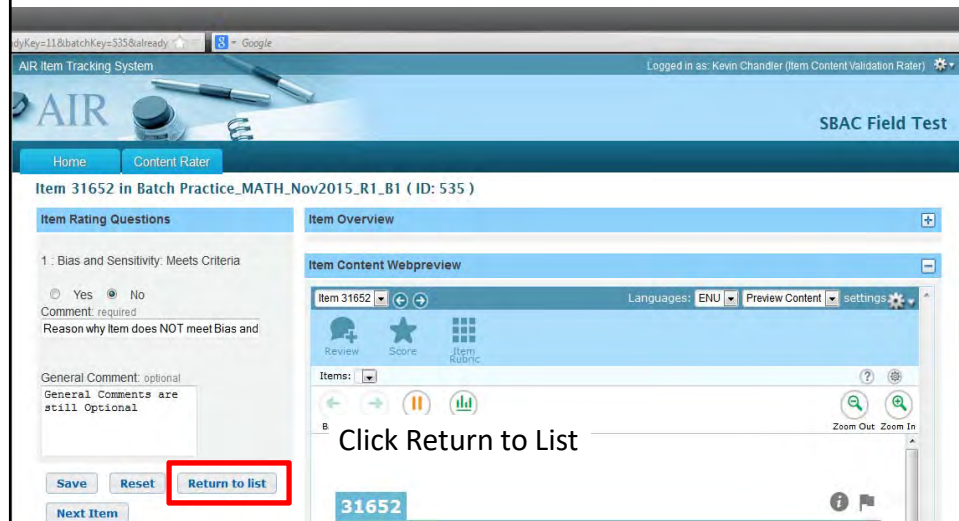
Items: Back Next Pause Item Score Zoom Out Zoom In

31652

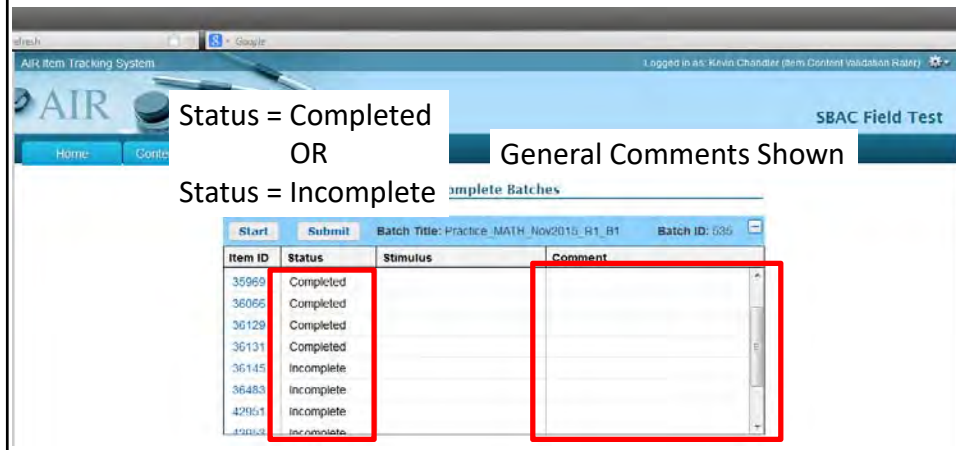
Idaho Stakeholder Bias & Sensitivity Meeting



Idaho Stakeholder Bias & Sensitivity Meeting



Idaho Stakeholder Bias & Sensitivity Meeting



SBAC Field Test

Home Content

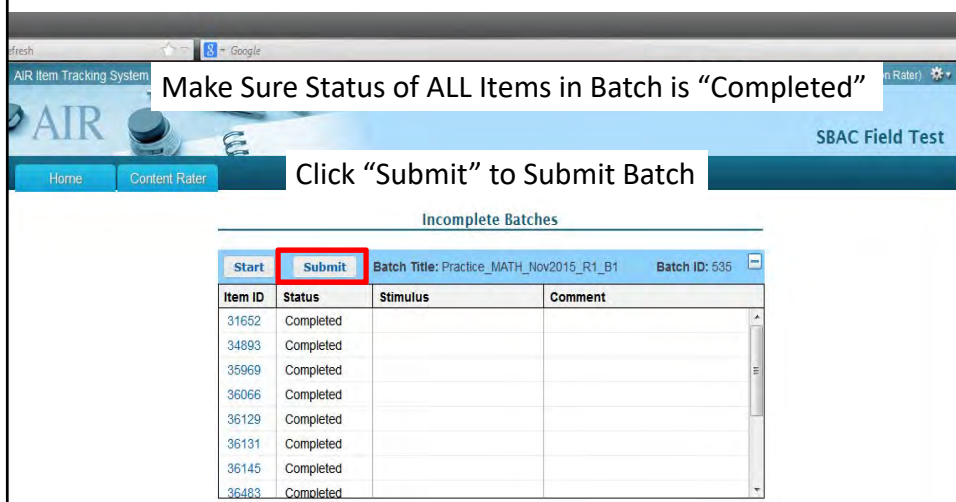
Status = Completed
OR
Status = Incomplete

General Comments Shown

Complete Batches

Start	Submit	Batch Title: Practice_MATH_Nov2015_R1_B1	Batch ID: 636
Item ID	Status	Stimulus	Comment
35969	Completed		
36066	Completed		
36129	Completed		
36131	Completed		
36145	Incomplete		
36483	Incomplete		
42051	Incomplete		
42052	Incomplete		

Idaho Stakeholder Bias & Sensitivity Meeting



SBAC Field Test

Home Content Rater

Make Sure Status of ALL Items in Batch is "Completed"

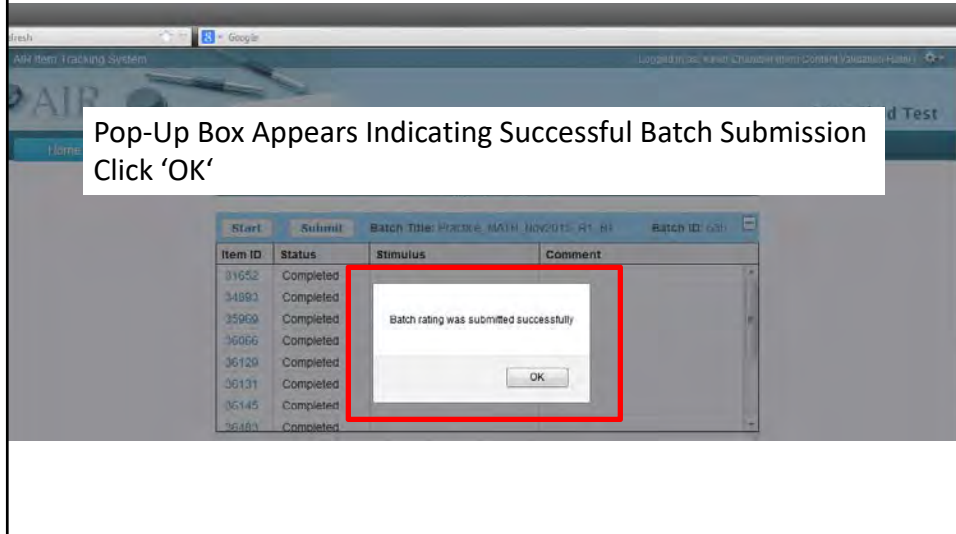
Click "Submit" to Submit Batch

Incomplete Batches

Start	Submit	Batch Title: Practice_MATH_Nov2015_R1_B1	Batch ID: 535
Item ID	Status	Stimulus	Comment
31652	Completed		
34893	Completed		
35969	Completed		
36066	Completed		
36129	Completed		
36131	Completed		
36145	Completed		
36483	Completed		

Idaho Stakeholder Bias & Sensitivity Meeting

Pop-Up Box Appears Indicating Successful Batch Submission
Click 'OK'

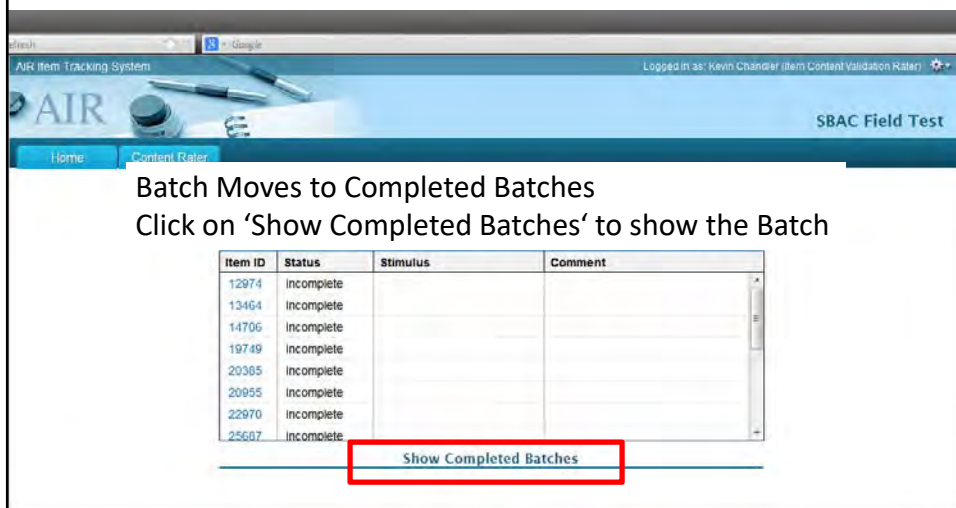


The screenshot shows the AIR Item Tracking System interface. A pop-up box with a red border is centered on the screen, displaying the message "Batch rating was submitted successfully" and an "OK" button. The background shows a table with columns for Item ID, Status, Stimulus, and Comment. The table lists several items with a status of "Completed".

Item ID	Status	Stimulus	Comment
31652	Completed		
34892	Completed		
35060	Completed		
36066	Completed		
36129	Completed		
36131	Completed		
36145	Completed		
36183	Completed		

Idaho Stakeholder Bias & Sensitivity Meeting

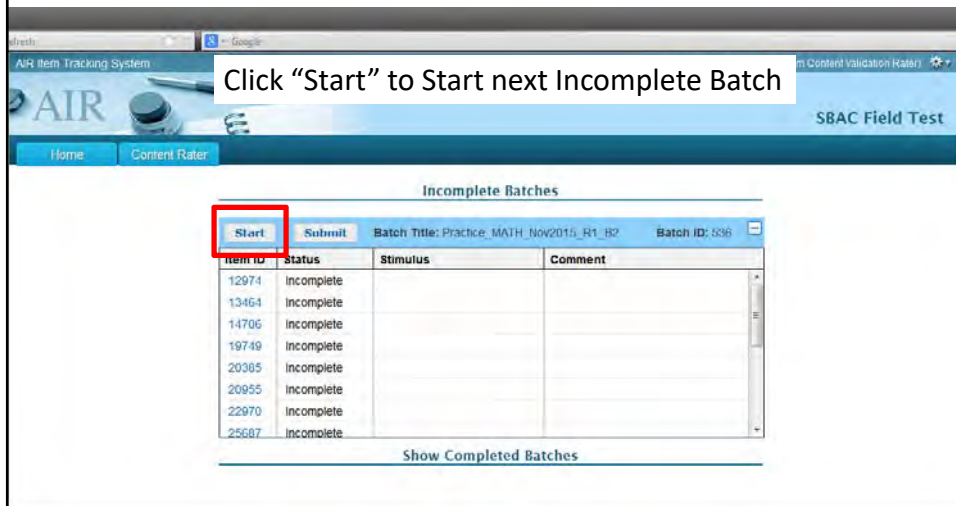
Batch Moves to Completed Batches
Click on 'Show Completed Batches' to show the Batch



The screenshot shows the AIR Item Tracking System interface. A table lists several items with a status of "Incomplete". Below the table, a button labeled "Show Completed Batches" is highlighted with a red border.

Item ID	Status	Stimulus	Comment
12974	Incomplete		
13464	Incomplete		
14706	Incomplete		
19749	Incomplete		
20365	Incomplete		
20955	Incomplete		
22970	Incomplete		
25687	Incomplete		

Idaho Stakeholder Bias & Sensitivity Meeting



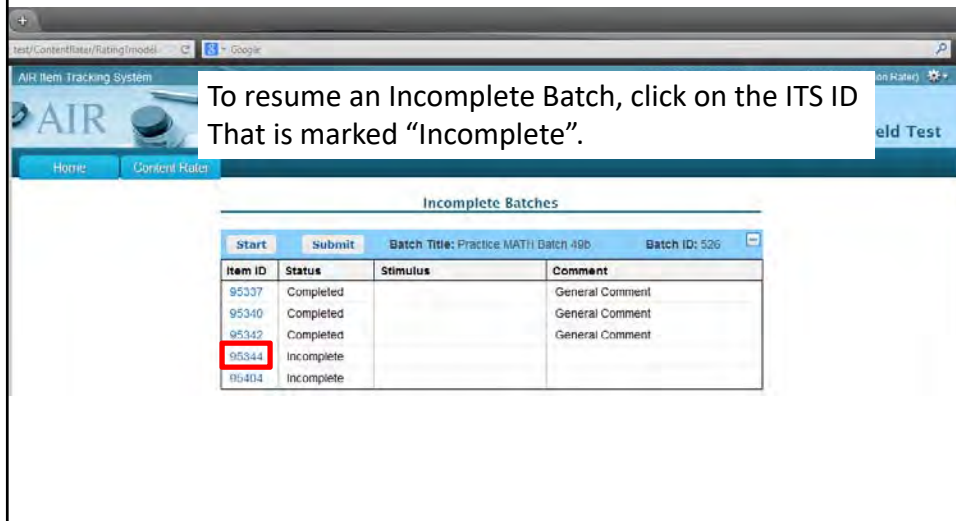
Click "Start" to Start next Incomplete Batch

Incomplete Batches

Item ID	Status	Stimulus	Comment
12974	Incomplete		
13464	Incomplete		
14706	Incomplete		
19749	Incomplete		
20365	Incomplete		
20955	Incomplete		
22970	Incomplete		
25687	Incomplete		

Show Completed Batches

Idaho Stakeholder Bias & Sensitivity Meeting



To resume an Incomplete Batch, click on the ITS ID That is marked "Incomplete".

Incomplete Batches

Item ID	Status	Stimulus	Comment
95337	Completed		General Comment
95340	Completed		General Comment
95342	Completed		General Comment
95344	Incomplete		
95404	Incomplete		

Idaho Stakeholder Bias & Sensitivity Meeting

Answer Question.
Enter Comments.
Click "Save" to Move to Next Item

The screenshot shows the AIR Item Tracking System interface. The 'Item Rating Questions' section is active, displaying a question about bias and sensitivity. The 'Save' button is highlighted with a red box. The 'Item Overview' section shows the item number 95344 and the item content webpreview.

Idaho Stakeholder Bias & Sensitivity Meeting

Do NOT Click

The screenshot shows the AIR Item Tracking System interface. The 'Item Overview' section is active, displaying the item number 12974. The 'Item Content Webpreview' section shows the item content. The 'Item Score' button is highlighted with a red box. The 'Zoom Out' and 'Zoom In' buttons are also highlighted with a red box. A text box with the instruction 'Do NOT Click' points to the 'Item Score' button.

Idaho Stakeholder Bias & Sensitivity
Meeting

Questions about Content Rater?

Idaho Stakeholder Bias & Sensitivity
Meeting – Process & Procedures

September 2017

Idaho Stakeholder Bias & Sensitivity Meeting – Round 1 Batches

- English Language Arts (ELA) Batches
 - 541 Items
 - 253 Discrete Items & 288 Passage Associated Items
 - 24 Batches Total
 - Batches of 19 to 23 Items
 - Each ELA Batch Reviewed by 3 Reviewers
 - All Reviewers will review at least 1 ELA Batch
 - Batches Organized by Passage NOT Grade
 - All ELA Batches Reviewed First

Idaho Stakeholder Bias & Sensitivity Meeting – Round 1 Batches

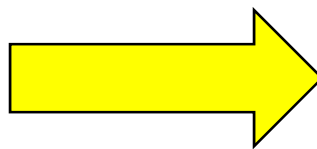
- Mathematics (MATH) Batches
 - 510 Items
 - 510 Discrete Items
 - 26 Batches Total
 - Batches of 19 Items to 23 Items
 - Each MATH Batch Reviewed by 3 Reviewers
 - All Reviewers will review at least 1 MATH Batch

Idaho Stakeholder Bias & Sensitivity Meeting – Round 1 Process

- Individual Review
- Three Reviewers for Each Item (Item & Passage)
 - **Yes** = Meets Bias & Sensitivity Criteria
 - **No** = Does NOT Meet Bias & Sensitivity Criteria
- IF Two (or More) Reviewers Answer 'No' for an item THEN that item is 'Flagged' and will move on to Round 2

Idaho Stakeholder Bias & Sensitivity Meeting – Moving from Round 1 to Round 2

During Round 1
 ≥ 2 Individual
Reviewers
Answer 'No' to
'Meets Criteria'
Question



Round 2

Idaho Stakeholder Bias & Sensitivity
Meeting – Round 2 Process (If
Necessary)

- Small Group Review
- Three Small Groups of ~10 Reviewers
- Each Small Group Reviews ALL Items that were Flagged in Round 1 in Content Rater
 - **Yes** = Meets Bias & Sensitivity Criteria
 - **No** = Does NOT Meet Bias & Sensitivity Criteria

Idaho Stakeholder Bias & Sensitivity
Meeting – Round 2 Process (If
Necessary)

- Review & Discuss ALL Items in Small Group
- Each Member of the Group Individually Votes on the Item in Content Rater
- IF 1/3 (or More) of Total Number of Reviewers Answer 'No' for an item THEN that item is 'Flagged' and will move on to Round 3

Idaho Stakeholder Bias & Sensitivity Meeting – Moving from Round 2 to Round 3

During Round 2
 $\geq 1/3$ Total
Number of
Reviewers
Answer 'No' to
'Meets Criteria'
Question



Round 3

Idaho Stakeholder Bias & Sensitivity Meeting – Round 3 Process (If Necessary)

- Large Group Review
- One Large Group of ALL Reviewers
- Large Group Reviews ALL Items that were Flagged in Round 2
 - **Yes** = Meets Bias & Sensitivity Criteria
 - **No** = Does NOT Meet Bias & Sensitivity Criteria

Idaho Stakeholder Bias & Sensitivity Meeting – Round 3 Process (If Necessary)

- Items Presented on Projector
- Review & Discuss ALL Items in Large Group
- Each Member of the Group Individually Votes on the Item with “Clicker”
- Results Presented to Large Group
- IF 2/3 (or More) of Total Number of Reviewers Answer ‘No’ for an item THEN that item is ‘Flagged’ and will Recommend to BoE for Rejection

Idaho Stakeholder Bias & Sensitivity Meeting – Moving from Round 3 to Board of Education

During Round 3
 $\geq 2/3$ Total
Number of
Reviewers
Answer ‘No’ to
‘Meets Criteria’
Question



Recommend
Rejection to
BoE

Idaho Stakeholder Bias & Sensitivity
Meeting

Questions about the Overview
of Processes & Procedures?

Idaho Stakeholder Bias & Sensitivity
Meeting

Additional Questions about the Idaho
Stakeholder Bias & Sensitivity Meeting can
be directed to Idaho State Department of
Education

User Name: ISATID_RevX@generic.user

Password: IDBNS10X!

User Name: ISATID_Rev34@generic.user

Password: IDBNS134!

<https://a.its.airast.org/>

SBAC Field Test Content Rater

Idaho Stakeholder Bias & Sensitivity Meeting
Thursday, September 7, 2017

Results – Items & Passage Moving to Round 2

- Math = 0 Items
- ELA = 2 Items
 - One discrete
 - One associated to...
- ELA = 1 Passage

Round 2 Process

- Individual Review of ALL items and passage in Content Rater
 - Vote & Record Notes on the items and passage
 - Bias & Sensitivity: Meets Criteria: Yes or No (Items)
 - General Comments (Passage)
 - **Do Not Submit**
- Small Group Review of ALL items and passage
 - Share your Opinions on the Items & Passages
 - Identifying Specific Guidelines IF Not Met
- Individual Voting of ALL items and passage in Content Rater
 - Submit Batches when done

Idaho Stakeholder Bias & Sensitivity Meeting – Moving from Round 2 to Round 3

During Round 2 \geq
1/3 Total Number
of Reviewers
Answer 'No' to
'Meets Criteria'
Question
(7 of 22)



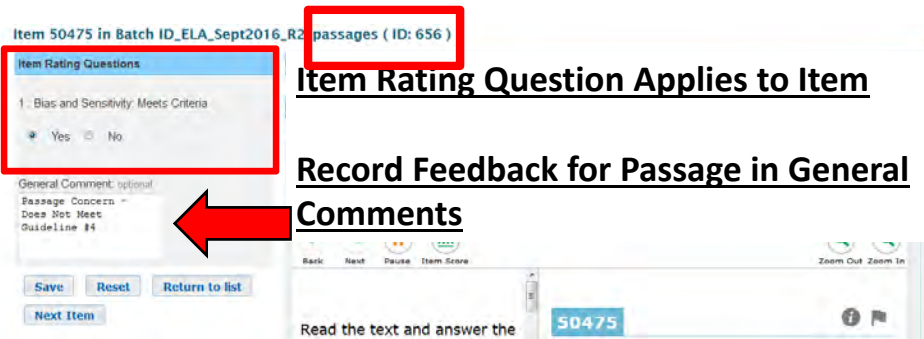
Round 3

<https://a.its.airast.org/>

Reviewing PASSAGES Batch

Incomplete Batches			
<div><div>Start</div><div>Submit</div><div>Batch Title: ID_ELA_Sept2016_R2_passages</div><div>Batch ID: 652</div><div></div></div>			
Item ID	Status	Stimulus	Comment
50475	Incomplete	1586: 8487	
50726	Incomplete	1598: 8514	
123897	Incomplete	4439: 41IS2_A Place for Butterflies	
63305	Incomplete	1507: 8449	

Idaho Stakeholder Bias & Sensitivity Meeting



The screenshot displays the SBAC Field Test Content Rater interface. At the top, it shows 'Item 50475 in Batch ID_ELA_Sept2016_R2' and 'passages (ID: 656)'. Below this, the 'Item Rating Questions' section is highlighted with a red box, containing the question '1. Bias and Sensitivity: Meets Criteria' with 'Yes' and 'No' radio buttons. To the right, the text 'Item Rating Question Applies to Item' is underlined. Below the rating question, the 'General Comment, optional' section is highlighted with a red box, containing the text 'Passage Concern Does Not Meet Guideline #4'. A red arrow points from this section to the 'Record Feedback for Passage in General Comments' text, which is also underlined. At the bottom, there are buttons for 'Save', 'Reset', 'Return to list', and 'Next Item'. The bottom right of the interface shows 'Read the text and answer the' followed by a blue box with the item ID '50475'.

Item 50475 in Batch ID_ELA_Sept2016_R2 passages (ID: 656)

Item Rating Questions

1. Bias and Sensitivity: Meets Criteria

☒ Yes ☐ No

Record Feedback for Passage in General Comments

General Comment, optional

Passage Concern Does Not Meet Guideline #4

Save Reset Return to list Next Item

Read the text and answer the 50475

SBAC Field Test Content Rater

Idaho Stakeholder Bias & Sensitivity Meeting
Thursday, September 7, 2017

Results – Item Moving to Round 3

- ELA = 1 Item
 - ITS ID 12557

Round 3 Process

- Display ELA Item on Projector
- Large Group Discussion
- Individual Vote on 3x5 Note Card
 - YES = Meets Bias & Sensitivity Criteria
 - NO = Does NOT Meet Bias & Sensitivity Criteria
- Tally and Announce the Results

Round 3 Process

- Display ELA Item on Projector
- Large Group Discussion
- Individual Vote with Clickers
 - 1/A. Yes = Meets Bias & Sensitivity Criteria
 - 2/B. No = Does NOT Meet Bias & Sensitivity Criteria
- Show Results on Projector
- Go to Next ELA Item & Repeat Process

Round 3 Process

- Display ELA Passage on Projector
- Large Group Discussion
- Individual Vote with Clickers
 - 1/A. Yes = Meets Bias & Sensitivity Criteria
 - 2/B. No = Does NOT Meet Bias & Sensitivity Criteria
- Show Results on Projector
- Go to Next ELA Passage & Repeat Process

Idaho Stakeholder Bias & Sensitivity Meeting – Moving from Round 3 to Board of Education

During Round 3
≥ 2/3 Total
Number of
Reviewers (**14
People**) Answer
'No' to 'Meets
Criteria'
Question



Recommend
Rejection to
BoE

Clicker Instructions

- Press “Ch” (Channel)
- Press “4/D”
- Press “1/A”
- Press “Ch” (Channel) Again
- Press “1/A” or “2/B” to vote
 - 1/A. Yes = Meets Bias & Sensitivity Criteria
 - 2/B. No = Does NOT Meet Bias & Sensitivity Criteria

THIS PAGE INTENTIONALLY LEFT BLANK

**CONSENT
OCTOBER 19, 2017**

TAB	DESCRIPTION	ACTION
1	AUDIT – BOISE STATE UNIVERSITY OPERATING AGREEMENT WITH BSU RESEARCH FOUNDATION	Motion to Approve
2	BAHR-FINANCE - IDAHO STATE UNIVERSITY - UPGRADE/REPLACE NETWORK SWITCHING HARDWARE	Motion to Approve
3	BAHR-FINANCE - UNIVERSITY OF IDAHO - DISPOSAL OF REAL PROPERTY – UI ABERDEEN RESEARCH & EXTENSION CENTER, BINGHAM COUNTY	Motion to Approve
4	IRSA – GENERAL EDUCATION COMMITTEE NOMINATIONS	Motion to Approve
5	PPGA – DATA MANAGEMENT COUNCIL APPOINTMENT	Motion to Approve
6	PPGA – IDAHO INDIAN EDUCATION COMMITTEE APPOINTMENTS	Motion to Approve
7	PPGA – IDAHO STATE UNIVERSITY MERIDIAN HEALTH CENTER NAME CHANGE	Motion to Approve
8	PPGA – INSTITUTION PRESIDENT APPROVED ALCOHOL PERMITS	Motion to Approve
9	SDE - EMERGENCY PROVISIONAL CERTIFICATES	Motion to Approve

BOARD ACTION

I move to approve the Consent Agenda as presented.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

THIS PAGE INTENTIONALLY LEFT BLANK

CONSENT
OCTOBER 19, 2017

BOISE STATE UNIVERSITY

SUBJECT

Re-approval of Boise State University operating agreement with Boise State University Research Foundation.

REFERENCE

November 2014	Idaho State Board of Education (Board) approved the Boise State University operating agreement with Boise State University Research Foundation
---------------	--

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section V.E.2.c.

BACKGROUND/DISCUSSION

Board policy V.E. requires that operating agreements between institutions and their affiliated foundations must be approved by the Board prior to execution and must be re-submitted to the Board every three (3) years, or as otherwise requested by the Board, for review and re-approval. Boise State University (BSU) is submitting the existing operating agreement with the BSU Research Foundation for its three-year review and re-approval. The current document has been vetted by BSU's Vice President for Research and General Counsel, and no changes are proposed to the agreement originally reviewed by the Audit Committee and approved by the Board in 2014.

IMPACT

Re-approval of the BSU-BSU Research Foundation operating agreement will enable BSU to comply with Board policy and provide a sound basis for continued coordination and mutual support between the university and its affiliated research foundation.

ATTACHMENTS

Attachment 1 - Operating Agreement	Page 3
Exhibit A - Loaned Employee Agreement	Page 15
Exhibit B - Administrative Support Services Agreement	Page 21
Exhibit C - Articles of Incorporation	Page 23
Exhibit D - Bylaws	Page 27

CONSENT
OCTOBER 19, 2017

STAFF COMMENTS AND RECOMMENDATIONS

Staff recommends approval of the operating agreement, which is unchanged from the agreement approved by the Board in November 2014. This will meet the Board's requirement for review and approval/re-approval of institutions' operating agreements with their affiliated foundations not later than every three years.

BOARD ACTION

I move to approve the Operating Agreement between Boise State University and the Boise State University Research Foundation.

Motion by _____ Seconded by _____ Carried Yes ___No___

ORIGINAL

**OPERATING AGREEMENT
BETWEEN
BOISE STATE UNIVERSITY
AND
THE BOISE STATE UNIVERSITY RESEARCH FOUNDATION CORPORATION**

This agreement ("Operating Agreement") is entered into effective the 19th day of February 2015 by and between the Boise State University ("University") and the Boise State University Research Foundation Corporation ("Research Foundation"). The University and Research Foundation are sometimes collectively referred to herein separately as a "Party" and collectively as the "Parties."

WHEREAS, Research Foundation is a nonprofit corporation incorporated on 2/28/15, pursuant to the Idaho Nonprofit Corporation Act;

WHEREAS, the Research Foundation will apply for tax-exempt status under Section 501(c)(3) of the Internal Revenue Code;

WHEREAS, the Research Foundation's purpose and mission is to support the education, research and public service functions of the University

WHEREAS, the Research Foundation and the University desire to set forth in writing various aspects of their relationship with respect to matters such as the solicitation, receipt, management, transfer and expenditure of funds;

WHEREAS, the Idaho State Board of Education (the "State Board") has promulgated Policies and Procedures effective as of October of 2014 ("State Board's Policies and Procedures");

WHEREAS, Section V.E.2.c. of the State Board's Policies and Procedures requires the University to enter into a written operating agreement with the Research Foundation that sets forth their operating relationship; and

WHEREAS, the Research Foundation and the University intend for this agreement to be the written operating agreement required by Section V.E.2.c. of the State Board's Policies and Procedures.

NOW THEREFORE, in consideration of the mutual covenants herein, the University and Research Foundation hereby agree as follows:

ARTICLE I

RESEARCH FOUNDATION'S PURPOSES

The Research Foundation's purpose is conducting research in areas deemed appropriate by its governing Board of Directors and consistent with the charitable, scientific, literary, research, educational, and service goals of the University and acquiring and disseminating knowledge, supporting the education, research, and public service functions of the University.

In carrying out its purposes, the Research Foundation shall not engage in activities that conflict with federal or state laws, rules and regulations (including, but not limited to all applicable provisions of the Internal Revenue Code and corresponding Federal Treasury Regulations); applicable policies of the State Board; or the role and mission of the University.

ARTICLE II

RESEARCH FOUNDATION'S
ORGANIZATIONAL DOCUMENTS

The Research Foundation shall provide copies of its Articles of Incorporation and Bylaws to the University. All amendments of such documents shall also be provided to the University. Furthermore, the Research Foundation shall, to the extent practicable, provide the University with an advance copy of any proposed amendments to the Research Foundation's Articles of Incorporation and Bylaws.

ARTICLE III

UNIVERSITY RESOURCES AND SERVICES

A. *University Employees.*

1. *Liaison:* The University's Vice President for Research and Economic Development shall serve as the University's liaison to Research Foundation (the "Liaison"). The duties and responsibilities of the Liaison are as follows:

a. The Liaison shall be responsible for communicating with Research Foundation regarding the University's activities and programs relevant to Research Foundation's mission and for coordinating any administrative support provided by the University to Research Foundation.

b. The Liaison shall report on behalf of the University to Research Foundation's Board of Directors regarding the University's research efforts with regard to Research Foundation. The Liaison may also report other information to Research Foundation's Board of Directors that is pertinent to the common goals of the University and Research Foundation.

2. The University and Research Foundation may elect to enter into agreements for the loaning of employees to the Research Foundation by the University pursuant to terms substantially similar to the Loaned Employee Agreement attached as Exhibit A. The loaned employees shall report to either the Research Foundation Board or the Executive Director of Research Foundation, in either case as determined by the Research Foundation Board and as specified in the loaned employee agreements. In no case will a University Vice President serve, in any capacity, as the Executive Director or a corporate officer of the Research Foundation

3. *Limited Authority of University Employees.* Notwithstanding the foregoing provisions, no University employee other than an employee loaned to the Research Foundation shall be permitted to have responsibility or authority for Research Foundation policy making, financial oversight, spending authority, investment decisions, or the supervision of Research Foundation employees, provided however University employees appointed to the Research Foundation Board of Directors shall have authority to act as such within the laws of the State of Idaho governing conflicts of State officials as well as the policies of the Research Foundation Board of Directors regarding conflicts.

B. *Support Staff Services.* The University may provide administrative support in financial, accounting, and research compliance services to the Research Foundation, as set forth in the Service Agreement attached hereto as Exhibit B. Except as specifically provided otherwise herein, all University employees who provide support services to the Research Foundation shall remain University employees under the direction and control of the University, unless it is agreed that the direction and control of any such employee will be vested with the Research Foundation in a Loaned Employee Agreement. The Research Foundation will pay directly to the University the portion of the overhead costs associated with the services provided to the Research Foundation pursuant to the Service Agreement or as otherwise determined by the agreement of the Parties.

C. *University Facilities and Equipment.* The University may provide the use of the University's office space, laboratory space and equipment and associated services to the Research Foundation's employees upon the terms agreed to by the University and the Research Foundation. The terms of use (including amount of rent) of the University's office space, equipment and associated services shall be as set forth in the Service Agreement.

D. *No Research Foundation Payments to University Employees.* Notwithstanding any provision of this Agreement to the contrary, the Research Foundation shall not make any payments directly to a University employee in connection with any resources or services provided to the Research Foundation pursuant to this Article, provided however, nothing in this sub-section D shall limit or prohibit formal joint appointments of employees between the University and the Research Foundation under which the Research Foundation pays the percentage of salary and employee benefits allocated to the Research Foundation under the joint appointment agreement.

ARTICLE IV
MANAGEMENT AND OPERATION OF
THE RESEARCH FOUNDATION

A. *Research Grant and Sponsored Programs.*

Applications for Grants and Sponsored Programs. Any and all Research Foundation applications for Grants or Sponsored Programs shall make clear to prospective grantors that the Research Foundation is a separate legal and tax entity organized for the purpose of conducting research consistent with the charitable, scientific, literary, research, educational, and service goals of the University and acquiring and disseminating knowledge, supporting the education, research, and public service functions of the University and that responsibility for the governance of Research Foundation, including performance of the terms of any grants or sponsored program, resides in the Research Foundation's Board of Directors.

B. *Acceptance of Grants and Sponsored Program Agreements.*

1. *Approval Required Before Acceptance of Certain Grants and Sponsored Program Agreements.* Before accepting grants or sponsored program agreements that may require administration or direct expenditure by the University, the Research Foundation shall obtain the prior written approval of the University. Similarly, the Research Foundation shall also obtain the University's prior written approval of the acceptance of any grant or sponsored program agreement that would impose a binding financial or contractual obligation on the University. Prior to any approval by the University, the University shall obtain approval of the State Board where State Board policy requires such approval.

2. *Acquisition of Real Property.* The Research Foundation shall conduct due diligence on all real property that it acquires. At a minimum, acquisition shall be consistent with the terms of this Agreement.

3. *Performance/Administration of Accepted Grants and Sponsored Program Agreements.* All grants and sponsored program agreements received by the Research Foundation shall be performed and administered by Research Foundation in accordance with the terms of such grant or agreement and in accordance with applicable state and federal laws, rules and regulations. To the extent the University furnishes support services to assist the Research Foundation in performing and administering any grant or agreement, such services shall be furnished in accordance with the Service Agreement between the Parties.

C. *Fund Transfers.* The Research Foundation may, from time to time, transfer funds to the University as part of the Research Foundation's educational and research mission in support of the University. The Research Foundation's Treasurer or other individual to whom such authority has been delegated by the Research Foundation's Board of Directors shall be responsible for transferring funds as authorized by the Research Foundation's Board of Directors. All transfers and expenditures noted in this Section must comply with applicable provisions of the Internal Revenue Code and be consistent with the Research Foundation's mission in support of the University.

1. *Competitive Grant Transfers.* The Research Foundation may transfer funds to the University by way of competitive grants or sponsored research agreements that are consistent with the role and mission of the University. Any such grant or agreement will only be expended by the University pursuant to the terms of the grant or agreement. The University shall account for such grant or agreement in the same fashion as other grants and sponsored program agreements and shall notify the Research Foundation on a timely basis regarding the uses of such grant or agreement funds.

2. *Unrestricted Gift Transfers.* The Research Foundation may make unrestricted donations to the University, consistent with the Research Foundation's mission. Such donated funds will be expended under the oversight of the University President in compliance with state law, State Board and University policies. If the Research Foundation elects to use unrestricted gifts to make grants to the University, such grants shall be made at such times and in such amounts as the Research Foundation's Board of Directors may determine in such Board's sole discretion.

D. *Research Foundation Expenditures and Financial Transactions.*

1. *Signature Authority.* The Research Foundation designates the Research Foundation Chairperson as the individual with signature authority for the Research Foundation in all financial transactions. The Research Foundation's Chairperson may delegate signature authority on a temporary basis consistent with the Research Foundation's Bylaws to another Research Foundation employee, a University employee loaned to the Research Foundation, or a Research Foundation Board member.

2. *Expenditures.* All expenditures of the Research Foundation shall be consistent with the purposes of the Research Foundation and shall not violate restrictions imposed by any applicable grant or sponsored program agreement as to the use or purpose of the specific funds.

E. *Transfer of University Financial Assets to Research Foundation.* While the goal is for the Research Foundation to be self-supporting, the University may, from time to time, transfer funds to the Research Foundation to support it in pursuing its purpose and allow it to fulfill its responsibilities hereunder. Proposed funding requirements for the Research Foundation will be determined on an annual basis as part of the operating budget process, but presented to the State Board for approval in a separate review. Funding transfers will constitute a debt the Research Foundation will be contractually obligated to repay in accordance with terms proposed by the University and approved by the State Board.

F. *Transfer of University Intellectual Property Rights to Research Foundation.* The University may convey, license or assign intellectual property rights to the Research Foundation. All such transfers of intellectual property will be made pursuant to State Board policies and guidelines, University policies, and state and federal law. Such transfers shall be made pursuant to a written agreement detailing the financial arrangement between the Parties applicable to the intellectual property conveyance.

G. *Separation of Funds.* All Research Foundation assets (including bank and investment accounts) shall be held in separate accounts in the name of the Research Foundation using the Research Foundation's Federal Employer Identification Number. The financial records of the Research Foundation shall be kept using a separate chart of accounts and shall be kept in a secured database that is protected by separate password-only access. For convenience, however, some Research Foundation expenses may be paid through the University such as payroll and campus charges. These expenses will be paid through accounts clearly titled as belonging to the Research Foundation and shall be reimbursed by the Research Foundation on a regular basis.

H. *Insurance.* The Research Foundation shall maintain insurance to cover the operations and activities of its directors, officers and employees. The Research Foundation shall also maintain general liability coverage.

I. *Organizational Structure of Research Foundation.* The organizational structure of the Research Foundation is set forth in the Research Foundation's Articles of Incorporation which are attached hereto as Exhibit C and the Research Foundation's Bylaws, which are attached at Exhibit D. The Research Foundation agrees to provide copies of such Articles and Bylaws as well as any subsequent amendments to such documents to the University. Any such amendments to the Articles and Bylaws shall be attached hereto as additions to Exhibit C and Exhibit D, respectively.

J. *Conflict of Interest.* The Research Foundation will adopt a written conflict of interest policy, the requirements of which shall be consistent with applicable state and federal laws.

K. *Equity Positions and Cash Investments.* The Research Foundation will not be involved in the day to day operations in any company in which it holds an equity interest but will exercise its voting rights in its own best interests. The Research Foundation will not use funds that it receives from the University to make a cash investment in any company in return for equity, nor will the Research Foundation hold a majority interest in a corporation without prior approval of the State Board.

ARTICLE V

RESEARCH FOUNDATION RELATIONSHIPS WITH THE UNIVERSITY

A. *Joint Participation.* The parties hereto recognize that joint participation and regular interaction among employees of both the Research Foundation and the University is beneficial and encouraged. This may include service on committees, councils, review boards and/or other activities identified by either party for the mutual benefit and interest of both parties.

B. *University's Representation on Research Foundation's Board.* The University will be allowed representation on the Research Foundation's Board of Directors as set forth in the Bylaws as attached hereto, the terms of which, with respect to appointment of the Board members and University representation on the Board, shall not be changed without the prior written agreement of the University and approval of the State Board.

C. *Cost Recovery.* The parties shall allocate costs associated with joint operations in a fair and equitable manner so that the respective parties can each recover the full and independent costs of such operations.

D. *Classified Activities.* The Research Foundation shall be responsible for site security and providing all applicable registrations, approvals and reviews.

E. *Export Activities.* The Research Foundation shall be responsible for all matters pertaining to export control and providing all applicable registrations, approvals and reviews.

F. *Research Compliance.* The Research Foundation shall be responsible for all matters pertaining to research compliance.

G. *Subsequent Agreements.* The parties hereto anticipate that they may enter into subsequent written agreements on a project-by-project basis setting forth the parties' respective duties and obligations in regard to such projects. As such, the parties hereto acknowledge and agree that any such agreement shall govern for the purpose of any such specified project. Provided, however, that if there is a conflict between the terms of the Operating Agreement and the terms of a subsequent

agreement, the terms of the Operating Agreement will be controlling and supersede any inconsistent terms in the subsequent agreement.

H. *Access to Records.* The University shall have reasonable access to the financial records of Research Foundation upon permission granted by the Research Foundation from time to time, which shall not be unreasonably withheld. All access by the University of such records shall be made in accordance with applicable laws, Research Foundation policies, and guidelines. In addition, upon request of the Research Foundation, the University shall execute a proprietary and confidentiality agreement and instruct its agents and employees that all confidential information of the Research Foundation shall be protected from disclosure. Except as specifically authorized under this agreement or any applicable proprietary and confidentiality agreement between the University and the Research Foundation, the University's access shall not include proprietary information of the Research Foundation or of entities contracting with the Research Foundation for research services, such as information protected by trade secret or by specific confidentiality agreements.

I. *Records Management.*

1. The Research Foundation shall be responsible for maintaining all permanent records of Research Foundation including but not limited to the Research Foundation's Articles, Bylaws and other governing documents, all necessary documents for compliance with Internal Revenue Service regulations, research grants, and all other Research Foundation records as required by applicable laws.

2. The Research Foundation's Board of Directors shall foster an atmosphere of openness in its operations, consistent with the prudent conduct of its business. The parties understand that the Research Foundation is not a public agency or a governing body as defined in the Idaho Code and the Idaho Open Meeting Law and Access to Public Records statutes. Nothing in this Operating Agreement shall be construed as a waiver of the Research Foundation's right to assert exemption from these statutes.

J. *Identification of Source.* The Research Foundation shall be clearly identified as the source of any correspondence, activities and advertisements emanating from the Research Foundation.

K. *Establishing Research Foundation's Annual Budget.* The Research Foundation shall provide the University with its proposed annual operating budget and any capital expenditure plans prior to the date of the Research Foundation's Board of Directors meeting at which the Research Foundation's Board of Directors will vote to accept such operating budget and expenditure plan.

L. *Attendance of the University's Representatives at Research Foundation's Board of Director Meetings.* The University's President and a designated representative from the Office of the General Counsel shall be invited to attend all meetings of the Research Foundation's Board of Directors.

M. *Supplemental Compensation of University Employees.* No University employee shall receive direct payments, compensation, or other benefits from the Research Foundation, provided that the Research Foundation may pay for those benefits which are necessary for its normal course of operation, including, but not limited to, travel and continuing professional education. Any such payment must be paid by the Research Foundation to the University and the University shall then pay or reimburse the employee in accordance with the University's normal practice. No University employee shall receive any payments or other benefits directly from the Research Foundation. Provided however, nothing in this sub-section shall limit or prohibit formal joint appointments of employees between the University and the Research Foundation under which the Research Foundation

pays the percentage of salary and employee benefits allocated to Research Foundation under the joint appointment agreement.

ARTICLE VI

AUDIT AND REPORTING
REQUIREMENTS

A. *Fiscal Year.* The Research Foundation and the University shall have the same fiscal year.

B. *Annual Audit.* The Research Foundation shall have an annual financial audit conducted in accordance with Government Accounting Standards Board or Financial Accounting Standards Board principles as appropriate. The audit shall be conducted by an independent certified public accountant who is not a director or officer of the Research Foundation. Such audit shall be conducted at the same or similar time as the University audit and shall be reported to the Research Foundation's Board of Directors. Such audit reports shall contain the Research Foundation's financial statements and the auditor's independent opinion regarding such financial statements. All such reports and any accompanying documentation shall protect donor privacy to the extent allowable by law.

C. *Separate Audit Rights.* The University agrees that the Research Foundation, at its own expense, may at any time during normal business hours conduct or request additional audits or reviews of the University's books and records pertinent to the expenditure of granted funds from the Research Foundation. The Research Foundation agrees that the University, at its own expense, may, at reasonable times, inspect and audit the Research Foundation's financial books and accounting records in accordance with this Agreement.

D. *Annual Reports to University President.* Upon request, the Research Foundation shall provide a written report to the University President setting forth the following items:

1. the annual financial audit report;
2. an annual report of Research Foundation transfers made to the University, summarized by University department;
3. a list of all of the Research Foundation's officers, directors, and employees;
4. a list of University employees for whom the Research Foundation made payments to the University for approved purposes during the fiscal year, and the amount and nature of each payment;
5. a list of all state and federal contracts and grants managed by the Research Foundation;
6. an annual report of the Research Foundation's major activities;
7. an annual report of any actual litigation involving the Research Foundation during its fiscal year, identification of legal counsel used by the Research Foundation for any purpose during such year, and identification of any potential or threatened litigation involving the Research

Foundation limited to the extent necessary to protect attorney-client privilege and litigation strategy; and

8. an annual report of grants and sponsored program awards received by the Research Foundation.

ARTICLE VII

CONFLICT OF INTEREST AND CODE OF ETHICS AND
CONDUCT

A. *Conflicts of Interest Policy Statement.* The Research Foundation will adopt a written policy addressing the manner in which it will address conflict of interest situations.

B. *Contractual Obligation of University.* The Research Foundation shall not enter into any contract that would impose a financial or contractual obligation on the University without first obtaining the prior written approval of the University. University approval of any such contract shall comply with policies of the State Board with respect to the State Board's approval of University contracts.

C. *Acquisition or Development of Real Estate.* The Research Foundation shall not acquire or develop real estate for the University's use or otherwise build facilities for the University's use unless the University first obtains the approval of the State Board. In the event of a proposed purchase of real estate for such purposes by the Research Foundation, the University shall notify the State Board, at the earliest possible date, of such proposed purchase for such purposes. Furthermore, any such proposed purchase of real estate for the University's use shall be a coordinated effort of the University and the Research Foundation.

ARTICLE VIII

GENERAL TERMS

A. *Effective Date.* This Agreement shall be effective on the date set forth above.

B. *Right to Terminate.* This Operating Agreement shall terminate upon the mutual written agreement of both Parties. In addition, either Party may, upon 90 days prior written notice to the other, terminate this Operating Agreement, and either Party may terminate this Operating Agreement in the event the other Party defaults in the performance of its obligations and fails to cure the default within 30 days after receiving written notice from the non-defaulting Party specifying the nature of the default. Should the University choose to terminate this Operating Agreement by providing 90 days written notice or in the event of a default by the Research Foundation that is not cured within the time frame set forth above, the Research Foundation may require the University to pay, within 180 days of written notice, all debt incurred by the Research Foundation on the University's behalf including, but not limited to, lease payments, advanced funds, and funds borrowed for specific initiatives. Should the Research Foundation choose to terminate this Operating Agreement by providing 90 days written notice or in the event of a default by the University that is not cured within the time frame set forth above, the University may require the Research Foundation to pay any debt it holds on behalf of Research Foundation in like manner. The Parties agree that in the event this Operating Agreement shall terminate, they shall cooperate with one another in good faith to negotiate a new agreement

within six (6) months. In the event negotiations fail, the Parties will initiate the Dispute Resolution mechanism described below (through reference to the Research Foundation's Board of Directors and the State Board) to further attempt to negotiate a new agreement. Termination of this Operating Agreement shall not constitute or cause dissolution of the Research Foundation, provided however, in the event a new operating agreement is not achieved upon completion of the dispute resolution process, the association between the Research Foundation and the University will be ended, and the Research Foundation will cease all references to the University in its name and with respect to its operations other than as is necessary to complete projects or contracts pending as of the final date of the dispute resolution process.

C. *Dispute Resolution.* The Parties agree that in the event of any dispute arising from this Operating Agreement, they shall first attempt to resolve the dispute by working together with the appropriate staff members of each of the Parties. If the staff cannot resolve the dispute, then the dispute will be referred to the Research Foundation's Board of Directors and the University's President. If the Research Foundation's Board of Directors and University's President cannot resolve the dispute, then the dispute will be referred to the Research Foundation's Board of Directors and the State Board for resolution. If the aforementioned Parties do not resolve the dispute, the University and the Research Foundation shall submit the dispute to mediation by an impartial third party or professional mediator mutually acceptable to the Parties. If and only if all the above mandatory steps are followed in sequence and the dispute remains unresolved, then, in such case, either Party shall have the right to initiate litigation arising from this Operating Agreement. In the event of litigation, the prevailing Party shall be entitled, in addition to any other rights and remedies it may have, to reimbursement for its expenses, including court costs, attorney fees, and other professional expenses.

D. *Dissolution of Research Foundation.* Upon dissolution of the Research Foundation, it shall transfer the balance of all property and assets of the Research Foundation in a manner consistent with its Articles of Incorporation.

E. *Board Approval of Operating Agreement.* Prior to the Parties' execution of this Operating Agreement, an unexecuted copy of this Operating Agreement must be approved by the State Board. Furthermore, this Operating Agreement, including any subsequent modifications and restatements of this Operating Agreement, shall be submitted to the State Board for review and approval no less frequently than once every two (2) years or more frequently if otherwise requested by the State Board.

F. *Modification.* Any modification to the Agreement or Exhibits hereto shall be in writing and signed by both Parties.

G. *Providing Document to and Obtaining Approval from the University.* Unless otherwise indicated herein, whenever documents are to be provided to the University or whenever the University's approval of any action is required, such documents shall be provided to, or such approval shall be obtained from, the University's Vice President for Finance and Administration.

H. *Providing Documents to and Obtaining Approval from Research Foundation.* Unless otherwise indicated herein, whenever documents are to be provided to Research Foundation or whenever the Research Foundation's approval of any action is required, such document shall be provided to, or such approval shall be obtained from, the Research Foundation's Board of Directors or an individual to whom such authority has been properly delegated by the Research Foundation's Board of Directors.

I. *Notices.* Any notices required under this agreement may be mailed or delivered as follows:

To the University:

Vice President for Finance and Administration
Boise State University
1910 University Drive
Boise, Idaho 83725-1200

With copy to:

Office of the General Counsel
Boise State University
1910 University Drive
Boise, Idaho 83725-1002

Boise State University Research Foundation
Boise State University
1910 University Drive
Boise, Idaho 83725-1139

J. *No Joint Venture.* At all times and for all purposes of this Operating Agreement, the University and Research Foundation shall act in an independent capacity and not as an agent or representative of the other Party.

K. *Liability.* The University and Research Foundation are independent entities and neither shall be liable for any of the other's contracts, torts, or other acts or omissions, or those of the other's trustees, directors, officers, members or employees.

L. *Indemnification.* To the extent allowed by Idaho law, the University and Research Foundation each agree to indemnify, defend and hold the other Party, their officers, directors, agents and employees harmless from and against any and all losses, liabilities, and claims, including reasonable attorney's fees arising out of or resulting from the willful act, fault, omission, or negligence of the Party, its employees, contractors, or agents in performing its obligations under this Operating Agreement. This indemnification shall include, but not be limited to, any and all claims arising from an employee of one Party who is working for the benefit of the other Party. Nothing in this Operating Agreement shall be construed to extend to the University's liability beyond the limits of Idaho laws, including the Idaho Tort Claims Act.

M. *Assignment.* This Agreement is not assignable by either Party, in whole or in part.

N. *Governing Law.* This Agreement shall be governed by the laws of the State of Idaho.

O. *Articles, Sections, Subsections and Subparagraphs.* This Agreement consists of text divided into Articles that are identified by roman numeral (for example Article I), Sections that are identified by an uppercase letter followed by a period (for example A.), subsections that are identified by a number followed by a period (for example 1.) and subparagraphs that are identified by a lower case letter followed by a period (for example a.). The organization is hierarchical meaning that a reference to a division of the document includes all of its subsections (for example a reference to a Section includes the Section and all of its subsections and subparagraphs).

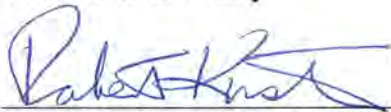
P. *Severability.* If any provision of this Agreement is held invalid or unenforceable to any extent, the remainder of this Agreement is not affected thereby and that provision shall be enforced to the greatest extent permitted by law.

Q. *Entire Agreement.* This Agreement constitutes the entire agreement among the Parties pertaining to the subject matter hereof, and supersedes all prior agreements and understandings pertaining thereto.

R. *Cooperation of the Parties.* The parties hereto agree to do all acts and things necessary to make, execute and deliver any and all written instruments as shall from time to time be reasonably required to carry out the terms and conditions of this Agreement.

IN WITNESS WHEREOF, the University and the Research Foundation have executed this agreement on the above specified date.

Boise State University



Robert Kustra, President

Boise State University Research Foundation,
Inc.



Mark Rudin, Chairman of the Board

LOANED EMPLOYEE AGREEMENT

This AGREEMENT is entered into by and between the BOISE STATE UNIVERSITY, state educational institution, and a body politic and corporate organized and existing under the Constitution and laws of the State of Idaho ("University"), and the BOISE STATE UNIVERSITY RESEARCH FOUNDATION CORPORATION ("Research Foundation") and is effective the __ day of _____, 201.

BACKGROUND

WHEREAS, the Research Foundation has asked University to make certain university employees available to the Research Foundation for fulfilling various operational requirements of the Research Foundation;

WHEREAS, University desires to make certain employees available to the Research Foundation to assist the Research Foundation in achieving its mission as set forth in the Operating Agreement between the Research Foundation and University; and

WHEREAS, University has agreed to loan its certain employee, _____ ("Loaned Employee"), to the Research Foundation to act in the capacity of _____ for the Research Foundation pursuant to the terms of this Agreement.

AGREEMENT

The parties agree as follows:

A. Relationship between Loaned Employee and University.

1. Status. At all times under this Agreement. Loaned Employee shall be a(n) **[insert either classified or exempt here]**, **[insert either fiscal or academic here]** year employee of the University subject to all applicable policies and procedures of the State Board of Education and the University. The Research Foundation shall have control over all aspects of Loaned Employee's day-to-day work, and Loaned Employee shall devote 100% of his or her working time to performing services for the Research Foundation. Only University may terminate the employment of Loaned Employee. Notwithstanding the foregoing, the Research Foundation may discipline the Loaned Employee for cause, which may include taking action up to and including termination of this Agreement, such discipline and determination of cause to be in accordance with the Research Foundation policies and procedures and applicable law. The parties acknowledge that University and Loaned Employee have agreed and acknowledged that Loaned Employee's contract with the University is contingent upon continuation of this Agreement and in the event this agreement is terminated Loaned Employee's contract with the University will also terminate. Loaned Employee will be considered a loaned employee under the worker's compensation law of the State of Idaho.

2. Compensation. University shall pay Loaned Employee a **[insert either fiscal or academic here]** year salary rate of \$ _____ payable on the regular biweekly paydays of the University, and subject to adjustment in accordance with the University's regular policies and procedures. Loaned Employee will be entitled to University benefits to the same extent and on the same terms as other full-time University employees of her/his classification. The Research Foundation shall pay University for this cost as provided in this Agreement.

3. Travel Expenses. University shall reimburse directly to Loaned Employee costs incurred for the Research Foundation travel that is approved in advance by the Research Foundation or the University. The Research Foundation shall pay the University for this cost as provided in this Agreement.

4. No Prohibition on Leasing Employee to the Research Foundation. University represents and warrants to the Research Foundation that there is no agreement with Loaned Employee nor any University policy or procedure (including, without limitation, any agreement, policy, or rule of the Idaho State Board of Education or the University) that prohibits the University from leasing Loaned Employee to the Research Foundation pursuant to the terms of this Agreement. University further represents and warrants that Loaned Employee is eligible for benefits as a full-time, leased employee under the term of all applicable University benefit plans. University shall indemnify, defend, and hold the Research Foundation harmless from any breach of the foregoing representations.

B. Relationship between the Research Foundation and Loaned Employee.

1. Supervision. Loaned Employee will work full-time under the supervision and direction of the Research Foundation Board of Directors. Loaned Employee will report directly to the Research Foundation Executive Director or her/his designee, who shall determine her/his duties for the Research Foundation.

2. Performance Evaluations. The Research Foundation will evaluate the performance of Loaned Employee on an annual basis, at a time consistent with the annual reviews of exempt employees at the University. The Research Foundation will provide University with a copy of any written documentation regarding the evaluation within fourteen (14) days after the evaluation is complete.

C. Relationship between the Research Foundation and University

1. Lease of Loaned Employee. During the term of this Agreement, so long as University employs Loaned Employee, University shall make available to the Research Foundation the full-time services of Loaned Employee, subject to University's continued employment of Loaned Employee. The furnishing of Loaned Employee shall not be considered a professional service of the University to the Research Foundation, nor shall University be considered a contractor of the Research Foundation.

2. University to Provide Salary and Benefits. As indicated above, University shall provide Loaned Employee with a(n) **[insert either fiscal or academic here]** year salary rate of \$_____ and other University benefits to the same extent and on the same terms as other full-time University employees of her/his classification. University shall be responsible for all facets of payroll and benefits administration with respect to Loaned Employee, including, without limitation, withholding and payment of payroll taxes, unemployment compensation, worker's compensation coverage, social security, and providing any fringe and welfare benefit programs for Loaned Employee. To the extent allowed by Idaho law, University shall indemnify, defend, and hold the Research Foundation harmless for the payment of all items set forth herein and any claims

or losses resulting from the administration of any employee benefits pursuant to any applicable law including, without limitation, the Fair Labor Standards Act, the Employee Retirement Income Security Act, and the Internal Revenue Code.

3. Reimbursement of Salary and Benefits by the Research Foundation. The Research Foundation will reimburse University for one hundred percent (100%) of the University's total cost of Loaned Employee's salary and benefits and any reimbursable costs such as travel expenses. Such costs will be billed annually and paid to the University in one annual installment. University shall maintain accurate books and account records reflecting the actual cost of all items of direct cost for which payment is sought under this Agreement. At all reasonable times, the Research Foundation shall have the right to inspect and copy said books and records, which the University agrees to retain for a minimum period of five (5) years following the termination of this Agreement.

4. Review of Loaned Employee's Status/Discipline/Termination for Cause. Loaned Employee shall at all times remain an employee of University. Accordingly, University shall have the power to evaluate, discipline, and terminate Loaned Employee in its discretion and in accordance with any of its policies, procedures, or agreements between University and Employee. As provided above, the Research Foundation will conduct an annual review of Loaned Employee. The Research Foundation will provide a copy of any documents related to its evaluation to the University no later than fourteen (14) days after the evaluation is completed. Based on its annual review of Loaned Employee's performance or any interim review or concerns regarding Loaned Employee's performance, the Research Foundation may discipline the Loaned Employee for cause, which may include taking action up to and including termination of this Agreement. Such discipline and determination of cause shall be in accordance with the Research Foundation policies and procedures and applicable law. If the Research Foundation makes such a determination, the Research Foundation shall provide notice to the University that it will no longer lease the services of Loaned Employee effective as of the date specified in the notice with a reasonable amount of detail as to the reason the Research Foundation is discontinuing the services of Loaned Employee.

5. Indemnification by the Research Foundation for Act of Loaned Employee. University shall have no liability to the Research Foundation for loss or damage directly resulting from the fault, negligence, misconduct, or other acts of the Loaned Employee while Loaned Employee is performing activities on behalf of or at the direction of the Research Foundation. the Research Foundation therefore agrees to release, defend, indemnify and hold harmless the state of Idaho, the State Board of Education, the University and its officers, employees, and agents, from and against any and all claims, demands, losses, damages, costs, expenses, and liabilities, for injuries (including death) to persons and for damages to property (including damage to property of the Research Foundation or others) arising out of, or in connection with, the activities of the Loaned Employee performed on behalf of or at the direction of the Research Foundation. Notwithstanding the foregoing, both parties may maintain any liability insurance coverage as it shall deem appropriate with respect to liabilities arising out of the acts or omissions of Loaned Employee.

6. Compliance with Employment laws. The Research Foundation agrees to comply with all laws regarding employment discrimination, including, without limitation, the Americans with Disabilities Act, Age Discrimination in Employment Act, Title VII of the Civil Rights Act, the Equal Pay Act, and the Idaho Human Rights Act with respect to Loaned Employee as if Loaned

Employee were an employee of the Research Foundation. The Research Foundation shall notify University within five (5) days of any claim by Loaned Employee alleging a violation of any laws relating to employment discrimination. The Research Foundation shall indemnify and hold University harmless from any claims or losses resulting from the Research Foundation's failure to comply with any applicable employment discrimination laws. University agrees to comply with all laws regarding employment discrimination, including, without limitation, the Americans with Disabilities Act, Age Discrimination in Employment Act, Title VII of the Civil Rights act, the Equal Pay Act, and the Idaho Human Rights Act with respect to Loaned Employee. University shall notify the Research Foundation within five (5) days of any claim by Loaned Employee alleging a violation of any laws relating to employment discrimination. To the extent allowed by Idaho law, University shall indemnify, defend, and hold the Research Foundation harmless from any claims or losses resulting for University's failure to comply with any applicable employment discrimination laws.

D. General Terms

1. Term and Termination. The term that University shall lease Loaned Employee to the Research Foundation shall extend to _____ and is the term of employment specified in Loaned Employee's contract as an exempt employee of the University, unless it is terminated earlier upon the occurrence of any of the following:

a. Notice to University Due to Loaned Employee Performance Problems. The Research Foundation may discipline Loaned Employee pursuant to this Agreement by taking action up to and including termination of this Agreement for cause based on its annual review of Loaned Employee's performance or any interim review or concerns regarding Loaned Employee's performance. If the Research Foundation makes such a determination, the Research Foundation shall provide notice to the University that it will no longer lease the services of Loaned Employee effective as of the date specified in the notice with a reasonable amount of detail as to the reason the Research Foundation is discontinuing the services of Loaned Employee; or

b. Termination in the Event of Default. Either party may terminate the lease of Loaned Employee by University to the Research Foundation upon the material default of the other's performance provided that the non-defaulting party first provides the other with at least ten (10) days' notice of the default and an opportunity to cure such default within the notice period; or

c. Discontinued Employment of Loaned Employee by University. The lease of Loaned Employee to the Research Foundation shall automatically terminate if Loaned Employee is no longer an employee of University for any reason. The parties may extend the term of this Agreement at any time upon mutual agreement for a new term that is equal to the term of the Loaned Employee's renewed contract with the University. the Research Foundation is under no obligation to extend the term of this Agreement for a new term, however, in the event the Research Foundation determines that it will not agree to an extension of the term of this Agreement the Research Foundation will give University notice of its intention not to extend the term of this agreement at least 60 days prior to the expiration of the term of this Agreement,

2. No Third Party Beneficiaries. The parties acknowledge that there are no intended third party beneficiaries of this Agreement. Without limiting the foregoing, this Agreement shall not be construed as a promise of continuing employment to Loaned Employee,

who remains subject to all applicable State Board of Education and University policies including, but not limited to, policies regarding nonrenewal of fixed term appointments and termination or discipline.

3. **Governing Law.** This Agreement will be governed by the laws of the state of Idaho as an agreement to be performed within the state of Idaho. The venue for any legal action under this Agreement shall be in Ada County.

4. **Notice.** Any notice made under this Agreement shall be in writing and be delivered in person or by public or private courier service (including U.S. Postal Service Express Mail) or certified mail with receipt requested or by facsimile. All notices shall be addressed to the parties at the following addresses or at such other addresses as the parties may from time to time direct in writing:

To the Research Foundation:

Boise State University Research Foundation
Boise State University
1910 University Drive
Boise, Idaho 83725-1139

To University:

Vice President for Finance and Administration
Boise State University
1910 University Drive
Boise, ID 83725-1200

With copy to:

Office of the General Counsel
Boise State University
1910 University Drive
Boise, Idaho 83725-1002

Notice shall be deemed given on its date of mailing plus three business days or upon written acknowledgment of its receipt by personal delivery, whichever shall be earlier.

5. **Waiver.** Waiver by either party of any breach of any term, covenant or condition herein contained shall not be deemed to be a waiver of such term, covenant or condition, or any subsequent breach of the same or any other term, covenant or condition herein contained.

6. **Attorney's Fees.** In the event an action is brought to enforce any of the terms, covenants or conditions of this Agreement or in the event this Agreement is placed with an attorney for collection or enforcement the successful party to such an action or collection shall be entitled to recover from the losing party a reasonable attorney's fee, together with such other costs as may be authorized by law.

7. Assignment. Neither party shall assign this Agreement without the prior written consent of the other.

8. Amendments. This Agreement may not be modified or amended except by an agreement in writing signed by both of the parties.

9. Acknowledgment by Employee. This Agreement shall not be effective until it is executed by University and the Research Foundation and acknowledged by Loaned Employee pursuant to the signature blocks below.

The parties have executed this Agreement effective as of the date first set forth above.

BOISE STATE UNIVERSITY

BOISE STATE UNIVERSITY RESEARCH
FOUNDATION

Robert Kustra, President

Mark Rudin, Chairman of the Board

Acknowledgment by Loaned Employee:

Loaned Employee, by his or her signature below acknowledges the terms of this Agreement between University and the Research Foundation and agrees that he or she is an employee of the University that is loaned to the Research Foundation pursuant to the terms of this Agreement. Loaned Employee further acknowledges that he or she is a 'loaned employee' pursuant to all state worker's compensation laws. Accordingly, Loaned Employee acknowledges and agrees that in the event of any work-related injury that is covered by workman's compensation insurance held for the benefit of Loaned Employee by University, Loaned Employee will be precluded from recovering damages from the Research Foundation for such injury in accordance with applicable state worker's compensation laws.

Signed: _____

Name: _____

ADMINISTRATIVE SUPPORT SERVICES AGREEMENT

THIS ADMINISTRATIVE SERVICES AGREEMENT is entered into by and between the BOISE STATE UNIVERSITY CORPORATION, a public institution of higher education in the State of Idaho ("University"), and the Boise State University Research Foundation, Inc. ("Research Foundation").

The University agrees to provide to the Research Foundation the following administrative, financial, and accounting, support services:

1. Administrative Support for the Research Foundation's general accounting and operations, including cash, receivables, and disbursement processing, preparation of financial statement and work papers for external audit, support for the Research Foundation Audit Committee, and support for the Research Foundation tax return filings;
2. Administrative support for the Research Foundation through the University Human Resources Office, including payroll and benefits management;
3. Administrative support, including support for Research Foundation grant and contract management and compliance for the Research Foundation, through the University's Offices of Sponsored Programs and Research Compliance in the Division of Research and Economic Development; and
4. Administrative support for the Research Foundation, including support of technology management, protection, and licensing through the University's Office of Technology Transfer in the Division of Research and Economic Development.

All University employees who provide support services to the Research Foundation shall remain University employees under the direction and control of the University.

The University will supply the facilities, equipment, software and operating supplies necessary for the University employees supplying the above support services to the Research Foundation, the nature and location of which shall be in the University's discretion. In addition, the University shall furnish office space and office equipment for use by the Research Foundation Executive Director the nature and location of which shall be subject to agreement of the Parties.

The Research Foundation will pay directly to the University a reasonable consideration for the services, facilities, equipment, software and operating supplies provided to the Research Foundation pursuant to the Service Agreement based upon agreed upon budgets for the services and operations described herein. In conjunction with the University's annual budget process, the University will prepare and present to the Research Foundation for consideration and acceptance an operating budget for the services and operations to be provided under this Agreement upon which the consideration shall be based.

The Parties acknowledge that support services provided by the University to the Research Foundation hereunder are intended to continue only so long as is necessary for the Research Foundation to become a fully self-sufficient operational entity. As the Research Foundation gains in self-sufficiency, services provided hereunder may be assumed by the Research Foundation operations and discontinued by the University all as per the agreement of the Parties.

This Services Agreement shall be effective as of the date of the last signature thereto and shall continue in annual terms matched to the University's fiscal year until terminated by either party.

This Services Agreement may be terminated by either party upon written notice of termination, such termination to be effective sixty (60) days after notice thereof. This Services Agreement shall also terminate at the same time as any termination of the Operating Agreement between the University and the Research Foundation dated _____. In the event of termination, all obligations of the parties hereto shall cease as of the date of termination except for obligations for payment or reimbursement that accrued prior to the date of termination.

BOISE STATE UNIVERSITY

BOISE STATE UNIVERSITY RESEARCH
FOUNDATION, Inc.

Robert Kustra, President

Mark Rudin, Chairman of the Board

Date: _____

Date: _____

ARTICLES OF INCORPORATION

2015 JAN 28 AM 9:03

OF BOISE STATE UNIVERSITY RESEARCH FOUNDATION CORPORATION

SECRETARY OF STATE
STATE OF IDAHO

The undersigned, being over the age of eighteen (18) years, and for the purpose of forming a nonprofit corporation under the provisions of the Idaho Nonprofit Corporation Act, Title 30, Chapter 3 of the Idaho Code, hereby certifies and adopts the following Articles of Incorporation:

FIRST: The name of the Corporation is: Boise State University Research Foundation Corporation("Research Foundation").

SECOND: The registered office of the Research Foundation is in the State of Idaho and is located at Boise State University, 1910 University Drive, Boise, ID 83725-1139. The name and address of its registered agent is Suzy Harbison, Boise State University, 1910 University Drive, Riverfront Hall, Room 306, Boise, ID 83725-1002.

THIRD: The Research Foundation is organized and shall at all times be operated exclusively for the benefit of, to perform the functions of, or to carry out the purposes of Boise State University ("University"), a state institution of higher education described in section 509(a)(1) of the Internal Revenue Code of 1986 (or the corresponding section of any future United States Revenue Law), to include the following:

- a. Promoting and assisting the educational, research, community service and economic development objectives of the University, and applying the funds and properties in its possession in order to further these objectives;
- b. Supporting scientific research in areas deemed appropriate by the University and consistent with the charitable, scientific, literary, research, educational and service goals of the University;
- c. Acquiring and disseminating knowledge, and supporting the education, research, economic development and public service functions of the University;
- d. Executing, administering, letting and performing any and all contracts, subcontracts and agreements desirable and proper in order to perform and complete the activities of the Research Foundation including, without limitation, contracts and agreements with the University and other entities;
- e. Acquiring facilities by lease, purchase, donation, exchange, transfer, gift or otherwise, and operating such facilities as may be desirable in order to carry out the charitable, scientific, literary, research, educational, and service programs of both the Research Foundation and the University;
- f. Purchasing or otherwise acquiring, holding, leasing, encumbering, selling, assigning, transferring, mortgaging, pledging, hypothecating, exchanging, or otherwise disposing of any securities or equity, evidence of debt or other property, real or personal, as may be desirable to support the activities of the Research Foundation and the University's research mission;

C204788

- g. Receiving real and personal property from public and private sources, receiving grants and other monies from agencies of the United States of America, the State of Idaho or other states, and receiving grants, contributions and endowments from foundations, public and private corporations, and the general public, in support of the Research Foundation or University's exempt activities; and
- h. Employing personnel and engaging contractors and consultants in order to accomplish the purposes of the Research Foundation and the University's research mission.

FOURTH: No part of the earnings of the Research Foundation shall inure to the benefit of, or be distributed to, its directors, officers, or other private persons, except that the Research Foundation shall be authorized and empowered to pay reasonable compensation for services rendered and to make payments and distributions in furtherance of the purposes set forth in Article Three hereof. No substantial part of the activities of the Research Foundation shall be the carrying on of propaganda, or otherwise attempting to influence legislation, and the Research Foundation shall not participate or intervene in (including the publishing or distribution of statements) any political campaign on behalf of any candidate for public office. Notwithstanding any other provision of these Articles of Incorporation, the Research Foundation shall not carry on any activity not permitted to be carried on by (1) an organization exempt from Federal income tax as described in Section 501(c)(3) of the Internal Revenue Code of 1986 (or the corresponding provision of any future United States Internal Revenue Law), (2) an organization, contributions to which are deductible under Section 170(c)(2) of the Internal Revenue Code of 1986 (or the corresponding provision of any future United States Internal Revenue Law), or (3) an organization described in Section 509(a)(3) of the Internal Revenue Code of 1986 (or the corresponding provision of any future United States Internal Revenue Law).

The Research Foundation shall not have any members or capital stock and shall be strictly a non-profit, nonpolitical organization. Upon the dissolution of the Research Foundation, the Board of Directors shall, after paying or making provision for the payment of all of the liabilities of the Research Foundation, dispose of all the assets of the Research Foundation exclusively for the purposes of the Research Foundation in such manner as the Board of Directors shall determine, or to such organization or organizations organized and operated exclusively for charitable, educational, or scientific purposes as shall at the time qualify as organizations described in Section 501(c)(3) of the Internal Revenue Code of 1986 (or the corresponding provision of any future United States Internal Revenue Law). Any such assets not so disposed of shall be disposed of by the court of requisite jurisdiction in the county in which the principal office of the Research Foundation is then located, exclusively for such purposes or to such organization or organizations, as said court shall determine are organized and operated exclusively for such purposes. In no case will assets be distributed to private individuals.

FIFTH: (a) The name and mailing address of the incorporator are as follows:

<u>NAME</u>	<u>MAILING ADDRESS</u>
Mark Rudin	Division of Research and Economic Development Boise State University 1910 University Dr., MS-1139 Boise, ID 83725-1139

(b) The names and mailing addresses of the Directors are as follows:

<u>NAME</u>	<u>MAILING ADDRESS</u>
Mark Rudin	Division of Research and Economic Development Boise State University 1910 University Dr., MS-1139 Boise, ID 83725-1139
Stacy Pearson	Finance and Administration Boise State University 1910 University Dr., MS-1200 Boise, ID 83725-1200
Nancy Glenn	Department of Geosciences Boise State University 1910 University Dr., MS-1535 Boise, ID 83725-1535
Suzy Harbison	Office of General Counsel Boise State University 1910 University Dr., MS-1002 Boise, ID 83725-1002

SIXTH: The Research Foundation shall have perpetual existence.

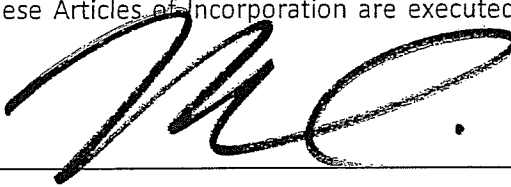
SEVENTH: The activities and affairs of the Research Foundation shall be managed by a Board of Directors. The number of Directors which shall constitute the whole Board shall be such as from time to time shall be fixed by, or in the manner provided in, the Bylaws.

EIGHTH: Meetings of members of the Board of Directors may be held outside the State of Idaho, if the Bylaws so provide. The books of the Research Foundation may be kept (subject to any provision contained in the Idaho Code) outside the State of Idaho at such place or places as may be from time to time designated by the Board of Directors. Elections of Directors need not be by ballot unless the Bylaws of the Research Foundation shall so provide.

NINTH: The Research Foundation reserves the right to amend, alter, change or repeal any provision contained in these Articles of Incorporation, in the manner now or hereafter prescribed by statute, provided, however, no change shall be made affecting its status as a non-profit organization.

The undersigned, being the incorporator hereinbefore named, for the purpose of forming a corporation to do business both within and without the State of Idaho, and in pursuance of the Idaho Nonprofit Corporation Act, does hereby make and file these Articles of Incorporation, and does hereby declare and certify that this is his or her act and deed and the facts herein stated are true.

IN WITNESS WHEREOF, these Articles of Incorporation are executed in duplicate on the 27th day of January 2015.



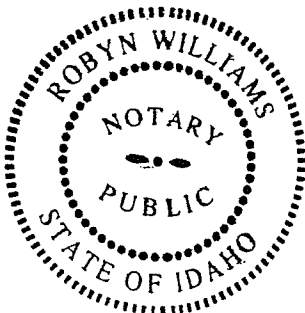
Mark Rudin

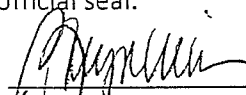
STATE OF IDAHO

County of Ada

On this 27th day of January 2015, before me, the undersigned Notary Public in and for the State of Idaho, personally appeared Mark Rudin, being first duly sworn under oath, known or identified to me to be the person whose name is subscribed to the foregoing instrument, and acknowledged to me that he or she executed the same.

WITNESS my hand and official seal.





Notary Public for Idaho
Residing at Bose Idaho
My commission expires: 9/30/16

IDAHO SECRETARY OF STATE
01/28/2015 05:00
CK:2527444 CT:172099 BH:1459083
1@ 30.00 = 30.00 INC NONP #2
1@ 20.00 = 20.00 NON EXPEDI #3

BYLAWS
OF
BOISE STATE UNIVERSITY RESEARCH FOUNDATION CORPORATION

ARTICLE I

NAME

The name of the Research Foundation shall be BOISE STATE UNIVERSITY RESEARCH FOUNDATION CORPORATION ("Research Foundation"). It is incorporated under Idaho Nonprofit Foundation Act.

ARTICLE II

GUIDING PHILOSOPHY

The directors, officers and employees of the Research Foundation will strive to enhance the ability of Boise State University ("University") to meet its mission and goals by cooperative use of Research Foundation and University resources including facilities, faculty, researchers, staff and students. To do so, the Research Foundation will:

1. Promote ethical work standards where the highest quality of achievement is aspired to and expected;
2. Appoint and retain the highest caliber of staff and students that can be attracted where integrity, intelligence, self-motivation, expertise, performance, commitment, and fairness are prime considerations;
3. Create an efficient operation in which each individual expeditiously performs multiple tasks, as needed, to maximize quality output at the most attractive cost-performance tradeoff;
4. Create a stimulating, challenging, and fair work environment in which individuals are able to learn and advance professionally; and
5. Foster cooperative research endeavors with public and private enterprises including institutions of learning, private businesses, individuals, and government agencies, leading to the dissemination and application of knowledge, discoveries, inventions, and technology for the greatest public good.

ARTICLE III
BOARD OF DIRECTORS

Section 1. Membership.

a. Composition. The Board of Directors ("Board") shall be comprised of seven Directors, four of whom shall be "University Directors" and three of whom shall be "Community Directors."

b. University Directors. Two of the four University Directors shall be those individuals who hold the following positions (whether permanent or acting) at the University: Vice President for Research and Economic Development and Vice President for Finance and Administration. The President of the University shall appoint two additional University Directors who must be current University faculty or staff who are neither key administrators nor function in a policy-making capacity for the University.

c. Community Directors. The University Directors shall, by a majority vote, elect three individual members of the general public to serve as Community Directors.

d. Term. University Directors who serve by virtue of their positions shall not have term limits. University Directors appointed by the President of the University shall serve four year terms, Community Directors shall serve three year terms, and each shall continue in office until his/her successor shall have been elected.

e. Removal. Any University Director who serves by reason of being a faculty or staff member of the University or any Community Director may be removed, with or without cause, at a regular or special meeting of the Directors, by the vote of a majority of all the Directors.

f. Compensation. Directors shall serve without compensation except that reasonable expenses incurred may be reimbursed for and in the interest of the Research Foundation under guidelines adopted by the Board.

Section 2. Vacancies. In the case of any vacancy with respect to a University Director who serves by reason of being a faculty or staff member of the University, a successor to fill the unexpired portion of the term shall be filled by a majority vote of the remaining University Directors. In case of any vacancy with respect to a Community Director, a successor to fill the unexpired portion of the term shall be filled by a majority vote of the University Directors. In all cases, vacancies shall be filled within ninety (90) days from the time that the vacancy occurred.

Section 3. Powers. The fundamental and basic purposes of the Research Foundation are to operate exclusively for the benefit of, to perform the functions of, or to carry out the purposes of the University and such purpose shall not be amended or changed. Within the structure of Sections 1 and 2 above, the Board of Directors shall have the power to manage and control the affairs and property of the Research Foundation; shall have the power, by majority vote, to adopt rules and regulations governing the actions of the Board and shall have full authority with respect to the activities of the Research Foundation, including fund transfers. The Board of Directors shall not permit any part of the net earnings or capital to inure to the benefit of any Director or other private individual who is related to or affiliated with the Research Foundation, and the sole beneficiary of such earnings or capital shall always be the University.

Section 4. Meetings. The Board of Directors may hold its meetings at such place or places within or without the State of Idaho as the Board may from time to time determine. Regular meetings of the Board of Directors shall be held at such time and place as may be determined by the Board, and when the schedule of regular meetings has been established, no further notice of such regular meetings need be given. Regular and special meetings may be conducted by telephone conference call. To the extent permitted by law, a resolution in writing, signed by at least 80 percent of the Directors, shall be as valid as if it had been passed at a meeting of the Directors duly called and constituted.

Section 5. Special Meetings. Special meetings of the Board may be called by the Chairperson of the Board ("Chair") or by the Secretary upon the written request of a majority of the Directors. Notice of the time, place and purpose of every special meeting of the Board shall be given by the Secretary by mailing (including electronic mail) or delivering the same to each Director, at least twenty-four (24) hours before the meeting.

Section 6. Open Meetings. All meetings of the Board shall be open and public, and all persons shall be permitted to attend any meeting of the Board; provided, however, that the Board may hold closed sessions during any regular or special meeting to consider those matters that may lawfully be considered in such sessions.

Section 6. Resignations. Any University Director who serves by reason of being a faculty or staff member of the University or any Community Director may resign at any time. Such resignation shall be made in writing, and shall take effect at the time specified therein, and if no time be specified, at the time of its receipt by the Chair or Secretary. The acceptance of the resignation shall not be necessary to make it effective.

Section 7. Quorum. A majority of the Directors in office shall constitute a quorum for the transaction of business. If at any meeting of the Board there shall be less than a quorum present, the Directors present shall adjourn the meeting until a quorum is obtained, and at any meeting subsequent to the adjourned meeting at which a quorum is present any business may be transacted which might have been transacted at the meeting as originally called.

Section 8. Proxy Voting. Proxy voting shall not be permitted.

ARTICLE IV
OFFICERS AND EXECUTIVE DIRECTOR

Section 1. Positions. The officers of the Research Foundation shall be a Chair, a Vice-Chair, a Secretary, a Treasurer and such other officers, if any, as the Board of Directors may from time to time appoint.

Section 2. Agents. The Board of Directors may appoint from time to time such agents as it shall deem necessary, each of whom shall hold office during the pleasure of the Board, and shall have such authority and perform such duties and shall receive such reasonable compensation, if any, as the Board of Directors may from time to time determine.

Section 3. Chair: Powers and Duties. The Chair of the Research Foundation Board shall be the University's Vice President for Research and Economic Development and shall preside at all meetings of the Board of Directors. He/she shall have general supervision of the affairs of the Research Foundation and shall keep the Board of Directors fully informed and shall freely consult with them concerning the activities of the Research Foundation. He/she shall have power to sign alone, unless the Board of Directors shall specifically require an additional signature, in the name of the Research Foundation all contracts authorized either generally or specifically by the Board. He/she shall perform such other duties as shall from time to time be assigned to him/her by the Board of Directors.

Section 4. Vice-Chair: Powers and Duties. The Vice-Chair of the Research Foundation shall be a Board member elected to that position by a majority of the Board and shall have such powers and duties as may be assigned to him/her by the Board of Directors. In the absence of the Chair, or as delegated by the Chair, the Vice-Chair shall perform the duties of the Chair.

Section 5. Secretary: Powers and Duties. The Secretary of the Research Foundation shall be a Board member elected to that position by a majority of the Board. He/she shall serve in that capacity until such time as his/her successor has been elected. The Secretary shall act as secretary of all meetings of the Board of Directors and shall keep the minutes of all such meetings in the books proper for that purpose. He/she shall attend to the giving and serving of all notices of the Research Foundation. He/she shall, in coordination with the Research Foundation Chairperson, establish the agenda for Research Foundation meetings. He/she shall perform all the duties customarily incident to the office of Secretary, subject to the control of the Board of Directors, and shall perform such other duties as shall from time to time be assigned to him/her by the Board of Directors. The Secretary shall be authorized to certify by signature copies of resolutions duly adopted by the Board of Directors.

Section 6. Treasurer: Powers and Duties. The Treasurer of the Research Foundation shall be a Board member elected to that position by a majority of the Board and shall have the custody of all funds and securities of the Research Foundation that may come into his/her hands. He/she shall keep or cause to be kept full and accurate accounts of receipts and disbursements of the Research Foundation, and shall deposit all moneys and other valuable effects of the Research Foundation in such banks or depositories as the Board of Directors may designate. He/she shall record and submit at least once each year to the Board of Directors a report of the receipts and disbursements, which the Board may, in its

discretion, cause to be audited by a firm of chartered or certified accountants of its selection before approving the same. Whenever required by the Board of Directors, he/she shall render a statement of accounts. He/she shall at all reasonable times exhibit the books and accounts to any officer or Director of the Research Foundation, and shall perform all duties incident to the position of Treasurer subject to the control of the Board of Directors. The Treasurer shall, when required, give such security for the faithful performance of his/her duties as the Board of Directors may determine.

Section 7. Executive Director. The Board of Directors shall appoint an Executive Director of the Research Foundation who will report to and serve at the pleasure of the Board of Directors. The Executive Director, working together with the Board of Directors and officers of the Research Foundation, shall be responsible for providing direction and leadership toward the achievement of the Research Foundation's mission, strategy, goals, and objectives.

**ARTICLE V
COMMITTEES**

The Board may appoint one or more committees, each consisting of three or more Directors, and delegate to such committees such duties and responsibilities as the Board may deem appropriate except with respect to the following:

- a. The filling of vacancies on the Board or in any committee;
- b. The fixing of compensation of the Directors for serving on the Board or on any committee, should the Bylaws be amended to allow such compensation;
- c. The amendment or repeal of Bylaws or the adoption of new Bylaws;
- d. The amendment or repeal of any resolution of the Board;
- e. The appointment of other committees of the Board or the members thereof; or
- f. The approval of any self-dealing transaction.

Any such committee must report to the Board of Directors on its progress and actions at each Board meeting.

ARTICLE VI

GIFTS AND CONTRIBUTIONS

The Research Foundation will seek a determination from the Internal Revenue Service that it is exempt from federal income tax as an organization described in Internal Revenue Code §501(c)(3) and that contributions to the Research Foundation are deductible as charitable contributions under Internal Revenue Code §170. Should the Research Foundation receive a determination that it is exempt from federal income tax, it will perform any act required to retain such tax-exempt status and will refrain from conducting any activities forbidden by Internal Revenue Code §501(c)(3). As such, the following shall apply:

- a. Contributions and gifts may be solicited by representatives assigned by the Chair to promote, sponsor and carry out the purposes of the Research Foundation;
- b. Unless otherwise provided by the donor, all contributions received by the Research Foundation shall be deposited and held by the Research Foundation and may be used and disbursed by the Board to promote, sponsor and carry out the purposes for which the Research Foundation is organized;
- c. The limitations and restrictions upon any grant, gift, donation, bequest or devise shall be respected. Restricted gifts shall conform to all applicable state and federal laws and regulations; and
- d. The operating expenses of the Research Foundation may be defrayed by funds contributed directly to the Research Foundation or from income and other resources of the Research Foundation, from whatever source realized, except as restricted or specified in paragraph (c) above.

ARTICLE VII

CONTRACTS, CHECKS, BANK ACCOUNTS, INVESTMENTS, ETC.

Section 1. Selection. The Board of Directors is authorized to select such depositories as it shall deem proper for the funds of the Research Foundation and shall determine who shall be authorized on the Research Foundation's behalf to sign bills, notes, receipts, acceptances, endorsements, checks, releases, contracts, and documents.

Section 2. Investments. The funds of the Research Foundation may be retained in whole or in part in cash or be invested and reinvested from time to time in such property, real, personal or

otherwise, or stocks, bonds or other securities, as the Board of Directors in its sole discretion may deem beneficial to the furtherance of the purposes and objectives of the Research Foundation.

ARTICLE VIII

FISCAL YEAR

The fiscal year of the Research Foundation shall be from July 1 – June 30.

ARTICLE IX

NOTICE AND WAIVER OF NOTICE

Whenever any notice is required by these Bylaws to be given, personal notice is not meant unless expressly so stated, and any notice so required shall be deemed to be sufficient if given by certified mail addressed to the person entitled thereto at his/her last known post-office address, and such notice shall be deemed to have been given on the day of such mailing. Any notice required to be given by law or under these Bylaws may be waived by the person entitled thereto, and his/her attendance, either in person or by proxy, at any meeting shall constitute a waiver of notice thereof.

ARTICLE X

OFFICE

Section 1. Registered Office. The registered office of the Research Foundation shall be located in the City of Boise, Idaho.

Section 2. Other Offices. The Research Foundation may also maintain offices at such other places, either within or outside the State of Idaho, as the Board of Directors may from time to time require.

ARTICLE XI

INDEMNIFICATION

The Research Foundation shall indemnify officers and members of the Board of Directors who

may be a party (or who may be threatened to be made a party) to any action or proceeding, whether civil, criminal, administrative or investigative by reason of the fact that he/she is an officer or Director of the Research Foundation, and who is acting within the normal exercise of Board of Director functions, and exercising fiduciary responsibility. The indemnification shall include all expenses (including attorneys' fees), judgments, fines and amounts paid in settlement that are actually and reasonably incurred by the officer or Director in connection with such action, suit or proceeding, provided that the officer or Director acted in good faith and in a manner he/she reasonably believed to be in, or not opposed to, the best interests of the Research Foundation. If the action is criminal, in order to be indemnified, the officer or Director must have had no reasonable belief that his/her conduct was unlawful. In all respects, the indemnification provided for under this Article IX shall be in accordance with the indemnification provisions set forth in Section 30-3-88 of the Idaho Nonprofit Corporation Act. The Board shall budget sufficient funds in its annual budget for liability insurance that will assure full compliance with this article.

ARTICLE XII
AMENDMENTS, ETC.

These Bylaws may be amended, added to, or repealed by the Board of Directors by majority vote of the Directors then in office, provided notice of intention to amend the Bylaws shall be mailed to each Director at least five days before the meeting.

IDAHO STATE UNIVERSITY

SUBJECT

Replacement and upgrade of Idaho State University (ISU) campus-wide network switching hardware

REFERENCE

June 2012

Idaho State Board of Education (Board)
approved initial network switching infrastructure
upgrade

APPLICABLE STATUTE, RULE, OR POLICY

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

BACKGROUND/DISCUSSION

ISU's current network distribution and access layer switching hardware was last updated in June 2012. The hardware has reached its forecasted end-of-life and has exceeded the date beyond which vendors can provide warranty and software support. This increases ISU's vulnerability to attacks, and the system can no longer meet industry-wide technical standards. In addition, the current hardware system does not meet the growing bandwidth demands of ISU programs.

The network hardware upgrade for distribution and access layer switches is estimated at \$2,368,000. An additional estimated \$325,000 will be need for materials and supplies to support the installation of the new switches. The estimated total project cost is \$2,693,000. This hardware will be purchased under state contract #PADD1118.

IMPACT

Funding for the proposed replacement/upgrade has been included as a planned acquisition within ISU's current budget, and adequate funding is available for the purchase and installation of the equipment.

ATTACHMENTS

Attachment 1 - Presidio Quote ISU Distribution Switches

Page 3

Attachment 2 - Presidio Quote Switch Refresh

Page 7

STAFF COMMENTS AND RECOMMENDATIONS

The proposed upgrade will ensure that ISU has a secure network system which supports the needs of institutional users and is supportable by ISU staff and commercial vendors. Utilization of a current state contract for this hardware purchase obviates the need for a bid process.

Staff recommends approval.

CONSENT
OCTOBER 19, 2017

BOARD ACTION

I move to approve the request by Idaho State University to replace and upgrade the university's network switching hardware, for an amount not to exceed \$2,693,000.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

**QUOTE:**

2003217701640-01

DATE:

03/01/2017

PAGE:

1 of 4

TO: ID State University
Mark Norviel
638 East Dunn
Pocatello, ID 83209

norvmark@isu.edu
(p) 2082824246

FROM: Presidio Networked Solutions Group, LLC
Jamie Kelley
225 N. 9th Street
Suite 610
Boise, ID 83702

jkelley@presidio.com
(p) 208.338.7960

Customer#: IDAHO025
Account Manager: Jamie Kelley
Inside Sales Rep: Tristian Alo
Title: ISU Distribution Switches

#	Part #	Description	List Price	Unit Price	Qty	Discount	Ext List Price	Ext Price
WS-C3850-12XS-S								
1	WS-C3850-12XS-S	Cisco Catalyst 3850 12 Port 10G Fiber Switch IP Base	\$13,500.00	\$5,265.00	30	61.00 %	\$405,000.00	\$157,950.00
2	S3850UK9-37E	CAT3850 Universal k9 image	\$0.00	\$0.00	30	61.00 %	\$0.00	\$0.00
3	CAB-TA-NA	North America AC Type A Power Cable	\$0.00	\$0.00	30	61.00 %	\$0.00	\$0.00
4	STACK-T1-50CM	50CM Type 1 Stacking Cable	\$0.00	\$0.00	30	61.00 %	\$0.00	\$0.00
5	CAB-SPWR-30CM	Catalyst 3750X and 3850 Stack Power Cable 30 CM	\$0.00	\$0.00	30	61.00 %	\$0.00	\$0.00
6	PWR-C1-350WAC	350W AC Config 1 Power Supply	\$0.00	\$0.00	30	61.00 %	\$0.00	\$0.00
7	C3850-NM-BLANK	Cisco Catalyst 3850 Network Module Blank	\$0.00	\$0.00	30	61.00 %	\$0.00	\$0.00
8	PWR-C1-BLANK	Config 1 Power Supply Blank	\$0.00	\$0.00	30	61.00 %	\$0.00	\$0.00
							Total:	\$157,950.00
WS-C3850-24XS-S								
9	WS-C3850-24XS-S	Cisco Catalyst 3850 24 Port 10G Fiber Switch IP Base	\$21,000.00	\$8,190.00	8	61.00 %	\$168,000.00	\$65,520.00
10	S3850UK9-37E	CAT3850 Universal k9 image	\$0.00	\$0.00	8	61.00 %	\$0.00	\$0.00
11	CAB-TA-NA	North America AC Type A Power Cable	\$0.00	\$0.00	8	61.00 %	\$0.00	\$0.00
12	STACK-T1-50CM	50CM Type 1 Stacking Cable	\$0.00	\$0.00	8	61.00 %	\$0.00	\$0.00
13	CAB-SPWR-30CM	Catalyst 3750X and 3850 Stack Power Cable 30 CM	\$0.00	\$0.00	8	61.00 %	\$0.00	\$0.00
14	C3850-NM-BLANK	Cisco Catalyst 3850 Network Module Blank	\$0.00	\$0.00	8	61.00 %	\$0.00	\$0.00
15	PWR-C1-BLANK	Config 1 Power Supply Blank	\$0.00	\$0.00	8	61.00 %	\$0.00	\$0.00
16	PWR-C1-715WAC	715W AC Config 1 Power Supply	\$0.00	\$0.00	8	61.00 %	\$0.00	\$0.00
							Total:	\$65,520.00
WS-C3650-24PD-S								
17	WS-C3650-24PD-S	Cisco Catalyst 3650 24 Port PoE 2x10G Uplink IP Base	\$6,600.00	\$2,574.00	14	61.00 %	\$92,400.00	\$36,036.00
18	S3650UK9-36E	CAT3650 Universal k9 image	\$0.00	\$0.00	14	61.00 %	\$0.00	\$0.00
19	PWR-C2-640WAC	640W AC Config 2 Power Supply	\$0.00	\$0.00	14	61.00 %	\$0.00	\$0.00
20	CAB-TA-NA	North America AC Type A Power Cable	\$0.00	\$0.00	14	61.00 %	\$0.00	\$0.00

21	STACK-T2-BLANK	Type 2 Stacking Blank	\$0.00	\$0.00	14	61.00 %	\$0.00	\$0.00
22	PWR-C2-BLANK	Config 2 Power Supply Blank	\$0.00	\$0.00	14	61.00 %	\$0.00	\$0.00
							Total:	\$36,036.00
WS-C3650-48FQ-S								
23	WS-C3650-48FQ-S	Cisco Catalyst 3650 48 Port Full PoE 4x10G Uplink IP Base	\$12,900.00	\$5,031.00	2	61.00 %	\$25,800.00	\$10,062.00
24	S3650UK9-36E	CAT3650 Universal k9 image	\$0.00	\$0.00	2	61.00 %	\$0.00	\$0.00
25	PWR-C2-1025WAC	1025W AC Config 2 Power Supply	\$0.00	\$0.00	2	61.00 %	\$0.00	\$0.00
26	CAB-TA-NA	North America AC Type A Power Cable	\$0.00	\$0.00	2	61.00 %	\$0.00	\$0.00
27	STACK-T2-BLANK	Type 2 Stacking Blank	\$0.00	\$0.00	2	61.00 %	\$0.00	\$0.00
28	PWR-C2-BLANK	Config 2 Power Supply Blank	\$0.00	\$0.00	2	61.00 %	\$0.00	\$0.00
							Total:	\$10,062.00
C3850-NM-2-10G=								
29	C3850-NM-2-10G=	Cisco Catalyst 3850 2 x 10GE Network Module	\$2,500.00	\$975.00	8	61.00 %	\$20,000.00	\$7,800.00
							Total:	\$7,800.00
C3850-NM-4-10G=								
30	C3850-NM-4-10G=	Cisco Catalyst 3850 4 x 10GE Network Module	\$4,000.00	\$1,560.00	6	61.00 %	\$24,000.00	\$9,360.00
							Total:	\$9,360.00
C3850-NM-8-10G=								
31	C3850-NM-8-10G=	Cisco Catalyst 3850 8 x 10GE Network Module	\$6,000.00	\$2,340.00	3	61.00 %	\$18,000.00	\$7,020.00
							Total:	\$7,020.00
PWR-C1-350WAC=								
32	PWR-C1-350WAC=	350W AC Config 1 Power Supply	\$650.00	\$253.50	2	61.00 %	\$1,300.00	\$507.00
33	CAB-TA-NA	North America AC Type A Power Cable	\$0.00	\$0.00	2	61.00 %	\$0.00	\$0.00
							Total:	\$507.00
PWR-C1-715WAC=								
34	PWR-C1-715WAC=	715W AC Config 1 Power Supply	\$1,250.00	\$487.50	2	61.00 %	\$2,500.00	\$975.00
35	CAB-TA-NA	North America AC Type A Power Cable	\$0.00	\$0.00	2	61.00 %	\$0.00	\$0.00
							Total:	\$975.00
GLC-T=								
36	GLC-T=	1000BASE-T SFP	\$395.00	\$118.50	128	70.00 %	\$50,560.00	\$15,168.00
							Total:	\$15,168.00
GLC-SX-MMD=								
37	GLC-SX-MMD=	1000BASE-SX SFP transceiver module, MMF, 850nm, DOM	\$500.00	\$150.00	100	70.00 %	\$50,000.00	\$15,000.00
							Total:	\$15,000.00
GLC-LH-SMD=								
38	GLC-LH-SMD=	1000BASE-LX/LH SFP transceiver module, MMF/SMF, 1310nm, DOM	\$995.00	\$298.50	30	70.00 %	\$29,850.00	\$8,955.00
							Total:	\$8,955.00
SFP-10G-LR-S=								
39	SFP-10G-LR-S=	10GBASE-LR SFP Module, Enterprise-Class	\$1,900.00	\$570.00	130	70.00 %	\$247,000.00	\$74,100.00

							Total:	\$74,100.00
SFP-H10GB-CU1M=								
40	SFP-H10GB-CU1M=	10GBASE-CU SFP+ Cable 1 Meter	\$100.00	\$39.00	50	61.00 %	\$5,000.00	\$1,950.00
							Total:	\$1,950.00

		Total List Price:	\$1,139,410.00
		Sub Total:	\$410,403.00
		Grand Total:	\$410,403.00

Quote valid for 30 days unless otherwise noted.

Additional Terms

The following terms and conditions shall govern this agreement unless a valid Master Services & Product Agreement or other similar agreement ("Master Agreement") between the parties has been executed and is in force, in which case the terms of the Master Agreement shall prevail to the extent that they are inconsistent with the following terms and conditions.

- Purchase Orders, Invoicing, Payment and Acceptance.** Any purchase order submitted by CLIENT in connection with this agreement shall be deemed subject to these Additional Terms and this agreement. Unsigned, electronically submitted purchase orders shall be deemed to include CLIENT's electronic signature and shall be binding to the extent accepted by Presidio. Presidio's performance of such purchase order shall not constitute Presidio's acceptance of new or different terms, including pre-printed terms on such order. In absence of a purchase order, CLIENT agrees that its signature below grants Presidio the right to invoice CLIENT and authorizes payment to Presidio for the amounts owed. Further, CLIENT represents that Presidio can rely on such CLIENT signature for payment.
- Presidio shall invoice CLIENT for the Products and/or Services in accordance with the terms stated in the agreement. The price included herein reflects a 3% discount for payment by cash, check or wire transfer. This discount will not apply in the event that CLIENT pays using a credit card or debit card.
- CLIENT shall make payment to Presidio within thirty (30) days from the date of invoice. Except for taxes due on Presidio's net income, CLIENT shall pay all taxes. Presidio reserves the right to bill CLIENT for additional work requested by CLIENT and performed by Presidio, and for applicable expenses incurred by Presidio pursuant to providing such additional services, which are not described in this agreement.
- Client understands and agrees to its obligation, that applicable sales tax will apply to the quoted services on a by site location basis.
- Unless otherwise indicated in this agreement, CLIENT agrees that staff augmentation services and services performed on a time and materials basis shall be deemed accepted as performed. Unless otherwise indicated in this agreement, Projects shall be deemed accepted upon the earlier of Presidio's receipt a signed Project Completion and Acceptance document which has been signed and dated by an authorized representative of CLIENT, or thirty (30) calendar days from the date of the delivery of the final Project deliverable. If acceptance is refused, the Client shall provide, in writing to Presidio, its reasonable basis for refusal, prior to the expiration of the thirty (30) calendars day period. Presidio shall address the issue before subsequent work is undertaken.
- Shipment of Product.** All Products delivered to CLIENT hereunder shall be shipped FOB origin, freight collect. Title and risk of loss shall pass to CLIENT at point of origin. Products shall be deemed accepted upon delivery.
- Limitations of Warranties.** Presidio warrants that Services shall be provided by competent personnel in accordance with applicable professional standards. ALL PRODUCTS PROVIDED BY PRESIDIO ARE PROVIDED "AS IS", WITH ALL FAULTS. PRESIDIO MAKES NO OTHER WARRANTIES, EXPRESS OR IMPLIED, INCLUDING BUT NOT LIMITED TO WARRANTIES OF MERCHANTABILITY AND FITNESS FOR A PARTICULAR PURPOSE. ANY AND ALL ORIGINAL EQUIPMENT MANUFACTURER (OEM) WARRANTIES, CERTIFICATIONS AND GUARANTEES, IF ANY, ARE PASSED THROUGH TO CLIENT.
- Intellectual Property.** CLIENT acknowledges that Presidio, its vendors, and/or its licensors retain all patents and/or copyrights in and to all proprietary data, processes and programs, if any, provided in connection with Services performed hereunder; any Presidio software provided to CLIENT as part of the Services provided shall be subject to the vendor's, licensor's or OEM's copyright and licensing policy. To the extent such software is prepared by Presidio, it is provided by nontransferable, nonexclusive license for CLIENT's internal use only, subject strictly to the terms and conditions of this Agreement, and shall terminate upon termination or expiration of this Agreement. CLIENT shall not duplicate, use or disclose for the benefit of third parties, reverse engineer or decompile any such software.
- Confidential Information.** The parties agree that Confidential Information means any information disclosed by the disclosing party to the receiving party, either directly or indirectly, in writing, orally or by inspection of tangible objects (including without limitation documents, prototypes, samples, plant and equipment, "CLIENT" lists or other "CLIENT" information not known to the public), which is designated as "Confidential," "Proprietary" or some similar designation, or is the type of information which should reasonably be recognized as Confidential or Proprietary. The receiving party shall not use any Confidential Information of the disclosing party for any purpose except to evaluate and engage in discussions concerning this Proposal. Each party agrees to protect the other party's Proprietary and Confidential Information to the same extent that it protects its own Proprietary and Confidential Information but with no less than a reasonable degree of care.
- Limitation of Liability.** IN NO EVENT SHALL PRESIDIO BE LIABLE TO CLIENT FOR ANY INDIRECT, INCIDENTAL, SPECIAL, CONSEQUENTIAL, EXEMPLARY, OR PUNITIVE DAMAGES OF ANY KIND WHATSOEVER, ARISING IN CONTRACT, TORT OR OTHERWISE, EVEN IF ADVISED OF THE POSSIBILITY OF SUCH DAMAGES. PRESIDIO'S ENTIRE LIABILITY AND CLIENT'S EXCLUSIVE REMEDY FOR DAMAGES FROM ANY CAUSE WHATSOEVER, INCLUDING, BUT NOT LIMITED TO, NONPERFORMANCE OR MISREPRESENTATION, AND REGARDLESS OF THE FORM OF ACTIONS, SHALL BE LIMITED TO THE AMOUNT WHICH HAS BEEN ACTUALLY PAID TO PRESIDIO BY CLIENT FOR SERVICES AND/OR PERFORMANCE HEREUNDER. Without limiting the foregoing, Presidio will have no responsibility for the adequacy or performance of (in) any third party software provided to Presidio under this agreement; (ii) any hardware, and (iii) any services provided by any third party.
- Non-Solicitation Provision.** During the term of this agreement and for twelve (12) months thereafter, CLIENT will not solicit for a permanent or other position any employee or subcontractor of the other party to whom that party was introduced as a result of this agreement. Should CLIENT solicit and/or hire an employee or contractor from PRESIDIO, CLIENT shall pay to PRESIDIO an administrative fee equal to 1 year's salary of the employee's new salary at CLIENT.
- Export Law Compliance.** CLIENT has been advised that all Products purchased hereunder and Presidio Confidential Information is subject to the U.S. Export Administration Regulations. CLIENT agrees to comply with all applicable United States export control laws, and regulations, as from time to time amended, including without limitation, the laws and regulations administered by the United States Department of Commerce and the United States Department of State.
- Force Majeure.** Neither party shall be liable for any failure or delay in performance of its obligations hereunder where such performance is prevented or delayed by causes beyond its reasonable control, including without limitation, flood, war, embargo, strike or other labor dispute, riot, acts of God or the intervention of any government authority.
- Choice of Law and Venue.** The parties will attempt to settle any claim or controversy arising under this agreement through consultation and negotiation in good faith and a spirit of mutual cooperation. This agreement and all matters relating thereto shall be governed exclusively by the substantive law of the State of Texas. Any dispute relating directly or indirectly to this agreement or any other contract or agreement between the parties which cannot be resolved through the process of consultation and negotiation shall be brought in a court of competent jurisdiction in Dallas County, Texas, that being the exclusive venue for any dispute between or any claims held by any of the parties to this agreement.
- Miscellaneous.** This agreement constitutes the entire agreement of the parties and supersedes all prior written or oral agreements, representations and understandings relating to the subject matter hereof, with the exception of a valid Master Services and Product Agreement between the parties under the terms of which this agreement shall be incorporated. This agreement shall not be amended or modified except by written instrument signed by the parties. Should additional work beyond the scope of the Services detailed herein by Presidio be requested by CLIENT, fees for such additional Services will be negotiated with CLIENT prior to performing such work and will be memorialized in writing between the Parties by utilizing a Project Change Request form ("PCR") or an additional agreement as appropriate. Presidio will invoice CLIENT for any additional work performed and expenses incurred which are not described in this agreement. The Parties agree that neither may assign its rights or duties under this contract without the prior written consent of the other Party, which consent shall not be unreasonably withheld.
- Severability.** The provisions of this Agreement are severable. If any provision of this Agreement or its application to any person or circumstance is ever held by any court of competent jurisdiction to be invalid for any reason, the remainder of this Agreement and the application of such provision or part of this Agreement to other persons or circumstances shall not be affected.

No signed quote. PO required.

**QUOTE:**

2003217701752-01

DATE:

03/06/2017

PAGE:

1 of 6

TO: ID State University
Mark Norviel
638 East Dunn
Pocatello, ID 83209

norvmark@isu.edu
(p) 2082824246

FROM: Presidio Networked Solutions Group, LLC
Jamie Kelley
225 N. 9th Street
Suite 610
Boise, ID 83702

jkelley@presidio.com
(p) 208.338.7960

Customer#: IDAHO025
Account Manager: Jamie Kelley
Inside Sales Rep: Tristian Alo
Title: Switch Refresh

#	Part #	Description	List Price	Unit Price	Qty	Discount	Ext List Price	Ext Price
Access Switches								
Total (Access Switches):							\$0.00	\$0.00
Switch Model								
1	WS-C3850-12X48U-S	Cisco Catalyst 3850 48 Port (12 mGig+36 Gig) UPoE IP Base	\$15,300.00	\$5,967.00	2	61.00 %	\$30,600.00	\$11,934.00
2	PWR-C1-BLANK	Config 1 Power Supply Blank	\$0.00	\$0.00	2	61.00 %	\$0.00	\$0.00
3	CAB-SPWR-30CM	Catalyst 3750X and 3850 Stack Power Cable 30 CM	\$0.00	\$0.00	2	61.00 %	\$0.00	\$0.00
4	S3850UK9-37E	CAT3850 Universal k9 image	\$0.00	\$0.00	2	61.00 %	\$0.00	\$0.00
5	CAB-TA-NA	North America AC Type A Power Cable	\$0.00	\$0.00	2	61.00 %	\$0.00	\$0.00
6	PWR-C1-1100WAC	1100W AC Config 1 Power Supply	\$0.00	\$0.00	2	61.00 %	\$0.00	\$0.00
7	STACK-T1-50CM	50CM Type 1 Stacking Cable	\$0.00	\$0.00	2	61.00 %	\$0.00	\$0.00
8	C3850-NM-BLANK	Cisco Catalyst 3850 Network Module Blank	\$0.00	\$0.00	2	61.00 %	\$0.00	\$0.00
9	WS-C3650-48FQ-S	Cisco Catalyst 3650 48 Port Full PoE 4x10G Uplink IP Base	\$12,900.00	\$5,031.00	231	61.00 %	\$2,979,900.00	\$1,162,161.00
10	S3650UK9-36E	CAT3650 Universal k9 image	\$0.00	\$0.00	231	61.00 %	\$0.00	\$0.00
11	PWR-C2-1025WAC	1025W AC Config 2 Power Supply	\$0.00	\$0.00	231	61.00 %	\$0.00	\$0.00
12	CAB-TA-NA	North America AC Type A Power Cable	\$0.00	\$0.00	231	61.00 %	\$0.00	\$0.00
13	STACK-T2-BLANK	Type 2 Stacking Blank	\$0.00	\$0.00	231	61.00 %	\$0.00	\$0.00
14	PWR-C2-BLANK	Config 2 Power Supply Blank	\$0.00	\$0.00	231	61.00 %	\$0.00	\$0.00
15	WS-C3650-24TD-S	Cisco Catalyst 3650 24 Port Data 2x10G Uplink IP Base	\$5,800.00	\$2,262.00	4	61.00 %	\$23,200.00	\$9,048.00
16	S3650UK9-36E	CAT3650 Universal k9 image	\$0.00	\$0.00	4	61.00 %	\$0.00	\$0.00
17	PWR-C2-250WAC	250W AC Config 2 Power Supply	\$0.00	\$0.00	4	61.00 %	\$0.00	\$0.00
18	CAB-TA-NA	North America AC Type A Power Cable	\$0.00	\$0.00	4	61.00 %	\$0.00	\$0.00
19	STACK-T2-BLANK	Type 2 Stacking Blank	\$0.00	\$0.00	4	61.00 %	\$0.00	\$0.00
20	PWR-C2-BLANK	Config 2 Power Supply Blank	\$0.00	\$0.00	4	61.00 %	\$0.00	\$0.00
21	WS-C3650-48TQ-S	Cisco Catalyst 3650 48 Port Data 4x10G Uplink IP Base	\$10,400.00	\$4,056.00	11	61.00 %	\$114,400.00	\$44,616.00

22	S3650UK9-36E	CAT3650 Universal k9 image	\$0.00	\$0.00	11	61.00 %	\$0.00	\$0.00
23	PWR-C2-250WAC	250W AC Config 2 Power Supply	\$0.00	\$0.00	11	61.00 %	\$0.00	\$0.00
24	CAB-TA-NA	North America AC Type A Power Cable	\$0.00	\$0.00	11	61.00 %	\$0.00	\$0.00
25	STACK-T2-BLANK	Type 2 Stacking Blank	\$0.00	\$0.00	11	61.00 %	\$0.00	\$0.00
26	PWR-C2-BLANK	Config 2 Power Supply Blank	\$0.00	\$0.00	11	61.00 %	\$0.00	\$0.00
27	WS-C3850-24XU-S	Cisco Catalyst 3850 24 mGig Port UPoE IP Base	\$13,900.00	\$5,421.00	2	61.00 %	\$27,800.00	\$10,842.00
28	PWR-C1-BLANK	Config 1 Power Supply Blank	\$0.00	\$0.00	2	61.00 %	\$0.00	\$0.00
29	CAB-SPWR-30CM	Catalyst 3750X and 3850 Stack Power Cable 30 CM	\$0.00	\$0.00	2	61.00 %	\$0.00	\$0.00
30	S3850UK9-37E	CAT3850 Universal k9 image	\$0.00	\$0.00	2	61.00 %	\$0.00	\$0.00
31	PWR-C1-1100WAC	1100W AC Config 1 Power Supply	\$0.00	\$0.00	2	61.00 %	\$0.00	\$0.00
32	STACK-T1-50CM	50CM Type 1 Stacking Cable	\$0.00	\$0.00	2	61.00 %	\$0.00	\$0.00
33	C3850-NM-BLANK	Cisco Catalyst 3850 Network Module Blank	\$0.00	\$0.00	2	61.00 %	\$0.00	\$0.00
34	CAB-TA-NA	North America AC Type A Power Cable	\$0.00	\$0.00	2	61.00 %	\$0.00	\$0.00
35	WS-C3560CX-8PC-S	Cisco Catalyst 3560-CX 8 Port PoE IP Base	\$1,695.00	\$661.05	36	61.00 %	\$61,020.00	\$23,797.80
36	CAB-TA-NA	North America AC Type A Power Cable	\$0.00	\$0.00	36	61.00 %	\$0.00	\$0.00
37	WS-C3650-24PD-S	Cisco Catalyst 3650 24 Port PoE 2x10G Uplink IP Base	\$6,600.00	\$2,574.00	113	61.00 %	\$745,800.00	\$290,862.00
38	S3650UK9-36E	CAT3650 Universal k9 image	\$0.00	\$0.00	113	61.00 %	\$0.00	\$0.00
39	PWR-C2-640WAC	640W AC Config 2 Power Supply	\$0.00	\$0.00	113	61.00 %	\$0.00	\$0.00
40	CAB-TA-NA	North America AC Type A Power Cable	\$0.00	\$0.00	113	61.00 %	\$0.00	\$0.00
41	STACK-T2-BLANK	Type 2 Stacking Blank	\$0.00	\$0.00	113	61.00 %	\$0.00	\$0.00
42	PWR-C2-BLANK	Config 2 Power Supply Blank	\$0.00	\$0.00	113	61.00 %	\$0.00	\$0.00
43	WS-C3650-24PDM-S	Cisco Catalyst 3650 24 Port Mini, 2x1G 2x10G Uplink, IP Base	\$6,600.00	\$2,574.00	9	61.00 %	\$59,400.00	\$23,166.00
44	S3650UK9-163	UNIVERSAL	\$0.00	\$0.00	9	61.00 %	\$0.00	\$0.00
45	CAB-TA-NA	North America AC Type A Power Cable	\$0.00	\$0.00	9	61.00 %	\$0.00	\$0.00
46	STACK-T2-BLANK	Type 2 Stacking Blank	\$0.00	\$0.00	9	61.00 %	\$0.00	\$0.00
47	WS-C3650-48FQM-S	Cisco Catalyst 3650 48Port Mini, 4x10G Uplink, IP Base	\$12,900.00	\$5,031.00	18	61.00 %	\$232,200.00	\$90,558.00
48	S3650UK9-163	UNIVERSAL	\$0.00	\$0.00	18	61.00 %	\$0.00	\$0.00
49	CAB-TA-NA	North America AC Type A Power Cable	\$0.00	\$0.00	18	61.00 %	\$0.00	\$0.00
50	STACK-T2-BLANK	Type 2 Stacking Blank	\$0.00	\$0.00	18	61.00 %	\$0.00	\$0.00
51	WS-C3560CX-12PC-S	Cisco Catalyst 3560-CX 12 Port PoE IP Base	\$2,095.00	\$817.05	19	61.00 %	\$39,805.00	\$15,523.95
52	CAB-TA-NA	North America AC Type A Power Cable	\$0.00	\$0.00	19	61.00 %	\$0.00	\$0.00
Total (Switch Model):							\$4,314,125.00	\$1,682,508.75

Modules								
53	PWR-C2-250WAC=	250W AC Config 2 Power Supply Spare	\$550.00	\$214.50	2	61.00 %	\$1,100.00	\$429.00
54	CAB-TA-NA	North America AC Type A Power Cable	\$0.00	\$0.00	2	61.00 %	\$0.00	\$0.00
55	PWR-C1-1100WAC=	1100W AC Config 1 Power Supply	\$1,900.00	\$741.00	5	61.00 %	\$9,500.00	\$3,705.00
56	CAB-TA-NA	North America AC Type A Power Cable	\$0.00	\$0.00	5	61.00 %	\$0.00	\$0.00
57	PWR-C2-1025WAC=	1025W AC Config 2 Power Supply Spare	\$1,800.00	\$702.00	10	61.00 %	\$18,000.00	\$7,020.00
58	CAB-TA-NA	North America AC Type A Power Cable	\$0.00	\$0.00	10	61.00 %	\$0.00	\$0.00
59	C3850-NM-4-10G=	Cisco Catalyst 3850 4 x 10GE Network Module	\$4,000.00	\$1,560.00	5	61.00 %	\$20,000.00	\$7,800.00
Total (Modules):							\$48,600.00	\$18,954.00
Data Center (B50-B13)								
Total (Data Center (B50-B13)):							\$0.00	\$0.00
B50								
60	WS-C3650-48FQ-S	Cisco Catalyst 3650 48 Port Full PoE 4x10G Uplink IP Base	\$12,900.00	\$5,031.00	1	61.00 %	\$12,900.00	\$5,031.00
61	S3650UK9-36E	CAT3650 Universal k9 image	\$0.00	\$0.00	1	61.00 %	\$0.00	\$0.00
62	PWR-C2-1025WAC	1025W AC Config 2 Power Supply	\$0.00	\$0.00	1	61.00 %	\$0.00	\$0.00
63	CAB-TA-NA	North America AC Type A Power Cable	\$0.00	\$0.00	1	61.00 %	\$0.00	\$0.00
64	STACK-T2-BLANK	Type 2 Stacking Blank	\$0.00	\$0.00	1	61.00 %	\$0.00	\$0.00
65	PWR-C2-BLANK	Config 2 Power Supply Blank	\$0.00	\$0.00	1	61.00 %	\$0.00	\$0.00
66	WS-C3850-12X48U-S	Cisco Catalyst 3850 48 Port (12 mGig+36 Gig) UPoE IP Base	\$15,300.00	\$5,967.00	9	61.00 %	\$137,700.00	\$53,703.00
67	PWR-C1-BLANK	Config 1 Power Supply Blank	\$0.00	\$0.00	9	61.00 %	\$0.00	\$0.00
68	CAB-SPWR-30CM	Catalyst 3750X and 3850 Stack Power Cable 30 CM	\$0.00	\$0.00	9	61.00 %	\$0.00	\$0.00
69	S3850UK9-37E	CAT3850 Universal k9 image	\$0.00	\$0.00	9	61.00 %	\$0.00	\$0.00
70	CAB-TA-NA	North America AC Type A Power Cable	\$0.00	\$0.00	9	61.00 %	\$0.00	\$0.00
71	PWR-C1-1100WAC	1100W AC Config 1 Power Supply	\$0.00	\$0.00	9	61.00 %	\$0.00	\$0.00
72	STACK-T1-50CM	50CM Type 1 Stacking Cable	\$0.00	\$0.00	9	61.00 %	\$0.00	\$0.00
73	C3850-NM-BLANK	Cisco Catalyst 3850 Network Module Blank	\$0.00	\$0.00	9	61.00 %	\$0.00	\$0.00
74	WS-C3850-24XS-S	Cisco Catalyst 3850 24 Port 10G Fiber Switch IP Base	\$21,000.00	\$8,190.00	2	61.00 %	\$42,000.00	\$16,380.00
75	S3850UK9-37E	CAT3850 Universal k9 image	\$0.00	\$0.00	2	61.00 %	\$0.00	\$0.00
76	CAB-TA-NA	North America AC Type A Power Cable	\$0.00	\$0.00	2	61.00 %	\$0.00	\$0.00
77	STACK-T1-50CM	50CM Type 1 Stacking Cable	\$0.00	\$0.00	2	61.00 %	\$0.00	\$0.00
78	CAB-SPWR-30CM	Catalyst 3750X and 3850 Stack Power Cable 30 CM	\$0.00	\$0.00	2	61.00 %	\$0.00	\$0.00
79	C3850-NM-BLANK	Cisco Catalyst 3850 Network Module Blank	\$0.00	\$0.00	2	61.00 %	\$0.00	\$0.00

80	PWR-C1-BLANK	Config 1 Power Supply Blank	\$0.00	\$0.00	2	61.00 %	\$0.00	\$0.00
81	PWR-C1-715WAC	715W AC Config 1 Power Supply	\$0.00	\$0.00	2	61.00 %	\$0.00	\$0.00
Total (B50):							\$192,600.00	\$75,114.00
Modules								
82	SFP-H10GB-ACU10M=	Active Twinax cable assembly, 10m	\$410.00	\$159.90	20	61.00 %	\$8,200.00	\$3,198.00
83	SFP-H10GB-ACU7M=	Active Twinax cable assembly, 7m	\$360.00	\$140.40	24	61.00 %	\$8,640.00	\$3,369.60
84	SFP-H10GB-CU5M=	10GBASE-CU SFP+ Cable 5 Meter	\$150.00	\$58.50	20	61.00 %	\$3,000.00	\$1,170.00
85	PWR-C2-1025WAC=	1025W AC Config 2 Power Supply Spare	\$1,800.00	\$702.00	2	61.00 %	\$3,600.00	\$1,404.00
86	CAB-TA-NA	North America AC Type A Power Cable	\$0.00	\$0.00	2	61.00 %	\$0.00	\$0.00
87	PWR-C1-1100WAC=	1100W AC Config 1 Power Supply	\$1,900.00	\$741.00	10	61.00 %	\$19,000.00	\$7,410.00
88	CAB-TA-NA	North America AC Type A Power Cable	\$0.00	\$0.00	10	61.00 %	\$0.00	\$0.00
89	PWR-C1-715WAC=	715W AC Config 1 Power Supply	\$1,250.00	\$487.50	3	61.00 %	\$3,750.00	\$1,462.50
90	CAB-TA-NA	North America AC Type A Power Cable	\$0.00	\$0.00	3	61.00 %	\$0.00	\$0.00
91	C3850-NM-4-10G=	Cisco Catalyst 3850 4 x 10GE Network Module	\$4,000.00	\$1,560.00	10	61.00 %	\$40,000.00	\$15,600.00
Total (Modules):							\$86,190.00	\$33,614.10
B13								
92	WS-C3850-24XS-S	Cisco Catalyst 3850 24 Port 10G Fiber Switch IP Base	\$21,000.00	\$8,190.00	2	61.00 %	\$42,000.00	\$16,380.00
93	S3850UK9-37E	CAT3850 Universal k9 image	\$0.00	\$0.00	2	61.00 %	\$0.00	\$0.00
94	CAB-TA-NA	North America AC Type A Power Cable	\$0.00	\$0.00	2	61.00 %	\$0.00	\$0.00
95	STACK-T1-50CM	50CM Type 1 Stacking Cable	\$0.00	\$0.00	2	61.00 %	\$0.00	\$0.00
96	CAB-SPWR-30CM	Catalyst 3750X and 3850 Stack Power Cable 30 CM	\$0.00	\$0.00	2	61.00 %	\$0.00	\$0.00
97	C3850-NM-BLANK	Cisco Catalyst 3850 Network Module Blank	\$0.00	\$0.00	2	61.00 %	\$0.00	\$0.00
98	PWR-C1-BLANK	Config 1 Power Supply Blank	\$0.00	\$0.00	2	61.00 %	\$0.00	\$0.00
99	PWR-C1-715WAC	715W AC Config 1 Power Supply	\$0.00	\$0.00	2	61.00 %	\$0.00	\$0.00
100	WS-C3850-12X48U-S	Cisco Catalyst 3850 48 Port (12 mGig+36 Gig) UPoE IP Base	\$15,300.00	\$5,967.00	14	61.00 %	\$214,200.00	\$83,538.00
101	PWR-C1-BLANK	Config 1 Power Supply Blank	\$0.00	\$0.00	14	61.00 %	\$0.00	\$0.00
102	CAB-SPWR-30CM	Catalyst 3750X and 3850 Stack Power Cable 30 CM	\$0.00	\$0.00	14	61.00 %	\$0.00	\$0.00
103	S3850UK9-37E	CAT3850 Universal k9 image	\$0.00	\$0.00	14	61.00 %	\$0.00	\$0.00
104	CAB-TA-NA	North America AC Type A Power Cable	\$0.00	\$0.00	14	61.00 %	\$0.00	\$0.00
105	PWR-C1-1100WAC	1100W AC Config 1 Power Supply	\$0.00	\$0.00	14	61.00 %	\$0.00	\$0.00
106	STACK-T1-50CM	50CM Type 1 Stacking Cable	\$0.00	\$0.00	14	61.00 %	\$0.00	\$0.00
107	C3850-NM-BLANK	Cisco Catalyst 3850 Network Module Blank	\$0.00	\$0.00	14	61.00 %	\$0.00	\$0.00

108	WS-C3650-48FQ-S	Cisco Catalyst 3650 48 Port Full PoE 4x10G Uplink IP Base	\$12,900.00	\$5,031.00	1	61.00 %	\$12,900.00	\$5,031.00
109	S3650UK9-36E	CAT3650 Universal k9 image	\$0.00	\$0.00	1	61.00 %	\$0.00	\$0.00
110	PWR-C2-1025WAC	1025W AC Config 2 Power Supply	\$0.00	\$0.00	1	61.00 %	\$0.00	\$0.00
111	CAB-TA-NA	North America AC Type A Power Cable	\$0.00	\$0.00	1	61.00 %	\$0.00	\$0.00
112	STACK-T2-BLANK	Type 2 Stacking Blank	\$0.00	\$0.00	1	61.00 %	\$0.00	\$0.00
113	PWR-C2-BLANK	Config 2 Power Supply Blank	\$0.00	\$0.00	1	61.00 %	\$0.00	\$0.00
Total (B13):							\$269,100.00	\$104,949.00
Modules								
114	SFP-H10GB-CU5M=	10GBASE-CU SFP+ Cable 5 Meter	\$150.00	\$58.50	20	61.00 %	\$3,000.00	\$1,170.00
115	PWR-C1-715WAC=	715W AC Config 1 Power Supply	\$1,250.00	\$487.50	3	61.00 %	\$3,750.00	\$1,462.50
116	CAB-TA-NA	North America AC Type A Power Cable	\$0.00	\$0.00	3	61.00 %	\$0.00	\$0.00
117	PWR-C1-1100WAC=	1100W AC Config 1 Power Supply	\$1,900.00	\$741.00	15	61.00 %	\$28,500.00	\$11,115.00
118	CAB-TA-NA	North America AC Type A Power Cable	\$0.00	\$0.00	15	61.00 %	\$0.00	\$0.00
119	C3850-NM-4-10G=	Cisco Catalyst 3850 4 x 10GE Network Module	\$4,000.00	\$1,560.00	15	61.00 %	\$60,000.00	\$23,400.00
120	SFP-H10GB-ACU7M=	Active Twinax cable assembly, 7m	\$360.00	\$140.40	24	61.00 %	\$8,640.00	\$3,369.60
121	PWR-C2-1025WAC=	1025W AC Config 2 Power Supply Spare	\$1,800.00	\$702.00	2	61.00 %	\$3,600.00	\$1,404.00
122	CAB-TA-NA	North America AC Type A Power Cable	\$0.00	\$0.00	2	61.00 %	\$0.00	\$0.00
123	SFP-H10GB-CU1M=	10GBASE-CU SFP+ Cable 1 Meter	\$100.00	\$39.00	6	61.00 %	\$600.00	\$234.00
Total (Modules):							\$108,090.00	\$42,155.10

Total List Price:		\$5,018,705.00
Sub Total:		\$1,957,294.95
Grand Total:		\$1,957,294.95

Quote valid for 30 days unless otherwise noted.

Additional Terms

The following terms and conditions shall govern this agreement unless a valid Master Services & Product Agreement or other similar agreement ("Master Agreement") between the parties has been executed and is in force, in which case the terms of the Master Agreement shall prevail to the extent that they are inconsistent with the following terms and conditions.

1. Purchase Orders, Invoicing, Payment and Acceptance. Any purchase order submitted by CLIENT in connection with this agreement shall be deemed subject to these Additional Terms and this agreement. Unsigned, electronically submitted purchase orders shall be deemed to include CLIENT's electronic signature and shall be binding to the extent accepted by Presidio. Presidio's performance of such purchase order shall not constitute Presidio's acceptance of new or different terms, including pre-printed terms on such order. In absence of a purchase order, CLIENT agrees that its signature below grants Presidio the right to invoice CLIENT and authorizes payment to Presidio for the amounts owed. Further, CLIENT represents that Presidio can rely on such CLIENT signature for payment. Presidio shall invoice CLIENT for the Products and/or Services in accordance with the terms stated in the agreement. The price included herein reflects a 3% discount for payment by cash, check or wire transfer. This discount will not apply in the event that CLIENT pays using a credit card or debit card. CLIENT shall make payment to Presidio within thirty (30) days from the date of invoice. Except for taxes due on Presidio's net income, CLIENT shall pay all taxes. Presidio reserves the right to bill CLIENT for additional work requested by CLIENT and performed by Presidio, and for applicable expenses incurred by Presidio pursuant to providing such additional services, which are not described in this agreement. Client understands and agrees to its obligation, that applicable sales tax will apply to the quoted services on a by site location basis. Unless otherwise indicated in this agreement, CLIENT agrees that staff augmentation services and services performed on a time and materials basis shall be deemed accepted as performed. Unless otherwise indicated in this agreement, Projects shall be deemed accepted upon the earlier of Presidio's receipt a signed Project Completion and Acceptance document which has been signed and dated by an authorized representative of CLIENT, or thirty (30) calendar days from the date of the delivery of the final Project deliverable. If acceptance is refused, the Client shall provide, in writing to Presidio, its reasonable basis for refusal, prior to the expiration of the thirty (30) calendars day period. Presidio shall address the issue before subsequent work is undertaken.
2. Shipment of Product. All Products delivered to CLIENT hereunder shall be shipped FOB origin, freight collect. Title and risk of loss shall pass to CLIENT at point of origin. Products shall be deemed accepted upon delivery.
3. Limitations of Warranties. Presidio warrants that Services shall be provided by competent personnel in accordance with applicable professional standards. ALL PRODUCTS PROVIDED BY PRESIDIO ARE PROVIDED "AS IS", WITH ALL FAULTS. PRESIDIO MAKES NO OTHER WARRANTIES, EXPRESS OR IMPLIED, INCLUDING BUT NOT LIMITED TO WARRANTIES OF MERCHANTABILITY AND FITNESS FOR A PARTICULAR PURPOSE. ANY AND ALL ORIGINAL EQUIPMENT MANUFACTURER (OEM) WARRANTIES, CERTIFICATIONS AND GUARANTEES, IF ANY, ARE PASSED THROUGH TO CLIENT.
4. Intellectual Property. CLIENT acknowledges that Presidio, its vendors, and/or its licensors retain all patents and/or copyrights in and to all proprietary data, processes and programs, if any, provided in connection with Services performed hereunder; any Presidio software provided to CLIENT as part of the Services provided shall be subject to the vendor's, licensor's or OEM's copyright and licensing policy. To the extent such software is prepared by Presidio, it is provided by nontransferable, nonexclusive license for CLIENT'S internal use only, subject strictly to the terms and conditions of this Agreement, and shall terminate upon termination or expiration of this Agreement. CLIENT shall not duplicate, use or disclose for the benefit of third parties, reverse engineer or decompile any such software.
5. Confidential Information. The parties agree that Confidential Information means any information disclosed by the disclosing party to the receiving party, either directly or indirectly, in writing, orally or by inspection of tangible objects (including without limitation documents, prototypes, samples, plant and equipment, "CLIENT" lists or other "CLIENT" information not known to the public), which is designated as "Confidential," "Proprietary" or some similar designation, or is the type of information which should reasonably be recognized as Confidential or Proprietary. The receiving party shall not use any Confidential Information of the disclosing party for any purpose except to evaluate and engage in discussions concerning this Proposal. Each party agrees to protect the other party's Proprietary and Confidential Information to the same extent that it protects its own Proprietary and Confidential Information but with no less than a reasonable degree of care.
6. Limitation of Liability. IN NO EVENT SHALL PRESIDIO BE LIABLE TO CLIENT FOR ANY INDIRECT, INCIDENTAL, SPECIAL, CONSEQUENTIAL, EXEMPLARY, OR PUNITIVE DAMAGES OF ANY KIND WHATSOEVER, ARISING IN CONTRACT, TORT OR OTHERWISE, EVEN IF ADVISED OF THE POSSIBILITY OF SUCH DAMAGES. PRESIDIO'S ENTIRE LIABILITY AND CLIENT'S EXCLUSIVE REMEDY FOR DAMAGES FROM ANY CAUSE WHATSOEVER, INCLUDING, BUT NOT LIMITED TO, NONPERFORMANCE OR MISREPRESENTATION, AND REGARDLESS OF THE FORM OF ACTIONS, SHALL BE LIMITED TO THE AMOUNT WHICH HAS BEEN ACTUALLY PAID TO PRESIDIO BY CLIENT FOR SERVICES AND/OR PERFORMANCE HEREUNDER. Without limiting the foregoing, Presidio will have no responsibility for the adequacy or performance of (in) any third party software provided to Presidio under this agreement; (ii) any hardware, and (iii) any services provided by any third party.
7. Non-Solicitation Provision. During the term of this agreement and for twelve (12) months thereafter, CLIENT will not solicit for a permanent or other position any employee or subcontractor of the other party to whom that party was introduced as a result of this agreement. Should CLIENT solicit and/or hire an employee or contractor from PRESIDIO, CLIENT shall pay to PRESIDIO an administrative fee equal to 1 year's salary of the employee's new salary at CLIENT.
8. Export Law Compliance. CLIENT has been advised that all Products purchased hereunder and Presidio Confidential Information is subject to the U.S. Export Administration Regulations. CLIENT agrees to comply with all applicable United States export control laws, and regulations, as from time to time amended, including without limitation, the laws and regulations administered by the United States Department of Commerce and the United States Department of State.
9. Force Majeure. Neither party shall be liable for any failure or delay in performance of its obligations hereunder where such performance is prevented or delayed by causes beyond its reasonable control, including without limitation, flood, war, embargo, strike or other labor dispute, riot, acts of God or the intervention of any government authority.
10. Choice of Law and Venue. The parties will attempt to settle any claim or controversy arising under this agreement through consultation and negotiation in good faith and a spirit of mutual cooperation. This agreement and all matters relating thereto shall be governed exclusively by the substantive law of the State of Texas. Any dispute relating directly or indirectly to this agreement or any other contract or agreement between the parties which cannot be resolved through the process of consultation and negotiation shall be brought in a court of competent jurisdiction in Dallas County, Texas, that being the exclusive venue for any dispute between or any claims held by any of the parties to this agreement.
11. Miscellaneous. This agreement constitutes the entire agreement of the parties and supersedes all prior written or oral agreements, representations and understandings relating to the subject matter hereof, with the exception of a valid Master Services and Product Agreement between the parties under the terms of which this agreement shall be incorporated. This agreement shall not be amended or modified except by written instrument signed by the parties. Should additional work beyond the scope of the Services detailed herein by Presidio be requested by CLIENT, fees for such additional Services will be negotiated with CLIENT prior to performing such work and will be memorialized in writing between the Parties by utilizing a Project Change Request form ("PCR") or an additional agreement as appropriate. Presidio will invoice CLIENT for any additional work performed and expenses incurred which are not described in this agreement. The Parties agree that neither may assign its rights or duties under this contract without the prior written consent of the other Party, which consent shall not be unreasonably withheld.
12. Severability. The provisions of this Agreement are severable. If any provision of this Agreement or its application to any person or circumstance is ever held by any court of competent jurisdiction to be invalid for any reason, the remainder of this Agreement and the application of such provision or part of this Agreement to other persons or circumstances shall not be affected.

No signed quote. PO required.

UNIVERSITY OF IDAHO

SUBJECT

Disposal of Regents real property at University of Idaho (UI) Aberdeen Research and Extension Center, Bingham County

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section V.I.5.b.iii.
Section 58-335, Idaho Code

BACKGROUND/DISCUSSION

The JR Simplot Company is planning to build a new fertilizer mixing and packaging plant at their facility adjoining Regents property located in Aberdeen, Idaho. This Regents property is presently managed as part of the UI Aberdeen Research and Extension Center. Simplot has requested permission to construct a railroad spur across Regents property to serve their new facility. The disposal of the 2.01 acres of Regents property needed for Simplot's project will not affect UI operations, and the UI College of Agricultural and Life Sciences supports the disposal of this property to accommodate Simplot's adjoining facility development plans. The subject property (as shown on the attachment) has occasionally been used for field research trials, but the land is not well suited to the type of research typically conducted at the UI Aberdeen Center, and the land is somewhat isolated from UI's primary research cultivation areas because of a Union Pacific rail line that already exists near this parcel. Simplot has also agreed to construct a fence along the adjusted boundary line.

The property to be conveyed to Simplot was appraised at \$15,000 and Simplot will compensate UI for that value in addition to covering appraisal costs of \$400.

IMPACT

No programmatic impact from the conveyance of this parcel is anticipated.

ATTACHMENTS

Attachment 1– Draft Quitclaim Deed	Page 3
Attachment 2—Survey map of subject property	Page 5
Attachment 3 – Satellite map of subject property and vicinity	Page 7

STAFF COMMENTS AND RECOMMENDATIONS

The UI has considered the requirements of Idaho Code (Section 58-335) in addition to Board policy (V.I.5.b.iii.) in proposing this property disposal. As required by statute, the property has been appraised, and the public notice requirement will be met through this public Board action.

Staff recommends approval.

CONSENT
OCTOBER 19, 2017

BOARD ACTION

I move to approve the request by the University of Idaho to dispose of 2.01 acres of land, as described in Attachment 1, for the sum of \$15,400 and to authorize the Vice President for Infrastructure to execute all necessary transaction documents for conveying this real property, as proposed in the materials presented to the Board.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

QUITCLAIM DEED

THIS QUITCLAIM DEED made this ____ day of October, 2017, between THE BOARD OF REGENTS OF THE UNIVERSITY OF IDAHO, a state educational institution and body politic and corporate, organized and existing under the laws and constitution of the State of Idaho, herein referred to as “**Grantor**,” and the J.R. Simplot Company, a Nevada Corporation, whose address is PO Box 27, Boise ID 83707, herein referred to as “**Grantee**”.

That Grantor, for good and valuable consideration, the receipt whereof is hereby acknowledged, does hereby REMISE, RELEASE, CONVEY and forever QUITCLAIM, unto Grantee, that certain real property situated in the County of Bingham, State of Idaho, generally described as:

A parcel of land located in the W1/2 of Section 27, Township 5 South Range 31 East, B.M., and more particularly described as follows:

Commencing at the center 1/4 corner of said Section 27, from which the north ¼ corner bears N00°38’48”E 2652.41 feet, and running thence S00°38’48”W 275.91 feet along the east line of said west ½ of Section 27; Thence N89°21’12”W 143.21 feet: Thence N00°36’41”E 519.52 feet to a point in the southerly right-of-way of Union Pacific Railroad; thence N38°55’57”E 231.65 feet along said southerly right-of-way line to a point on the east line of said west ½ of Section 27; thence S00°38’48”W 425.45 feet along said west line to the point of commencement. Parcel contains 2.01 acres more or less.

SUBJECT TO all valid easements rights of way, covenants, conditions, reservations and restrictions of record.

Grantor quitclaims to Grantee said real property together with all estate, right, title, interest, possession, claim and demand whatsoever, in law as well as in equity of the Grantor in or to the said property, and all and singular the tenements, hereditaments, and appurtenances thereunto belonging.

Board of Regents of the University of Idaho

TAB 3 Page 4

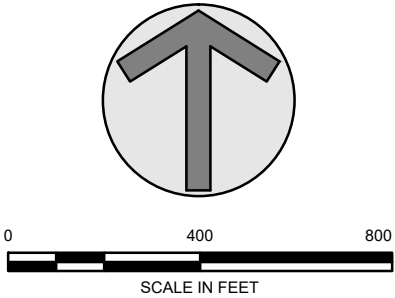
BOUNDARY DESCRIPTION

A PARCEL OF LAND LOCATED IN THE SE1/4 OF SECTION 27, TOWNSHIP 5 SOUTH, RANGE 31 EAST, BOISE MERIDIAN, BINGHAM COUNTY, IDAHO. MORE PARTICULARLY DESCRIBED AS FOLLOWS:

ALL OF THE SE1/4 OF SAID SECTION 27 EXCEPT THAT PORTION OF THE SE1/4 OF SAID SECTION 27 LYING SOUTH AND EAST OF THE ABERDEEN - SPRINGFIELD CANAL.
SUBJECT TO ALL EXISTING RIGHTS-OF-WAYS FOR PUBLIC HIGHWAYS, PROTECTIVE COVENANTS, UTILITY LINES, EXISTING ROADWAYS, IRRIGATION DITCHES AND ALL BUILDING , ZONING AND OTHER RESTRICTIONS OF USE AND ALL ENCUMBRANCES OF RECORD.

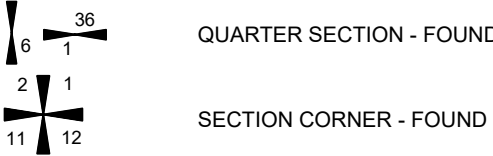
CONTAINS 114.11 ACRES MORE OR LESS.

RECORD OF SURVEY
LOCATED IN
S1/4 SECTION 27, TOWNSHIP 5 SOUTH, RANGE 31 EAST,
BOISE MERIDIAN, BINGHAM COUNTY, IDAHO



LEGEND

- FOUND ALUMINUM CAP AS NOTED
- FOUND 5/8" IRON ROD OR AS NOTED
- SET 5/8" X 24" IRON ROD W/ 2 1/2" ALUMINUM CAP LS10786
- DATA OF RECORD



- EASEMENT LINES
- PARCEL BOUNDARY
- SECTION LINES
- PRESCRIPTIVE RIGHT OF WAY

SURVEYOR'S CERTIFICATE

I, BARRY GLEN WHITSON, A REGISTERED PROFESSIONAL LAND SURVEYOR IN THE STATE OF IDAHO, DO HEREBY CERTIFY THAT THIS MAP IS AN ACCURATE REPRESENTATION OF THE SURVEY COMPLETED UNDER MY SUPERVISION.



NARRATIVE

THIS SURVEY WAS REQUESTED BY CURT PENGALLY OF J.R. SIMPLOT COMPANY TO IDENTIFY PARCELS CURRENTLY OWNED AND FOR FUTURE ACQUISITION FOR FUTURE RAILROAD SPUR CONSTRUCTION

BASIS OF BEARING

STATE PLANE COORDINATE SYSTEM IDAHO EAST ZONE (1101), NAD 83, (2011).

REFERENCE DOCUMENTS

RECORD OF SURVEY INST. NO. 412400
RECORD OF SURVEY INST. NO. 533230
RECORD OF SURVEY INST. NO. 613473

CERTIFICATE OF COUNTY RECORDER

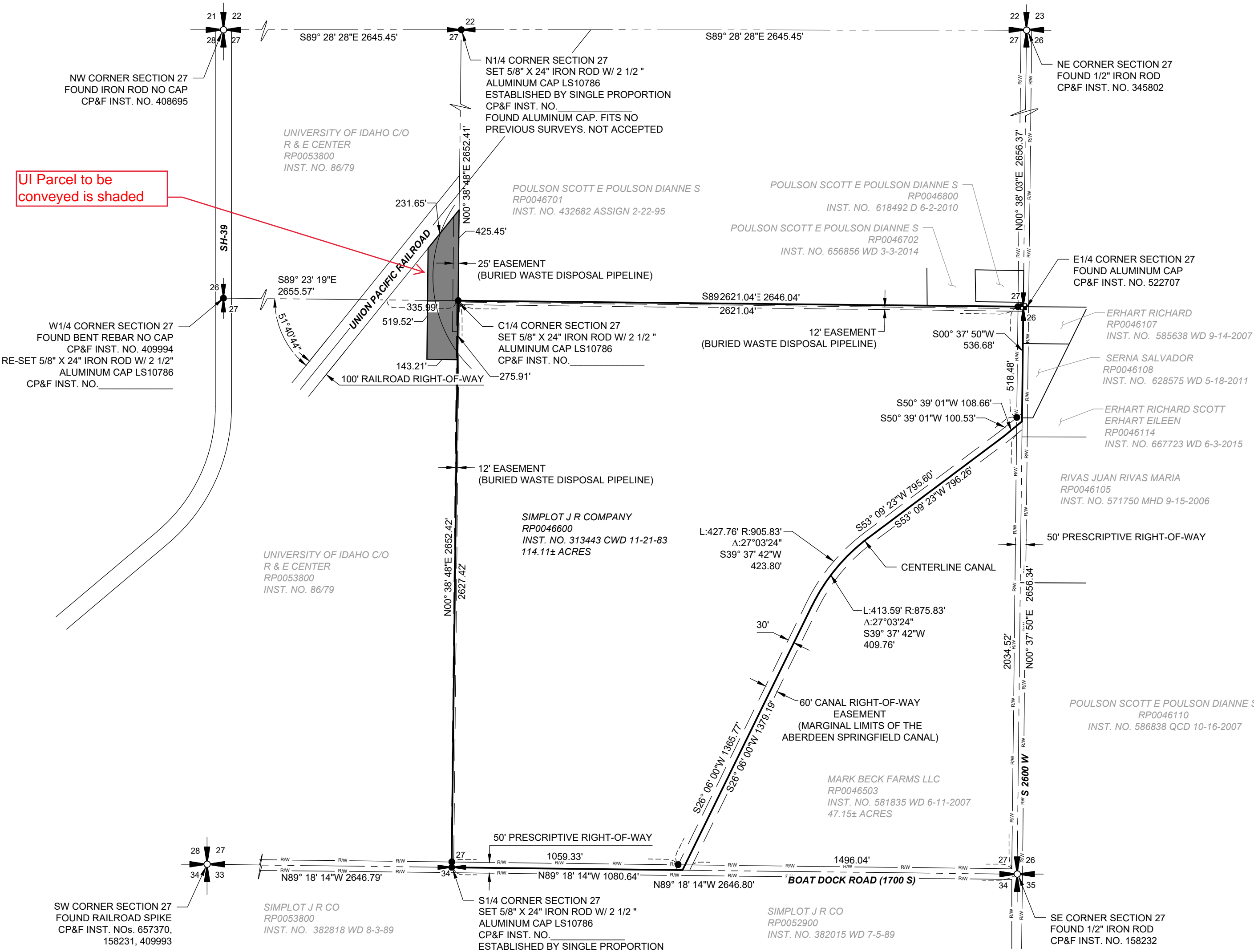
COUNTY OF BINGHAM } SS
STATE OF IDAHO

INSTRUMENT NO. _____
FILED FOR RECORD AT THE REQUEST OF KELLER ASSOCIATES
AT _____ MINUTES PAST _____ O'CLOCK, ____ M., THIS ____ DAY OF _____, 2017.

RECORD OF SURVEY
SIMPLOT - ABERDEEN
LOCATED IN
S1/4 SECTION 27, TOWNSHIP 5 SOUTH, RANGE 31 EAST, BOISE MERIDIAN, BINGHAM COUNTY, IDAHO

SCALE: PER BARSCALE	DRAWN: JOS	JOB #: 217040
DATE: 04/26/17	CHECKED: BGW	SHEET: 1 OF 1
DRAWING FILE: Y:\PROJECTS\PROJECTS 2017\217040 SIMPLOT ABERDEEN\DESIGN\CAD\00 SURVEY\217040 ROS.DWG		

KELLER
associates
356 West Sunnyside, Suite B
Idaho Falls, Idaho 83404
Ph: (208) 542-6120
Fax: (208) 542-6287



THIS PAGE INTENTIONALLY LEFT BLANK



THIS PAGE INTENTIONALLY LEFT BLANK

CONSENT
OCTOBER 19, 2017

SUBJECT

State General Education Committee Appointments

REFERENCE

October 2014	The Board approved membership of the General Education Committee.
June 2016	The Board appointed Jana McCurdy (CWI), Dr. Margaret Johnson (ISU), and Kenton Bird (UI) to the General Education Committee.
December 2016	The Board appointed Dr. Joanne Togle (ISU) and John Bieter (BSU) to the General Education Committee.
August 2017	The Board appointed Lori Barber, representing EITC, to the General Education Committee.

APPLICABLE STATUTE, RULE, OR POLICY

Governing Policies and Procedures section III.N. General Education.

BACKGROUND/DISCUSSION

Board Policy III.N, provides that the General Education Committee will review the competencies and rubrics of the General Education framework for each institution to ensure its alignment with Association of American Colleges and Universities (AAC&U) Essential Learning Outcomes and that faculty discipline groups will have ongoing responsibilities for ensuring consistency and relevance of General Education competencies related to their discipline. The General Education Committee consists of a representative from each of the institutions appointed by the Board; a representative from the Division of Career Technical Education; and, as an ex-officio member, a representative from the Idaho Registrars Council.

The University of Idaho (UI) has forwarded the name of Cher Hendricks for consideration to formally replace Kenton Bird.

IMPACT

The proposed appointment replaces UI's representative on the Committee.

ATTACHMENTS

Attachment 1 – Current Committee membership

Page 3

STAFF COMMENTS AND RECOMMENDATIONS

The University of Idaho has hired a new Vice Provost for Academic Initiatives, Dr. Cher Hendricks who will assume responsibilities on campus for Kenton Bird.

Board staff recommends approval.

CONSENT
OCTOBER 19, 2017

BOARD ACTION

I move to appoint Dr. Cher Hendricks, representing University of Idaho to the General Education Committee, effective immediately.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

CONSENT
OCTOBER 19, 2017

State Board of Education
General Education Committee

Cindy Bond is an Instructional Dean at the College of Southern Idaho.

Larry Briggs is the Dean of General Studies at North Idaho College.

Mary Flores is the Dean for Academic Programs at Lewis-Clark State College.

Kenton Bird is the Director of General Education at the University of Idaho.

Lori Barber is the General Education Director at Eastern Idaho Technical College/College of Easter Idaho.

Jana McCurdy is the General Education Coordinator at the College of Western Idaho.

John Bieter is the Director of the Foundational Studies Program at Boise State University.

Joanne Togle is a Professor and Department Chair.

Adrian San Miguel is the Director of Program Standards at the Division of Career Technical Education.

Kris Collins is the Registrar at Boise State University.

THIS PAGE INTENTIONALLY LEFT BLANK

CONSENT
OCTOBER 19, 2017

SUBJECT

Data Management Council Appointment

REFERENCE

June 2017

The Board reappointed Tami Haft, Carson Howell, Todd King, Heather Luchte, and Vince Miller to the Data Management Council.

APPLICABLE STATUTE, RULE, OR POLICY

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

BACKGROUND/DISCUSSION

The Data Management Council (Council) 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, public postsecondary institutions, a registrar, State Department of Education, school districts, the Division of Career Technical Education, and the Department of Labor.

As of July 2017, one remaining seat was vacant for a representative from a small, rural school district. This appointment fills that seat.

IMPACT

Appointment of Luke Schroeder will result in all seats on the Data Management Council being full.

ATTACHMENTS

Attachment 1 – Current Data Management Council Membership	Page 3
Attachment 2 – Letter of Interest from Luke Schroeder	Page 4

STAFF COMMENTS AND RECOMMENDATIONS

The Data Management Council met and unanimously voted to recommend Luke Schroeder to the Board for appointment on the Data Management Council. Mr. Schroeder is currently serving as the superintendent of Kimberly School District. The Data Management Council felt that his experience and perspective would be valuable in contributing to the Council.

Staff recommends approval.

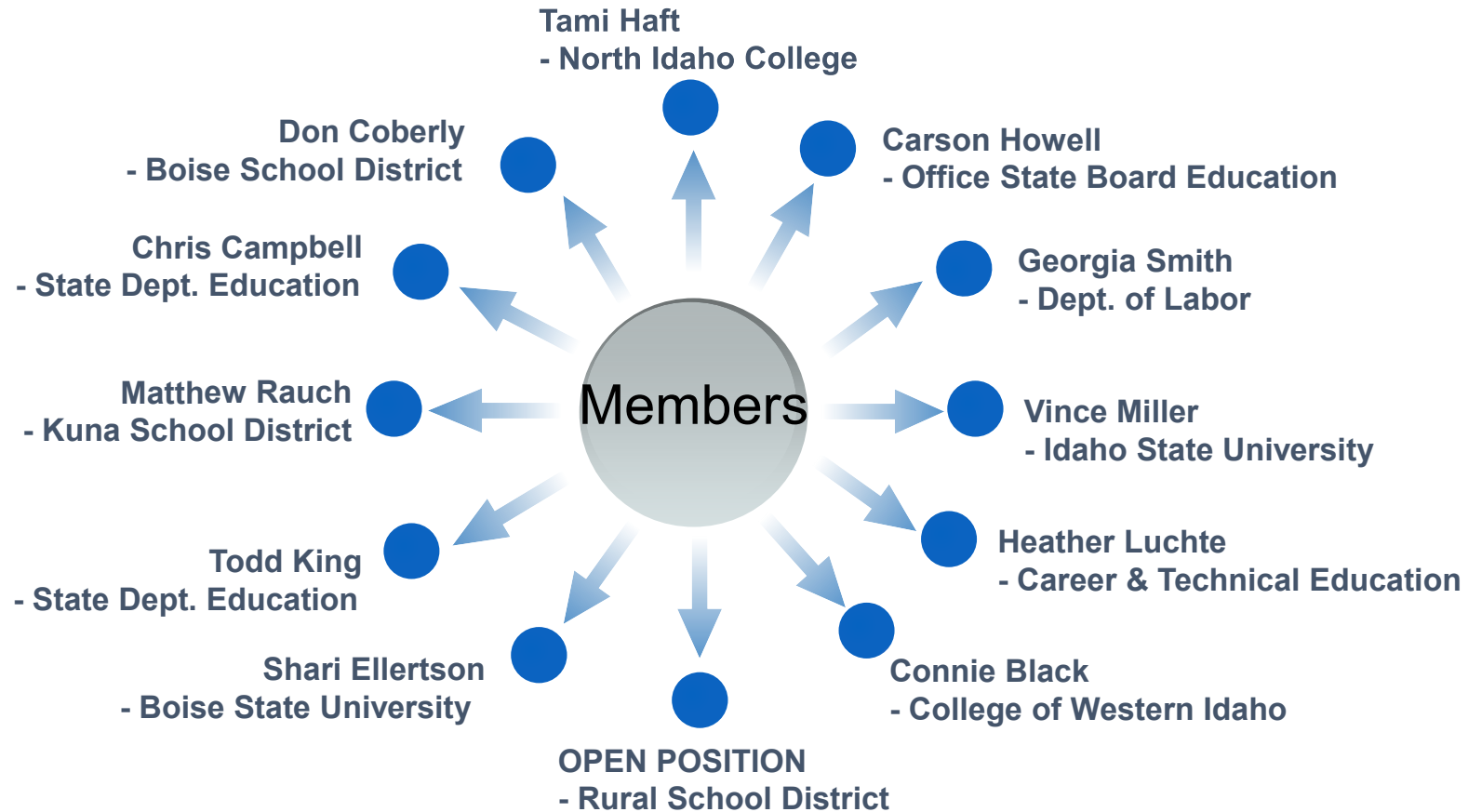
BOARD ACTION

I move to approve the appointment of Luke Schroeder to the Data Management Council for the remainder of the term from July 1, 2017 to June 30, 2019.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

THIS PAGE INTENTIONALLY LEFT BLANK

Data Management Council



Current as of July 2017

KIMBERLY PUBLIC SCHOOLS

Office of the Superintendent

141 Center Street West

Kimberly, Idaho 83341

(208) 423-4170 ext. 3308

e-mail: lschroeder@kimberly.edu

July 19, 2017

Letter of Interest as Member of Data Management Council

To Whom It May Concern:

This letter is to serve as notification of my interest as a member of Data Management Council. I do possess an interest in both ISEE and protecting student and staff data as it pertains to the Idaho Data Accountability Act.

I have just completed my twenty-third year in education. In addition to a classroom teacher, I have served as a high school vice principal, catholic school elementary principal, athletic director, middle school principal, high school principal, and I have just completed my fifth year as Superintendent of Kimberly School District.

In my role as superintendent, I have been involved in the creation of policy that has incorporated the Idaho Data Accountability Act and am charged with the administration of this policy. In addition, working in a smaller district I do have more of "hands on" role with ISEE. I do believe that my experience would serve me quite well as a member of the Data Management Council and would have much to offer this group.

I do appreciate your consideration for this position. Please feel free to contact me via the contact information on this letterhead if you have any questions.

Sincerely,

Luke Schroeder
Superintendent Kimberly School District

CONSENT
OCTOBER 19, 2017

SUBJECT

Idaho Indian Education Committee Appointments

REFERENCE

April 14, 2016	The Board approved the appointment of Tomas Puga and reappointments of Selena Grace, Bob Sobotta, and Chris Meyer.
October 20, 2016	The Board approved the appointment of Sharee Anderson, Donna Bollinger, Jessica James-Grant, and Hank McArthur.
June 15, 2017	The Board approved the reappointments of Sharee Anderson and Yolanda Bisbee.
August 10, 2017	The Board approved the appointment of Jason Ostrowski.

APPLICABLE STATUTE, RULE, OR POLICY

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

BACKGROUND/DISCUSSION

The Idaho Indian Education Committee serves as an advisory committee to the State Board of Education (Board) and the State Department of Education (Department) on educational issues and how they impact Idaho's American Indian student population. The committee also serves as a link between Idaho's American Indian tribes.

Pursuant to Board Policy I.P. the Idaho Indian Education Committee consists of 19 members appointed by the Board. Each member serves a term of five years. Appointments to vacant positions during a previous incumbent's term are filled for the remainder of the open term. The membership consists of:

- One representative from each of the eight public postsecondary institutions
- One representative from each of the five tribal chairs or designee
- One representative from each of the five tribal education affiliations (K-12)
- One representative from each of the two Bureau of Indian Education schools
- One representative from the State Board of Education, as an ex-officio member

The Shoshone-Bannock Tribes have forwarded Mr. Marcus Coby's name for consideration as their tribal chair designee representative on the Indian Education Committee. The Coeur d'Alene Tribe has also submitted Ms. Tina Strong's name for consideration as the Bureau of Indian Education representative. Additionally, North Idaho College has forwarded Mr. Graydon Stanley's name for consideration as their representative on the committee.

IMPACT

This appointment will fill three of the six vacant seats on the committee.

**CONSENT
OCTOBER 19, 2017**

ATTACHMENTS

Attachment 1 – Current Committee Membership	Page 3
Attachment 2 – Shoshone-Bannock Tribal Resolution	Page 5
Attachment 3 – Letter from NIC President MacLennan	Page 7
Attachment 4 – Letter from Coeur d'Alene Tribe	Page 8

STAFF COMMENTS AND RECOMMENDATIONS

Ms. Donna Bollinger is no longer on the Fort Hall Business Council. Mr. Marcus Coby has been identified to replace Ms. Bollinger and serve as the tribal chair designee. If approved, Mr. Coby would serve a new five-year term effective immediately and conclude on June 30, 2022.

Ms. Evanlene Melting Tallow completed her term on the committee on June 30, 2017 as North Idaho College's (NIC) representative. Mr. Graydon Stanley has been identified to replace Ms. Melting Tallow and serve as NIC's representative. Mr. Stanley is currently the Vice President for Student Services. If approved, Mr. Stanley would serve a new five-year term effective immediately and conclude on June 30, 2022.

Mr. Donovan Chase is no longer with the Coeur d'Alene Tribal School. Ms. Tina Strong is the new superintendent and has been identified to replace Mr. Chase and serve as one of the Bureau of Indian Education representatives on the committee. If approved, Ms. Strong would complete Mr. Donovan's term, which ran from July 1, 2016 – June 30, 2021.

BOARD ACTION

I move to appoint Mr. Marcus Coby, as the Shoshone-Bannock Tribes tribal chair designee, effective immediately and expiring June 30, 2022.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

I move to appoint Mr. Graydon Stanley, representing North Idaho College, effective immediately and expiring June 30, 2022.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

I move to appoint Ms. Tina Strong, representing Coeur d'Alene Tribal School, effective immediately and expiring June 30, 2021.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

**CONSENT
OCTOBER 19, 2017**

**State Board of Education
Indian Education Committee**

Dr. Chris Meyer is the Director of Education for the Coeur d'Alene Tribe and serves as the Tribal Chairperson's designee for the Coeur d'Alene Tribe. Term: July 1, 2016 – June 30, 2021

Shawna Daniels is the STEP Program Manager for the Coeur d'Alene tribe and serves as the K-12 Representative for the Tribe. Term: July 1, 2016 – June 30, 2021

Vacant - chairperson's designee for the Kootenai Tribe.

Vacant - K-12 representative for the Kootenai Tribe.

Bill Picard is a member of the Nez Perce Tribal Executive committee and serves as the Tribal Chairperson's designee. Term: July 1, 2013 – June 30, 2018

Joyce McFarland is the Education Manager for the Nez Perce tribe and serves as the K-12 representative for the Nez Perce tribe. Term: July 1, 2013 – June 30, 2018

Vacant - Tribal Chairperson's designee for the Shoshone-Bannock Tribes.

Jessica James-Grant is the K-12 tribal education representative for the Shoshone-Bannock Tribes. Term: immediately – June 30, 2021

Pete Putra is a member of the Shoshone-Paiute Tribes and serves as the Tribal Chairperson's designee for the Shoshone-Paiute Tribes. Term: July 1, 2013 – June 30, 2018

Vacant - K-12 representative for the Shoshone-Paiute Tribes.

Vacant - Bureau of Indian Education school representative. Term: July 1, 2016 – June 30, 2021

Hank McArthur is the Bureau of Indian Education school representative. Term: immediately – June 30, 2018

Dr. Linda Clark is the President of the State Board of Education and Ex-Officio member of the Indian Education Committee.

James Anderson is the Vice President for Enrollment Services in the Division of Student Affairs at Boise State University (BSU). Term: July 1, 2013 – June 30, 2018

Selena Grace is the Interim Vice Provost for Academic Strategy & Institutional Effectiveness at Idaho State University (ISU). Term: July 1, 2016 – June 30, 2021.

CONSENT
OCTOBER 19, 2017

Dr. Yolanda Bisbee is the Chief Diversity Officer and Executive Director of Tribal Relations at the University of Idaho (UI). Term: July 1, 2017 – June 30, 2022.

Bob Sobotta, Jr. is the Director of Native American/Minority Student Services at Lewis-Clark State College (LCSC). Term: July 1, 2016 – June 30, 2021

Jason Ostrowski is the Dean of Students at the College of Southern Idaho (CSI). Term: Immediately – June 30, 2018

Tomas Puga is the Coordinator, Advising and New Student Services at the College of Western Idaho (CWI). Term: July 1, 2016 - June 30, 2019

Sharee Anderson is the Vice President of Instruction and Student Affairs at Eastern Idaho Technical College (College of Eastern Idaho). Term: July 1, 2017 – June 30, 2022

Vacant - North Idaho College (NIC).

**CONSENT
OCTOBER 19, 2017**

RESOLUTION

BE IT RESOLVED BY THE BUSINESS COUNCIL FOR THE SHOSHONE-BANNOCK TRIBES,
that the 2017-2018 Business Council delegates and/or alternates to the following organizations and meetings,
are here approved as set forth:

Affiliated Tribes of Northwest Indians (ATNI)

Lee Juan Tyler - Delegate

Darrell Shay - Alternate

Coalition of Large Tribes (COLT)

Marcus Coby - Delegate

Nathan Small, Darrell Shay, Lee Juan Tyler - Alternates

Idaho Council on Indian Affairs

Nathan Small - Delegate

Darrell Shay, Ladd Edmo, Lee Juan Tyler - Alternates

Inter-Tribal Agriculture Council

Darrell Shay - Delegate

Ladd Edmo, Lee Juan Tyler – Alternate

Inter-Tribal Bison Cooperative (ITBC)

Lee Juan Tyler - Delegate

Darrell Shay - Alternates

Line Commission

Daniel L. Stone – Delegate

National Indian Gaming Association (NIGA)

Nathan Small - Delegate

Lee Juan Tyler, Daniel L. Stone - Alternate

National Congress of American Indians (NCAI)

Darrell Shay - Delegate

All FHBC - Alternates

National Inter-Tribal Tax Alliance

Tino Batt - Delegate

NS - Alternate

Northwest Portland Area Indian Health Board

Tino Batt, Nathan Small - Delegate

Marcus Coby - Alternate

Regional Tribal Operations Committee – Region 10 (RTOC)

Lee Juan Tyler - Delegate

Ladd Edmo - Alternate

**CONSENT
OCTOBER 19, 2017**

Resolution No. FHBC-2017-0541,
Dated 07/20/2017
Page 2.

Rocky Mountain Tribal Leader's Council (RMTLC)

Darrell Shay, Nathan Small -- Delegate
All FHBC -- Alternate

State of Idaho Indian Education Board

Marcus Coby - Delegate
Daniel L. Stone, Tino Batt - Alternate

Upper Snake River Tribes

Lee Juan Tyler - Delegate
Daniel L. Stone - Alternate

Native American Finance Officer's Association (NAFOA)

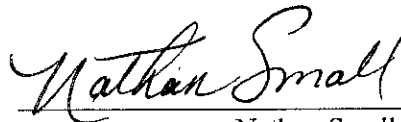
Tino Batt -- Delegate

Tribal Interior Budget Committee

Tino Batt -- Delegate
All FHBC - Alternate

Authority for the foregoing resolution is found in the Indian Reorganization Act of June 18, 1934 (48 Stat, 984) as amended, and under Article VI, Section 1 (r) of the Constitution and Bylaws of the Shoshone-Bannock Tribes of the Fort Hall Reservation of Idaho.

Dated this 20th day of July 2017.



Nathan Small, Chairman
Fort Hall Business Council

S E A L

CERTIFICATION

I HEREBY CERTIFY, that the foregoing resolution was passed while a quorum of the Business Council was present by a vote of 4 in favor, 2 absent (TB, LJT), and 1 not voting (NS) on the date this bears.



Marcus Coby, Tribal Secretary
Fort Hall Business Council

FHBC-2017-0541



North Idaho College

1000 West Garden Avenue, Coeur d'Alene, Idaho 83814
www.nic.edu

DATE: September 19, 2017

TO: Dr. Linda L. Clark, President
Idaho State Board of Education

FROM: Dr. Richard MacLennan, President
North Idaho College

SUBJECT: Idaho Indian Education Committee Representation

As you know, North Idaho College is proud to partner with our Tribes in the State of Idaho to provide greater opportunity for our American Indian students. We share a close relationship with the Coeur d'Alene and the Kootenai Tribes in North Idaho by providing direct support services, scholarships, and an American Indian Studies program. Several of our faculty and staff are directly involved in those efforts and we are committed to improving those services regionally and statewide. To that end, I am nominating Graydon Stanley, our Vice President of Student Services, as our institutional representative to the Idaho Indian Education Committee. He has been actively serving on that committee this past year and leads many of our efforts locally with the tribes. Graydon is responsible for leading our core theme of Diversity and has extensive background in working with diverse populations. I am confident that he will represent our institution and region very effectively.

If you need additional information, please don't hesitate to contact me. Thanks for your leadership of education in the State of Idaho.

Sincerely;

A handwritten signature in black ink, appearing to read "Rich MacLennan", written in a cursive style.

Richard MacLennan



COEUR D'ALENE TRIBE

OFFICE OF THE CHAIRMAN
P.O. BOX 408
PLUMMER, IDAHO 83851
(208) 686-1800 • Fax (208) 686-8813

September 21, 2017

Patty Sanchez
Academic Affairs Program Manager Readiness
Office of the State Board Education
PO Box 83720
Boise, ID 83720-0037

Dear Ms. Sanchez,

The purpose of this letter is to nominate representatives from the Coeur d'Alene Tribe to the Indian Education Committee.

We would like to nominate Tina Strong from the Coeur d'Alene Tribal School to serve as our designated representative on the Indian Education Committee.

Thank you for your consideration. We look forward to hearing of the progress of the committee.

Sincerely,

A handwritten signature in black ink that reads "Chief J. Allan".

Chief J. Allan
Chairman, Coeur d'Alene Tribe

IDAHO STATE UNIVERSITY

SUBJECT

Facility Naming – Meridian health Science Center.

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, I.K

BACKGROUND/DISCUSSION

The ALSAM Foundation, named in honor of L.S. “Sam” and Aline Skaggs and has a long history of support for Idaho State University (ISU) health programs and students. When the ALSAM Foundation embraced Idaho State University’s vision for a professional medical education and health sciences facility in the Treasure Valley, many believed the university was 20 years away from fully occupying the 60,000 square foot building. However, the overwhelming response of Idaho students seeking a career in health professions, and overall legislative support for those programs and facilities has exceeded all expectations. A second floor addition will allow expansion to include programs in pharmacy, medical lab science, dental residency, physician assistant, a pharmacology research lab, a bio skills lab, an anatomy and physiology lab and clinical facilities. Today, ISU fully occupies 182,000 square feet. In total, ALSAM has made financial gifts to the Meridian campus including \$10.5 million for the building, \$1.5 million for a scholarship endowment for pharmacy students, \$550,000 for annual scholarship awards, and \$30,000 for biological research. Total support from ALSAM exceeds \$12.5 million to date.

These leadership gifts and a naming opportunity for the Skaggs family have been paramount in building this opportunity for Idaho students. This center has become a crown jewel for Idaho State University and the State of Idaho. Moving forward, this name will allow for an increasingly significant impact on the health sciences programs at ISU.

IMPACT

Approval of the facility naming request will allow ISU to rename the Meridian Health Science Center and honor the contributions of the Skaggs family.

ATTACHMENTS

Attachment 1 – Memo to President Vailas approving the renaming

Page 3

STAFF COMMENTS AND RECOMMENDATIONS

Board Policy I.K.1.b, outlines the requirements by which a building, facility, or administrative unit may be named for other than a former employee of the system of higher education. These include consideration of the nature of the individuals gift and its significance to the institution; the eminence of the individual whose

CONSENT
OCTOBER 19, 2017

name is proposed; and the individuals relationship to the institution. Based on the information provided by ISU the request is in compliance with Board policy.

BOARD ACTION

I move to approve the request by Idaho State University to rename the “Meridian Health Science Center,” located at 1311 E. Central Drive, Meridian, ID, to the “Sam and Aline Skaggs Health Science Center.”

Moved by _____ Seconded by _____ Carried Yes _____ No _____

Idaho State
UNIVERSITY

Office of Finance and Administration
921 South 8th Avenue, Stop 8219 • Pocatello, Idaho 83209-8219

*Approved
9/11/17
Art Vailas*

September 8, 2017

President Arthur Vailas
Idaho State University
921 S. 8th Ave.
Pocatello, ID 83209

Dear President Vailas,

Our ISU Facilities Name Designation Committee has reviewed the proposal to name the Meridian Health Science Center the "Sam and Aline Skaggs Health Science Center."

The ALSAM Foundation has been approached requesting a \$3.85 million gift for our Meridian facility. If we receive that gift, the total ALSAM support for our programs in Meridian would be in the range of \$10 million.

The committee decided unanimously to recommend to you that the facility be named the "Sam and Aline Skaggs Health Science Center," provided that Idaho State University – Meridian signage is maintained and displayed prominently on the campus.

We recommend that this proposal go forward before the State Board of Education for consideration.

Sincerely,



Brian S. Hickenlooper
Interim Chief Financial Officer
Chair of the ISU Facilities Name Designation Committee

THIS PAGE INTENTIONALLY LEFT BLANK

CONSENT
OCTOBER 19, 2017

SUBJECT

President Approved Alcohol Permits Report

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies and Procedures, I.J.2.b.

BACKGROUND/DISCUSSION

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, Board 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.

The last update presented to the Board was at the August 10, 2017 Board meeting. Since that meeting, Board staff has received twenty-nine (29) permits from Boise State University, ten (10) permits from Idaho State University, and twelve (12) permits from the University of Idaho.

Board staff has prepared a brief listing of the permits issued for use. The list is attached for the Board's review.

ATTACHMENTS

Attachment 1 - List of Approved Permits by Institution

Page 3

BOARD ACTION

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

THIS PAGE INTENTIONALLY LEFT BLANK

**CONSENT
OCTOBER 19, 2017**

APPROVED ALCOHOL SERVICE AT BOISE STATE UNIVERSITY July 2017 – June 2018				
EVENT	LOCATION	Institution Sponsor	Outside Sponsor	DATE (S)
Micron Technology Delivery	Ben Victor Gallery		X	7/11/17
Welcome Reception for COEN Dean	Stueckle Sky Center	X		7/19/17
Dr. Carol Martin Memorial	Student Union Building		X	8/6/17
SSC Suites Holder Tasting	Stueckle Sky Center		X	8/8/17
Exocclipse Reception	Student Union Building	X		8/20/17
Dinner on the Blue	Albertsons Stadium	X		8/21/17
Power Engineers EMBA Network Dinner	College of Business & Economics		X	8/21/17
BSP Coach Harsin Live	Football Complex	X		8/23/17
Idaho Ballroom Dance Center Event	Student Union Building		X	8/26/17
Bokan/Rauh Wedding	Stueckle Sky Center		X	9/9/17
ClickFunnels Launch Party	Stueckle Sky Center		X	9/15/17
Bronco Athletic Association	Allen Noble Hall of Fame: Tennis Complex	X		9/20/17
Albertsons Intermountain Division Meeting	Stueckle Sky Center		X	9/20/17
Event Reception with Dean of COHS	College of Business & Economics – Williams Board Room	X		9/21/17
Serving Up Wishes	Stueckle Sky Center		X	9/25/17
Frank Church Institute Board Reception	College of Business & Economics – Williams Board Room		X	9/25/17
Serving Up Wishes	Stueckle Sky Center		X	9/25/17
Women and Leadership Conference 2017	Student Union Building	X		9/27/17
Springfield Missouri Chamber of Commerce Boise Visit Dinner	Stueckle Sky Center		X	9/29/17
Country A Capella	Morrison Center	X		9/29/17

**CONSENT
OCTOBER 19, 2017**

EVENT	LOCATION	Institution Sponsor	Outside Sponsor	DATE (S)
Classical Concert	Morrison Center	X		09/30/17
WWE Live Event	Taco Bell Arena	X		9/30/17
Idaho Partnerships Conference on Human Services	Student Union Building	X		10/5/17
Michael Carbarnaro	Morrison Center	X		10/6/17
Joe Bonamassa Concert	Morrison Center	X		10/7/17
Reception for Kelsch Wedding	Stueckle Sky Center		X	10/7/17
Good Samaritan Fall Event	Stueckle Sky Center		X	10/14/17
PETSO Client Appreciation Party	Stueckle Sky Center		X	10/18/17
Executive MPoBA Informational Session	College of Business & Economics		X	11/16/17 1/18/18 2/22/18 3/29/18 5/3/18 6/6/18

**CONSENT
OCTOBER 19, 2017**

**APPROVED ALCOHOL SERVICE AT
IDAHO STATE UNIVERSITY
August 2017 – October 2017**

EVENT	LOCATION	Institution Sponsor	Outside Sponsor	DATE (S)
SBOE Dinner	SPAC Rotunda	X		8/9/17
COT Family Picnic	Eames Complex	X		8/17/17
Sagerush Art Festival	ISU Campus – 5 th /Carter Grass		X	8/26/17 8/27/17
Welcoming Assembly	Stephens Performing Arts Center	X		8/30/17
JRM Foundation Gala	Stephen's Performing Arts Center		X	9/9/17
Wake for Danny Thiros	SPAC Rotunda	X		9/15/17
Endowment Dedication	Frazier Hall	X		9/30/17
ISU Eames Complex Open House	Eames Complex	X		10/5/17
COP Reunion	Quad	X		10/6/17
EPSCoR Annual Meeting	PSUB Ballroom	X		10/12/17

**CONSENT
OCTOBER 19, 2017**

**APPROVED ALCOHOL SERVICE AT
UNIVERSITY OF IDAHO
July 2017 – October 2017**

EVENT	LOCATION	Institution Sponsor	Outside Sponsor	DATE (S)
1 st Annual Marines of the Palouse Golf Tournament	Golf Course		X	7/29/17
2017 EMBA Golf Scramble	Golf Course	X		8/8/17
Annual Mayor's Golf Tournament	Golf Course		X	8/11/17
College of Law Orientation Professionalism Reception	Menard Law Building	X		8/13/17
New Faculty Dinner	Commons	X		8/15/17
Couple Night Out	Golf Course	X		8/18/17
Course Improvement Golf Tournament	Golf Course	X		8/19/17
Movie Night	Bruce Pitman Center	X		8/28/17
Latah County Vandal Scramble Tailgate BBQ	Fan Zone – Private Tent	X		9/9/17
Latah County Vandal Scramble	Golf Course	X		9/9/17
GSM Roadshow Reception	Commons – Panorama Room	X		10/6/17
University Gala	Student Recreation Center	X		10/27/17

**CONSENT
OCTOBER 19, 2017**

PROFESSIONAL STANDARDS COMMISSION

SUBJECT

Emergency Provisional Certificates

REFERENCE

December 2016	Board approved six (6) provisional certificates (Jerome SD – 3, Madison SD – 1, Mountain Home SD – 1, West Jefferson SD – 1)
February 2017	Board approved seventeen (17) provisional certificates (Bear Lake SD – 2, Blaine County SD – 1, Cambridge SD – 2, Challis Joint SD – 2, Council SD – 1, Grace Joint SD – 1, Boise SD – 2, Jerome Joint SD – 1, West Ada SD – 1, Marsh Valley SD – 1, Sage International – 1, St. Maries SD – 1, Twin Falls SD – 1)
April 2017	Board approved three (3) provisional certificates (Challis SD – 1, Preston SD – 1, Jerome SD – 1)
June 2017	Board denied one (1) provisional certificate (West Bonner County SD)

APPLICABLE STATUTE, RULE, OR POLICY

Sections 33-1201 and 33-1203, Idaho Code

BACKGROUND/DISCUSSION

Four (4) emergency provisional applications were received by the State Department of Education from the school districts listed below. Emergency provisional applications allow a school district/charter school to request one-year emergency certification for a candidate who does not hold a current Idaho certificate/credential, but who has the strong content background and some educational pedagogy, to fill an area of need that requires certification/endorsement. While the candidate is under emergency provisional certification, no financial penalties will be assessed to the hiring district.

Bliss School District #234

Applicant Name: Butler, Demsie

Content & Grade Range: Biological Science 6-12, Natural Science 6-12 and Health 6-12

Educational Level: BS, Biology, Minor - Chemistry

Declared Emergency: August 14, 2017, Bliss School District Board of Trustees declared an emergency area of need exists for the 2017-2018 school year.

Summary of Recruitment Efforts: The position was posted August 7, 2017. Last year the district employed a retired teacher that decided not to return. They received no applicants. The district reviewed current staff and found a part-time

CONSENT
OCTOBER 19, 2017

aide that held a bachelor's degree, but has applied to medical school and agreed to work for one school year but has no desire to pursue the teaching profession.

PSC Review: The Professional Standards Commission Authorizations Committee met September 14, 2017. The committee recommends Bliss School District's request for Demsie Butler without reservation.

Buhl School District #412

Applicant Name: Chavez, Danielle

Content & Grade Range: Teacher Librarian K-12

Educational Level: 83 college credits, enrolled in Grand Canyon University teacher preparation program, estimated Fall 2019 graduate.

Declared Emergency: July 17, 2017, Buhl School District Board of Trustees declared an emergency area of need exists for the 2017-2018 school year.

Summary of Recruitment Efforts: The position was posted June 15, 2017. Resignation was received in June from the prior librarian. The district reviewed current staff and found a paraprofessional that was in the process of obtaining her bachelor's degree from Grand Canyon University. She contacted University of Idaho and has a plan that will lead to the Teacher Librarian endorsement starting the 2018-19 school year.

PSC Review: The Professional Standards Commission Authorizations Committee met August 1, 2017. The committee recommends Buhl School District's request for Danielle Chavez without reservation.

Kimberly School District #414

Applicant Name: Nield, Mindy

Content & Grade Range: Health K-12

Educational Level: BS, Health Science

Declared Emergency: August 1, 2017, Kimberly School District Board of Trustees declared an emergency area of need exists for the 2017-2018 school year.

Summary of Recruitment Efforts: The district hired a suitable candidate that resigned July 17, 2017. The position was posted July 18, 2017. The posting had six (6) views on the website, three (3) applications were received, and two (2) interviews were conducted. The candidate is unable to commit to a plan that would lead to certification due to the financial hardship she would face for a part-time position. She is willing to consider the plan for next year.

PSC Review: The Professional Standards Commission Authorizations Committee met September 14, 2017. The committee recommends Kimberly School District's request for Mindy Nield without reservation.

Nampa School District #131

Applicant Name: Beck, Aaron Tayson

Content & Grade Range: Spanish 6-12

Educational Level: 95 credits, enrolled in Boise State University teacher prep program, estimated Fall 2018 graduate.

CONSENT
OCTOBER 19, 2017

Declared Emergency: August 8, 2017, Nampa School District Board of Trustees declared an emergency area of need exists for the 2017-2018 school year.

Summary of Recruitment Efforts: The position was posted June 6, 2017. The posting had five (5) applicants. The first offer declined due to pay, the next offer declined, giving no reason and the additional candidates were not viable. Mr. Beck contacted the district on the same day the last one declined. He was enrolled at BYU-Idaho in a teacher prep program for Spanish. He has transferred to BSU with an estimated graduation of Fall 2018.

PSC Review: The Professional Standards Commission Authorizations Committee met September 14, 2017. The committee recommends Nampa School District's request for Aaron Tayson Beck without reservation.

IMPACT

If the emergency provisional certificate is not approved, the school district will have no certificated staff to serve in the position and funding could be impacted.

STAFF COMMENTS AND RECOMMENDATIONS

Pursuant to Section 33-1201, Idaho Code "every person who is employed to serve in any elementary or secondary school in the capacity of teacher, supervisor, administrator, education specialist, school nurse or school librarian shall be required to have and to hold a certificate issued under the authority of the State Board of Education...." Section 33-1203, Idaho Code, prohibits the Board from authorizing standard certificates to individuals who have less than four (4) years of accredited college training except in occupational fields or emergency situations. When an emergency is declared, the Board is authorized to grant one-year provisional certificates based on not less than two (2) years of college training. Section 33-512, Idaho Code, defines substitute teachers as "as any individual who temporarily replaces a certificated classroom educator..." Neither Idaho Code, nor administrative rule, limits the amount of time a substitute teacher may be employed to cover a classroom. In some cases, school districts may use an individual as a long-term substitute prior to requesting provisional certification for the individual.

The Department receives applications from the school districts for requests for provisional certifications, Department staff then work with the school districts to assure the applications are complete. The Professional Standards Commission then reviews requests for the one-year provisional certificates, and those that are complete and meet the minimum requirements are then brought forward by the Department to the Board for consideration with a recommendation from the Professional Standards Commission.

CONSENT
OCTOBER 19, 2017

BOARD ACTION

I move to approve a one-year emergency provisional certificate for Demsie Butler to teach Biology, Natural Science and Health grades six (6) through twelve (12) in the Bliss School District #234 for the 2017-18 school year.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

I move to approve a one-year emergency provisional certificate for Danielle Chavez to serve as Teacher Librarian grades kindergarten through twelve (12) in the Buhl School District #412 for the 2017-18 school year.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

I move to approve a one-year emergency provisional certificate for Mindy Nield to teach Health grades six (6) through twelve (12) in the Kimberly School District #414 for the 2017-18 school year.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

I move to approve a one-year emergency provisional certificate for Aaron Tayson Beck to teach Spanish grades six (6) through twelve (12) in the Nampa School District #131 for the 2017-18 school year.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
OCTOBER 19, 2017**

TAB	DESCRIPTION	ACTION
1	LEWIS-CLARK STATE COLLEGE – ANNUAL REPORT	Information Item
2	WORKFORCE DEVELOPMENT COUNCIL REPORT	Information Item
3	BOARD POLICY I.J. USE OF INSTITUTIONAL FACILITIES – 2ND READING	Motion to Approve
4	BOARD POLICY IV.E. DIVISION OF CAREER TECHNICAL EDUCATION – 2ND READING	Motion to Approve
5	GOVERNOR’S HIGHER EDUCATION TASK FORCE RECOMMENDATIONS	Motion to Approve
6	TEACHER CERTIFICATION – ALTERNATIVE PROGRAM – CONTENT SPECIALIST	Motion to Approve
7	TEACHER CERTIFICATION – ALTERNATE STATE APPROVED ASSESSMENT	Motion to Approve

THIS PAGE INTENTIONALLY LEFT BLANK

LEWIS-CLARK STATE COLLEGE

SUBJECT

Lewis-Clark State College Annual Report.

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures,
Section I.M.4.

BACKGROUND/DISCUSSION

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

IMPACT

Lewis-Clark State College's strategic plan drives the College's planning, programming, budgeting, and assessment cycles and is the basis for the institution's annual budget requests and performance measure reports to the State Board of Education, the Division of Financial Management and the Legislative Services Office.

ATTACHMENTS

Attachment 1 – Annual Report

Page 3

BOARD ACTION

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

THIS PAGE INTENTIONALLY LEFT BLANK



LEWIS-CLARK STATE

— COLLEGE —

Progress Report to the
Idaho State Board of Education
by J. Anthony Fernández, President
October 18, 2017

Excellence in Teaching and Learning

- Exceeded national average for health sciences licensing examinations (NCLEX, ARRT)
- 95% placement of graduates from spring 2016
- Continued growth in online programming
- Expanded program performance initiative
- Piloted summer school model with discounted tuition and more focused selection of courses.
- Continued collaboration at state level on General Education outcomes assessment



LEWIS-CLARK STATE
COLLEGE

Excellence in Teaching and Learning

- Two kinesiology faculty positions funded
- New degrees/majors combining existing programming into a new career path meeting industry need and student interest
- Academic Affairs expanded role in increasing enrollment
- Campus-wide Learning Management System (Blackboard) evaluation process to select vendor that best serves needs of online students

Optimize Enrollment/Promote Student Success

- All-time record (again) of 817 graduates in FY17
- Fall 2017: New Idaho students entering from high school up 2%
- Fall 2017 enrollment estimate -3%
- 30 peer mentors working with new freshmen to increase retention
- FY2017 full-time new freshmen, 59% retention
- Full-time new transfers, 67% retention
- Residence halls at capacity
- New nursing advisor
- Veterans Services Coordinator hired
- CAMP program fully under way
- Plans to increase enrollment of adult learners

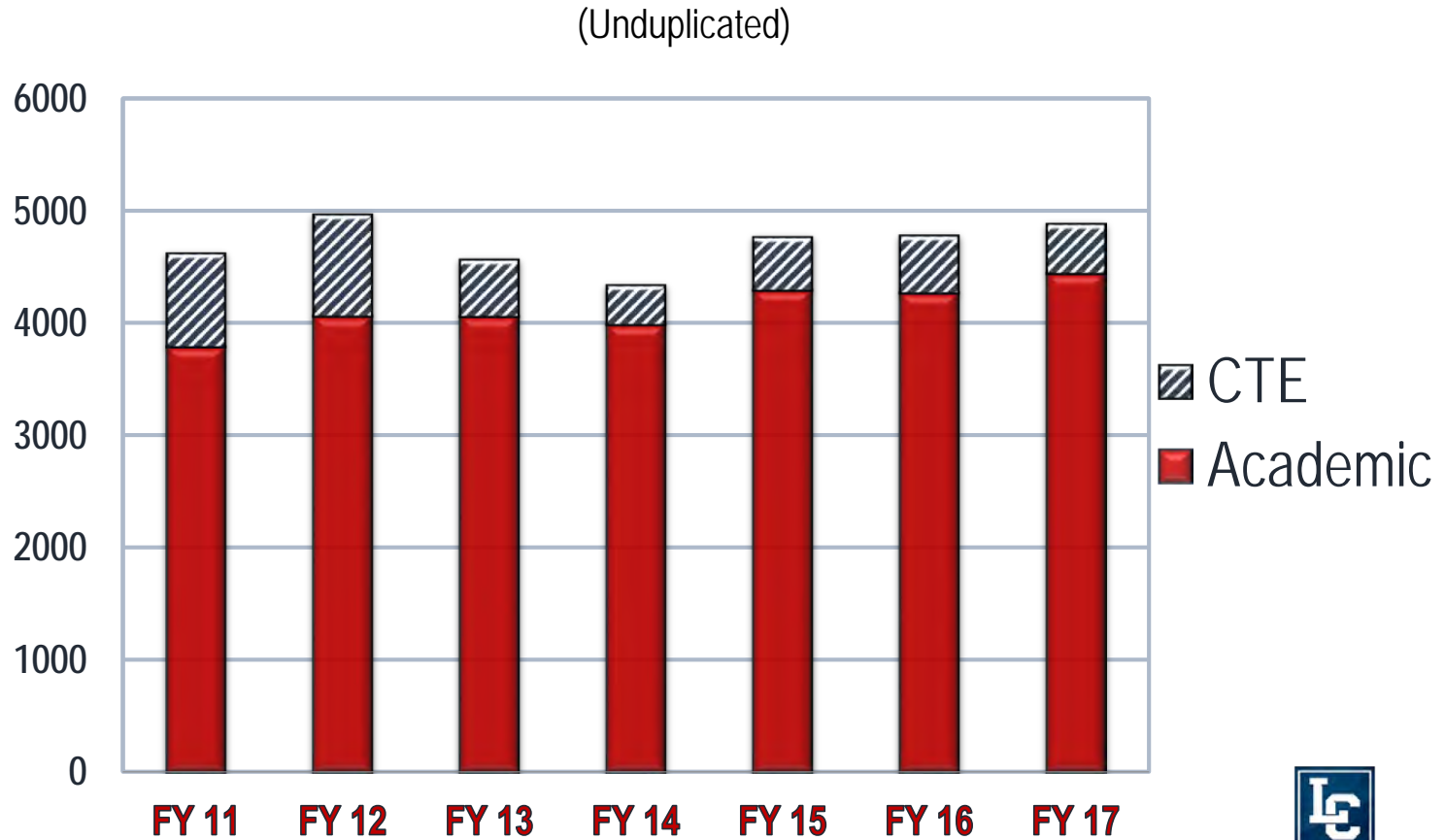


LEWIS-CLARK STATE
COLLEGE

Work Scholar Program

- Committed, academically promising students with financial need
- Academic study, work experience, public service
- Reduce student loan debt
- Support by mentors, supervisors, co-workers and other students in program
- 45 students
- 33 on-campus sites / 12 off-campus sites

Annual Enrollment



Fall 2016 Enrollment

(Fall 2017 information available after census day)

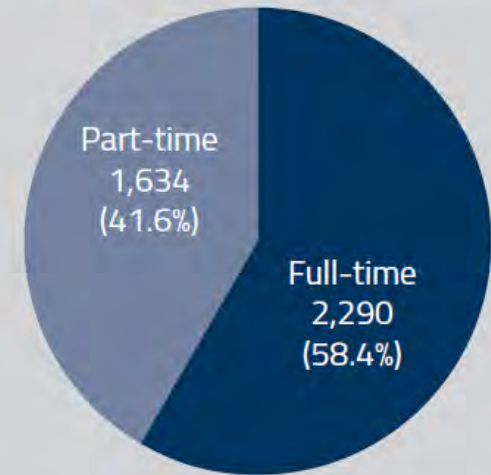
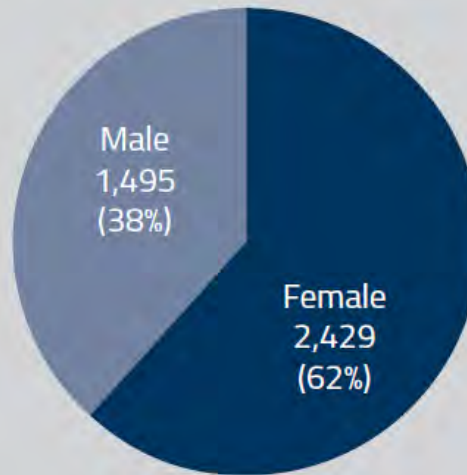
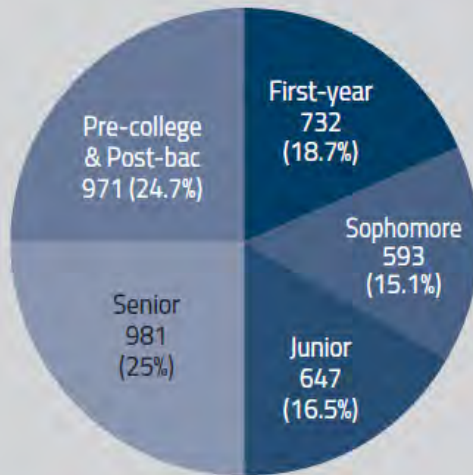
Fall 2016 Enrollment

3,924 Total Headcount

2,822 Full-time Equivalent

3,462 Students at Lewiston Campus

462 Students at Coeur d'Alene Center



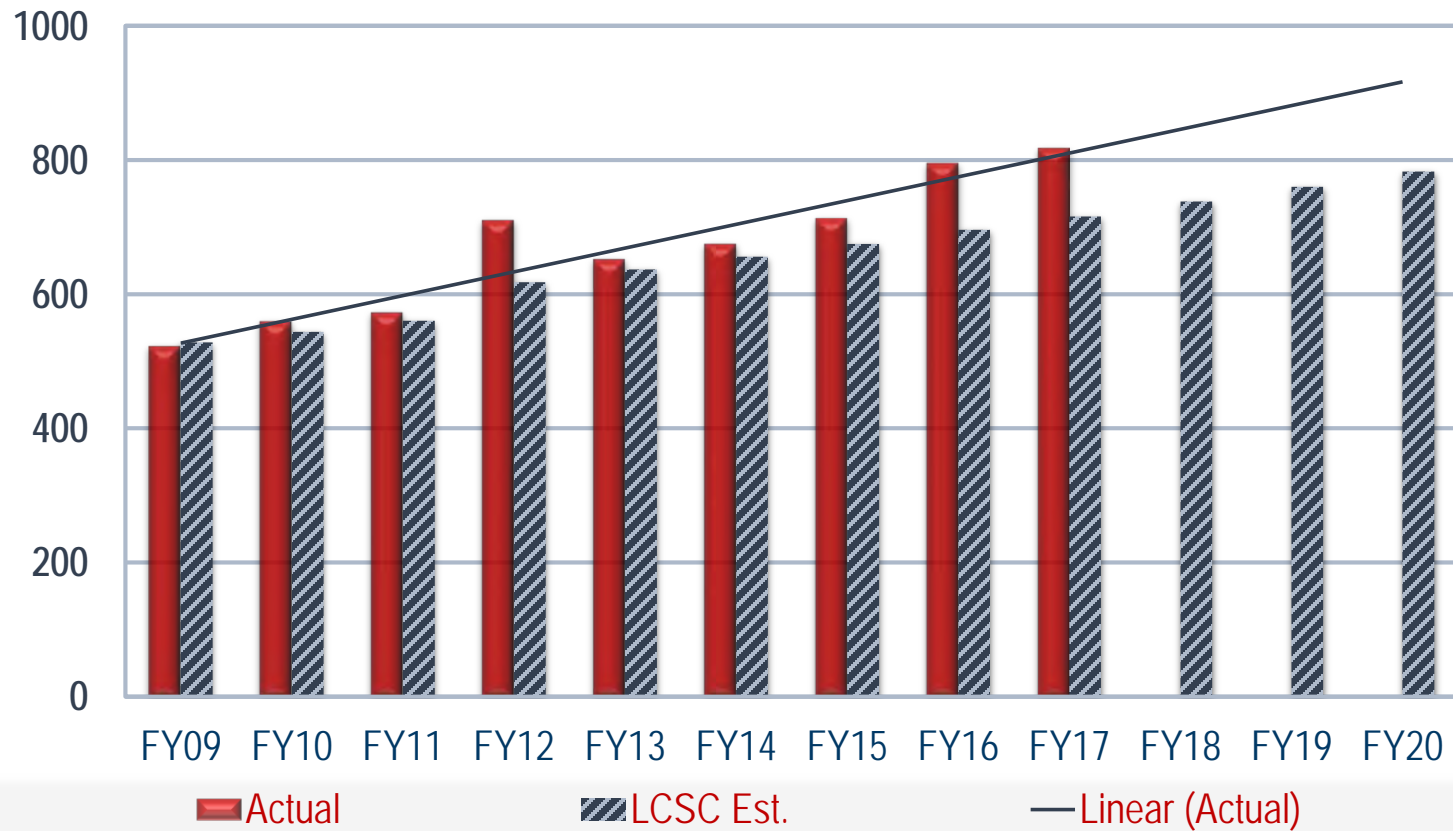
3,007 Idaho Residents | **540** Non-resident | **377** Asotin County Residents | **84** International Students

68.4% of the Student Body are First Generation College Students

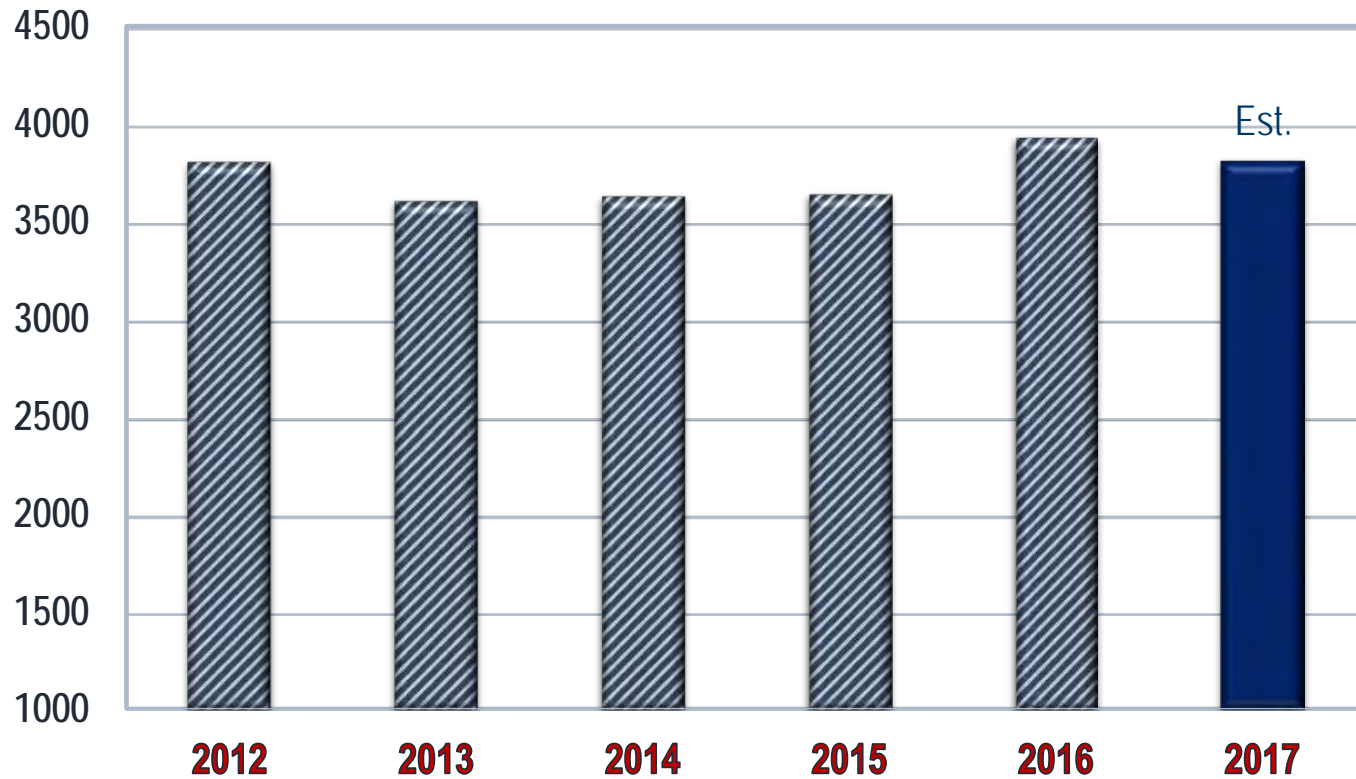


LEWIS-CLARK STATE
COLLEGE

Lewis-Clark State College Graduates



Fall (Census Day) Headcount



Collaboration/Economic Development

- \$840,000 NSF grant - metal manufacturing
- CTE and Lewiston School District success
- Clearwater Paper
- Idaho Forest Group
- Vista Outdoors
- NIC – Dental Hygiene

Leverage Resources to Maximize Institutional Strength and Efficiency

Positions were repurposed to:

- Strengthen recruitment efforts with Idaho Dept of Labor, Vocational Rehab, and the LCSC Workforce Training Center
- Provide administrative support to the Institutional Review Board
- Unify Auxiliary Services in Administrative Services.

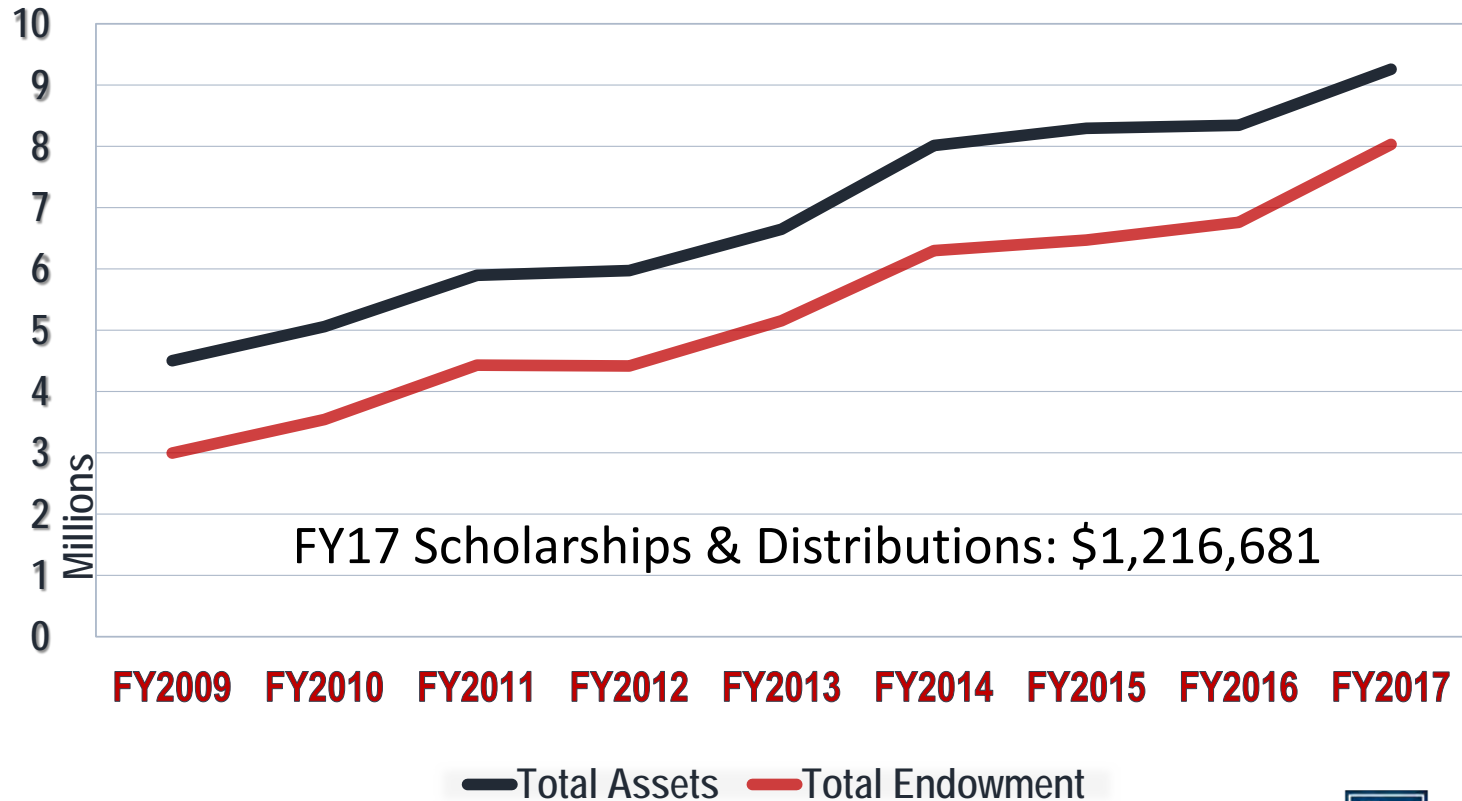


LEWIS-CLARK STATE
COLLEGE

Capital Projects Overview

Year	Project
FY 2017	Harris field grandstand Multipurpose playfield
FY 2018	Spalding Hall renovation Clark Hall fire suppression North Idaho Collaborative Education building
FY 2019	CTE building Women's locker room
FY 2020	Wittman/Mechanical-Technical building repurpose
FY 2021	Living Learning Center Administration Building renovation

College Advancement Success



FY17 Highlights

- Record number of graduates and degrees awarded
- 8% percent enrollment increase
- \$10 million from State for CTE facility
- \$2 million CAMP grant
- \$840K National Science Foundation grant
- Idaho Alliance of Leaders in Nursing \$31,708 grant
- New programs in industrial maintenance/millwright technology and instrument mechanic technology.
- 9 varsity teams earn NAIA Scholar Team status
- 19th national championship for Warrior baseball team won
- Jeremiah Robbins 2017 ABCA/Diamond National NAIA Coach of the Year
- Ed Cheff Stadium at Harris Field completed



LEWIS-CLARK STATE
COLLEGE



LEWIS-CLARK STATE
— COLLEGE —

Questions?

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
OCTOBER 18, 2017**

THIS PAGE INTENTIONALLY LEFT BLANK

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
OCTOBER 19, 2017

SUBJECT

Workforce Development Council Report

APPLICABLE STATUTE, RULE, OR POLICY

Section 72-1336, Idaho Code

Executive Order 2015-02 – Establishing the Workforce Development Council for planning and oversight of the state's workforce development system

BACKGROUND/DISCUSSION

The Workforce Development Council was created by Governor Phil Batt in 1996 by consolidating four advisory groups that dealt with workforce development issues. The Workforce Development Council has served as the state workforce board under the Job Training Partnership Act, the Workforce Investment Act and currently under the Workforce Innovation and Opportunity Act. The Council's 26 members are constituted from the following:

- a. Representatives of business and industry shall comprise at least 40% of the members;
- b. At least 15% of the members shall be representatives of local public education, postsecondary institutions, and secondary or postsecondary vocational educational institutions;
- c. At least 15% of the members shall be representatives of organized labor based on nominations from recognized state labor federations;
- d. Representatives from the Department of Commerce, Department of Labor, the State Board of Education, Division of Professional-Technical Education and the Superintendent of Public Instruction; and
- e. A representative of a community-based organization.

The Council is responsible for advising the Governor and the State Board of Education as appropriate and at regular intervals on items that include but are not limited to:

- a. Development of the statewide strategy for workforce development programs;
- b. Development of the Workforce Innovation and Opportunity Act (WIOA) State Plan
- c. Preparation of the annual report to the US Secretary of Labor as required under section 103 of WIOA;
- d. Development and continuous improvement of comprehensive State workforce services and performance measures;
- e. Development of a statewide employment statistic program and a plan for comprehensive labor market information;
- f. Development of technological improvements to facilitate access to and improve the quality of workforce system services and activities; and
- g. Development of comments at least once annually on the Carl D. Perkins Vocational and Applied Technology Education Act.

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
OCTOBER 19, 2017

To fulfill the responsibility of the Workforce Development Council as outlined in statute and executive order, Trent Clark, Chair of the Workforce Development Council, will be making the Council's report to the State Board of Education.

ATTACHMENTS

Attachment 1 – Workforce Development Council Report

Page 3

STAFF COMMENTS AND RECOMMENDATIONS

The Idaho Workforce Development Council was established to provide strategic direction and oversight of Idaho's workforce development system. The Council members represent business, workers, education, state and local government and community based organizations. The primary role of the Council is to advise Governor C.L. "Butch" Otter and the State Board of Education on strategies designed to yield high quality workforce investment services for Idaho's businesses, job seekers, and students.

BOARD ACTION

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



Idaho Workforce Development Council

Governor C.L. "Butch" Otter
Chair Trent Clark
Vice-Chair B.J. Swanson

Advisory Report to the State Board of Education

October 19, 2017

Topics

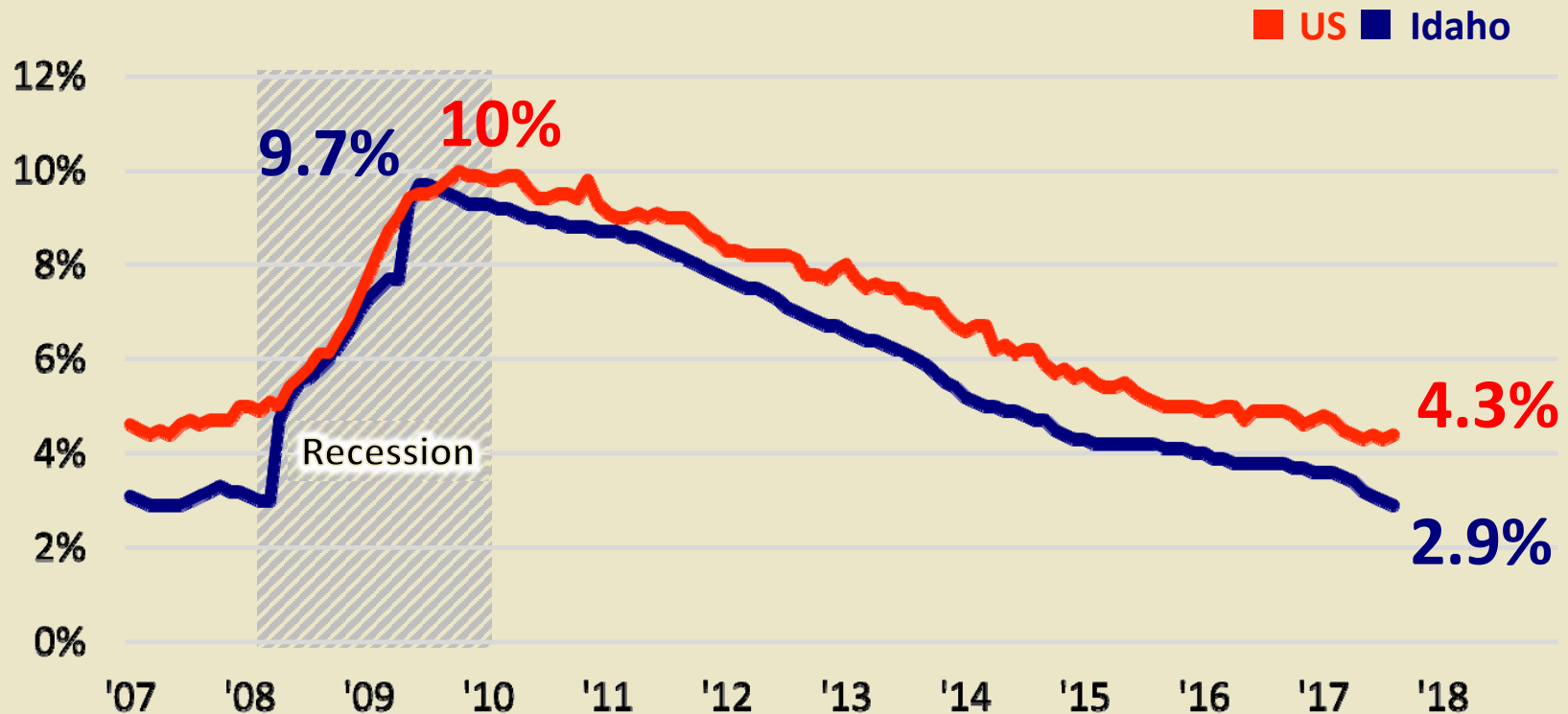
- Year in Review
 - Economic Update and Jobs Projections
- Governor's Task Force on Workforce Development
- Accomplishments

Idaho Workforce Development Council



Unemployment Rate

Seasonally Adjusted – Jan 2007 to Aug 2017



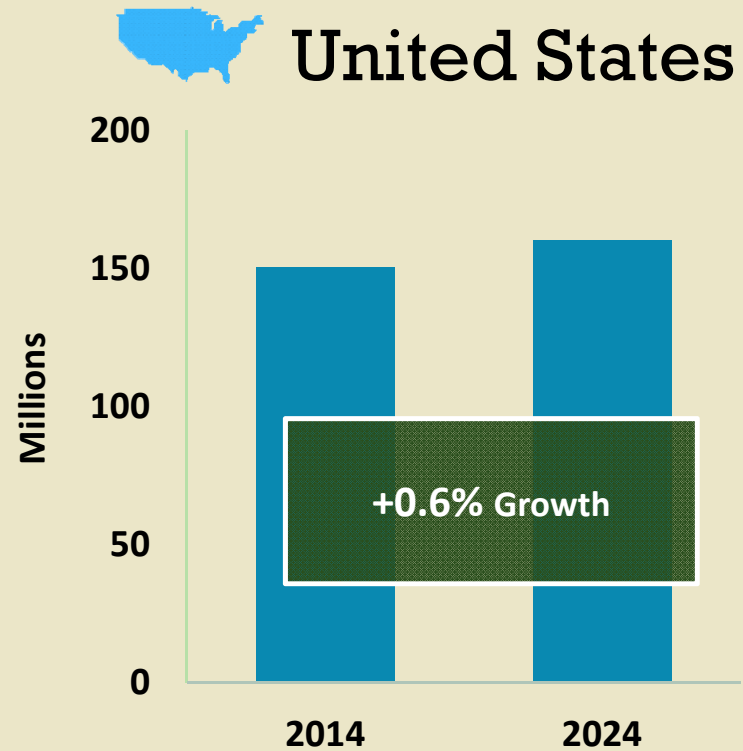
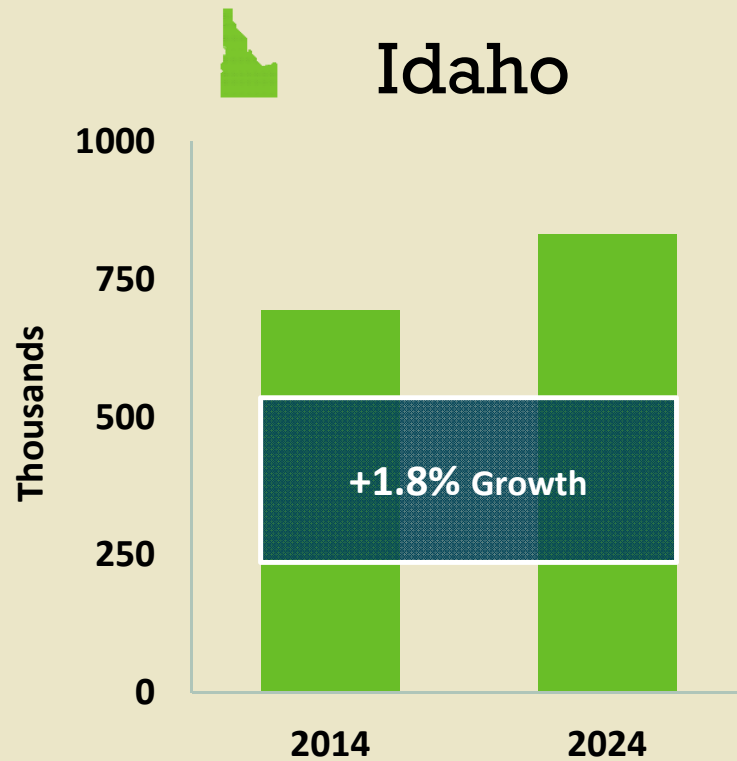
Source: US Bureau of Labor Statistics, Idaho Department of Labor - August 2017

Idaho Workforce Development Council



Total Employment

Projected Values



Source: Idaho Department of Labor and the U.S. Bureau of Labor Statistics

Idaho Workforce Development Council



Idaho's Hot Jobs

Occupational Projections from 2014 to 2024

Rank	Shift	Occupation Title	2024 Employment	Annual Openings	Percent Change	2014 Median Wage	Typical Entry Level Education
1	↑3	Software Developers	6,969	259	36.8%	\$36.35	Bachelor's
2	↑74	Lawyers	3,315	109	27.2%	\$37.04	Doctoral
3	↑23	Management Analysts	2,959	106	34.4%	\$29.26	Bachelor's
4	↑22	Accountants and Auditors	5,385	229	27.5%	\$29.33	Bachelor's
5	↑19	Civil Engineers	2,133	96	28.3%	\$35.31	Bachelor's
6	↑25	Personal Financial Advisors	1,141	53	39.3%	\$33.82	Bachelor's
7	↑40	Business Operations Specialists, All Other	3,229	99	26.8%	\$30.03	Bachelor's
8	↓5	Physical Therapists	1,347	59	29.8%	\$37.64	Doctoral
9	↑10	Health Specialties Teachers, Postsecondary	1,209	45	30.4%	\$39.33	Doctoral
10	↓1	Market Research Analysts and Marketing Specialists	1,949	71	38.3%	\$24.76	Bachelor's

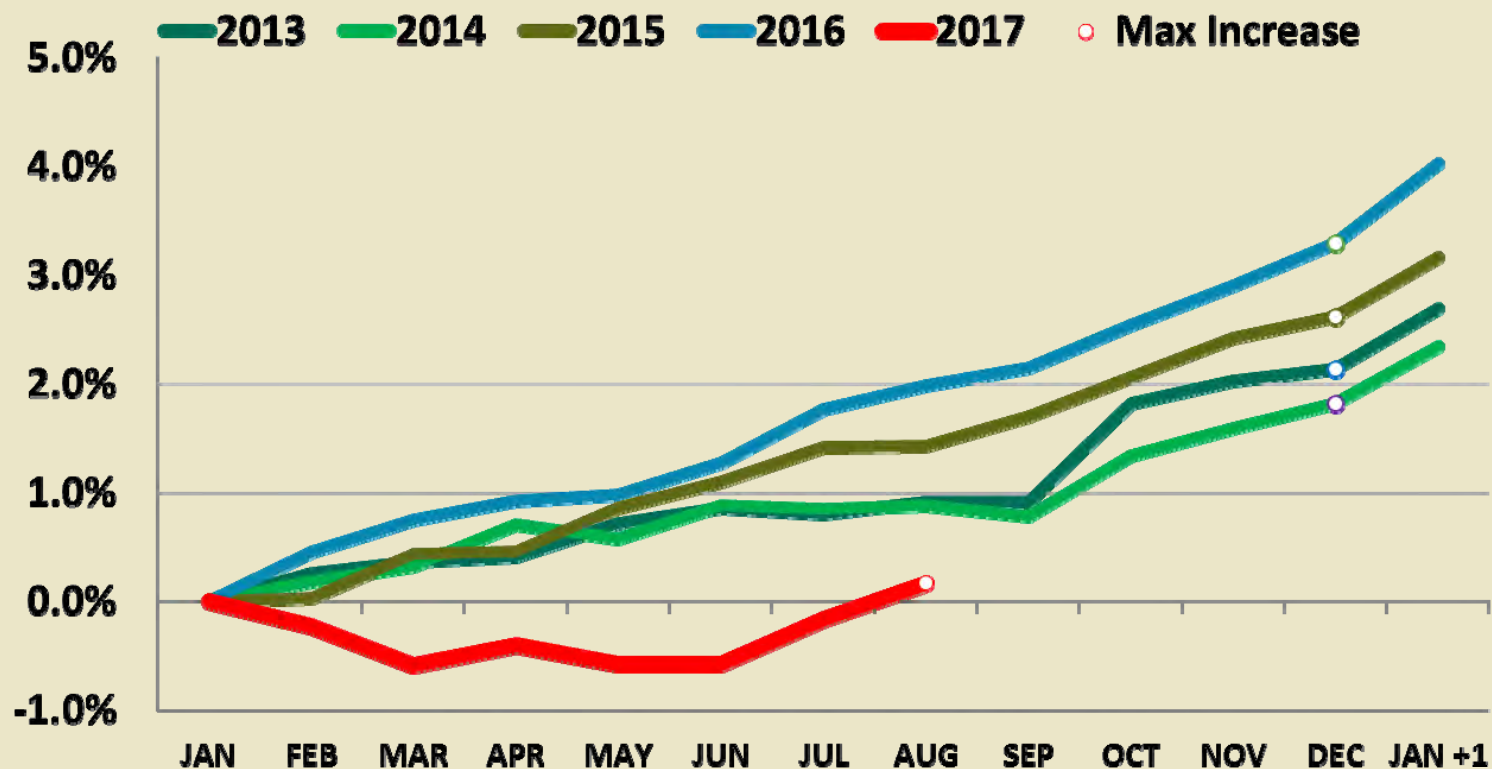
Hot jobs are defined as occupations that are numerous, fast-growing and well-paying.
Source: Idaho Department of Labor and the U.S. Bureau of Labor Statistics



Idaho Workforce Development Council

Idaho's Total Nonfarm

Percent change from January, 2013 to 2017^{Jul}



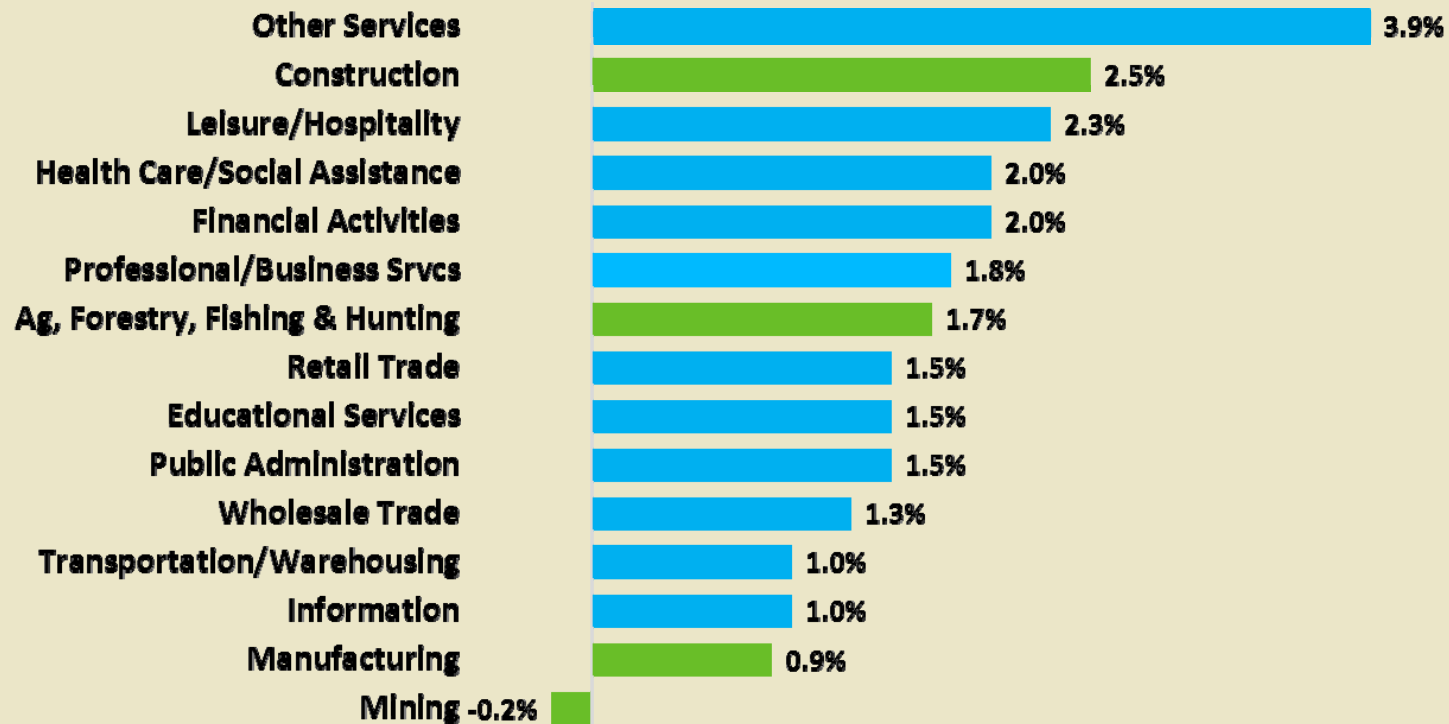
Source: US Bureau of Labor Statistics, Idaho Department of Labor - August 2017

Idaho Workforce Development Council



Annual Industry Job Growth

Projected Growth Rates for **Service** and **Goods** Producing Sectors: 2014-2024



Source: Idaho Department of Labor and the U.S. Bureau of Labor Statistics

Idaho Workforce Development Council



Governors Task Force on Workforce Development

- Governor Otter appointed a 17-member taskforce led by key Idaho employers;
- Task Force determined that industry, education and government must share responsibility for workforce development;
- Identified four major areas of focus for research and recommendations;
- From these areas, nine specific recommendations were developed.

Idaho Workforce Development Council



Governors Task Force on Workforce Development

1. Industry Driven Council;
2. Ensure sustainable funding mechanism for training;
3. Develop a comprehensive public engagement initiative;
4. Connect Education to Careers;

Idaho Workforce Development Council



Governors Task Force on Workforce Development

- 5. Support Idaho's Workforce Training Centers;
- 6. Strengthen Career Advising
- 7. Incentivize Schools districts to include Workforce Readiness;
- 8. Continue to develop apprenticeships; and,
Expand career and technical education programs.

Idaho Workforce Development Council



WDC Accomplishments

- Established standing committees focused on critical areas of workforce development.
- The Council held meetings outside Boise to visit local businesses and community colleges and career technical education programs across the state;
- Visited - Chilco Lumber Mill, INL, Chobani and Cliff Bar, CSI Technology Center, NIC and K-Tech;
- Participated on the Governor's Workforce Development Task Force.

Idaho Workforce Development Council



THANK YOU!

“Idaho is on the right path toward meeting the needs of our employers for better education and skilled workers. We are making smart investments in training programs, expanding the engagement of industry leaders and focusing on proven strategies”

C.L. “Butch” Otter
Governor of Idaho



Idaho Workforce Development Council

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
OCTOBER 19, 2017**

BOISE STATE UNIVERSITY/UNIVERSITY OF IDAHO

SUBJECT

Board Policy I.J. Use of Institutional Facilities and Services – Second 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 requests from the universities to establish secure areas for pregame events for ticket holders with structured alcohol service for the 2015 football season.

June 2016

The Board denied requests from the universities to establish secure areas for pregame events for ticket holders with structured alcohol service for the 2016 football season. In addition the Board denied the request by the University of Idaho to allow game patrons for home football games to bring alcohol for personal consumption to designated tailgating areas.

June 2017

The Board deferred consideration of proposed amendments to Board Policy I.J. until such time as a single proposal could be brought forward from the universities.

August 2017

The Board approved the first reading of proposed amendments to Board Policy I.J. with the stipulation that the requirement for a “written or electronic” invitation be added and the term “youth” be changed to “minors,” add no students are allowed in alcohol service areas and maintain the separation of alcohol service areas from areas where no alcohol is served.

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section I. J. Use of Institutional Facilities and Services.

Idaho Administrative Code, IDAPA 38.04.07.305.02

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
OCTOBER 19, 2017**

BACKGROUND/DISCUSSION

Board policy I.J. sets out the provision by which the institutions under the Board's direct governance may allow for the consumption of alcohol on campus. The proposed amendments brought forward by the University of Idaho and Boise State University would expand alcohol service on institution campuses and allow:

- Designate certain venues where alcohol may be served for campus events to include certain NCAA athletic events under the same conditions as has been provided in Board policy. The institution President could then approve the plan, subject to annual Board approval, 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.
- Outside of athletic events, the amendments will also update prior requirements for non-NCAA events, 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.
- Add a new section 2.d addressing conditions under which game patrons and their private guests may consume alcohol as part of tailgating functions.

IMPACT

Approval of the proposed amendments will allow for the drinking of alcohol in designated tailgating areas and retain the requirement for annual Board approval.

ATTACHMENTS

Attachment 1 – proposed policy revisions, Section I.J.

Page 6

STAFF COMMENTS AND RECOMMENDATIONS

Boise State University and the University of Idaho have jointly proposed 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 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, possessed or consumed in institution facilities.

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
OCTOBER 19, 2017

Board Policy I.J. 2.6 currently allows the presidents of the institutions to approve waivers of the prohibition against alcohol service and allow service of alcohol for events on campus (under specified conditions that are not in conjunction with student athletics events) and then immediately report to the Board staff on those 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.

No comments were received, outside of the August 2017 Board meeting, to the policy amendments between the first and second reading. The second reading of the policy includes those amendments that were specifically requested by the Board at the August 2017 Board meeting. These include:

1. changing the term “youth” to “minor”
2. reinstating the written permission requirement and expanding it to “written or electronic”
3. reinstating the prohibition of minors in the alcohol service area of pre-game events
4. reinstating the separation of alcohol service areas with non-alcohol service areas.

The language that was originally proposed to be eliminated that was reinstated by the Board at the August 2017 Board meeting is highlighted. Other amendments made between the first and second reading are indicated in red text.

The proposed policy revisions to non-NCAA events include:

1. expanding the current requirement for a “written” invitation to include “written” or “electronic”.

The proposed amendment to the policy regarding the sale or consumption of alcohol in conjunction with NCAA athletic events will:

1. expand permission to allow alcohol service at all NCAA athletic when specified in subsection 2.c.i. and confine the alcohol service to specific venues and sports listed in the policy (only football and basketball are being requested at this time, future expansion of event types and venues would require an amendment to Board policy);
2. allow minors to be present in the alcohol service areas in in-suite areas only, as long as they are under the direct supervision of an adult;
3. allow individuals who have purchased admission and their ticketed guests to enter alcohol service areas without a written personal invitation from the institution President.

Five venues at Boise State University, one venue at Idaho State University and two venues at the University of Idaho are identified as approved locations.

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
OCTOBER 19, 2017

In addition to the amendments proposed by the universities the attached draft 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 insurance coverage required by Risk Management for permitted events.

BOARD ACTION

I move to approve second reading of changes to Board policy section I.J. as submitted in Attachment 1.

Moved by _____ Seconded by _____ Carried Yes ____ No ____

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
OCTOBER 19, 2017

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~~October 2017

1. 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

- 1) 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. The chief executive officer of each institution may waive the prohibition against

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
OCTOBER 19, 2017

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.

- 2) 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~~ written or electronic 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 u~~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.
- v. 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 each be set forth in the Alcohol Beverage Permit and in the application therefore.

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
OCTOBER 19, 2017

- vi. 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.

- vii. Non-alcoholic beverages must be as readily available as alcoholic beverages at the Permitted Event.

- viii. 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~~, written or electronic personal invitation. Events generally open to participation by the public without admission charges or without ~~written~~ written or electronic 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 ~~unwritten~~ written or electronic 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.

- ix. 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~~ minors for whom they are responsible, but only if such ~~youth~~ minors 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.

- x. Except as provided for in c. and d. below, ~~No~~ 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 anywhere on campus grounds, shall be Permitted Events, nor shall a Permitted Event be allowed in conjunction with any such student athletic event.

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
OCTOBER 19, 2017

- xi. An Alcohol Beverage Permit for a Permitted Event to which attendance is limited to individuals who have received a personal ~~written~~ written or electronic 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.
- xii. 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.
- xiii. 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.
- xiv. 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.
- xv. 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 case less than ~~\$500,000~~ 1,000,000 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.

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
OCTOBER 19, 2017

xvi. 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.

xvii. These guidelines shall apply to both institutional and non-institutional groups using institutional facilities.

- 3) 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 is limited to the locations listed below only. No other locations are allowed. Each year an institution that wishes to seek Board approval must present a written proposal to the Board, at the Board's regularly scheduled June Board meeting, for the ensuing football season year. The proposal must include detailed descriptions and drawings of the areas where events which will include alcohol service will occur. The ~~Board will review the~~ proposal undermust meet the following criteria and, upon ~~such~~ review by the Board, may also apply include further criteria and restrictions in ~~its~~ the Board's discretion. An institution's proposal shall be subject to the following minimum conditions:

xviii. Approved Locations:

1) Boise State University:

- Caven-Williams Sports Complex (Pre-game football)
- Allen Noble Hall of Fame Gallery (Pre-game football)
- Alumni and Friends Center (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 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~~ additional facilities to the approved locations list. Such requests will require amendment to the policy.

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
OCTOBER 19, 2017**

xix. Pre-game events

- 1) The event must be conducted during pre-game only, no more than three-hours in duration, ending at kick-off.
- 2) ~~For pre-game events held in institution stadium suite areas, o~~ 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 (or similar identification system).
- 4) A color-coded wrist band (or similar identification) 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

xx. In--Suites/Club Rooms

- 1) ~~The area must be for sponsors to entertain clients/guests for home football games.~~ Attendance is limited to adult ticketed patrons and guests ~~with tickets purchased admission and their ticketed guests.~~
- 2) ~~For events held in institution stadium suite areas a~~ Adult patrons may be accompanied by youth minors for whom they are responsible, but only if such youth minors are, at all times, under the supervision and control of such adult patrons.
- 2) ~~For events held in institution stadium suite areas, t~~ The sale of alcohol must begin no sooner than three hours prior to kick off the 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.

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.

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
OCTOBER 19, 2017

- 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 ~~\$500,000~~1,000,000 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, 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 at a time and in a format set by the Executive Director.](#)
~~after the conclusion of the football season before consideration is given to the approval of any future requests for similar events on home football~~

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
OCTOBER 19, 2017**

game days.

- d. In addition to the Institution sponsored game-day events described in c. above, the CEO of each institution may designate (subject to annual board approval) specific parking lots or limited areas of university grounds with controlled access as tailgate areas for home NCAA football games or NCAA bowl games hosted by the institution. Only game patrons authorized by the institution will be allowed to park and tailgate in the designated tailgate areas with their private guests. Locations, times and dates will be submitted to the Board for approval.

Within tailgate areas, authorized game patrons and their private guests may consume alcohol as long as they abide by all local and state regulations governing alcohol usage including, but not limited to, minor in possession or consumption of alcoholic beverages and public intoxication. Alcohol consumption in tailgating areas shall be limited to the times approved by the Board and at no time shall extend beyond 10:00am through 10:00pm of the day of each NCAA football game hosted by the institution. Alcohol beverages must be held in an opaque container that is not labeled or branded by an alcohol manufacturer or distributor. Alcohol may not be taken from the designated tailgate area into any other area.

The institutions shall not sell alcohol or serve alcohol in the tailgate area nor license or allow any vendor to sell or dispense alcohol in the tailgate area. Only private individuals authorized to be in the tailgate area may bring alcohol into the tailgate area for personal use by themselves and their guests. Each institution may place additional restrictions on activities in the tailgate area as seen fit to maintain order in the area.

Institution sponsored private game-day events at which alcohol may be served by the institution remain subject to the requirements set forth in c. above. Institutions will report to the Board regarding the tailgate area at the same time as they report to the Board regarding the private game-day events under Board Policy.

- e. 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 ~~xivii.~~, as described in subsection c. above, except that the minimum amount of insurance/indemnification shall be \$5,000,000.

- ef. 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

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
OCTOBER 19, 2017

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.

g.f. Alcohol-making or -distributing companies shall not be allowed to advertise goods or services on campus grounds or in any institutional facilities.

THIS PAGE INTENTIONALLY LEFT BLANK

DIVISION OF CAREER TECHNICAL EDUCATION

SUBJECT

Board Policy IV.E. Career Technical Education, Second Reading

REFERENCE

October 2014	Board approved the second reading of amendments to Board Policy IV.E., incorporating the Idaho Agricultural Education Quality Program Standards approved August 2014, by reference.
August 2017	Board approved the first reading of amendments to Board Policy IV.E. adding current definitions of terms used and secondary program descriptions.

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section IV.E

BACKGROUND/DISCUSSION

These proposed amendments to Board policy IV.E. Division of Career Technical Education formalize the definitions of existing career technical education program types to ensure consistency among all programs statewide and career technical education assessments. The definitions complement the Career Technical Education Workplace Readiness Standards which were adopted by the Board in 2016, and incorporated by reference into IDAPA 08.02.03.004.

IMPACT

The policy will have a positive impact on program delivery, as it will provide a clear framework for how career technical programs should be structured and delivered. There will be no fiscal impact, as the definitions of required assessments reflect current practices. Long term fiscal impact will be determined as the number of students taking the assessment(s) increases.

ATTACHMENTS

Attachment 1 – Board Policy IV.E. – Second Reading

Page 3

STAFF COMMENTS AND RECOMMENDATIONS

Board Policy IV.E. details policies and procedures specific to the Division of Career Technical Education (Division) and the statewide career technical programs it administers that do not fall under the other Board policies. The Division of Career Technical Education has been going through a process of identifying practices that have developed over the years, but were not brought forward to the Board for formal approval. Formal Board approval of these practices through policy provides for a higher level of transparency and consistency of in their continued implementation.

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
OCTOBER 19, 2017

There were no comments received between the first and second reading of the Policy and there have been no changes made to the second reading.

Staff recommends approval.

BOARD ACTION

I move to approve the first reading of Board Policy IV.E. Career Technical Education as provided in Attachment 1.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

Idaho State Board of Education

GOVERNING POLICIES AND PROCEDURES

SECTION: IV. ORGANIZATION SPECIFIC POLICIES AND PROCEDURES

Subsection: E. Division of Career Technical Education

October 2014⁴⁷

1. Purpose.

The Division of Career Technical Education provides leadership and coordination for programs in career technical education in various parts of the state. The general purposes are to carry out the governing policies of the Board and the applicable provisions of state and federal legislation.

2. Delegation of Authority

The Board delegates to the state administrator of career technical education, the chief executive officer of the statewide system, the responsibility to supervise and manage career technical education in Idaho. The division administrator shall report to the Board through the Executive Director. The Board has the power to name a president of Eastern Idaho Technical College who may perform such duties as delegated by the Board. For purposes of accreditation the EITC President shall be the CEO of the institution. The state administrator is responsible for the preparation and submission, through the Executive Director, of an agenda for matters related to career technical education for Board review and action.

3. Definitions

- a. Technical Skill Assessment: an assessment given at the culmination of a pathway program during the capstone course and measures a student's understanding of the technical requirements of the occupational pathway.
- b. Workplace Readiness Assessment: an assessment of a career technical education student's understanding of workplace expectations upon completion of a career technical education program and entering the workforce.

34. Functions

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

- a. Statewide Administration: maintaining a qualified professional staff to provide statewide leadership and coordination for career technical education and the programs offered in accordance with applicable state and federal legislation.
- b. Eastern Idaho Technical College: assist in the delivery of career technical programs and courses consistent with the role and mission of the college, assist the EITC President with the programmatic affairs of the college, supervise the budgetary affairs of the college as part of the career technical education budget,

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
OCTOBER 19, 2017

and in cooperation with the EITC president, to recommend appointment of advisory committee representatives to the State Board.

- c. Supervisory and Consultative Services: providing technical assistance to local education agencies to assist in the maintenance and implementation of career technical education programs including support and leadership for student organizations and education equity.
- d. Planning: assisting local agencies in the development of annual plans and data collection and analyzing services for the establishment of a Five-Year Plan, annual plans, and accountability reports from the local educational agencies.
- e. Evaluation: conducting and coordinating career technical education evaluations in accordance with state and federal guidelines to monitor program activities to determine the status of program quality in relation to established standards and access.
- f. Budget Preparation: preparing annual budgets and the maintenance of a statewide finance and accountability system.
- g. Program and Professional Improvement: through its professional staff, initiating and coordinating research, curriculum development, and staff development statewide.
- h. Management Information: collecting, analyzing, evaluating and disseminating data and program information which provides a comprehensive source of accurate, current, and easily accessible information for statewide decision making.
- i. Coordination: providing liaison with related state agencies and organizations, the State Advisory Council, business and industry, and community-based organizations.

45. Organization.

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

- a. Regular Occupational Programs are programs designed to prepare students at the secondary and postsecondary levels with the skills, knowledge, attitudes, and habits necessary for entry-level employment in recognized occupations in Idaho, the Northwest, and nationally. These programs also provide the supplemental training to upgrade the skills of those citizens of Idaho who are currently employed. Regular programs include: (1) Agriculture; (2) Marketing and Multi-Occupations; (3) Health Occupations; (4) Industrial Arts; (5) Home Economics; (6) Business and Office; and (7) Trade and Technical. A program specialist is employed in each

program area to provide leadership and technical assistance to local education agencies.

- b. Special Programs and Support Services are special programs designed to serve students in Consumer Home Economics, Special Needs, and other program activities not considered occupational in nature. These Special Programs include: (1) Consumer and Homemaking Education; (2) Pre-Career Technical Education; and (3) Special Needs - Disadvantaged and Handicapped. In addition, support services are provided in the areas of Education Equity; Program Improvement (to include Curriculum Development, Research, and Personnel Development); Career Technical Guidance; and Work Study.

Additionally, through state and federal legislation, or by contract for administration, career technical education supervises and manages the following programs: (1) Job Training and Partnership Act (JTPA); (2) State Occupational Information Coordinating Committee (SOICC); (3) the Displaced Homemaker Program; and (4) Fire Service Training; and, from time to time, other career technical training programs as appropriate.

56. Program Delivery

Career Technical Education Programs are made available at three (3) levels in Idaho -- secondary, postsecondary, and adult.

a. Secondary Programs: are provided through Aall participating high school districts and several joint district career technical education programs. Secondary programs fall into one of two program types and are subject to the following assessment requirements.

i. Cluster Program: provides career technical education students with career preparation opportunities and opportunities to develop an understanding of workplace readiness expectations. A cluster program must meet the following requirements:

- 1) Consist of foundation and intermediate courses within a single Career Cluster. The program does not culminate in a capstone course.
- 2) Must be two or more years in length
- 3) Demonstrate a strong career/workplace readiness skills alignment
- 4) Incorporate an active Career Technical Student Organization into the program
- 5) Include an active Technical Advisory Committee to guide program development and foster industry engagement
- 6) Require the Workplace Readiness Assessment as part of the program

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
OCTOBER 19, 2017

- ii. Pathway Program: provides career technical education students with specific career and occupational preparation, an understanding of workplace readiness expectations, as well as postsecondary program transition opportunities. A pathway program must meet the following requirements:
 - 1) Consist of a sequence of courses that culminate in a capstone course and aligns with state-approved career technical education content standards.
 - 2) Must be two or more years in length
 - 3) Demonstrate a strong career/workplace readiness skills alignment
 - 4) Incorporate an active Career Technical Student Organization into the program
 - 5) Include an active Technical Advisory Committee to guide program development and foster industry engagement
 - 6) Require the Career Technical Education Consortium of States (CTECS) – Workplace Readiness Assessment as part of the program
 - 7) Demonstrate alignment to similar postsecondary program outcomes as well as to relevant industry recognized standards
 - 8) Offer work-related experience for students (paid or unpaid)
 - 9) Require a pathway-identified Technical Skill Assessment for students enrolled in the capstone course (career technical education concentrators)
 - 10) Require Technical Competency Credit for aligned postsecondary programs, must meet expectation for at least one aligned postsecondary course

- iii. The technical skills assessment is a nationally validated, industry-based assessment, administered by an approved vendor (e.g. CTECS). Instructor-developed and administered exams do not qualify. All juniors and seniors enrolled in a capstone course (concentrators) are required to take the technical skills assessment.

Note: In the event a concentrator is enrolled in a pathway program that does not yet have an approved technical skills assessment, that student will take only the workplace readiness assessment until the pathway program TSA has been finalized and approved.

- iv. All seniors enrolled in at least their second career technical education course are required to take the workplace readiness assessment.

b. Postsecondary Programs: are provided through the state system of six (6) area career technical schools. The area schools are:

- i. College of Western Idaho (Nampa)

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
OCTOBER 19, 2017

- ii. College of Southern Idaho Career Technical School (Twin Falls)
 - iii. Eastern Idaho Technical College (Idaho Falls)
 - iv. Idaho State University Career Technical School (Pocatello)
 - v. Lewis-Clark State College School of Technology (Lewiston)
 - vi. North Idaho College Career Technical School (Coeur d'Alene)
- c. Adult Programs: Are Primarily provided through the six (6) area career technical schools to provide upgrading and retraining programs for persons in the work force. Some classes are offered by Idaho public high schools. These offerings range from brief seminar classes to intensive courses which normally are less than 500 hours of annual instruction.
- d. The Idaho Agricultural Education Quality Program Standards shall be used to evaluate the quality of Agricultural and Natural Resource education programs. The Idaho Agricultural Education Quality Program Standards as approved August 14, 2014 are adopted and incorporated by reference into this policy. The standards may be found on the Division of Career Technical Website at <http://cte.idaho.gov>.

67. Internal Policies and Procedures

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

THIS PAGE INTENTIONALLY LEFT BLANK

POLICY, PLANNING AND GOVERNMENTAL AFFAIRS
OCTOBER 19, 2017

SUBJECT

Governor's Higher Education Task Force Recommendations – Implementation Matrix

REFERENCE

August 2017	Board approved FY 2019 Budget Requests.
September 29, 2017	Board adopted the Governor's Higher Education Task Force recommendations and amended the FY 2019 Budget Request to add three line items. The addition of the postsecondary degree audit/student data analytics system (K-20 Pipeline Recommendation – Guided Pathways) and the addition of \$5M in Statewide Scholarships for the Opportunity Scholarship (Access and Affordability Work Recommendation - Systemically increase dollars to fund all eligible Idaho high school students...)

BACKGROUND/DISCUSSION

On January 6, 2017, Governor C.L. "Butch" Otter identified the need to focus on the postsecondary part of Idaho's K-through-Career education system and announced the creation of a Higher Education Task Force (Task Force) charged with studying the state of higher education in Idaho. The Task Force was charged with looking at initiatives underway, proven practices that support postsecondary access and completion, and the State's role in funding higher education. In addition, the Task Force was asked to make recommendations that focus on postsecondary access and completion, lead toward a more rapid progress in meeting the Board's 60% College Attainment goal, and transition the state-funding formula for higher education to a formula that rewards outcomes toward completion.

The Task Force was made up of 36 members from a broad group of stakeholders. Membership included all eight State Board of Education members, the eight Idaho public university and college presidents, postsecondary students, legislators, and business leaders. Membership was drawn from across the State.

The Task Force first convened in February 2017 to begin discussions. The Task Force identified four areas of focus: the K-20 Education Pipeline; Postsecondary Access and Affordability; Postsecondary Funding Formula; and Outcomes Supporting the Workforce. Members were assigned to one of these four groups based on their interest and expertise. A separate, smaller group was formed to specifically focus on communication, buy-in, support and execution of the Task Force recommendations. The final work group reports (Attachment 2) and recommendations (Attachment 1, Column 1) were presented to the full Task Force and unanimously adopted on September 15, 2017. The Board formally adopted the recommendations at the September 29th Special Board meeting and amended the FY 2019 Budget Request to start implementation of items that were initially

POLICY, PLANNING AND GOVERNMENTAL AFFAIRS
OCTOBER 19, 2017

identified as needing appropriations and could be started in FY 2019 prior to a full implementation plan being developed. These included additional funding for system-wide scholarships, the increased appropriation would allow for more students on the waiting list to be funded while additional Administrative Code amendments are made that would increase the number of eligible students. The second being a minimum funding amount that if appropriated would allow for Board Staff and Institution Staff to develop a scope of work and start the request for information purchasing processes while waiting for system consolidation amendments identified in Recommendation 1 to be started. Additionally, full implementation of three of the recommendations is dependent on the implementation of a degree audit/student data analytics system (Recommendations 3, 4, and 5).

IMPACT

The discussion around the proposed implementation framework will provide Board staff as well as staff at the institutions and agencies under the Board's oversight and governance with direction on priority areas for developing more comprehensive plans and timelines for implementation of the recommendations.

ATTACHMENTS

Attachment 1 – Recommendation Matrix – for discussion	Page 5
Attachment 2 – Task Force Subcommittee Reports	Page 9

STAFF COMMENTS AND RECOMMENDATIONS

As part of the Task Force's process, the individual work groups identified a number of short and long-term actions that would, in part, move forward the implementation of the individual recommendations. In some instances there may be additional short or long-term actions that may be identified for moving forward the recommendations or a recommendation may be chosen as a priority item. Some actions may take a longer timeframe to implement than "low-hanging fruit" identified as part of a lower priority recommendation. It is anticipated that the Board's standing committees will flesh out recommendation timelines and actions in collaboration with the institutions and agency impacted by the recommendations and their respective staff. The Board committees may create additional technical committees or workgroups.

Recommendations highlighted in yellow in Attachment 1 may be initiated independently; however, full implementation is dependent on the implementation of other recommendations.

The presidents of the colleges and universities met for a retreat on October 3, 2017. As part of this conversation, several of the presidents expressed concern and skepticism about the efficacy and feasibility of a system-wide degree audit and analytics system. Some felt it would duplicate current campus systems, and may not ultimately achieve any savings. The presidents ultimately recommended that the Board-approved budget line item for such a system be replaced with a line item

POLICY, PLANNING AND GOVERNMENTAL AFFAIRS
OCTOBER 19, 2017

for a centralized enterprise resource planning feasibility study. In particular, the focus would be on centralizing software supporting finance, human resources, procurement and information technology. This recommendation will be considered as a separate action item under the Business Affairs and Human Resources (BAHR) agenda.

In light of the concerns shared by presidents, staff have researched the conceivability and value proposition of the Task Force recommended system-wide degree audit and analytics program. Such a program would facilitate multiple student-level outcomes sought through Task Force recommendations such as system-wide degree progression and guided pathway initiatives. In addition to postsecondary efforts, such a program would strengthen K-12 initiatives around dual credit and college and career advising. It would not be the intent for such a program to replace or duplicate any existing programs the institutions may have. Rather, this program would be a tool to extract data from existing institution programs to perform analysis and help facilitate transfer and articulation between institutions, provide a program for those that do not have a system in place, or provide added capabilities for those that have limited systems or do not have systems that allow for students to review their degree progress. As such, the first step would necessarily require meeting with the institutions' Chief Information Officers and Provosts to inventory current degree audit and analytics programs and capabilities.

BOARD ACTION

I move to approve the Task Force Recommendation priority order and committee assignments as specified in Attachment 1.

Moved by _____ Seconded by _____ Carried Yes ____ No ____

THIS PAGE INTENTIONALLY LEFT BLANK

POLICY, PLANNING AND GOVERNMENTAL AFFAIRS
OCTOBER 19, 2017

Recommendation Implementation Matrix

Recommendation	Committee Assignment	Policy/Budget Implication ¹	Initial Implementation Start Year 1-5	Total Years	Priority (1-13)
1. Recommendation – Efficiencies, Cost Savings and Service – Drive efficiencies, cost savings, and a higher level of service in back office functions by migrating from our current federated system of institutions to a more integrated, centralized and student-centric System.	BAHR - Business Affairs and HR Systems IRSA Admissions and Registration (student services)	<input type="checkbox"/> Idaho Code <input type="checkbox"/> Admin Code <input checked="" type="checkbox"/> Board Policy <input checked="" type="checkbox"/> Budget Request	<input checked="" type="checkbox"/> Year 1 (FY19) ² <input type="checkbox"/> Year 2 (FY20) <input type="checkbox"/> Year 3 (FY21) <input type="checkbox"/> Year 4 (FY22) <input type="checkbox"/> Year 5 (FY23)	<input checked="" type="checkbox"/> Year 1 (FY19) <input checked="" type="checkbox"/> Year 2 (FY20) <input checked="" type="checkbox"/> Year 3 (FY21) <input checked="" type="checkbox"/> Year 4 (FY22) <input checked="" type="checkbox"/> Year 5 (FY23)	
2. Recommendation – 60% Goal – Review and update the 60% goal and establish a clear, credible, and measurable roadmap on how Idaho gets to the 60% goal. Focus on the key outcomes that are critical to the state's economic future and to the continued standard of living and quality of life for Idaho citizens.	PPGA – amendment to strategic plan and marketing	<input type="checkbox"/> Idaho Code <input type="checkbox"/> Admin Code <input type="checkbox"/> Board Policy <input type="checkbox"/> Budget Request	<input checked="" type="checkbox"/> Year 1 (FY19) <input type="checkbox"/> Year 2 (FY20) <input type="checkbox"/> Year 3 (FY21) <input type="checkbox"/> Year 4 (FY22) <input type="checkbox"/> Year 5 (FY23)	<input checked="" type="checkbox"/> Year 1 (FY19) <input type="checkbox"/> Year 2 (FY20) <input type="checkbox"/> Year 3 (FY21) <input type="checkbox"/> Year 4 (FY22) <input type="checkbox"/> Year 5 (FY23)	
3. Recommendation – Structural Change and System Improvements - Implement structural change and system improvements through enhancements to critical areas of the public education system that will remove barriers as students progress through the educational pipeline and lead students to be prepared for postsecondary technical and academic training and education at the end of their high school experience. System improvements will include an enhanced statewide digital delivery system that creates a single digital campus that integrates and incorporates the Idaho educational system across the state and uses community outreach centers for support of students educational and career goals in local areas, thereby, removing barriers created by time or location restraints to opportunities for preparing students for postsecondary education as well as postsecondary resources. Identified barriers include the relevancy and rigor of the secondary senior year, more targeted advanced opportunities that lead to transferability of dual credits toward degree progress, full implementation of the Complete College America “Game Changers” through the strategies adopted by	PPGA – additional improvement to college and career advising and graduation requirements at the K-12 level. Administrative Code amendments would be necessary for K-12 requirement changes IRSA – full implementation of Game Changers adopted by the Board in 2012. Implementation of a degree audit/student data analytics system ³ for postsecondary students, development of	<input type="checkbox"/> Idaho Code <input checked="" type="checkbox"/> Admin Code <input checked="" type="checkbox"/> Board Policy <input checked="" type="checkbox"/> Budget Request	<input checked="" type="checkbox"/> Year 1 (FY19) <input type="checkbox"/> Year 2 (FY20) <input type="checkbox"/> Year 3 (FY21) <input type="checkbox"/> Year 4 (FY22) <input type="checkbox"/> Year 5 (FY23)	<input checked="" type="checkbox"/> Year 1 (FY19) <input checked="" type="checkbox"/> Year 2 (FY20) <input checked="" type="checkbox"/> Year 3 (FY21) <input type="checkbox"/> Year 4 (FY22) <input type="checkbox"/> Year 5 (FY23)	

¹ Items dependent on state appropriations would initiate the budget request in the year indicated with program requirements implemented in the year following the appropriation.

² Both committees, in consultation with Board and institution staff would develop a timeline and feasibility study for combining the individual systems and may identify additional systems in year one with consolidation activities commencing in year two based on identified costs and appropriations.

³ Implementation of this recommendation has been initiated with the amendment to the FY19 budget request.

POLICY, PLANNING AND GOVERNMENTAL AFFAIRS
OCTOBER 19, 2017

the Board's Complete College Idaho Plan, and alignment with workforce skills.	postsecondary pathways. Development of dual credit pathways and offers that better serve students progression toward a degree or certificate.				
4. Recommendation – Guided Pathways (P-20) - Develop and implement a comprehensive guided pathways program starting with early learning opportunities for students that are culturally relevant and provide support and guidance for the student through the education pipeline (early learning to prepare students for kindergarten through graduate degree attainment). An integrated guided pathways program would include parent engagement, student academic and career planning, proactive advising with early and urgent intervention (targeted/relevant), work-based learning, and community engagement (e.g. Indiana's Twenty-first Scholars and Scholar Success programs, Tennessee's Promise and Achieves programs, Iowa's BEST Program and Maryland's Achieving Collegiate Excellence and Success program). Advising activities would start no later than the 8 th grade. The electronic campus platform will be used to expand access to resources and provide college and career advising and mentoring services to students in areas where other options are not available or practical or where time/life constraints may limit access to in-person resources. Educator and student access to the statewide data analytics/degree audit system will be integrated into the electronic campus platform.	PPGA – additional improvement to college and career advising and graduation requirements at the K-12 level. Administrative Code amendments would be necessary for K-12 requirement changes IRSA – Implementation of a degree audit/student data analytics system ³ for postsecondary students.	<input checked="" type="checkbox"/> Idaho Code <input checked="" type="checkbox"/> Admin Code <input checked="" type="checkbox"/> Board Policy <input checked="" type="checkbox"/> Budget Request	<input checked="" type="checkbox"/> Year 1 (FY19) ⁴ <input checked="" type="checkbox"/> Year 2 (FY20) <input type="checkbox"/> Year 3 (FY21) <input type="checkbox"/> Year 4 (FY22) <input type="checkbox"/> Year 5 (FY23)	<input checked="" type="checkbox"/> Year 1 (FY19) <input checked="" type="checkbox"/> Year 2 (FY20) <input checked="" type="checkbox"/> Year 3 (FY21) <input type="checkbox"/> Year 4 (FY22) <input type="checkbox"/> Year 5 (FY23)	
5. Recommendation – Improved Certificate and Degree Completion - Leverage guided pathways to improve postsecondary completion through research based effective programs that lead to on-time completion in certificate and degree programs for all students. Barriers to access for place bound or time bound students will be removed through a state digital campus allowing individuals in remote and rural areas and working adults to access postsecondary education regardless of location and scheduling needs. Early interventions and targeted services will lead to greater retention and completion of postsecondary student's undergraduate goals as well as prepare students to pursue and complete graduate	IRSA – Development of program targeting individuals with some credits and no degree. Implementation of a degree audit/student data analytics system ³ PPGA – amendments to scholarship requirements in	<input checked="" type="checkbox"/> Idaho Code <input checked="" type="checkbox"/> Admin Code <input checked="" type="checkbox"/> Board Policy <input checked="" type="checkbox"/> Budget Request	<input checked="" type="checkbox"/> Year 1 (FY19) <input checked="" type="checkbox"/> Year 2 (FY20) <input type="checkbox"/> Year 3 (FY21) <input type="checkbox"/> Year 4 (FY22) <input type="checkbox"/> Year 5 (FY23)	<input checked="" type="checkbox"/> Year 1 (FY19) <input checked="" type="checkbox"/> Year 2 (FY20) <input checked="" type="checkbox"/> Year 3 (FY21) <input checked="" type="checkbox"/> Year 4 (FY22) <input checked="" type="checkbox"/> Year 5 (FY23)	

⁴ Full implementation will be contingent on budget consideration and the implementation of the system-wide digital campus.

POLICY, PLANNING AND GOVERNMENTAL AFFAIRS
OCTOBER 19, 2017

and professional degrees that are equally vital to the economic growth of Idaho.	Idaho Code and Admin Code ⁵				
6. Recommendation – Provide a statewide digital delivery system - a digital campus that integrates and incorporates the current public system and partnering private institutions. This system is scalable, high quality, accessible and affordable.	IRSA	<input type="checkbox"/> Idaho Code <input type="checkbox"/> Admin Code <input checked="" type="checkbox"/> Board Policy <input checked="" type="checkbox"/> Budget Request	<input type="checkbox"/> Year 1 (FY19) <input checked="" type="checkbox"/> Year 2 (FY20) <input type="checkbox"/> Year 3 (FY21) <input type="checkbox"/> Year 4 (FY22) <input type="checkbox"/> Year 5 (FY23)	<input type="checkbox"/> Year 1 (FY19) <input checked="" type="checkbox"/> Year 2 (FY20) <input checked="" type="checkbox"/> Year 3 (FY21) <input type="checkbox"/> Year 4 (FY22) <input type="checkbox"/> Year 5 (FY23)	
7. Recommendation – Systemically increase dollars to fund all eligible Idaho high school students while not losing sight of the goal of lowering cost/improving access.	BAHR	<input type="checkbox"/> Idaho Code <input type="checkbox"/> Admin Code <input type="checkbox"/> Board Policy <input checked="" type="checkbox"/> Budget Request	<input checked="" type="checkbox"/> Year 1 (FY19) ³ <input checked="" type="checkbox"/> Year 2 (FY20) <input type="checkbox"/> Year 3 (FY21) <input type="checkbox"/> Year 4 (FY22) <input type="checkbox"/> Year 5 (FY23)	<input type="checkbox"/> Year 1 (FY19) <input checked="" type="checkbox"/> Year 2 (FY20) <input checked="" type="checkbox"/> Year 3 (FY21) <input type="checkbox"/> Year 4 (FY22) <input type="checkbox"/> Year 5 (FY23)	
9. Recommendation - Further careful analysis, working with a technical committee and outside experts such as National Center for Higher Education Management Systems (NCHEMS) is necessary to ensure the outcomes-based funding model is fully vetted and pressure tested and that proper weighting is provided for each of the formula's metrics. Metrics should include: <ol style="list-style-type: none"> 1. Verifiable Job Outs 2. 18-29 Credit Undergraduate Certificates 3. 1-Year Certificates 4. Associate Degrees 5. Bachelor Degrees 6. High Impact Completion Bonus 7. At-Risk Completion Bonus 8. Progression per Student Credit Hour Milestone 9. Transfers 10. On-Time Completion Bonus <p>The FY 2019 higher education budget line items requested by the colleges and universities should proceed through the budget process this year rather than attempting to launch an outcomes-based funding model for the 2018/2019 year. The State Board of Education should "shadow track" the metric outcomes for the 2018/2019 academic year to allow the institutions to prepare for full implementation in the following year.</p>	BAHR	<input type="checkbox"/> Idaho Code <input type="checkbox"/> Admin Code <input type="checkbox"/> Board Policy <input checked="" type="checkbox"/> Budget Request ⁴	<input checked="" type="checkbox"/> Year 1 (FY19) <input type="checkbox"/> Year 2 (FY20) <input type="checkbox"/> Year 3 (FY21) <input type="checkbox"/> Year 4 (FY22) <input type="checkbox"/> Year 5 (FY23)	<input type="checkbox"/> Year 1 (FY19) <input checked="" type="checkbox"/> Year 2 (FY20) <input checked="" type="checkbox"/> Year 3 (FY21) <input checked="" type="checkbox"/> Year 4 (FY22) <input checked="" type="checkbox"/> Year 5 (FY23)	
10. Recommendation – Adopt the Recommendations of the Governor's Workforce Development Task Force – The Governor's Higher Education Task Force should adopt the recommendations of the Governor's Workforce Development Task Force in order to establish a coordinated implementation effort between higher education, industry and state government to meet Idaho's future workforce needs.	Varied depending on individual recommendation. Additional staff work needed in this area.	<input type="checkbox"/> Idaho Code <input type="checkbox"/> Admin Code <input type="checkbox"/> Board Policy <input type="checkbox"/> Budget Request	<input type="checkbox"/> Year 1 (FY19) <input type="checkbox"/> Year 2 (FY20) <input type="checkbox"/> Year 3 (FY21) <input type="checkbox"/> Year 4 (FY22) <input type="checkbox"/> Year 5 (FY23)	<input type="checkbox"/> Year 1 (FY19) <input type="checkbox"/> Year 2 (FY20) <input type="checkbox"/> Year 3 (FY21) <input type="checkbox"/> Year 4 (FY22) <input type="checkbox"/> Year 5 (FY23)	
11. Recommendation – Competency-Based System – The public higher education system	IRSA	<input type="checkbox"/> Idaho Code <input type="checkbox"/> Admin Code	<input checked="" type="checkbox"/> Year 1 (FY19) <input type="checkbox"/> Year 2 (FY20)	<input checked="" type="checkbox"/> Year 1 (FY19) <input checked="" type="checkbox"/> Year 2 (FY20)	

⁵ Administrative Code changes take one year to work through the cycle and would be started in FY19.

POLICY, PLANNING AND GOVERNMENTAL AFFAIRS
OCTOBER 19, 2017

should shift to a competency-based system. (Implementation of this recommendation should be included as part of the work on Recommendation 5)		<input checked="" type="checkbox"/> Board Policy <input type="checkbox"/> Budget Request	<input type="checkbox"/> Year 3 (FY21) <input type="checkbox"/> Year 4 (FY22) <input type="checkbox"/> Year 5 (FY23)	<input checked="" type="checkbox"/> Year 3 (FY21) <input checked="" type="checkbox"/> Year 4 (FY22) <input checked="" type="checkbox"/> Year 5 (FY23)	
12. Recommendation – Partner with Industry – The public higher education system should partner with industry to include more workplace experiences as part of certificate and degree programs. (Implementation of this recommendation should be included as part of the work on Recommendation 5)	IRSA	<input type="checkbox"/> Idaho Code <input type="checkbox"/> Admin Code <input checked="" type="checkbox"/> Board Policy <input type="checkbox"/> Budget Request	<input checked="" type="checkbox"/> Year 1 (FY19) <input type="checkbox"/> Year 2 (FY20) <input type="checkbox"/> Year 3 (FY21) <input type="checkbox"/> Year 4 (FY22) <input type="checkbox"/> Year 5 (FY23)	<input checked="" type="checkbox"/> Year 1 (FY19) <input checked="" type="checkbox"/> Year 2 (FY20) <input checked="" type="checkbox"/> Year 3 (FY21) <input checked="" type="checkbox"/> Year 4 (FY22) <input checked="" type="checkbox"/> Year 5 (FY23)	
13. Recommendation – Workforce Training towards Degree or Certificate Completion – Workforce training completed by an individual should count towards degree or certificate completion. (Implementation of this recommendation should be included as part of the work on Recommendation 5)	IRSA	<input type="checkbox"/> Idaho Code <input type="checkbox"/> Admin Code <input checked="" type="checkbox"/> Board Policy <input checked="" type="checkbox"/> Budget Request	<input checked="" type="checkbox"/> Year 1 (FY19) <input type="checkbox"/> Year 2 (FY20) <input type="checkbox"/> Year 3 (FY21) <input type="checkbox"/> Year 4 (FY22) <input type="checkbox"/> Year 5 (FY23)	<input checked="" type="checkbox"/> Year 1 (FY19) <input checked="" type="checkbox"/> Year 2 (FY20) <input checked="" type="checkbox"/> Year 3 (FY21) <input type="checkbox"/> Year 4 (FY22) <input type="checkbox"/> Year 5 (FY23)	

HIGHER EDUCATION TASK FORCE FINAL REPORT

Communication and Execution

Recommendation – Efficiencies, Cost Savings and Service – Drive efficiencies, cost savings, and a higher level of service in back office functions by migrating from our current federated system of institutions to a more integrated, centralized and student-centric System.

Principle

The State Board of Education (SBOE) is uniquely situated to oversee an integrated System of distinct institutions operating in collaboration to provide high-quality postsecondary educational opportunities that are accessible, affordable, and relevant to the needs of Idaho's students, businesses and communities. The vision is a high functioning and innovative System, which is greater than the sum of its parts.

Short-term Actions

1. The SBOE should take immediate action to put a leadership structure in place necessary to execute the change management needed to move higher education toward Systemness.
2. Develop communications strategy around the necessity for bold structural change.
3. Establish the base operating budget needed for year one of this work (executive leadership, study and planning, communications).

Long-term Actions

1. Drive higher levels of service to the institutions and students, via a "Systemness" model. Service quality and responsiveness KPIs will need to be developed to drive and provide accountability and oversight of the new centralized services. Every effort must be made to not have the centralization result in non-responsive bureaucracies.
2. After an initial investment period, a targeted cost-savings goal should be established. Those savings must be achieved, and the funds reinvested into academic programing and students.
3. The Board should reorganize the state's higher education System with new and clear roles and responsibilities. The SBOE board books, meeting agendas, and function should be rationalized to a proper part-time, volunteer, strategic oversight board model, typical in other high-performing systems.

Owner

Idaho State Board of Education

Government & Industry Roles (if applicable)

The State Board of Education will work with the Governor and the Legislature as needed to implement structural changes and efficiencies.

HIGHER EDUCATION TASK FORCE FINAL REPORT

Communication and Execution

Recommendation – 60% Goal – Review and update the 60% goal and establish a clear, credible, and measurable roadmap on how Idaho gets to the 60% goal. Focus on the key outcomes that are critical to the state's economic future and to the continued standard of living and quality of life for Idaho citizens.

Principle

The current goal of 60% by 2020 is mathematically and practically impossible to achieve at this point. Although the constant drumbeats of the shifting economy continue to march forward, in spite of our rate of progress. It is not that the 60% goal was not the right goal (it is increasingly obvious it was and remains the right goal). Rather the timeframe stated (2020) was not realistic given the scope of the challenge and the historic lack of urgency in change management matters.

Idaho needs a clear game plan, clear and measurable goals, both at the end point, and at milestones along the journey. Clear accountability, roles, and responsibilities are needed, as the necessary pre-condition to change and for effective execution of the plan. Not every school or geography of the state's system should be treated with a single one size fits all approach. The new executive leadership function described in Recommendation 1 should: a) be held accountable for achieving progress toward and ultimately achieving the statewide goal; and b) work with presidents and communities to clearly define roles, responsibilities, and goals for each school in the system. The 60% goal for Idaho is very aggressive, and it simply cannot be achieved without a new level of teamwork, collaboration, and student-centric approach. Thus, as we reset the state's 60% goal, we need to reset the standards and mode of operations that have served us in the past. Simply put, if we don't, we should expect results from the next seven years to mirror results from the last seven years, regardless of any re-statement of the goal.

Short-term Actions

1. Re-set the state's goal to be stated in a non-numeric, aspirational tone that speaks to why we are doing this work in the first place. The goal is "why" we are doing this, not a quantification of headcount that is cryptic and difficult to communicate and understood by people outside the system. **By the year 2025, Idaho's colleges and universities will award enough degrees and certificates to meet the education and forecasted workforce needs of all Idaho citizens necessary to survive and thrive in the changing economy.**
2. Establish clear measurable milestones – separate than the articulation of the goal. The end game milestone should be: ***"By June 30, 2025, 60% of the state's citizens between the ages of 25-34 shall have a post-secondary education (1, 2, 4, or more)"***.
3. Establish a clear roadmap that sets annual goals, and high-level strategies, that are achievable and measurable. Establish clear communications, focus, and accountability functions such that yearly progress is made, lessons learned are shared, and the end game is achieved. It is highly unlikely that everything that is tried will work, nor that the ecosystem of the state (budgets, economy, etc.) will remain constant. Thus it is critical that tactics change and evolve, and intermittent milestones adjusted to direct focus.

HIGHER EDUCATION TASK FORCE FINAL REPORT

See the table below for an initial draft of a roadmap that gets Idaho to the 60% goal by 2025.

Roadmap Model

60% by 2025 - Rampmap Model	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025
Population Data / Goals										
Population growth rate of incoming age	1.4%	1.4%	1.4%	1.4%	1.4%	1.4%	1.4%	1.4%	1.4%	1.4%
Population of 25-34 age group	221,297	224,912	228,528	232,143	235,759	239,374	242,990	246,605	250,221	253,836
Population Goal - 60% of 25-34 yo	132,778	134,947	137,117	139,286	141,455	143,625	145,794	147,963	150,132	152,302
Roadmap to 2025	Baseline Data		Plan Targets							
Traditional Schools Target Growth in FTEs			1.0%	1.0%	1.0%	1.0%	1.0%	1.0%	1.0%	1.0%
Targeted Student FTE's	52,788	53,166	53,698	54,235	54,777	55,325	55,878	56,437	57,001	57,571
Traditional Schools Target Productivity Increase (award/FTE)			0.50%	0.50%	0.50%	0.50%	0.50%	0.50%	0.50%	0.50%
Trageted Productivity (award/fte)	26.7%	26.7%	26.8%	27.0%	27.1%	27.2%	27.4%	27.5%	27.7%	27.8%
Traditional Schools - Award Targets	14,096 3.1%	14,197 0.7%	14,411 1.5%	14,628 1.5%	14,848 1.5%	15,071 1.5%	15,298 1.5%	15,528 1.5%	15,762 1.5%	15,999 1.5%
New Schools Award Targets (New EICC and New Digital U)			100		300	600	900	1,200	1,600	
Total Public School Awards	14,096 3.1%	14,197 0.7%	14,411 1.5%	14,628 1.5%	14,948 2.2%	15,371 2.8%	15,898 3.4%	16,428 3.3%	16,962 3.2%	17,599 3.8%
Private School Awards (est. flat)	5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000
Total Awards for the State	19,096	19,197	19,411	19,628	19,948	20,371	20,898	21,428	21,962	22,599
Percent of the awards granted to age group (75%)	14,322	14,398	14,558	14,721	14,961	15,278	15,674	16,071	16,471	16,949
							25-34 Age Group Awards			153,404
							Percent of 25-34 Age Group with Awards			60.4%

Owner

Idaho State Board of Education

Government & Industry Roles (if applicable)

The State Board of Education will work with the Governor and the Legislature to adopt and promote this new attainment goal.

HIGHER EDUCATION TASK FORCE FINAL REPORT

K-20 Pipeline

Recommendation – Structural Change and System Improvements -

Implement structural change and system improvements through enhancements to critical areas of the public education system that will remove barriers as students' progress through the educational pipeline and lead students to be prepared for postsecondary technical and academic training and education at the end of their high school experience. System improvements will include an enhanced statewide digital delivery system that creates a single digital campus that integrates and incorporates the Idaho educational system across the state and uses community outreach centers for support of students educational and career goals in local areas, thereby, removing barriers created by time or location restraints to opportunities for preparing students for postsecondary education as well as postsecondary resources. Identified barriers include the relevancy and rigor of the secondary senior year, more targeted advanced opportunities that lead to transferability of dual credits toward degree progress, full implementation of the Complete College America "Game Changers" through the strategies adopted by the Board's Complete College Idaho Plan, and alignment with workforce skills.

Principle

Preparing students for the rigors of postsecondary education and the workforce after high school is critical. The current system is built on a response model where information and resources are provided once requested, for the average student, rather than based on an identification of warning indicators or proactively (similar to programs that address at-risk or underserved students) on a statewide basis. Additionally, the number of choices now available to students makes it even harder for students to choose the path they are most suited for or is the most efficient path to meet their postsecondary goals without additional resources and support. The educational system needs to be improved through structural change to proactively provide information about postsecondary requirements and pathways to all students.

Short-term Actions

1. **Required High School Course** – Every high school student will have access to information that will help them navigate the world beyond high school through a course that provides exposure and support for college and career readiness and will aid students in their choices beyond high school including an effort to strengthen the senior project to better facilitate transitions to college and career. Such a course will help to maximize the senior year.

Long-term Actions

1. **Workforce Skills Alignment** – Support and implement the strategies outlined in the workforce development report.

HIGHER EDUCATION TASK FORCE FINAL REPORT

2. **Dual Credit Courses** – Ensure transferability of courses taken in high school for postsecondary credit with an emphasis on general education credits applicable to a certificate and/or degree. Employ a common course numbering system in catalogs to assist in transferring to and between postsecondary institutions and to ensure the articulation of credits for the seamless transition of students at all postsecondary education levels and types (e.g., CTE). Expand dual credit offerings through Idaho Digital Learning Academy (IDLA) to assure all students have access to the courses needed to earn an associate's degree at the time of graduation
2. **Leverage Success of Statewide Initiatives** – Leverage the success of increasing admissions of in state students through Direct Admissions, Apply Idaho, and Next Steps Idaho resources through the targeted retention efforts for these students.
3. **Game Changers** - Continue developing policies recommended by Complete College America to strengthen and scale the game changers, i.e., co-requisite remediation, math pathways, structured schedules, and thirty credits completed each academic year based on “15 to Finish.”
4. **Complete College Idaho Evaluation** – Evaluate the progress made on complete college Idaho strategies and how the strategies intersect with the task force recommendations. Recognize progress made and set a baseline for measuring ongoing progress. Update the Complete College Idaho plan and strategies based on lessons learned since the 2012 adoption of the plan.

Owner

Idaho State Board of Education
Postsecondary Educational Institutions
Public School (K-12) System

Government & Industry Roles (if applicable)

Outcomes

A system that prepares students for postsecondary education and the workforce, makes postsecondary education more accessible and affordable, and provides an experience and incentive for those that do not see a reason or a path to engage in higher learning. Improve accessibility for all levels of postsecondary instruction to a diverse range of populations throughout the state.

Key Performance Indicators:

- Full implementation at the school district level of continuous improvement plan process.
- Five percent or more high school students will graduate from high school with a certificate or an associate's degree.
- Increase state average FAFSA completion rates to 80% by FY 2021 (within 3 years)
- Go-on rates – See Guided Pathways Key Performance Indicators

HIGHER EDUCATION TASK FORCE FINAL REPORT

K-20 Pipeline

Recommendation – Guided Pathways (P-20) - Develop and implement a comprehensive guided pathways program starting with early learning opportunities for students that are culturally relevant and provide support and guidance for the student through the education pipeline (early learning to prepare students for kindergarten through graduate degree attainment). An integrated guided pathways program would include parent engagement, student academic and career planning, proactive advising with early and urgent intervention (targeted/relevant), work-based learning, and community engagement (e.g. Indiana's Twenty-first Scholars and Scholar Success programs, Tennessee's Promise and Achieves programs, Iowa's BEST Program and Maryland's Achieving Collegiate Excellence and Success program). Advising activities would start no later than the 8th grade. The electronic campus platform will be used to expand access to resources and provide college and career advising and mentoring services to students in areas where other options are not available or practical or where time/life constraints may limit access to in-person resources. Educator and student access to the statewide data analytics/degree audit system will be integrated into the electronic campus platform.

Principle

Student support and advising is vital to success throughout the educational system from preschool years through certificate and degree completion. Integrated student support and advising through guided pathways will provide the needed supports to prepare students for success.

Short-term Actions

1. **Leveraging Parent Support** - Leverage parent support and engagement as partners in their student's educational progress and success through effective programs, such as College for Parents. Culturally relevant community outreach and parent engagement would include statewide or regional outreach programs targeting parents and families in partnership with the local community and businesses to help educate parents on the value of some form of postsecondary education for their students. Ongoing outreach will include information about the types of careers that are available, the type of education necessary for various types of careers, how to apply for admission and how to fund different levels of postsecondary education, and an understanding of the value of postsecondary education in a way that is relevant to the student and student's family. Information will be specific for each region and tie to workforce needs within the region or local area.

Long-term Actions

1. **Early Learning** - Early education programs that prepare students for entering the education pipeline and ensure students are prepared at grade level when they enter elementary school and continue to progress through the educational system.

HIGHER EDUCATION TASK FORCE FINAL REPORT

2. **College and Career Advising, Mentoring and Coaching** – Provide comprehensive college and career advising, mentoring and coaching that includes culturally relevant wraparound support for minority/underserved students throughout the pipeline. Programs will include information for students and parents about the types of careers available (technical and academic), the courses or credentials necessary to prepare for those occupational fields, and career exploration. Colleges and universities will provide assistance through transitional coordinators that partner with local school districts. Advisors and counselors will be trained and exposed to local and regional employment opportunities, including those that require postsecondary certificates, 2 year degrees, 4 year degrees, and graduate degrees, and be provided the tools necessary to help chart academic progress (e.g. system-wide data analytics/degree audit). The digital campus will be used to bolster e-tutoring and e-mentoring to assure access to all students regardless of localities.
3. **Bridge the gap between high school graduation and postsecondary admissions** - Implement (expand system-wide as appropriate) programs with demonstrated success that address “summer melt” (students who indicate they intend to go on to some form of postsecondary education from high school and do not) and bridge programs targeting students who need help or additional tools to get a jumpstart on their postsecondary education.
2. **Highly Effective Educators** – Improve educator preparation programs, professional development and educator (teacher and administrator) mentoring programs that will result in highly effective educators with the knowledge and skills to work with Idaho’s changing student demographics in a culturally relevant way that will result in more educators that are creative, innovative and critical thinkers. Include a greater focus on teachers being able to use their skills in culturally relevant ways to help Idaho’s growing Hispanic and American Indian populations.
3. **Statewide Data Analytics System** – Implement postsecondary student retention and progress to degree data analytics system on a statewide basis. Fiscal Note: \$1M - \$5M implementation cost, dependent on degree of complexity of the system, \$50,000 - \$1M annual/ongoing cost for system maintenance.

Owner

Idaho State Board of Education
Postsecondary Educational Institutions
Public School (K-12) System

Government & Industry Roles (if applicable)

Outcomes

Key Performance Indicators:

- Idaho Reading Indicator – 75% of kindergarten students identified as reading at or above grade level on the Fall Idaho Reading Indicator by FY 2023.
- College Entrance Exam – More than 60% of high school graduates will meet the college entrance exam (SAT/ACT) college readiness benchmarks by FY2023
- Technical Skills Assessment Pass Rate – 75.8% or more students taking a technical skills assessment will pass by FY 2020.

HIGHER EDUCATION TASK FORCE FINAL REPORT

- Go-on Rates – More that 60% of high school graduates will enroll in some form of postsecondary education within 12 months of graduation by FY 2023; more than 80% of high school graduates will enroll in some form of postsecondary education within 36 months of high school graduation by FY 2023.

HIGHER EDUCATION TASK FORCE FINAL REPORT

K-20 Pipeline

Recommendation – Improved Certificate and Degree Completion -

Leverage guided pathways to improve postsecondary completion through research based effective programs that lead to on-time completion in certificate and degree programs for all students. Barriers to access for place bound or time bound students will be removed through a state digital campus allowing individuals in remote and rural areas and working adults to access postsecondary education regardless of location and scheduling needs. Early interventions and targeted services will lead to greater retention and completion of postsecondary student's undergraduate goals as well as prepare students to pursue and complete graduate and professional degrees that are equally vital to the economic growth of Idaho.

Principle

There has been a significant shift in postsecondary student demographics. The majority of students today must manage some combination of family and work responsibilities while taking classes and pursuing a postsecondary certificate or degree and many only attend part-time. The longer it takes a student to complete the less likely it is a student will complete. If Idaho is going to reach its educational attainment goals new and current students must complete on-time and adults who have earned some credits and no degree will need to return and complete the degree's they started.

Short-term Actions

1. **Intentional Advising** - Proactive advising to postsecondary students' statewide (e.g. system-wide data analytic tools/degree audit system) with a focus on degree attainment, reducing equity gaps, and providing a relevant educational experience that leads to retention and on-time completion. Identify key strategies for engaging, supporting and connecting with freshman.
2. **Postsecondary Re-enrollment** - Stop-out programs to recruit and retain individuals with some credits and no degree who "stop-out" and services targeted to the adult population that show success in increased completion for this student group.
3. **Lifetime Admittance** – Institute statewide policy that allows a student, once admitted, to retain admittance status and not have to go through the admittance process again if they "stop out" and then return.

Owner

Idaho State Board of Education
Postsecondary Educational Institutions

Government & Industry Roles (if applicable)

Outcomes

Key Performance Indicators:

- Retention Rates – Percentage of new full-time degree seeking students who return for a second year or completed during the year at an Idaho postsecondary institution broken out by first-time freshmen and transfer students:

HIGHER EDUCATION TASK FORCE FINAL REPORT

- (2 year Institutions) 75% (by 2020)
- (4 year Institutions) 85% (by 2020)
- Postsecondary Completion Rates (Graduation 150% of time) – Completion rates will be benchmarked to the national average with a targeted 5% improvement each year.

HIGHER EDUCATION TASK FORCE FINAL REPORT

Access and Affordability

Recommendation – Provide a statewide digital delivery system- a digital campus that integrates and incorporates the current public system and partnering private institutions. This system is scalable, high quality, accessible and affordable.

Principle

Citizens of any age can now access higher education without leaving their families or communities. Flexibility in delivery systems and asynchronous course availability will provide an ideal environment for working adults.

Short-term Actions

1. Actively support the K-20 Pipeline recommendations.

Idaho needs to enroll and graduate 40,000 additional students annually in their chosen one, two or four year degree program. The digital campus will expand capacity, access and affordability. We must increase the go on and, ultimately, the retention and success rates. Every high school student will have had access to information that will help them navigate the world beyond high school through a course that provides exposure and support to college and career readiness

2. Dual credit courses

Ensure transferability of courses taken in high school for postsecondary credit with an emphasis on general education credits applicable to certificates and degrees. Employ a common course numbering system with standardized credit hours across the State of Idaho. Expand dual credit offerings through the Idaho Digital Learning Academy (IDLA) to assure all students have access to the classes needed to earn an associate's degree at high school graduation. Expand dual credit offerings to ensure students have access to both academic and CTE dual credit courses.

Long-term Actions

1. Workforce skills alignment.

Support and implement the strategies outlined in the work force development report. Include mastery certification/testing for those with significant work experience or previous education (including military education/experience, industry certification, etc.) Explore issuing competency-based degrees.

2. Expand online college delivery to non-completers or adult learners

There are approximately 277,700 former students in Idaho with some higher education. Re engaging those in a system that meets their time lines and is affordable is a key element in reaching our 60% goal.

Competency-based assessment should be streamlined and systematized so that transferability of prior learning is seamless and uniform across the Idaho public postsecondary system.

Example: Boise State University has a bachelor of general studies degree that is competency-based. BSU applies participant's prior learning and work experience as college credit toward this degree.

HIGHER EDUCATION TASK FORCE FINAL REPORT

3. Game Changers

Support and incorporate Complete College America policies and proven focus, i.e., co-requisite remediation, math pathways, structured schedules, and 30 academic credits per year to finish on time. In addition, our current institutions may increase capacity by adopting a trimester schedule or other innovative student-centric techniques.

4. Leverage current outreach centers

Access to local support for distance learners provides a coaching, mentoring, lab, IT access, and communication portal that will be there when needed for students going through the challenges we expect in online higher education.

5. Bolster e-tutoring and e-mentoring

3. Identify degree-granting institution for online degrees

4. Create additional outreach centers where necessary

Consider the use of public libraries, schools or city or county training or meeting facilities, and leverage existing infrastructure that would meet the needs for large numbers of online students.

5. Higher education support and involvement in Parents Academy across Idaho

Owner

Higher education institutions
IDLA
State Department of Education
State Board of Education
Communities

Government & Industry Roles (if applicable)

Accreditation (Northwest Commission on Colleges and Universities)
Legislature (funding)
Outreach centers (libraries, regional labor offices, etc.)

Outcomes

The delivery of a system that attracts, supports, and makes more affordable the higher education experience for those that do not see a reason or a path to engage in higher learning today. The system must be designed to scale so that cost of attendance for the student is low, yet the system maintains the same degree of quality as a student would find on campus.

Improve accessibility for all levels of postsecondary instruction to a diverse range of populations.

HIGHER EDUCATION TASK FORCE FINAL REPORT

Access and Affordability

Recommendation – Systemically increase dollars to fund all eligible Idaho high school students while not losing sight of the goal of lowering cost/improving access.

Principle

Remove affordability barriers for new and returning students who currently do not qualify for merit-based assistance.

Short-term Actions

1. Increase funding for merit-based and need-based state scholarships

In FY 2018, 5,238 new students applied for the Opportunity Scholarship. Due to limited funding, only 1,195 new students received the award. An increase in funding would allow more students each year to receive the award and help defray the costs of college.

2. Lower GPA requirement for Opportunity Scholarship eligibility from 3.0 to 2.5

An additional 4,150 students would have an opportunity to consider postsecondary education in the FY 18 class.

3. Fund Adult Completer's

There are potentially 60,000 people in Idaho who would qualify for the scholarship. At a rate of \$3,000 per award, approximately 1,000 scholarships would have an ongoing fiscal impact of \$3M. Actual amounts would be dependent on the final scholarship eligibility details, such as minimum number of credits already earned or financial need calculations. The actual number of scholarships awarded and amount of each scholarship would be contingent on annual appropriations.

Long-term Actions

1. Increase tax credit for scholarship donations

2. Provide incentives for businesses to participate in paid internships and apprenticeships and co-ops

3. Recognize and reward institutions that increase availability of need-based funding

HIGHER EDUCATION TASK FORCE FINAL REPORT

4. Kick Start Program

Colleges should look at creating a “kick start” program for all Idaho freshmen or adult learners taking courses through the digital campus or in person at an Idaho public postsecondary institution.

5. 30 Credits to Complete

Modify the renewal requirements for the Opportunity Scholarship so that in order to renew, students must have taken 30 credits in the previous academic year.

Owner

Legislature (funding)
State Board of Education
Higher education institutions
Business and industry
Idaho Tax Commission

Government & Industry Roles (if applicable)

Outcomes

Improving affordability for all student populations through increased availability of need-based and merit-based aid.

Increased participation of employer-driven programs designed to assist students in paying for postsecondary education.

HIGHER EDUCATION TASK FORCE FINAL REPORT

Access and Affordability

Recommendation – Centralize and standardize processes to promote systemwide efficiencies.

Principle

The system would benefit from economies of scale, elimination of redundancies, and organizational structures that support highest quality, while lowering costs.

Short-term Actions

1. Standardize financial aid and application deadlines

The application and financial aid must occur as early as possible prior to graduation.

2. Establish uniform processes for dual credit registration and enrollment
3. Establish a working group to look at systemwide efficiencies. State Board to begin the work with a sense of urgency.

Other states have found significant funds through centralization and standardization to reinvest in system priorities, like the digital campus proposal. Areas of possible review for cost savings opportunities include: human resources, finance, procurement, facilities, and IT. Idaho invests over \$400 million in higher education each year from the general fund. A 10% reduction represents significant savings to reallocate to priorities.

Long-term Actions

1. Take action on working group recommendations as appropriate

2. Develop a systemwide degree audit program

Owner

Higher education institutions
State Board of Education
State Department of Education
IDLA
Community College Taxing Districts

Government & Industry Roles (if applicable)

Outcomes

Improved efficiencies result in a lower cost to deliver education, which can then be used to reduce the cost of instruction to the student.

HIGHER EDUCATION TASK FORCE FINAL REPORT

Funding Formula

Recommendation

Further careful analysis, working with a technical committee and outside experts such as National Center for Higher Education Management Systems (NCHEMS) is necessary to ensure the outcomes-based funding model is fully vetted and pressure tested and that proper weighting is provided for each of the formula's metrics. Metrics should include:

1. Verifiable Job Outs
2. 18-29 Credit Undergraduate Certificates
3. 1-Year Certificates
4. Associate Degrees
5. Bachelor Degrees
6. High Impact Completion Bonus
7. At-Risk Completion Bonus
8. Progression per Student Credit Hour Milestone
9. Transfers
10. On-Time Completion Bonus

The FY 2019 higher education budget line items requested by the colleges and universities should proceed through the budget process this year rather than attempting to launch an outcomes-based funding model for the 2018/2019 year.

The State Board of Education should "shadow track" the metric outcomes for the 2018/2019 academic year to allow the institutions to prepare for full implementation in the following year.

Owner

Idaho State Board of Education
Colleges and Universities

HIGHER EDUCATION TASK FORCE FINAL REPORT

Outcomes Supporting Workforce

Recommendation – Adopt the Recommendations of the Governor’s Workforce Development Task Force – The Governor’s Higher Education Task Force should adopt the recommendations of the Governor’s Workforce Development Task Force in order to establish a coordinated implementation effort between higher education, industry and state government to meet Idaho’s future workforce needs.

Principle

Work Group 4 reviewed and concurred with the recommendations of the Governor’s Workforce Development Task Force (WDTF):

1. Increase the role and responsibilities of the industry-driven Workforce Development Council.
2. Establish a sustainable funding mechanism for the Workforce Development Training Fund.
3. Increase awareness of career opportunities for Idahoans.
4. K-Career education system supports all pathways for career aspirations.
5. Increase support for Workforce Training Centers.
6. Increased college and career advising.
7. Incorporate workforce readiness through secondary curriculum.
8. Develop apprenticeship programs.
9. Expand career and technical education programs.

The recommendations of the WDTF foster an active partnership between education and industry, which is needed to produce an educated citizenry and meet Idaho’s workforce needs. This partnership will build the skills and competencies that allows individuals in the workforce to be qualified for immediate employment while being able to adapt to change in the workplace.

Short-term Actions

1. At the very least, coordinate implementation efforts stemming from the two Task Forces, and even look for opportunities to merge implementation efforts.
2. Adopt College and Career Readiness Competencies.
3. Develop Partnerships with education based on regional and statewide industry sectors.
4. Enhance career exploration and STEM-related themes in public schools and higher education, including current jobs.

Long-term Actions

1. Require student-centered career advising in higher education to transition to job placement that meets workplace expectations.
2. Develop Credit-bearing internships, apprenticeships and co-op programs to connect higher education and careers.

HIGHER EDUCATION TASK FORCE FINAL REPORT

Owner

Idaho State Board of Education
Postsecondary Educational Institutions
State Department of Education
State Workforce Development Council
Industry

Government & Industry Roles (if applicable)

The Idaho State Board of Education, the Idaho Department of Labor, the Idaho Department of Commerce, public higher education institutions and members of industry sectors would all be active partners.

Outcomes

An on-going process of industry providing input of its needs for the education system, and higher education becomes a more agile, responsive system to the workforce needs identified by industry.

HIGHER EDUCATION TASK FORCE FINAL REPORT

Outcomes Supporting Workforce

Recommendation – Competency-Based System – The public higher education system should shift to a competency-based system.

Principle

A competency-based education will allow students to earn certificates or degrees through demonstrated mastery of subject matter, rather than learning outcomes based system that requires students to earn credits based predominately on class-time. Western Governor's University is an accredited online university using competency-based education to provide several bachelor's degrees. Texas A&M Commerce and South Texas College are examples of brick and mortar institutions offering similar programs that are entirely online or a combination of online and in-person.

Short-term Actions

1. Meet with WGU and the Texas institutions to learn all of the facets of providing competency-based degree programs.
2. Complete degree program review to identify and document competencies that must be demonstrated in order to earn credits towards degree completion.
3. Develop a uniform assessment system for students to demonstrate mastery of competencies, using industry advisory committees to provide validation of credits, certificates or degrees. This will also allow for transfer of credit between institutions.
4. Review institution and degree accreditation requirements to ensure competency-based degree programs are compliant.

Long-term Actions

1. Modify the tuition and fee structure to accommodate competency-based education since some credits may be earned in substantially less time than a semester.
2. As degree programs are developed to meet high demand workforce needs, use competency-based model.

Owner

Idaho State Board of Education (based on its role of approving degree programs)

Government & Industry Roles (if applicable)

Industry involvement in the competency and assessment system, as well as identifying new degree programs to meet high demand workforce needs.

Outcomes

Northwest Commission on Colleges and Universities accreditation of the competency-based system. Such a system will provide confidence in the certificate or degree that has been earned, as well as allow for transfer of credit between public higher education institutions.

HIGHER EDUCATION TASK FORCE FINAL REPORT

Outcomes Supporting Workforce

Recommendation – Partner with Industry – The public higher education system should partner with industry to include more workplace experiences as part of certificate and degree programs.

Principle

Internships and/or apprenticeships as part of certificate and degree completion requirements inject on-the-job application of theories and principles learned in the classroom. The University of Waterloo (Canada) has a trimester cooperative program that provides opportunities for classroom teaching and internships in a variety of academic degree programs. Additionally, utility companies have a history of teaching new employees through apprenticeships. In both cases, these programs teach competencies that are critical to student success and entry to the workforce.

Short-term Actions

1. Explore requirement of internships and co-op programs demonstrating a proven success rate of job placement. Should have assessment for each student receiving credit.
2. Work with the higher education institutions to offer a trimester-based-co-op program similar to University of Waterloo. In this program, students will alternate between on-campus semesters and on-the-job semesters helping students to apply the skills learned.
3. Work with industry to incorporate apprenticeship programs into certificate and degree programs, particularly CTE programs.

Long-term Actions

1. Work with business and industry to expand internship and apprenticeship opportunities part of certificate and degree programs.

Owner

Idaho State Board of Education (based on its role of approving degree programs)

Government & Industry Roles (if applicable)

Industry involvement in providing internship and apprenticeship opportunities that can be incorporated into certificate and degree programs.

Outcomes

Idaho public institutions provide an array of academic and CTE certificate and degree programs that provide on-the-job experience.

HIGHER EDUCATION TASK FORCE FINAL REPORT

Outcomes Supporting Workforce

Recommendation – Workforce Training towards Degree or Certificate Completion – Workforce training completed by an individual should count towards degree or certificate completion.

Principle

Relevant employment experience, completed industry recognized skill certifications and military training should count as credit towards a certificate or degree, whether earned at the workplace or through the Workforce Development Training Centers associated with the six technical colleges embedded within NIC, LCSC, CWI, CSI, ISU and CEI.

Short-term Actions

1. Evaluate opportunities for competency badges for employment and resume.
2. Review workplace training programs and industry certification programs for competencies and credit worthiness.
3. Review Workforce Training Center programs for industry needs and education credit. Continuing education credential could result in academic credit.

Long-term Actions

1. Establish a streamlined process for evaluating a creditworthiness of new industry employment experience or completion of training.

Owner

Idaho State Board of Education
Division of Career Technical Education
Technical colleges at state institutions and community colleges

Government & Industry Roles (if applicable)

Higher education and the Department of Labor work together to assess workplace-training programs.

Outcomes

Time to completion is expedited for students starting or returning to a certificate or degree program because they are receiving credit for relevant workplace experience.

THIS PAGE INTENTIONALLY LEFT BLANK

SUBJECT

Proposed Mastery-Based Route to Certification: Alternative Authorization –
Content Specialist

REFERENCE

August 2016	The Board reviewed and discussed available data provided in the teacher pipeline report and discussed pulling together a broader work group to provide feedback and recommendations to the Board regarding educator pipeline barriers and solutions.
April 2017	The Board reviewed an update on the Educator Pipeline and recommendations from the workgroup.

APPLICABLE STATUTE, RULE, OR POLICY

Sections 33-1201 -1207, Idaho Code
Idaho Administrative Code, IDAPA 08.02.02, Rules Governing Uniformity

BACKGROUND/DISCUSSION

The Board was presented with a first look at various data points throughout the educator pipeline during the December 2015 Board meeting and received a more comprehensive review at the August 2016 Board meeting. During the discussion at the August 2016 Board meeting, it was determined that a broad group of stakeholders who are impacted at the various points in the pipeline should be brought together to form comprehensive recommendations for supports and improvements to Idaho's educator pipeline. The workgroup was made up of individuals nominated by the various stakeholder representative organizations with a focus on those individuals working in our public school system and approved teacher preparation programs along with additional state policy makers.

At the April 2017 Board meeting, the Board received an update on the work of the Educator Pipeline Work Group and reviewed the initial recommendations. The focus of the work on pipeline issues fell into three main categories, *Attract and Recruit*, *Prepare and Certify*, and *Retain*. Specific strategies proposed in that update for further exploration by the *Prepare and Certify* Subcommittee include:

Prepare/Certify: Alternative routes and "Grow Your Own" strategies

- **Strategy:** Remove certification barriers to include: "Mastery-based" preparation programs that account for experiential credit, resulting in lower costs and shorter preparation time; closer alignment between secondary and postsecondary education to expedite preparation for high school students interested in teaching
- **Possible Measure:** Increased enrollment in teacher preparation pathways
- **Strategy:** Create a "Grow Your Own" pathway specifically for current paraprofessionals in good standing with their district

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
OCTOBER 19, 2017

- **Possible Measure:** Decline in requests for Alternative Authorizations, decline in “out of field” teaching assignments, decline in long-term substitute positions

Administrative Code currently allows for both “Non-Traditional” routes to certification and Alternative Authorization for certification. There are currently two Board approved “Non-Traditional” routes to certification, American Board for Certification of Teacher Excellence (ABCTE) and Teach for America (TFA). There are three Alternative Authorizations: Teacher to New Certification, Content Specialist, and Pupil Personnel Services. In addition to the three alternative authorizations for certification there are additional alternative authorizations for individuals with a certificate to earn additional content or grade range endorsements.

Once an individual has completed a non-traditional program or is on an alternative authorization route to certification three year interim certificate is issued with all of the rights and privileges of an individual with a standard five year renewable certificate. Interim certificates are not renewable after three years and include additional annual requirements. Alternative Authorizations may be completed by working with a consortium established at the school district level using either an approved “traditional” educator preparation program or other approved program (including non-traditional routes).

Alternative authorizations/certification routes have been authorized by the Board in some form since 1993 and were moved to IDAPA 08.02.02 in 1997. In 2003 the Board approved the replacement of what had been allowed for alternative authorization with more specific requirements, effective July 1, 2006. The purpose of these authorizations was to provide individuals with strong subject matter background but limited experience with educational methodology an expedited route to certification. The alternative authorizations for certification were originally defined as routes specific to meeting an emergency district need. Over the years, the Content Specialist authorization has progressed to a route designed to recognize the value individuals with deep content knowledge may bring to the classroom, and allows for an expedited route to certification for these individuals. A common example of this would be an individual working for Simplot as a biologist, with a graduate degree in biology, choosing to become a teacher.

The Content Specialist authorization requires individuals to meet the initial qualifications in a below to be considered and to complete the requirements in be as part of the authorization.

- a. Initial Qualifications.
 - i. A candidate must hold a baccalaureate degree or have completed all of the requirements of a baccalaureate degree except the student teaching or practicum portion; and

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
OCTOBER 19, 2017

- ii. The hiring district shall ensure the candidate is qualified to teach in the area of identified need through demonstrated content knowledge. This may be accomplished through a combination of employment experience and education.
- b. Alternative Route Preparation Program -- College/University Preparation or Other State Board Approved Certification Program.
 - i. At the time of authorization a consortium comprised of a designee from the college/university to be attended or other state board approved certification program, and a representative from the school district, and the candidate shall determine the preparation needed to meet the Idaho Standards for Initial Certification of Professional School Personnel. This plan must include mentoring and a minimum of one (1) classroom observation by the mentor per month, which will include feedback and reflection, while teaching under the alternative authorization. The plan must include annual progress goals that must be met for annual renewal;
 - ii. The candidate must complete a minimum of nine (9) semester credit hours or its equivalent of accelerated study in education pedagogy prior to the end of the first year of authorization. The number of required credits will be specified in the consortium developed plan;
 - iii. At the time of authorization the candidate must enroll in and work toward completion of the alternative route preparation program through a participating college/university or other state board approved certification program, and the employing school district. A teacher must attend, participate in, and successfully complete an individualized alternative route preparation program as one (1) of the conditions for annual renewal and to receive a recommendation for full certification;
 - iv. The participating college/university or other state board approved certification program shall provide procedures to assess and credit equivalent knowledge, dispositions and relevant life/work experiences; and
 - v. Prior to entering the classroom, the candidate shall meet or exceed the state qualifying score on appropriate state-approved content, pedagogy, or performance assessment.

As written, the current Content Specialist authorization allows for a competency or mastery-based process of assessment through the established consortium referenced in subsection b.i above. The minimum requirement is that the individual meet the state certification standards. While this has traditionally been shown through the earning of credits, the administrative code does not require credits be earned to show competency as long as there has been some form of evaluation/assessment that the applicable standards have been met.

This proposal specifically addresses the work groups preliminary recommendation to develop a “mastery-based” preparation program that is more flexible than current routes to certification, and accounts for experience and pre-

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
OCTOBER 19, 2017

existing knowledge resulting in lower costs and shorter preparation time. The final Work Group recommendations are scheduled to be brought to the Board at the December 2017 Board meeting

Attached is a proposal for a new certification program to be used by districts who have identified an individual they feels in uniquely and highly qualified to teach in a subject area and willing to utilizing the Content Specialist Authorization. Of these two programs only the ABCTE program has participated in the Content Specialist route. In addition to the non-traditional programs, candidates and school districts may go through this alternative route with a traditional approved educator preparation program.

IMPACT

Approval of the following proposed certification program through the alternative authorization – content specialist will allow Board staff to begin working with experts to create the modules and assessments for the program. In consultation with experts in instructional technology and teacher effectiveness measures, such a program would take up to one year to develop. Board approval will allow the creation of a program in which districts and individuals interested in teaching will have a more cost-effective, flexible route by which to enter the profession while still requiring the individual meet the same standards as those completing traditional educator preparation programs. Final approval of the program would be contingent on the finished modules and assessments coming back to the Board for consideration at a later date.

ATTACHMENTS

- Attachment 1 – Introduction to alternative certification program for Content Specialists Page 7
- Attachment 2 – Alternative program detail - Pathway Descriptions, Entry Points and Idaho Core Standards Alignment Page 11

STAFF COMMENTS AND RECOMMENDATIONS

In addition to the Board's interest, there has been a great deal of interest by other state policymakers in looking for solutions to address the difficulty many school districts and charter schools have in hiring certificated staff. While there has been a general understanding that school districts and charter schools experience difficulty in hiring for a variety of reasons, and that this is common in states across the nation, the Teacher Pipeline Report and the resulting recommendations from the Educator Pipeline Workgroup is the first comprehensive effort Idaho has taken in looking at the many variables at play within our state.

The goal of the workgroup is to have a larger supply of high quality and effective educators available for all students around the state, regardless of geographic area or subject being taught. Board staff recommend initial approval of this alternative program for certification that is grounded in evidence of mastery in content and pedagogy, and is both flexible and rigorous. The final work group

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
OCTOBER 19, 2017

report will be presented to the Board at the December 2017 Board meeting.

National studies have been mixed on the effectiveness of alternative authorization to certification. Most research shows with the proper screening, strong partnerships at the district level, and substantial mentoring and supports, alternative routes to certification can be viable options to teacher certification that produce quality teachers. Most of these reports will also include the caveat that the success of the individual and the impact of that individual on student outcomes also depends on the details of the alternate authorization requirements and the standards they are held too. Staff recommend approval of the proposed program and a thorough analysis of existing as well new routes to certification. The analysis should focus on the effectiveness of teachers who have entered the classroom on an alternative authorization and the impact these individuals have had on student outcomes in comparison to teachers who have entered the classroom through a traditional program.

BOARD ACTION

I move to approve the initial concept of a mastery-based program for teacher certification for individuals who meet the requirement of the alternative authorization – Content Specialist route to certification with final approval based on consideration of the modules and assessments identified in Attachment 1.

Moved by _____ Seconded by _____ Carried Yes ____ No ____

THIS PAGE INTENTIONALLY LEFT BLANK

**Proposed Mastery-Based Route to Certification: Alternative Authorization for
Content Specialists**

Introduction

Based upon the desire of multiple stakeholders to develop a more flexible, mastery-based route to certification, and the desire of the Idaho Educator Pipeline Workgroup to maintain rigor and established standards for effective teaching, proposed here is a new alternative route to certification for Content Specialists. It is made up of three distinct phases: 1) Establishing proof of content area knowledge and developing an individualized learning plan; 2) Access to a Pedagogy “Boot Camp”, offered as a hybrid program to include online modules addressing pedagogy/ application of that pedagogical content, and membership in a regional cohort, and; 3) Online performance assessments to determine mastery of pedagogy, ongoing mentor support, and completion of Common Summative Assessment (required of all candidates seeking Idaho certification).

This plan accommodates candidates from a variety of backgrounds, allowing them to enter the program at various points, and exit at any point that mastery can be established.

Overview of the Proposed Program

Phase One: Proof of Content Knowledge and Individualized Learning Plans

A Board-approved assessment of content knowledge will be established as a point for entry. Following this, the appropriate content knowledge test for teachers (Praxis II) will be taken. If the Praxis assessment is passed, no further proof of content knowledge is necessary to demonstrate mastery. If not passed, content-area coursework will be included in the individual pathway plan, allowing candidates to accrue knowledge directly related to their demonstrated gaps in content knowledge. In the event that a candidate holds an advanced degree in the content area, he/she may go directly to Phase Two without any testing.

Phase Two: Pedagogy Boot Camp, Professional Learning Community and Support

Regional Cohorts will be opened as needed and will include quarterly, face-to-face seminars on Saturdays. Five self-paced, online pedagogy modules will be offered for candidates to take at their own pace based on their individual needs. Alternatively, the modules can also be offered on a rotating cycle, with a weekly, virtual “class” convening through either existing institutions, entities, or regional PLCs for candidates to engage in moderated discussions on the application of pedagogical content and problems of practice. During these sessions, discussion and learning will center on job-embedded projects, tailored to the candidate’s daily teaching assignment.

Modules will specifically focus on “big ideas” in teaching, aligned to the Framework for Teaching Clusters and the InTASC Standards for teaching. While most aspects of the teaching clusters apply to all teaching situations (e.g. deep conceptual understanding, the use of precise academic language, and the skills of argumentation), specific versions of these modules for literacy and mathematics will translate the generic language of the practices, where appropriate, into content-specific language to guide teachers. This will satisfy the state specific requirement for ELA, literacy, and mathematics instruction.

Additionally, to better align with College and Career Ready guidelines for teaching, the modules will encourage teachers to develop the *analytic habits of mind* that must be instilled in students. Candidates will analyze how to adapt their lessons to the specific needs and strengths of each classroom. For example, instead of engaging in a general alignment exercise that has teachers stating how their lesson outcomes are aligned to standards, the modules and assessments will examine how teachers actually model and use academic language to explain concepts in the classroom.

Online modules will be focused around model lessons, and organized around the specific “teaching cluster” being studied deeply within that unit; but will also include full lessons that best illustrate the how multiple teaching clusters (detailed in the other modules) work together around a single lesson. This “spiraling” of curriculum will allow candidates to have multiple opportunities to see key practices, reinforcing their learning and awareness with every module. A variety of resources will be available to supplement each module, allowing the candidates control of targeted deeper learning.

Phase Three: Mentoring and Performance Assessment

At whatever point candidates feel confident in implementing the strategies implicit in each module, they will have the ability to get virtual mentoring or face-to-face coaching on their actual implementation of a lesson in preparation for the performance assessment. Any of the five assessments may be taken at any time.

Assessments will require candidates to upload products of their practice for external review and scoring. A trained and certified group of scorers will review the work anonymously to determine a “pass” or “no pass” score. Unsuccessful attempts will be returned to candidates with appropriate feedback.

Passing each of the five assessments associated with the five teaching clusters will serve as proof of pedagogy and meet the requirements of the Idaho Core Teaching Standards.

At this point candidates will be evaluated by a trained supervisor in order to complete the Common Summative Assessment required of all teacher candidates. This assessment serves as proof of performance, and qualifies the candidate to move from interim certification to full standard certification.

Advantages of the Proposed Alternative Route

The pathway proposed offers many advantages for those serving in the role of “teacher of record” while working toward certification. The two current routes are through the American Board for Certification of Teacher Excellence (ABCTE) and the Alternative Authorization - Content Specialist route to Certification in partnership with approved Idaho educator preparation programs. The advantages of the proposed program over ABCTE are most obvious – unlike ABCTE this route provides structured support, application of content, and performance-based measures of competence. However, this route also offers advantages over coursework-based routes currently being implemented through Idaho preparation programs. For example:

- Modules will be offered on an ongoing, rotating basis, allowing candidates to move in and out of the curriculum according to their own needs, unbound by external time constraints such as semester schedules.
- Each of the five pedagogy modules will be designed to be self-paced; but generally will be implemented within a 6-week period, in combination with access to a regional professional learning community and structured mentoring. Each module will be followed by a two-week period to provide candidates time to gather evidence to complete the final assessments.
- All five assessments will be available to candidates at all times. In the rare case that a candidate has developed strong pedagogy prior to entering the teaching field (e.g. a long-time classroom paraprofessional), it would be possible to complete all five performance assessments within months.
- For candidates embracing the full program and all program supports, all five modules and assessments are ultimately designed to be completed within a period of 40 weeks, fully covering the Idaho Core Teaching Standards and aligned to the Framework for Teaching to ensure candidate success on the Common Summative Assessment (required of all Idaho teachers being recommended for certification). However, if a new teacher is overwhelmed at first (which is often the case), because the interim certificate allows for a three-year preparation period, candidates may elect to skip modules and re-engage at a time that allows that candidate to be most effective and successful.
- In the event that an LEA has highly effective master teachers who have the time and opportunity to provide direct guidance to new teachers, modules may be skipped entirely in place of this one-on-one mentorship, with each of the five assessments available to be taken at any time.
- Content is offered completely online, professional learning communities will be established regionally, and mentor support will be available virtually to better serve the needs of Idaho’s rural districts.

- Each of the five pedagogy modules will incorporate a spiraled design around clusters of critical pedagogy. Using such a model, regardless of which unit a candidate starts with, they are exposed to multiple aspects of best teaching practice that are reinforced over and over throughout all five modules.

In compliance with the requirements for certification stated in IDAPA 08.02.02.018 (for teachers prepared through either traditional and non-traditional pathways), candidates would only be granted certification once they had evidence of proof of content, proof of pedagogy, and proof of performance. A description of each of the three phases of this proposed pathway and how it meets these requirements is contained in Table 1. Detailed information on how candidates would enter and exit the program is contained in Table 2. Table 3 illustrates the alignment between this program, the Idaho Core Teaching Standards, and the Framework for Teaching.

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
OCTOBER 19, 2017**

PROPOSED MASTERY-BASED PATHWAYS TO CERTIFICATION

Table 1. DESCRIPTIONS OF EACH OF THE THREE PHASES

PHASES OF PROGRAM	Pre Work: Qualifying for an Interim Certificate	Phase One: Board-Approved Competency Assessments (Entry level to Qualify for Fast Track Route and Mastery Level)	Phase Two: Pedagogy Boot Camp -Hybrid Delivery with Regional Cohorts (Additional content coursework may be included according to Praxis results)	Phase Three: Board-Approved Performance Assessment, Mentoring, and Support	Program Completion
DESCRIPTION OF PHASE	<i>Candidates not meeting the minimum statutory requirements for an interim certificate that will allow them to serve as “teacher of record” will have develop a customized pathway plan that will result in either a bachelor’s degree or the minimum four year requirement (without earning a bachelor’s degree) in order to move into the certification program. May serve for one year on a Provisional.</i>	<i>Board-approved entry level competency rubric (alternative assessment) to qualify candidates as teacher of record – no cost.</i> <i>Praxis to serve as both a “needs assessment” (minimum requirement) and evidence of mastery of content (preferred requirement).</i> <i>Individualized learning plan approved in partnership with district. District agrees to providing strong mentoring support.</i> <i>Interim certificate granted.</i>	<i>Regional Cohorts opened as needed: Quarterly face-to-face seminars on Saturdays. Five online pedagogy modules offered on a rotating cycle, with a virtual “class” convening once per week to discuss application of pedagogical content and problems of practice. During these sessions, discussion and learning will be centered around job-embedded course projects, tailored to the candidate’s daily teaching assignment.</i> <i>A variety of resources will be available to supplement modules.</i>	<i>At any point in this phase, candidates may choose to take any or all of the five Performance Assessments associated with the pedagogy modules. Once all assessments have been passed, content competency has been established, and the candidate completes the Common Summative Assessment required of all Idaho candidates, standard certification will be granted. Throughout this phase, candidates will receive strong mentoring and ongoing support/resources from Phase Two instructor/facilitators.</i>	Qualify for full standard certificate is accomplished through completion of individual learning program which includes: -Proof of content competency (Praxis and/or coursework and /or experiential learning) -Proof of pedagogy (pass all 5 assessments) -Proof of performance (Idaho Common Summative Assessment - Danielson Framework for Teaching.

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
OCTOBER 19, 2017**

PROPOSED MASTERY-BASED PATHWAYS TO CERTIFICATION

Table 2. DESCRIPTIONS OF ENTRY/EXIT POINTS DEFINED BY MASTERY

PATHWAYS FOR A VARIETY OF CANDIDATES	Pre Work: Qualifying for an Interim Certificate	Phase One: Board-Approved Competency Assessments (Entry level to Qualify for Fast Track Route and Mastery Level)	Phase Two: Pedagogy Boot Camp - Hybrid Delivery with Regional Cohorts (Additional content coursework may be included according to Praxis results)	Phase Three: Pedagogy Assessments, Mentoring, and Support	COMPLETION OPTION: <i>If the candidate has:</i>
PATHWAY FOR NON-BA PARAS	ENTRY POINT Praxis will be taken in this phase to ensure that all courses included in the individual pathway plan allow candidates to accrue knowledge directly related to gaps in content competence while attaining the minimum four years of post-secondary education.	Once the minimum four years of post-secondary coursework have been completed, or near completion, and candidate shows proof of passing the minimum content competency assessment via the rubric, he/she will be awarded an interim certificate (or Provisional) and be allowed to serve as teacher of record.	<i>Begin modules and enroll in cohort. In the event that a paraprofessional has had abundant teaching experience and PD within the employing school district, they may challenge the need for this Phase, and go directly to the Performance Assessment.</i>	Candidates receive mentoring support throughout the program. If a candidate challenges the need for Phase Two BUT DOES NOT PASS THE PEDAGOGY ASSESSMENT, he/she will be required to participate in cohort and complete associated module. Pass Common Summative Assessment	<i>a) successfully completed all content courses required in his/her individual pathway plan; b) successfully completed all pedagogy modules, seminars, and/or mastery-based pedagogy assessments;</i>
PATHWAY FOR CANDIDATES WITH A BA IN A CLOSELY-RELATED CONTENT AREA		ENTRY POINT Praxis taken. If not passed, courses included in the individual pathway plan allows candidates to accrue knowledge directly related to gaps in content knowledge. <i>In the event that a candidate holds advanced degree in the content area, he/she may go directly to Phase Two.</i>	<i>Begin modules and enroll in cohort. In the event that a candidate has had abundant teaching experience and/or PD in a higher education, private school or other educational settings, they may challenge the need for this Phase and go directly to the Performance Assessment.</i>	Candidates receive mentoring support throughout the program. If a candidate challenges the need for Phase Two BUT DOES NOT PASS THE PEDAGOGY ASSESSMENT, he/she will be required to participate in cohort and complete associated module. Pass Common Summative Assessment	<i>c) passed the Common Summative Assessment (Board-approved performance assessment, AND: d) is able to show student proficiency growth scores over two of the three years of interim certification, THEN the Praxis may be waived if it was not passed on the first attempt.</i>
PATHWAY FOR CANDIDATES WITH A BA IN THE CONTENT AREA			ENTRY POINT Begin modules and enroll in cohort. In the event that a candidate has had abundant teaching experience and/or PD in a higher education, private school or other educational settings, they may challenge the need for this Phase and go directly to the Performance Assessment.	Candidates receive mentoring support throughout the program. If a candidate challenges the need for Phase Two BUT DOES NOT PASS THE PEDAGOGY ASSESSMENT, he/she will be required to participate in cohort and complete associated module. Pass Common Summative Assessment.	
ABCTE CANDIDATES				ENTRY POINT "Passport to Teach" supplemented with third party mentoring and support to ensure passage of Common Summative Assessment.	

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
OCTOBER 19, 2017**

PROPOSED MASTERY-BASED PATHWAYS TO CERTIFICATION

Table 3. PROGRAM ALIGNED TO IDAHO CORE TEACHING STANDARDS

Streamlined Pedagogy Modules	Alignment to Idaho Core Teaching Standards
<p>Clarity of Instructional Purpose and Accuracy of Content - FOCUS: CONTENT METHODS AND STANDARDS ALIGNMENT Alignment to Framework for Teaching (Idaho Common Summative Evaluation): 1a, 1b, 1c, 1d: Knowledge of content, clarity, and appropriateness for students of instructional outcomes, resources for classroom use 1e: Planned activities aligned to instructional purpose 3a: Expectations for learning, accuracy of content, clarity of explanations, use of academic language 3b, 3c: Questions, activities and assignments aligned to instructional purpose</p>	<p>#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. #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.</p>
<p>Safe, Respectful, Supportive, Challenging Learning Environment- FOCUS: CREATING AN ENVIRONMENT THAT FOSTERS COLLEGE AND CAREER READY SKILLS Alignment to Framework for Teaching (Idaho Common Summative Evaluation): 2a: All 2b: Expectations for learning and achievement, student perseverance in challenging work and pride in that work</p>	<p>#3: Learning Environment - 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.</p>
<p>Classroom Management - FOCUS: CREATING A LEARNING ENVIRONMENT FOR ALL LEARNERS Alignment to Framework for Teaching (Idaho Common Summative Evaluation): 2c: All 2d: All 2e: All</p>	<p>#3: Learning Environment - 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.</p>
<p>Student Intellectual Engagement - FOCUS: DIFFERENTIATION AND APPLICATION OF CONTENT Alignment to Framework for Teaching (Idaho Common Summative Evaluation): 1e: Design of instruction 2b: Importance of the content 3a: Explanations of content: their rigor and invitations for thinking 3b: Quality of questions/ discussions, student discourse 3c: Intellectual challenge</p>	<p>#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. #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.</p>
<p>Successful Learning by All Students - FOCUS: DESIGNING INSTRUCTION AND ASSESSEMENT LITERACY Alignment to Framework for Teaching (Idaho Common Summative Evaluation): 1b: Knowledge of students 1d: Resources for students 1f: Design of summative and formative assessments aligned to outcomes 3d: Monitoring of student learning, feedback to students, student self-assessment 3e: Persistence, lesson adjustment 4a: All 4b: All 4c: All</p>	<p>#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. #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. #8: Instructional Strategies - The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.</p>

STANDARDS #9 – Professional Learning and #10 – Leadership and Collaboration are embedded across all modules. Modules will be designed to integrate pedagogical concepts, that can be taken in any order, so candidates may flow into the course series at any point and exit the course series once all modules have been completed (or candidate has proven mastery based upon other measures) without being artificially time-bound by traditional coursework schedules.

THIS PAGE INTENTIONALLY LEFT BLANK

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
OCTOBER 19, 2017

SUBJECT

Alternative Assessment for Individuals Pursuing Certification through Alternative Authorization – Content Specialist: *Uniform Standard for Evaluating Content Competency Rubric*

REFERENCE

December 2003	Board approved the PRAXIS II as the state approved assessment for certification purposes and set qualifying scores
April 2017	The Board reviewed an update on the Educator Pipeline and recommendations from the workgroup. Recommendations included removing barriers to certification.

APPLICABLE STATUTE, RULE, OR POLICY

Sections 33-1201 -1207, Idaho Code
Idaho Administrative Code, IDAPA 08.02.02.042.02(b)(v)

BACKGROUND/DISCUSSION

At the April 2017 Board meeting, an update on the work of the Educator Pipeline Work Group and their early recommendations were reviewed and discussed. The update focused on three main categories in addressing the pipeline issues, *Attract and Recruit*, *Prepare and Certify*, and *Retain*. One key recommendation was to explore strategies around a “mastery-based” way to assess teaching knowledge, that accounts for experience and pre-existing knowledge.

Administrative Code (Administrative Rule) requires individuals seeking teacher certification to receive a qualifying score on a state approved content, pedagogy or performance assessment. Currently the only state approved content, pedagogy or performance assessment is the PRAXIS II. The PRAXIS II is a content area assessment. Qualifying scores were set by the Board based on recommendations from the Professional Standards Commission at the December 2003 Board meeting, effective September 1, 2004, since that time there have been a few updates to the qualifying scores in individual subject areas at the June 2005, April 2006, June 2006, and October 2006 Board meetings. The Board has not approved any changes to the qualifying scores on the PRAXIS II since October 2006. The PRAXIS II as a content knowledge assessment is both relevant and rigorous, however, those seeking to enter the teaching profession as a change in career often need time or additional coursework/experience to be able to pass all of the applicable areas in the assessment. This is especially the case when a candidate’s degree is aligned to the content area they seek to teach, but not an exact match or when teaching in K-8 grade ranges where the assessment may be much broader than the focused content area an individual may have been employed in. At this time there are no other approved content knowledge assessments and no pedagogical knowledge or performance assessments that have been approved by the Board.

The Alternate Route to Certification – Content Specialist requires applicants to receive a qualifying score on an appropriate state-approved content, pedagogy, or performance assessments prior to entering the classroom. This route is designed for individuals that already possess deep content knowledge, but lack the pedagogy learned through traditional programs and the performance demonstrated through in-service experiences, resulting in the pedagogy and teacher performance skills being learned while on this route. This leaves content as the most obvious area to propose a new method of assessment. It is also in line with the recommendations of the pipeline committee to look toward more experiential and mastery-based methods for assessing competency. The following is a new, content knowledge assessment proposed for those seeking to enter the classroom under an alternative authorization, specifically the Content Specialist Route.

The proposed assessment is comprised of simple worksheets for documenting knowledge and experience, with a rubric that would uniformly measure basic content knowledge before a candidate on an alternate route enters the classroom as the teacher of record. This Uniform Standard for Evaluating Content Competency is modeled after the accepted measure that was used by states to show teachers were “Highly Qualified” in their content area under previous No Child Left Behind requirements.

This rubric allows points to be earned for coursework, work experience related to the content area, and volunteer work/service to the community related to the content area. For a single content area, 100 points must be earned to qualify, with five points given for each postsecondary content credit earned, two points for each year of work experience documented, and one point for each instance of documented service.

The rationale for granting five points per credit hour rests in the minimum number of credits required for a content endorsement as outlined in IDAPA 08.02.02.021-024. If a candidate can produce transcripts documenting at least 20 credits in the content area they are seeking to teach, he/she immediately qualifies. If a candidate does not have this number of credits, experiential knowledge can be counted through application of content.

IMPACT

Approval of the following proposed alternate assessment will create a second state assessment that could be used by individuals seeking certification through an alternate route.

ATTACHMENTS

Attachment 1 – Proposed Alternative Assessment: Uniform Standard for Evaluating Content Competency Page 5

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
OCTOBER 19, 2017

STAFF COMMENTS AND RECOMMENDATIONS

Board staff reviewed a variety of alternatives, with this being the most cost effective and efficient. Praxis Core, a general test for those wishing to enter education, was considered. This assessment establishes a very low bar in only the most basic skills and, considering the cost at \$150 per candidate, did not appear to be a reasonable alternative. Another option was to accept a lower cut score on the content-specific Praxis II test; but a number of these tests are not regularly available, and some form of content assessment must be completed prior to entering the classroom.

The Uniform Standard for Evaluating Content Competency is recommended as an alternate assessment for entering the classroom on an alternative authorization, specifically the Content Specialist route, to establish that the candidate has relevant experience and/or knowledge in the desired teaching field. The Alternate Authorization – Content Specialist Route requires the hiring district ensure the candidate is qualified to teach in the area of identified need; that a consortium made up of a representative of the approved educator preparation program, the school districts, and the candidate determine the preparation needed to meet the Idaho Standards for Initial Certification of Professional School Personnel; and that the candidate receive ongoing mentoring including at least one classroom observation by the mentor per month. Initially the scoring and evaluation of the new state-approved assessment would be managed by the Board office. School districts and candidates wishing to use the new assessment would be required to agree to regular reporting on the progress these teachers were making and their impact on student outcomes. Should there be any indication that these educators were performing at a lesser rate than those who entered the Content Specialist Route using the PRAXIS II assessment, then Board staff would return to the Board and request the assessment be discontinued as an approved assessment.

BOARD ACTION

I move to approve the state assessment: Uniform Standard for Evaluating Content Competency for individuals entering an alternate authorization to certification as submitted in Attachment 1.

Moved by _____ Seconded by _____ Carried Yes ____ No ____

AND

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
OCTOBER 19, 2017

I move to direct the Professional Standards Commission to evaluate and bring forward recommendations on additional state-approved assessments and qualify scores that may be used for certification purposes as well as updated qualifying scores on the existing PRAXIS II assessments.

Moved by _____ Seconded by _____ Carried Yes ____ No ____

Uniform Standard for Evaluating Content Competency



Alternative Assessment

Alternative Authorization - Content Specialist

Directions for completing Uniform Standard for Evaluating Content Competency Rubrics

- 1. Complete one rubric for EACH core content/subject you are assigned to teach.**
 - **For Elementary/Special Education, complete one rubric for the combined elementary subjects. Within that one rubric, you will provide evidence across the four elementary core curricula: English, reading, or language arts; mathematics; science; AND social studies. 200 points must be achieved.**
 - **For Middle, Secondary, K-12, complete one rubric for each subject you intend to teach. 100 points must be achieved.**
- 2. Provide transcripts as evidence of postsecondary coursework (Column A), a resume and supporting evidence of years of content related work experience (Column B), and period of service in content-related volunteer work and/or service to the community (Column C),**
- 3. Assign the appropriate points to the evidence you have provided as indicated on the rubric and worksheets.**
- 4. Attach documentation to support the evidence presented.**
 - **Acceptable evidence includes: copies of college transcripts, statements of employment, copies of certificates, score reports for state tests, resume, letters of recognition/ acknowledgement, statements of participation, etc. Remember this is a self-reporting activity - you are responsible for providing the evidence.**
- 5. Total the points in the “Point Summary Box” on the last page of the rubric/worksheets. (You must achieve the required point total for EACH rubric you complete in order to meet the alternative content assessment requirement.**
- 6. If you achieve required points, sign the *Statement of Assurance Form* and attach it to the rubric worksheets and documentation package you have created.**

If you do not achieve required points, you may qualify for a Provisional Certificate while meeting additional requirements:

- 1. You must apply through the Idaho State Board of Education for a Provisional Certificate**
- 2. You must complete a *STATEMENT OF ACTION FORM* describing actions to be undertaken which will move you to 100 points in a period of time not to exceed one year.**
- 3. Sign the *STATEMENT OF ACTION FORM* and attach it to your rubric worksheets and documentation package.**

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
OCTOBER 19, 2017**

RUBRIC #1 - Uniform Standard for Evaluating Content Competency

Elementary Self-Contained and Elementary Special Education (K-12),
Elementary Core Curriculum – includes Reading; English or Language Arts; Mathematics; Science; and Social Studies

(Evidence must be provided in each of these subjects - 200 points must be earned to qualify)

Name: _____ **District** _____

Teaching Assignment _____ **School** _____

A. College Level Coursework in the Content Area and	B. Work Experience in the Content Area	C. Service in the Content Area*
<p>1. Courses must be content specific in:</p> <ul style="list-style-type: none"> a. reading/language arts, b. mathematics, c. science, d. social studies <p>2. Courses may have an EDU, SPED, liberal arts or appropriate content area prefix</p> <p>3. Courses must be specific to content and may include content methods courses</p> <p>4. Courses can be from an accredited 2-year and/or 4-year college or university</p> <p>5 points per credit hour</p>	<p><i>Experience must be related to working with children or grounded in any of the core elementary content areas</i></p> <p>2 points per year</p>	<p><i>Service must be related to working with children or grounded in any of the core elementary content areas. A “service” is defined as having a distinct set of responsibilities within a defined period of time, or a less well-defined set of responsibilities over time under supervision.</i></p> <p>1 point per service</p>
# Sem. Cr. Hrs.:	# Years	# Services
Total Points	Total Points	Total Points

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
OCTOBER 19, 2017**

RUBRIC #2 - Uniform Standard for Evaluating Content Competency

Middle/Secondary Departmentalized Content

A separate rubric must be completed for EACH academic subject area taught

(Evidence must be provided in each of these subjects - 100 points must be earned to qualify.)

Name: _____ **District** _____

Teaching Assignment _____ **School** _____

A. College Level Coursework in the Content Area and	B. Work Experience in the Content Area	C. Service in the Content Area*
<p>5. Courses must be content specific in:</p> <ul style="list-style-type: none"> a. reading/language arts, b. mathematics, c. science, d. social studies <p>6. Courses may have an EDU, SPED, liberal arts or appropriate content area prefix</p> <p>7. Courses must be specific to content and may include content methods courses</p> <p>8. Courses can be from an accredited 2-year and/or 4-year college or university</p> <p>5 points per credit hour</p>	<p><i>Experience must be related to working with children or grounded in any of the core elementary content areas</i></p> <p>2 points per year</p>	<p><i>Service must be related to working with children or grounded in the content area. A “service” is defined as having a distinct set of responsibilities within a defined period of time, or a less well-defined set of responsibilities over time under supervision.</i></p> <p>1 point per service</p>
# Sem. Cr. Hrs.:	# Years	# Services
Total Points	Total Points	Total Points

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
OCTOBER 19, 2017

WORKSHEET #1

College level coursework in the Content Area and Content Assessments

SECTION A		
Postsecondary Coursework	Credits	Points Accrued @ 5 points per credit hour*
National Content Knowledge Proficiency Test – 2 points per section passed		
*Evidence in the form of transcripts/test results must be included		TOTAL POINTS FOR A:

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
OCTOBER 19, 2017

WORKSHEET #2

Work Experience in the Content Area

SECTION B		
Work Experience	Years	Points Accrued @ 2 points per year*
*Resume and references/other proof of employment must be included		TOTAL POINTS FOR B:

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
OCTOBER 19, 2017

WORKSHEET #2

Service in the Content Area

SECTION C		
Description of Service	Time Period	Points Accrued @ 1 point per
*Proof of service must be included		TOTAL POINTS FOR C:

THIS PAGE INTENTIONALLY LEFT BLANK

**BUSINESS AFFAIRS AND HUMAN RESOURCES
OCTOBER 19, 2017**

TAB	DESCRIPTION	ACTION
1	UNIVERSITY OF IDAHO Multi-Year Employment Agreement – Men’s Basketball Head Coach	Motion to Approve
2	UNIVERSITY OF IDAHO Multi-Year Employment Agreement – Men’s Football Head Coach	Motion to Approve

THIS PAGE INTENTIONALLY LEFT BLANK

BUSINESS AFFAIRS AND HUMAN RESOURCES
OCTOBER 19, 2017

UNIVERSITY OF IDAHO

SUBJECT

Multi-year contract for Men's Basketball Team Head Coach.

REFERENCE

October 2014 Idaho State Board of Education (Board)
approval of multi-year contract extension
through June 30, 2017.

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures Section II.H.1.

BACKGROUND/DISCUSSION

The University of Idaho (UI) requests Regents' approval to extend the employment of Don Verlin, the Men's Basketball Team Head Coach for a term of four (4) years. This request arises after the expiration of the prior contract extension.

The proposed modifications to the contract grant a four year extension and also remove existing automatic extensions of the contract term. Attachment 1 to these materials shows the specific changes in terms from the current contract.

The UI submits the attached multi-year contract (Attachment 2) to the Regents for approval. The primary terms of the agreement are set forth below. A redlined version showing changes from the Board model contract is contained in Attachment 3.

IMPACT

The term of the employment contract runs through June 30, 2021.

A summary of the base compensation from appropriated funds contemplated in the contract is as follows:

2017-18	\$185,432.00
2018-19	\$192,849.28
2019-20	\$200,563.25
2020-21	\$208,585.78

These compensation amounts continue the salary and annual increases established in the contract approved in 2014.

The salary increases are expressly contingent upon the following: (1) academic achievement and behavior of team members, as described in Paragraph 3.2.4 of this agreement; (2) appropriate behavior by, and supervision of, all assistant coaches, as determined by the athletic director; (3) compliance with UI's financial stewardship policies as set forth in UI's Administrative Procedures Manual, Chapter 25; and (4) approval by the president, in the president's sole discretion.

BUSINESS AFFAIRS AND HUMAN RESOURCES
OCTOBER 19, 2017

Annual media payments are \$60,000.00.

Coach is entitled to receive the following incentive/supplemental compensation:

- Conference champions or co-champion or team becomes eligible for the NCAA tournament – 1/13th of annual salary.
- Team ranked in the top 25 in any published national final poll – 1/13th of annual salary.
- Conference Coach of the Year – \$6,000.
- Academic achievement and behavior of team based on APR national rank exceeding 950 – \$6,000.
- Team Victories
 - \$5,000 for 14 victories
 - Additional \$5,000 for 17 or more victories
 - Additional \$5,00 for 20 or more victories
- Team progresses to the Round of 16 in the NCAA tournament - \$25,000.
- Gate Receipts – 20% of gate receipts in excess of \$35,000 up to \$50,000 and 25% of gate receipts in excess of \$50,000.
- Away Game Guaranty (non-conference) – The amount by which the game guaranty paid to UI for each non-conference opponent paying a game guaranty exceeds the sum of \$75,000 inclusive of regular travel and related expenses associated with the game. For any additional guarantee game, the coach will receive all guaranty revenue less regular travel and related expenses.

Maximum potential annual compensation (base salary, media payment and estimated maximum potential incentive except Gate Receipts and Away Game Guaranty amounts) is as follows:

2017-18	\$325,960.00
2018-19	\$334,518.40
2019-20	\$343,419.14
2020-21	\$352,675.90

Coach may participate in youth basketball camps as follows:

Remaining income from any university operated camp, less \$500, after all claims, insurance, and expenses of camp have been paid, OR

In the event the UI elects not to operate a camp, coach may do so within Board guidelines for such camps.

Liquidated damages and buyout provisions for men's basketball coaches at other public institutions in the Big Sky Conference:

- Eastern Washington University - \$50,000

BUSINESS AFFAIRS AND HUMAN RESOURCES
OCTOBER 19, 2017

- Idaho State University – “(a) if the Agreement is terminated on or before May 09, 2013, the sum of \$35,000; (b) if the Agreement is terminated between May 10, 2013 and May 09, 2014 inclusive, the sum of \$25,000; (c) if the Agreement is terminated between May 10, 2014 and May 09, 2015 inclusive, the sum of \$10,000.”
- Montana State University - “an amount equal to that portion (pro rata) of the Coach’s Base salary and benefits remaining unpaid under this Agreement.” Base salary = \$158,300.
- Northern Arizona University – “One and a half year’s Base Salary if Coach terminates the contract prior to March 15, 2018; and one year’s Base Salary if Coach Murphy terminates the contract after March 15, 2018.” Base salary = \$185,400.
- Weber State University - \$40,000

The liquidated damages amounts were the result of negotiations between the UI and the Coach.

ATTACHMENTS

Attachment 1 – Comparison to 2014 Contract	Page 5
Attachment 2 – Proposed Modified Employment Contract	Page 21
Attachment 3 – Comparison to Model Contract	Page 37
Attachment 4 – APR Data	Page 55
Attachment 5 – Base salaries of coaches in same conference	Page 57
Attachment 6 – Coach Contract Checklist	Page 61

STAFF COMMENTS AND RECOMMENDATIONS

Board approval is required, per Board policy II.H.1, for coach contracts with terms that exceed three years or in which the maximum potential annual compensation is \$200,000 or more. Coach Verlin’s previous employment agreement expired on June 30, 2017, and the proposed (approximately 4-year) contract will terminate on or before June 30, 2021 unless extended following future Board approval. There are no automatic contract extension provisions in the proposed agreement.

The maximum potential annual compensation amounts listed by the University in the “Impact” section above, reflect an initial maximum of \$325,960 for the first year, followed by annual automatic increases of 4% in each of the following years. The maximum payouts do not include those additional incentives which are based on potential gate receipts, game guaranty payments, or youth basketball camp proceeds.

The liquidated damages in the employment agreement (\$100,000 if the coach leaves for his convenience before the end of the first year, decreasing to \$75,000 in the second year, \$50,000 in the third year, and \$0 in the fourth year) fall within the broad range of liquidated damages in place for other men’s basketball head coaches in the Big Sky Conference. The student athlete academic performance incentive (based on NCAA Academic Progress Report scores) is \$6,000—less

BUSINESS AFFAIRS AND HUMAN RESOURCES
OCTOBER 19, 2017

than the \$14,264 bonus for a conference championship, but equal to the \$6,000 incentive if the employee is named "Conference Coach of the Year."

The contract was reviewed by the Business Affairs and Human Resources Committee during its latest meeting on October 6, 2017. The proposed employment agreement appears to meet the letter and spirit of the requirements in Board policy with respect to athletic coach contracts. Staff recommends approval.

BOARD ACTION

I move to approve the request by the University of Idaho to extend the multi-year employment contract with Don Verlin, as the Men's Basketball Team Head Coach for four years for a term extending through June 30, 2021 plus other adjustments to terms in substantial conformance to the form submitted to the Board in Attachment 2.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

EMPLOYMENT AGREEMENT

This Employment Agreement (Agreement) is entered into by and between the University of Idaho (University), and Don Verlin (Coach).

ARTICLE 1

1.1. Employment. Subject to the terms and conditions of this Agreement, the University shall employ Coach as the head coach of its intercollegiate men's basketball team. Coach represents and warrants that Coach is fully qualified to serve, and is available for employment, in this capacity.

1.2. Reporting Relationship. Coach shall report and be responsible directly to the University's Director of Athletics (Director) or the Director's designee. Coach shall abide by the reasonable instructions of Director or the Director's designee and shall confer with the Director or the Director's designee on all administrative and technical matters. Coach shall also be under the general supervision of the University's President (President).

1.3. Duties. Coach shall manage and supervise the Team and shall perform such other duties in the University's athletic program as the Director may assign and as may be described elsewhere in this Agreement. The University shall have the right, at any time, to reassign Coach to duties at the University other than as head coach of the Team, provided that Coach's compensation and benefits shall not be affected by any such reassignment, except that the opportunity to earn supplemental compensation as provided in sections 3.2.1 through 3.2.11 shall cease.

ARTICLE 2

2.1. Term. This Agreement is for a fixed-term appointment of 34 years commencing on the date of the Board of Regents' approval hereof, and terminating, without further notice to Coach, on June 30, 2017, 2021, unless extended (in section 2.3 only) or unless sooner terminated in accordance with other provisions of this Agreement.

2.2. Extension or Renewal. This Agreement is renewable solely upon an offer from the University and an acceptance by Coach, both of which must be in writing and signed by the parties. Any renewal is subject to the prior approval of University's Board of Regents. This Agreement in no way grants to Coach a claim to tenure in employment, nor shall Coach's service pursuant to this agreement count in any way toward tenure at the University.

~~2.3 — Extensions to Initial Term. The term of this Agreement will be automatically extended by one (1) additional year commencing on July 1, and concluding on June 30, for~~

~~each season in which the Team (i) earns at least fifteen (15) wins versus Division I classified institutions and/or Big Sky Athletic Conference teams, or (ii) advances to the NCAA Tournament.~~

~~2.4 Conference Change Term Extension. If the conference affiliation of the University (currently the Western Athletic Conference (WAC) and, as of July 1, 2014, the Big Sky Athletic Conference) changes during the term of this agreement and Coach's employment is not already terminated or suspended as otherwise provided herein, this Agreement shall automatically be extended by one (1) additional year to its then existing term; and provided further, that at no time may the term of this Agreement exceed three (3) years. If the extension of the additional year as provided in this section 2.4 would have the effect of making the then existing terms of this agreement longer than three (3) years, then this provision shall be null and void and of no effect.~~

ARTICLE 3

3.1 Regular Compensation.

3.1.1 In consideration of Coach's services and satisfactory performance of this Agreement, the University shall provide to Coach:

- a) An annual salary of ~~\$164,840~~185,432 per year payable in biweekly installments in accordance with normal University procedures; ~~such.~~ Such amount will increase by (4%) on July 1 of each year of the Agreement. ~~Coach shall not be eligible for University wide changes in employee compensation.~~ The above salary amount is payable in biweekly installments in accordance with normal University procedures. Any salary increases are expressly contingent upon the following: (1) academic achievement and behavior of Team members, as described in Paragraph 3.2.4 of this Agreement; (2) appropriate behavior by, and supervision of, all assistant coaches, as determined by the Director; (3) compliance with the University's financial stewardship policies as set forth in University's Administrative Procedures Manual Chapter 25; and (4) approval by the President, in the President's sole discretion.
- b) The opportunity to receive such employee benefits as the University provides generally to non-faculty exempt employees, except that in accordance with RGP II.H.6.b.ii, University and Coach agree that Coach shall not accrue any annual leave hours; and may take leave (other than sick leave) only with prior written approval of the Director; and that any

accrued annual leave existing as of the effective date of this Agreement shall be forfeited; and

- c) The opportunity to receive such employee benefits as the University's Department of Athletics (Department) provides generally to its employees of a comparable level. Coach hereby agrees to abide by the terms and conditions, as now existing or hereafter amended, of such employee benefits.

3.2 Supplemental Compensation

3.2.1. Each year the Team is the conference champion or co-champion or becomes eligible for the NCAA tournament pursuant to NCAA Division I guidelines, and if Coach continues to be employed as University's head men's basketball coach as of the ensuing July 1st, the University shall pay to Coach supplemental compensation in an amount equal to one-thirteenth (1/13) of Coach's Annual Salary during the fiscal year in which the championship or NCAA tournament eligibility is achieved. The University shall determine the appropriate manner in which it shall pay Coach any such supplemental compensation.

3.2.2 Each year the Team is ranked in the top 25 in any published national final poll of intercollegiate men's basketball teams and if Coach continues to be employed as University's head men's basketball coach as of the ensuing July 1st, the University shall pay Coach supplemental compensation in an amount equal to one-thirteenth (1/13) of Coach's Annual Salary in effect on the date of the final poll. The University shall determine the appropriate manner in which it shall pay Coach any such supplemental compensation.

3.2.3 Each year Coach is named Conference Coach of the Year, and if Coach continues to be employed as University's head men's basketball coach as of the ensuing July 1st, Coach shall receive supplemental compensation of ~~\$5,000~~6,000. The University shall determine the appropriate manner in which it shall pay Coach any such supplemental compensation.

3.2.4 Coach shall be eligible to receive supplemental compensation each year based on the academic achievement and behavior of Team members. If the Team's annual APR exceeds 950, and if Coach continues to be employed as University's head basketball coach as of the ensuing July 1st, Coach shall receive supplemental compensation of ~~\$5,000~~6,000. Any such supplemental compensation paid to Coach shall be accompanied with a justification for the supplemental compensation based on the factors listed above, and such justification shall be separately reported to the Board of Regents as a document available to the public under the Idaho Public Records Act.

3.2.5 The Coach shall receive the sum of \$60,000 from the University or the University's designated media outlet(s) or a combination thereof each year during the term of this Agreement in compensation for participation in media programs and public appearances (Programs). Each year, one-half of this sum shall be paid prior to the first regular season men's basketball game, and one-half shall be paid no later than March 1 each year. Coach's

right to receive any such media payment under this Paragraph is expressly contingent on Coach's compliance with University's financial stewardship policies as set forth in University's Administrative Procedures Manual Chapter 25. Agreements requiring the Coach to participate in Programs related to his duties as an employee of University are the property of the University. The University shall have the exclusive right to negotiate and contract with all producers of media productions and all parties desiring public appearances by the Coach. Coach agrees to cooperate with the University in order for the Programs to be successful and agrees to provide his services to and perform on the Programs and to cooperate in their production, broadcasting, and telecasting. It is understood that neither Coach nor any assistant coaches shall appear without the prior written approval of the Director on any radio or television program (including but not limited to a coach's show, call-in show, or interview show) or a regularly scheduled news segment, through a media outlet that is not University-designated, except that this prohibition shall not apply to routine news media interviews for which no compensation is received. Without the prior written approval of the Director, Coach shall not appear in any commercial endorsements that are broadcast on radio or television that conflict with those broadcast on the University's designated media outlets.

3.2.6 If Coach continues to be employed as University's head men's basketball coach as of the ensuing July 1st, Coach shall receive supplemental compensation of \$5,000 for 14 victories; an additional \$5,000 for 17 victories; and an additional \$5,000 for 20 victories. The victories will include contests in both non-conference and conference competition. The University shall determine the appropriate manner in which it shall pay Coach any such supplemental compensation.

3.2.7 Each year the Team progresses to the Round of 16 in the NCAA tournament, the Coach shall receive supplemental compensation of \$25,000. The University shall determine the appropriate manner in which it shall pay Coach any such supplemental compensation.

3.2.8 ~~If the Coach earns any of the forms of supplemental compensation described in paragraphs 3.2.2, 3.2.3, 3.2.4, 3.2.6, or 3.2.7, such supplemental compensation will increase by 25% in the next contract year. For example, if Coach is named conference coach of the year, and the conditions of Paragraph 3.2.3 are otherwise met, he will receive supplemental compensation of \$5000 in the year he is named. If he is again named conference coach of the year, his supplemental compensation will be \$6250 (\$5000 + 25%).~~ 3.2.9 Each year gross gate receipts for men's basketball exceed \$35,000, and if Coach continues to be employed as University's head men's basketball coach as of the ensuing July 1st, Coach shall receive supplemental compensation of 20% of the gate receipts that exceed \$35,000 and 25% of the gate receipts that exceed \$50,000. The University shall determine the appropriate manner in which it shall pay Coach any such supplemental compensation.

~~3.2.10~~ 3.2.9 Away Game Guarantee. In the event the University schedules away contests with a non-conference opponents for which a game guarantee is paid to the University by the host institution, the payment shall be distributed as follows: ~~(a)-~~

- a) The University will receive ~~\$75,000.00~~75,000 from the proceeds of a Guarantee Game each year; this amount is inclusive of the regular travel and related expenses (with regular travel ~~related~~ expenses to be paid by the University), the balance of the single Guarantee Game (revenue exceeding \$75,000) proceeds will be made available to Head Coach on or before March 1st of the same season.
- b) ~~(b.)~~ Additional Game Guarantee (Money) Games may be scheduled subject to the following:
- i. ~~i.~~ The total number of guarantee games is limited to three unless approved in advance by the Director of Athletics.
 - ii. ~~ii.~~ If a second or third guarantee game is scheduled, Coach is entitled to all revenue, less regular travel and related expenses. The balance of the guarantees from the second and/ or third game proceeds will be distributed to Coach subject to Director of Athletics final approval.

~~3.2.11~~3.2.10 Coach agrees that the University has the exclusive right to operate youth basketball camps on its campus using University facilities. The University shall allow Coach the opportunity to earn supplemental compensation by assisting with the University's camps in Coach's capacity as a University employee. Coach hereby agrees to assist in the marketing, supervision, and general administration of the University's youth basketball camps. Coach also agrees that Coach will perform all obligations mutually agreed upon by the parties. In exchange for Coach's participation in the University's youth basketball camps, the University shall pay Coach the remaining income from the youth basketball camps, less \$500, after all claims, insurance, and expenses of such camps have been paid.

Alternatively, in the event the University notifies Coach, in writing that it does not intend to operate youth basketball camps for a particular period of time during the term of this Agreement, then, during such time period, Coach shall be permitted to operate youth basketball camps on the University's campus and using its facilities under the following terms and conditions:

:

- a) The summer youth camp operation reflects positively on the University of Idaho and the Department;
- b) The summer youth camp is operated by Coach directly or through a private enterprise owned and managed by Coach. The Coach shall not use University of Idaho personnel, equipment, or facilities without the prior written approval of the Director;
- c) Assistant coaches at the University of Idaho are given priority when the Coach or the private enterprise selects coaches to participate;

- d) The Coach complies with all NCAA, Conference, and University of Idaho rules and regulations related, directly or indirectly, to the operation of summer youth camps;
- e) The Coach or the private enterprise enters into a contract with University of Idaho and Sodexo for all campus goods and services required by the camp.
- f) The Coach or private enterprise pays for use of University of Idaho facilities.
- g) Within thirty days of the last day of the summer youth camp(s), Coach shall submit to the Director a preliminary "Camp Summary Sheet" containing financial and other information related to the operation of the camp. Within ninety days of the last day of the summer youth camp(s), Coach shall submit to Director a final accounting and "Camp Summary Sheet."
- h) The Coach or the private enterprise shall provide proof of liability insurance as follows: (1) liability coverage: spectator and staff--\$1 million; (2) catastrophic coverage: camper and staff--\$1 million maximum coverage with \$100 deductible;
- i) To the extent permitted by law, the Coach or the private enterprise shall defend and indemnify the University of Idaho against any claims, damages, or liabilities arising out of the operation of the summer youth camp(s)
- j) All employees of the summer youth camp(s) shall be employees of the Coach or the private enterprise and not the University of Idaho while engaged in camp activities. The Coach and all other University of Idaho employees involved in the operation of the camp(s) shall be on annual leave status or leave without pay during the days the camp is in operation. The Coach or private enterprise shall provide workers' compensation insurance in accordance with Idaho law and comply in all respects with all federal and state wage and hour laws

In the event of termination of this Agreement, suspension, or reassignment, University of Idaho shall not be under any obligation to permit a summer youth camp to be held by the Coach after the effective date of such termination, suspension, or reassignment, and the University of Idaho shall be released from all obligations relating thereto.

~~3.2.12~~3.2.11 Coach agrees that the University has the exclusive right to select footwear, apparel and/or equipment for the use of its student-athletes and staff, including

Coach, during official practices and games and during times when Coach or the Team is being filmed by motion picture or video camera or posing for photographs in their capacity as representatives of University. Coach recognizes that the University is negotiating or has entered into an agreement with Nike to supply the University with athletic footwear, apparel and/or equipment. Coach agrees that, upon the University's reasonable request, Coach will consult with appropriate parties concerning a Nike product's design or performance, shall act as an instructor at a clinic sponsored in whole or in part by Nike, or give a lecture at an event sponsored in whole or in part by Nike, or make other educationally-related appearances as may be reasonably requested by the University. Notwithstanding the foregoing sentence, Coach shall retain the right to decline such appearances as Coach reasonably determines to conflict with or hinder his duties and obligations as head men's basketball coach. In order to avoid entering into an agreement with a competitor of Nike, Coach shall submit all outside consulting agreements to the University for review and approval prior to execution. Coach shall also report such outside income to the University in accordance with NCAA rules. Coach further agrees that Coach will not endorse any athletic footwear, apparel and/or equipment products, including Nike, and will not participate in any messages or promotional appearances that contain a comparative or qualitative description of athletic footwear, apparel or equipment products.

3.3 General Conditions of Compensation. All compensation provided by the University to Coach is subject to deductions and withholdings as required by law or the terms and conditions of any fringe benefit in which Coach participates. However, if any fringe benefit is based in whole or in part upon the compensation provided by the University to Coach, such fringe benefit shall be based only on the compensation provided pursuant to section 3.1.1, except to the extent required by the terms and conditions of a specific fringe benefit program.

ARTICLE 4

4.1. Coach's Specific Duties and Responsibilities. In consideration of the compensation specified in this Agreement, Coach, in addition to the obligations set forth elsewhere in this Agreement, shall:

4.1.1. Devote Coach's full time and best efforts to the performance of Coach's duties under this Agreement;

4.1.2. Develop and implement programs and procedures with respect to the evaluation, recruitment, training, and coaching of Team members that enable them to compete successfully and reasonably protect their health, safety, and well-being;

4.1.3. Observe and uphold all academic standards, requirements, and policies of the University and encourage Team members to perform to their highest academic potential and to graduate in a timely manner; and

4.1.4. Know, recognize, and comply with all applicable laws and the policies, rules and regulations of the University, the University's governing board, the conference, and

the NCAA; supervise and take appropriate steps to ensure that Coach's assistant coaches, any other employees for whom Coach is administratively responsible, and the members of the Team know, recognize, and comply with all such laws, policies, rules and regulations; and immediately report to the Director and to the Department's Director of Compliance if Coach has reasonable cause to believe that any person or entity, including without limitation representatives of the University's athletic interests, has violated or is likely to violate any such laws, policies, rules or regulations. Coach shall cooperate fully with the University and Department at all times. The applicable laws, policies, rules, and regulations include: (a) State Board of Education and Board of Regents of the University of Idaho Governing Policies and Procedures and Rule Manual; (b) University's Faculty Staff Handbook; (c) University's Administrative Procedures Manual; (d) the policies of the Department; (e) NCAA rules and regulations; and (f) the rules and regulations of the men's basketball conference of which the University is a member.

4.2 Outside Activities. Coach shall not undertake any business, professional or personal activities, or pursuits that would prevent Coach from devoting Coach's full time and best efforts to the performance of Coach's duties under this Agreement, that would otherwise detract from those duties in any manner, or that, in the opinion of the University, would reflect adversely upon the University or its athletic program. Subject to the terms and conditions of this Agreement, Coach may, with the prior written approval of the Director, who may consult with the President, enter into separate arrangements for outside activities and endorsements that are consistent with Coach's obligations under this Agreement. Coach may not use the University's name, logos, or trademarks in connection with any such arrangements without the prior written approval of the Director and the President.

4.3 NCAA Rules. In accordance with NCAA rules, Coach shall obtain prior written approval from the University's President for all athletically related income and benefits from sources outside the University and shall provide a written detailed account of all such income and benefits to the University's President whenever reasonably requested, but in no event less than annually before the close of business on June 30th of each year or the last regular University work day preceding June 30th. The report shall be in a format reasonably satisfactory to University. Sources of such income include, but are not limited to, the following:

- (a) Income from annuities;
- (b) Sports camps;
- (c) Housing benefits, including preferential housing arrangements;
- (d) Country club memberships;
- (e) Complimentary ticket sales;
- (f) Television and radio programs; and
- (g) Endorsement or consultation contracts with athletics shoe, apparel or equipment manufacturers.

In no event shall Coach accept or receive directly or indirectly any monies, benefits, or gratuities whatsoever from any person, association, corporation, University booster club, University alumni association, University foundation, or other benefactor, if the acceptance or receipt of the monies, benefits, or gratuities would violate applicable law or the policies,

rules, and regulations of the University, the University's governing board, the conference, or the NCAA.

4.4 Hiring Authority. Coach shall have the responsibility and the sole authority to recommend to the Director the hiring and termination of assistant coaches for the Team, but the decision to hire or terminate an assistant coach shall be made by the Director and shall, when necessary or appropriate, be subject to the approval of President and the University's Board of Regents.

4.5 Scheduling. Coach shall consult with, and may make recommendations to, the Director or the Director's designee with respect to the scheduling of Team competitions, but the final decision shall be made by the Director or the Director's designee.

4.6 Other Coaching Opportunities. Coach shall not, under any circumstances, interview for, negotiate for, or accept employment as a coach at any other institution of higher education or with any professional sports team, requiring performance of duties prior to the expiration of this Agreement, without the prior approval of the Director. Such approval shall not unreasonably be withheld.

ARTICLE 5

5.1 Termination of Coach for Cause. The University may, in its discretion, suspend Coach from some or all of Coach's duties, temporarily or permanently, and with or without pay, or terminate this Agreement at any time for good or adequate cause, as those terms are defined in applicable policies, rules or regulations of the University, the University's governing board, the conference, or the NCAA..

5.1.1 In addition to the definitions contained in applicable policies, rules or regulations of the University, the University's governing board, the conference, or the NCAA, University and Coach hereby specifically agree that the following shall constitute good or adequate cause for suspension or termination of this Agreement:

- a) A deliberate or major violation of Coach's duties under this agreement or the refusal or unwillingness of Coach to perform such duties in good faith and to the best of Coach's abilities;
- b) The failure of Coach to remedy any violation of any of the terms of this agreement within 30 days after written notice from the University;
- c) A deliberate or major violation by Coach of any applicable law or the policies, rules or regulations of the University, the University's governing board, the conference or the NCAA, including but not limited to any such violation that may have occurred during the employment of Coach at another NCAA or NAIA member institution;
- d) Ten (10) working days' absence of Coach from duty without the University's consent;

- e) Any conduct of Coach that constitutes moral turpitude or that would, in the University's judgment, reflect adversely on the University or its athletic programs;
- f) The failure of Coach to represent the University and its athletic programs positively in public and private forums;
- g) The failure of Coach to fully and promptly cooperate with the NCAA or the University in any investigation of possible violations of any applicable law or the policies, rules or regulations of the University, the University's governing board, the conference, or the NCAA;
- h) The failure of Coach to report a known violation of any applicable law or the policies, rules or regulations of the University, the University's governing board, the conference, or the NCAA, by one of Coach's assistant coaches, any other employees for whom Coach is administratively responsible, or a member of the Team; or
- i) A violation of any applicable law or the policies, rules or regulations of the University, the University's governing board, the conference, or the NCAA, by one of Coach's assistant coaches, any other employees for whom Coach is administratively responsible, or a member of the Team if Coach knew or should have known of the violation and could have prevented it by ordinary supervision.

5.1.2 Suspension, reassignment, or termination for good or adequate cause shall be effectuated by the University as follows: before the effective date of the suspension, reassignment, or termination, the Director or his designee shall provide Coach with notice, which notice shall be accomplished in the manner provided for in this Agreement and shall include the reason(s) for the contemplated action. Coach shall then have an opportunity to respond. After Coach responds or fails to respond, University shall notify Coach whether, and if so when, the action will be effective.

5.1.3 In the event of any termination for good or adequate cause, the University's obligation to provide compensation and benefits to Coach, whether direct, indirect, supplemental or collateral, shall cease as of the date of such termination, and the University shall not be liable for the loss of any collateral business opportunities or other benefits, perquisites, or income resulting from outside activities or from any other sources.

5.1.4 If found in violation of NCAA regulations, Coach shall, in addition to the provisions of Section 5.1, be subject to disciplinary or corrective action as set forth in the provisions of the NCAA enforcement procedures. This section applies to violations occurring at the University or at previous institutions at which the Coach was employed.

5.2 Termination of Coach for Convenience of University.

5.2.1 At any time after commencement of this Agreement, University, for its own convenience, may terminate this Agreement by giving ten (10) days prior written notice to Coach.

5.2.2 In the event that University terminates this Agreement for its own convenience, University shall be obligated to pay Coach the salary set forth in section 3.1.1(a), excluding all deductions required by law, on the regular paydays of University until the term of this Agreement ends or until Coach obtains employment, whichever occurs first; provided however, in the event Coach obtains lesser employment after such termination, then the amount of compensation the University pays will be adjusted and reduced by the amount of compensation paid Coach as a result of such lesser employment, such adjusted compensation to be calculated for each University pay-period by reducing the gross salary set forth in section 3.1.1(a) (before deductions required by law) by the gross compensation paid to Coach under the lesser employment, then subtracting from this adjusted gross compensation deductions according to law. In addition, Coach will be entitled to continue his health insurance plan and group life insurance as if he remained a University employee until the term of this Agreement ends or until Coach obtains employment providing Coach with a reasonably comparable health plan and group life insurance, whichever occurs first. Coach shall be entitled to no other compensation or fringe benefits, except as otherwise provided herein or required by law. Coach specifically agrees to inform University within ten business days of obtaining other employment, and to advise University of all relevant terms of such employment, including without limitation the nature and location of the employment, salary, other compensation, health insurance benefits, life insurance benefits, and other fringe benefits. Failure to so inform and advise University shall constitute a material breach of this Agreement and University's obligation to pay compensation under this provision shall end. Coach agrees not to accept employment for compensation at less than the fair value of Coach's services, as determined by all circumstances existing at the time of employment. Coach further agrees to repay to University all compensation paid to him by University after the date he obtains other employment, to which he is not entitled under this provision.

5.2.3 University has been represented by legal counsel, and coach has either been represented by legal counsel or has chosen to proceed without legal counsel, in the contract negotiations. The parties have bargained for and agreed to the foregoing provision, giving consideration to the fact that the Coach may lose certain benefits, supplemental compensation, or outside compensation relating to his employment with University that are extremely difficult to determine with certainty. The parties further agree that the payment of such sums by University and the acceptance thereof by Coach shall constitute adequate and reasonable compensation to Coach. Such compensation is not, and shall not be construed to be, a penalty.

5.3 Termination by Coach for Convenience.

5.3.1 The Coach recognizes that his promise to work for University for the entire term of this Agreement is of the essence of this Agreement. The Coach also recognizes that the University is making a highly valuable investment in his employment by entering

into this Agreement and that its investment would be lost were he to resign or otherwise terminate his employment with the University before the end of the contract term.

5.3.2 The Coach, for his own convenience, may terminate this Agreement during its term by giving prior written notice to the University. Termination shall be effective ten (10) days after notice is given to the University.

5.3.3 If the Coach terminates this Agreement for convenience at any time, all obligations of the University shall cease as of the effective date of the termination. If the Coach terminates this Agreement for his convenience he shall pay to the University, as liquidated damages and not a penalty, for the breach of this Agreement the following sum: (a) if the Agreement is terminated ~~with greater than two years on the contract; on or before June 30, 2018,~~ the sum of ~~\$75,000.00~~ 100,000; (b) if the Agreement is terminated ~~with greater than one (1) year and less than two (2) years remaining on the contract; the sum of \$50,000.00;~~ (c) ~~In the event that less than one (1) year remains on the contract, the sum of zero;~~ between July 1, 2018 and June 30, 2019 inclusive, the sum of \$75,000; (c) if the Agreement is terminated between July 1, 2019 and June 30, 2020, the sum of \$50,000, (d) if the Agreement is terminated between July 1, 2020 and June 30, 2021 inclusive, there will be no buyout payment. The liquidated damages shall be due and payable within twenty (20) days of the effective date of the termination, and any unpaid amount shall bear simple interest at a rate eight (8) percent per annum until paid.

5.3.4 The parties have bargained for and agreed to the foregoing provision, giving consideration to the fact that the University will incur administrative and recruiting costs in obtaining a replacement for Coach, in addition to potentially increased compensation costs if Coach terminates this Agreement for convenience, which costs are extremely difficult to determine with certainty. The parties further agree that the payment of such sums by Coach and the acceptance thereof by University shall constitute adequate and reasonable compensation to University. Such payments are not, and shall not be construed to be, a penalty. This section 5.3.4 shall not apply if Coach terminates this Agreement because of a material breach by the University.

5.3.5 Except as provided elsewhere in this Agreement, if Coach terminates this Agreement for convenience, he shall forfeit his right to receive all supplemental compensation and other payments unpaid as of the date Coach gives notice of termination, unless Coach's right to receive those payments has vested pursuant to the terms of this Agreement.

5.4 Termination due to Disability or Death of Coach.

5.4.1 Notwithstanding any other provision of this Agreement, this Agreement shall terminate automatically if Coach becomes totally or permanently disabled as defined by the University's disability insurance carrier, becomes unable to perform the essential functions of the position of head coach, or dies.

5.4.2 If this Agreement is terminated because of Coach's death, Coach's salary and all other benefits shall terminate as of the last day worked, except that the Coach's personal representative or other designated beneficiary shall be paid all compensation due or unpaid and death benefits, if any, as may be contained in any fringe benefit plan now in force or hereafter adopted by the University and due to the Coach's estate or beneficiaries thereunder.

5.4.3 If this Agreement is terminated because the Coach becomes totally or permanently disabled as defined by the University's disability insurance carrier, or becomes unable to perform the essential functions of the position of head coach, all salary and other benefits shall terminate, except that the Coach shall be entitled to receive any compensation due or unpaid and any disability-related benefits to which he is entitled by virtue of employment with the University.

5.5 Interference by Coach. In the event of termination or suspension, Coach agrees that Coach will not interfere with the University's student-athletes or otherwise obstruct the University's ability to transact business or operate its intercollegiate athletics program.

5.6 No Liability. The University shall not be liable to Coach for the loss of any collateral business opportunities or any other benefits, perquisites or income from any sources that may ensue as a result of any termination of this Agreement by either party or due to death or disability or the suspension of Coach, regardless of the circumstances.

5.7 Waiver of Rights. Because the Coach is receiving a multi-year contract and the opportunity to receive supplemental compensation and because such contracts and opportunities are not customarily afforded to University employees, if the University suspends Coach, or terminates this Agreement for good or adequate cause or for convenience, Coach shall have all the rights provided for in this Agreement but hereby releases the University from compliance with the notice, appeal, and similar employment-related rights provided for in the State Board of Education and Board of Regents of the University of Idaho Rule Manual (IDAPA 08) and Governing Policies and Procedures Manual, and the University Faculty-Staff Handbook.

ARTICLE 6

6.1 Board Approval. This Agreement shall not be effective until and unless approved by the University's Board of Regents and executed by both parties as set forth below. In addition, the payment of any compensation pursuant to this Agreement shall be subject to the approval of the University's Board of Regents, the President, and the Director; the sufficiency of legislative appropriations; the receipt of sufficient funds in the account from which such compensation is paid; and the Board of Regents and University's rules regarding financial exigency.

6.2 University Property. All personal property (excluding vehicle(s) provided through the Vandal Wheels program), material, and articles of information, including,

without limitation, keys, credit cards, personnel records, recruiting records, team information, films, statistics or any other personal property, material, or data, furnished to Coach by the University or developed by Coach on behalf of the University or at the University's direction or for the University's use or otherwise in connection with Coach's employment hereunder, are and shall remain the sole property of the University. Within twenty-four (24) hours of the expiration of the term of this Agreement or its earlier termination as provided herein, Coach shall immediately cause any such personal property, materials, and articles of information in Coach's possession or control to be delivered to the Director.

6.3 Assignment. Neither party may assign its rights or delegate its obligations under this Agreement without the prior written consent of the other party.

6.4 Waiver. No waiver of any default in the performance of this Agreement shall be effective unless in writing and signed by the waiving party. The waiver of a particular breach in the performance of this Agreement shall not constitute a waiver of any other or subsequent breach. The resort to a particular remedy upon a breach shall not constitute a waiver of any other available remedies.

6.5 Severability. If any provision of this Agreement is determined to be invalid or unenforceable, the remainder of the Agreement shall not be affected and shall remain in effect.

6.6 Governing Law. This Agreement shall be subject to and construed in accordance with the laws of the state of Idaho as an agreement to be performed in Idaho. Any action based in whole or in part on this Agreement shall be brought in the courts of the state of Idaho.

6.7 Oral Promises. Oral promises of an increase in annual salary or of any supplemental or other compensation shall not be binding upon the University.

6.8 Force Majeure. Any prevention, delay or stoppage due to strikes, lockouts, labor disputes, acts of God, inability to obtain labor or materials or reasonable substitutes therefore, governmental restrictions, governmental regulations, governmental controls, enemy or hostile governmental action, civil commotion, fire or other casualty, and other causes beyond the reasonable control of the party obligated to perform (including financial inability), shall excuse the performance by such party for a period equal to any such prevention, delay or stoppage.

6.9 Confidentiality. The Coach hereby consents and agrees that this document may be released and made available to the public after it is signed by the Coach. The Coach further agrees that all documents and reports he is required to produce under this Agreement may be released and made available to the public at the University's sole discretion.

6.10 Notices. Any notice under this Agreement shall be in writing and be delivered in person or by public or private courier service (including U.S. Postal Service Express Mail) or certified mail with return receipt requested or by facsimile. All notices shall be addressed

to the parties at the following addresses or at such other addresses as the parties may from time to time direct in writing:

the University: Director of Athletics
University of Idaho
P.O. Box 442302
Moscow, Idaho 83844-2302

with a copy to: President
University of Idaho
P.O. Box 443151
Moscow, ID 83844-3151

the Coach: Don Verlin
Last known address on file with
University's Human Resource Services

Any notice shall be deemed to have been given on the earlier of: (a) actual delivery or refusal to accept delivery, (b) the date of mailing by certified mail, or (c) the day facsimile delivery is verified. Actual notice, however and from whomever received, shall always be effective.

6.11 Headings. The headings contained in this Agreement are for reference purposes only and shall not in any way affect the meaning or interpretation hereof.

6.12 Binding Effect. This Agreement is for the benefit only of the parties hereto and shall inure to the benefit of and bind the parties and their respective heirs, legal representatives, successors and assigns.

6.13 Non-Use of Names and Trademarks. The Coach shall not, without the University's prior written consent in each case, use any name, trade name, trademark, or other designation of the University (including contraction, abbreviation or simulation), except in the course and scope of his official University duties.

6.14 No Third Party Beneficiaries. There are no intended or unintended third party beneficiaries to this Agreement.

6.15 Entire Agreement; Amendments. This Agreement constitutes the entire agreement of the parties and supersedes all prior agreements and understandings with respect to the same subject matter. No amendment or modification of this Agreement shall be effective unless in writing, signed by both parties, and approved by University's Board of Regents.

6.16 Opportunity to Consult with Attorney. The Coach acknowledges that he has had the opportunity to consult and review this Agreement with an attorney, and has either consulted with legal counsel or chosen not to. Accordingly, in all cases, the language of this

Agreement shall be construed simply, according to its fair meaning, and not strictly for or against any party.

UNIVERSITY

COACH

Chuck Staben , President Date

Don Verlin Date

| Approved by the Board of Regents on the ~~16th~~ day of October, ~~2014~~2017.

EMPLOYMENT AGREEMENT

This Employment Agreement (Agreement) is entered into by and between the University of Idaho (University), and Don Verlin (Coach).

ARTICLE 1

1.1. Employment. Subject to the terms and conditions of this Agreement, the University shall employ Coach as the head coach of its intercollegiate men's basketball team. Coach represents and warrants that Coach is fully qualified to serve, and is available for employment, in this capacity.

1.2. Reporting Relationship. Coach shall report and be responsible directly to the University's Director of Athletics (Director) or the Director's designee. Coach shall abide by the reasonable instructions of Director or the Director's designee and shall confer with the Director or the Director's designee on all administrative and technical matters. Coach shall also be under the general supervision of the University's President (President).

1.3. Duties. Coach shall manage and supervise the Team and shall perform such other duties in the University's athletic program as the Director may assign and as may be described elsewhere in this Agreement. The University shall have the right, at any time, to reassign Coach to duties at the University other than as head coach of the Team, provided that Coach's compensation and benefits shall not be affected by any such reassignment, except that the opportunity to earn supplemental compensation as provided in sections 3.2.1 through 3.2.11 shall cease.

ARTICLE 2

2.1. Term. This Agreement is for a fixed-term appointment of 4 years commencing on the date of the Board of Regents' approval hereof, and terminating, without further notice to Coach, on June 30, 2021, unless sooner terminated in accordance with other provisions of this Agreement.

2.2. Extension or Renewal. This Agreement is renewable solely upon an offer from the University and an acceptance by Coach, both of which must be in writing and signed by the parties. Any renewal is subject to the prior approval of University's Board of Regents. This Agreement in no way grants to Coach a claim to tenure in employment, nor shall Coach's service pursuant to this agreement count in any way toward tenure at the University.

ARTICLE 3

3.1 Regular Compensation.

3.1.1 In consideration of Coach's services and satisfactory performance of this Agreement, the University shall provide to Coach:

- a) An annual salary of \$185,432 per year payable in biweekly installments in accordance with normal University procedures. Such amount will increase by (4%) on July 1 of each year of the Agreement. The above salary amount is payable in biweekly installments in accordance with normal University procedures. Any salary increases are expressly contingent upon the following: (1) academic achievement and behavior of Team members, as described in Paragraph 3.2.4 of this Agreement; (2) appropriate behavior by, and supervision of, all assistant coaches, as determined by the Director; (3) compliance with the University's financial stewardship policies as set forth in University's Administrative Procedures Manual Chapter 25; and (4) approval by the President, in the President's sole discretion.
- b) The opportunity to receive such employee benefits as the University provides generally to non-faculty exempt employees, except that in accordance with RGP II.H.6.b.ii, University and Coach agree that Coach shall not accrue any annual leave hours and may take leave (other than sick leave) only with prior written approval of the Director; and that any accrued annual leave existing as of the effective date of this Agreement shall be forfeited; and
- c) The opportunity to receive such employee benefits as the University's Department of Athletics (Department) provides generally to its employees of a comparable level. Coach hereby agrees to abide by the terms and conditions, as now existing or hereafter amended, of such employee benefits.

3.2 Supplemental Compensation

3.2.1. Each year the Team is the conference champion or co-champion or becomes eligible for the NCAA tournament pursuant to NCAA Division I guidelines, and if Coach continues to be employed as University's head men's basketball coach as of the ensuing July 1st, the University shall pay to Coach supplemental compensation in an amount equal to one-thirteenth (1/13) of Coach's Annual Salary during the fiscal year in which the championship or NCAA tournament eligibility is achieved. The University shall determine the appropriate manner in which it shall pay Coach any such supplemental compensation.

3.2.2 Each year the Team is ranked in the top 25 in any published national final poll of intercollegiate men's basketball teams and if Coach continues to be employed as University's head men's basketball coach as of the ensuing July 1st, the University shall pay Coach supplemental compensation in an amount equal to one-thirteenth (1/13) of Coach's Annual Salary in effect on the date of the final poll. The University shall determine the appropriate manner in which it shall pay Coach any such supplemental compensation.

3.2.3 Each year Coach is named Conference Coach of the Year, and if Coach continues to be employed as University's head men's basketball coach as of the ensuing July 1st, Coach shall receive supplemental compensation of \$6,000. The University shall determine the appropriate manner in which it shall pay Coach any such supplemental compensation.

3.2.4 Coach shall be eligible to receive supplemental compensation each year based on the academic achievement and behavior of Team members. If the Team's annual APR exceeds 950, and if Coach continues to be employed as University's head basketball coach as of the ensuing July 1st, Coach shall receive supplemental compensation of \$6,000. Any such supplemental compensation paid to Coach shall be accompanied with a justification for the supplemental compensation based on the factors listed above, and such justification shall be separately reported to the Board of Regents as a document available to the public under the Idaho Public Records Act.

3.2.5 The Coach shall receive the sum of \$60,000 from the University or the University's designated media outlet(s) or a combination thereof each year during the term of this Agreement in compensation for participation in media programs and public appearances (Programs). Each year, one-half of this sum shall be paid prior to the first regular season men's basketball game, and one-half shall be paid no later than March 1 each year. Coach's right to receive any such media payment under this Paragraph is expressly contingent on Coach's compliance with University's financial stewardship policies as set forth in University's Administrative Procedures Manual Chapter 25. Agreements requiring the Coach to participate in Programs related to his duties as an employee of University are the property of the University. The University shall have the exclusive right to negotiate and contract with all producers of media productions and all parties desiring public appearances by the Coach. Coach agrees to cooperate with the University in order for the Programs to be successful and agrees to provide his services to and perform on the Programs and to cooperate in their production, broadcasting, and telecasting. It is understood that neither Coach nor any assistant coaches shall appear without the prior written approval of the Director on any radio or television program (including but not limited to a coach's show, call-in show, or interview show) or a regularly scheduled news segment, through a media outlet that is not University-designated, except that this prohibition shall not apply to routine news media interviews for which no compensation is received. Without the prior written approval of the Director, Coach shall not appear in any commercial endorsements that are broadcast on radio or television that conflict with those broadcast on the University's designated media outlets.

3.2.6 If Coach continues to be employed as University's head men's basketball coach as of the ensuing July 1st, Coach shall receive supplemental compensation of \$5,000 for 14 victories; an additional \$5,000 for 17 victories; and an additional \$5,000 for 20

victories. The victories will include contests in both non-conference and conference competition. The University shall determine the appropriate manner in which it shall pay Coach any such supplemental compensation.

3.2.7 Each year the Team progresses to the Round of 16 in the NCAA tournament, the Coach shall receive supplemental compensation of \$25,000. The University shall determine the appropriate manner in which it shall pay Coach any such supplemental compensation.

3.2.8 Each year gross gate receipts for men's basketball exceed \$35,000, and if Coach continues to be employed as University's head men's basketball coach as of the ensuing July 1st, Coach shall receive supplemental compensation of 20% of the gate receipts that exceed \$35,000 and 25% of the gate receipts that exceed \$50,000. The University shall determine the appropriate manner in which it shall pay Coach any such supplemental compensation.

3.2.9 Away Game Guarantee. In the event the University schedules away contests with a non-conference opponents for which a game guarantee is paid to the University by the host institution, the payment shall be distributed as follows:

- a) The University will receive \$75,000 from the proceeds of a Guarantee Game each year; this amount is inclusive of the regular travel and related expenses (with regular travel expenses to be paid by the University), the balance of the single Guarantee Game (revenue exceeding \$75,000) proceeds will be made available to Head Coach on or before March 1st of the same season.
- b) Additional Game Guarantee (Money) Games may be scheduled subject to the following:
 - i. The total number of guarantee games is limited to three unless approved in advance by the Director of Athletics.
 - ii. If a second or third guarantee game is scheduled, Coach is entitled to all revenue, less regular travel and related expenses. The balance of the guarantees from the second and/ or third game proceeds will be distributed to Coach subject to Director of Athletics final approval.

3.2.10 Coach agrees that the University has the exclusive right to operate youth basketball camps on its campus using University facilities. The University shall allow Coach the opportunity to earn supplemental compensation by assisting with the University's camps in Coach's capacity as a University employee. Coach hereby agrees to assist in the marketing, supervision, and general administration of the University's youth basketball camps. Coach also agrees that Coach will perform all obligations mutually agreed upon by the parties. In exchange for Coach's participation in the University's youth basketball camps, the University shall pay Coach the remaining income from the youth basketball camps, less \$500, after all claims, insurance, and expenses of such camps have been paid.

Alternatively, in the event the University notifies Coach, in writing that it does not intend to operate youth basketball camps for a particular period of time during the term of this Agreement, then, during such time period, Coach shall be permitted to operate youth

basketball camps on the University's campus and using its facilities under the following terms and conditions:

:

- a) The summer youth camp operation reflects positively on the University of Idaho and the Department;
- b) The summer youth camp is operated by Coach directly or through a private enterprise owned and managed by Coach. The Coach shall not use University of Idaho personnel, equipment, or facilities without the prior written approval of the Director;
- c) Assistant coaches at the University of Idaho are given priority when the Coach or the private enterprise selects coaches to participate;
- d) The Coach complies with all NCAA, Conference, and University of Idaho rules and regulations related, directly or indirectly, to the operation of summer youth camps;
- e) The Coach or the private enterprise enters into a contract with University of Idaho and Sodexo for all campus goods and services required by the camp.
- f) The Coach or private enterprise pays for use of University of Idaho facilities.
- g) Within thirty days of the last day of the summer youth camp(s), Coach shall submit to the Director a preliminary "Camp Summary Sheet" containing financial and other information related to the operation of the camp. Within ninety days of the last day of the summer youth camp(s), Coach shall submit to Director a final accounting and "Camp Summary Sheet."
- h) The Coach or the private enterprise shall provide proof of liability insurance as follows: (1) liability coverage: spectator and staff--\$1 million; (2) catastrophic coverage: camper and staff--\$1 million maximum coverage with \$100 deductible;
- i) To the extent permitted by law, the Coach or the private enterprise shall defend and indemnify the University of Idaho against any claims, damages, or liabilities arising out of the operation of the summer youth camp(s)
- j) All employees of the summer youth camp(s) shall be employees of the Coach or the private enterprise and not the University of

Idaho while engaged in camp activities. The Coach and all other University of Idaho employees involved in the operation of the camp(s) shall be on annual leave status or leave without pay during the days the camp is in operation. The Coach or private enterprise shall provide workers' compensation insurance in accordance with Idaho law and comply in all respects with all federal and state wage and hour laws

In the event of termination of this Agreement, suspension, or reassignment, University of Idaho shall not be under any obligation to permit a summer youth camp to be held by the Coach after the effective date of such termination, suspension, or reassignment, and the University of Idaho shall be released from all obligations relating thereto.

3.2.11 Coach agrees that the University has the exclusive right to select footwear, apparel and/or equipment for the use of its student-athletes and staff, including Coach, during official practices and games and during times when Coach or the Team is being filmed by motion picture or video camera or posing for photographs in their capacity as representatives of University. Coach recognizes that the University is negotiating or has entered into an agreement with Nike to supply the University with athletic footwear, apparel and/or equipment. Coach agrees that, upon the University's reasonable request, Coach will consult with appropriate parties concerning a Nike product's design or performance, shall act as an instructor at a clinic sponsored in whole or in part by Nike, or give a lecture at an event sponsored in whole or in part by Nike, or make other educationally-related appearances as may be reasonably requested by the University. Notwithstanding the foregoing sentence, Coach shall retain the right to decline such appearances as Coach reasonably determines to conflict with or hinder his duties and obligations as head men's basketball coach. In order to avoid entering into an agreement with a competitor of Nike, Coach shall submit all outside consulting agreements to the University for review and approval prior to execution. Coach shall also report such outside income to the University in accordance with NCAA rules. Coach further agrees that Coach will not endorse any athletic footwear, apparel and/or equipment products, including Nike, and will not participate in any messages or promotional appearances that contain a comparative or qualitative description of athletic footwear, apparel or equipment products.

3.3 General Conditions of Compensation. All compensation provided by the University to Coach is subject to deductions and withholdings as required by law or the terms and conditions of any fringe benefit in which Coach participates. However, if any fringe benefit is based in whole or in part upon the compensation provided by the University to Coach, such fringe benefit shall be based only on the compensation provided pursuant to section 3.1.1, except to the extent required by the terms and conditions of a specific fringe benefit program.

ARTICLE 4

4.1. Coach's Specific Duties and Responsibilities. In consideration of the compensation specified in this Agreement, Coach, in addition to the obligations set forth elsewhere in this Agreement, shall:

4.1.1. Devote Coach's full time and best efforts to the performance of Coach's duties under this Agreement;

4.1.2. Develop and implement programs and procedures with respect to the evaluation, recruitment, training, and coaching of Team members that enable them to compete successfully and reasonably protect their health, safety, and well-being;

4.1.3. Observe and uphold all academic standards, requirements, and policies of the University and encourage Team members to perform to their highest academic potential and to graduate in a timely manner; and

4.1.4. Know, recognize, and comply with all applicable laws and the policies, rules and regulations of the University, the University's governing board, the conference, and the NCAA; supervise and take appropriate steps to ensure that Coach's assistant coaches, any other employees for whom Coach is administratively responsible, and the members of the Team know, recognize, and comply with all such laws, policies, rules and regulations; and immediately report to the Director and to the Department's Director of Compliance if Coach has reasonable cause to believe that any person or entity, including without limitation representatives of the University's athletic interests, has violated or is likely to violate any such laws, policies, rules or regulations. Coach shall cooperate fully with the University and Department at all times. The applicable laws, policies, rules, and regulations include: (a) State Board of Education and Board of Regents of the University of Idaho Governing Policies and Procedures and Rule Manual; (b) University's Faculty Staff Handbook; (c) University's Administrative Procedures Manual; (d) the policies of the Department; (e) NCAA rules and regulations; and (f) the rules and regulations of the men's basketball conference of which the University is a member.

4.2 Outside Activities. Coach shall not undertake any business, professional or personal activities, or pursuits that would prevent Coach from devoting Coach's full time and best efforts to the performance of Coach's duties under this Agreement, that would otherwise detract from those duties in any manner, or that, in the opinion of the University, would reflect adversely upon the University or its athletic program. Subject to the terms and conditions of this Agreement, Coach may, with the prior written approval of the Director, who may consult with the President, enter into separate arrangements for outside activities and endorsements that are consistent with Coach's obligations under this Agreement. Coach may not use the University's name, logos, or trademarks in connection with any such arrangements without the prior written approval of the Director and the President.

4.3 NCAA Rules. In accordance with NCAA rules, Coach shall obtain prior written approval from the University's President for all athletically related income and benefits from sources outside the University and shall provide a written detailed account of all such income and benefits to the University's President whenever reasonably requested, but in no event less than annually before the close of business on June 30th of each year or the last regular University work day preceding June 30th. The report shall be in a format reasonably satisfactory to University. Sources of such income include, but are not limited to, the following:

- (a) Income from annuities;
- (b) Sports camps;
- (c) Housing benefits, including preferential housing arrangements;
- (d) Country club memberships;
- (e) Complimentary ticket sales;
- (f) Television and radio programs; and
- (g) Endorsement or consultation contracts with athletics shoe, apparel or equipment manufacturers.

In no event shall Coach accept or receive directly or indirectly any monies, benefits, or gratuities whatsoever from any person, association, corporation, University booster club, University alumni association, University foundation, or other benefactor, if the acceptance or receipt of the monies, benefits, or gratuities would violate applicable law or the policies, rules, and regulations of the University, the University's governing board, the conference, or the NCAA.

4.4 Hiring Authority. Coach shall have the responsibility and the sole authority to recommend to the Director the hiring and termination of assistant coaches for the Team, but the decision to hire or terminate an assistant coach shall be made by the Director and shall, when necessary or appropriate, be subject to the approval of President and the University's Board of Regents.

4.5 Scheduling. Coach shall consult with, and may make recommendations to, the Director or the Director's designee with respect to the scheduling of Team competitions, but the final decision shall be made by the Director or the Director's designee.

4.6 Other Coaching Opportunities. Coach shall not, under any circumstances, interview for, negotiate for, or accept employment as a coach at any other institution of higher education or with any professional sports team, requiring performance of duties prior to the expiration of this Agreement, without the prior approval of the Director. Such approval shall not unreasonably be withheld.

ARTICLE 5

5.1 Termination of Coach for Cause. The University may, in its discretion, suspend Coach from some or all of Coach's duties, temporarily or permanently, and with or without pay, or terminate this Agreement at any time for good or adequate cause, as those terms are defined in applicable policies, rules or regulations of the University, the University's governing board, the conference, or the NCAA..

5.1.1 In addition to the definitions contained in applicable policies, rules or regulations of the University, the University's governing board, the conference, or the NCAA, University and Coach hereby specifically agree that the following shall constitute good or adequate cause for suspension or termination of this Agreement:

- a) A deliberate or major violation of Coach's duties under this agreement or the refusal or unwillingness of Coach to perform such duties in good faith and to the best of Coach's abilities;
- b) The failure of Coach to remedy any violation of any of the terms of this agreement within 30 days after written notice from the University;
- c) A deliberate or major violation by Coach of any applicable law or the policies, rules or regulations of the University, the University's governing board, the conference or the NCAA, including but not limited to any such violation that may have occurred during the employment of Coach at another NCAA or NAIA member institution;
- d) Ten (10) working days' absence of Coach from duty without the University's consent;
- e) Any conduct of Coach that constitutes moral turpitude or that would, in the University's judgment, reflect adversely on the University or its athletic programs;
- f) The failure of Coach to represent the University and its athletic programs positively in public and private forums;
- g) The failure of Coach to fully and promptly cooperate with the NCAA or the University in any investigation of possible violations of any applicable law or the policies, rules or regulations of the University, the University's governing board, the conference, or the NCAA;
- h) The failure of Coach to report a known violation of any applicable law or the policies, rules or regulations of the University, the University's governing board, the conference, or the NCAA, by one of Coach's assistant coaches, any other employees for whom Coach is administratively responsible, or a member of the Team; or
- i) A violation of any applicable law or the policies, rules or regulations of the University, the University's governing board, the conference, or the NCAA, by one of Coach's assistant coaches, any other employees for whom Coach is administratively responsible, or a member of the Team if Coach knew or should have known of the violation and could have prevented it by ordinary supervision.

5.1.2 Suspension, reassignment, or termination for good or adequate cause shall be effectuated by the University as follows: before the effective date of the suspension, reassignment, or termination, the Director or his designee shall provide Coach with notice, which notice shall be accomplished in the manner provided for in this Agreement and shall include the reason(s) for the contemplated action. Coach shall then have an opportunity to

respond. After Coach responds or fails to respond, University shall notify Coach whether, and if so when, the action will be effective.

5.1.3 In the event of any termination for good or adequate cause, the University's obligation to provide compensation and benefits to Coach, whether direct, indirect, supplemental or collateral, shall cease as of the date of such termination, and the University shall not be liable for the loss of any collateral business opportunities or other benefits, perquisites, or income resulting from outside activities or from any other sources.

5.1.4 If found in violation of NCAA regulations, Coach shall, in addition to the provisions of Section 5.1, be subject to disciplinary or corrective action as set forth in the provisions of the NCAA enforcement procedures. This section applies to violations occurring at the University or at previous institutions at which the Coach was employed.

5.2 Termination of Coach for Convenience of University.

5.2.1 At any time after commencement of this Agreement, University, for its own convenience, may terminate this Agreement by giving ten (10) days prior written notice to Coach.

5.2.2 In the event that University terminates this Agreement for its own convenience, University shall be obligated to pay Coach the salary set forth in section 3.1.1(a), excluding all deductions required by law, on the regular paydays of University until the term of this Agreement ends or until Coach obtains employment, whichever occurs first; provided however, in the event Coach obtains lesser employment after such termination, then the amount of compensation the University pays will be adjusted and reduced by the amount of compensation paid Coach as a result of such lesser employment, such adjusted compensation to be calculated for each University pay-period by reducing the gross salary set forth in section 3.1.1(a) (before deductions required by law) by the gross compensation paid to Coach under the lesser employment, then subtracting from this adjusted gross compensation deductions according to law. In addition, Coach will be entitled to continue his health insurance plan and group life insurance as if he remained a University employee until the term of this Agreement ends or until Coach obtains employment providing Coach with a reasonably comparable health plan and group life insurance, whichever occurs first. Coach shall be entitled to no other compensation or fringe benefits, except as otherwise provided herein or required by law. Coach specifically agrees to inform University within ten business days of obtaining other employment, and to advise University of all relevant terms of such employment, including without limitation the nature and location of the employment, salary, other compensation, health insurance benefits, life insurance benefits, and other fringe benefits. Failure to so inform and advise University shall constitute a material breach of this Agreement and University's obligation to pay compensation under this provision shall end. Coach agrees not to accept employment for compensation at less than the fair value of Coach's services, as determined by all circumstances existing at the time of employment. Coach further agrees to repay to University all compensation paid to him by University after the date he obtains other employment, to which he is not entitled under this provision.

5.2.3 University has been represented by legal counsel, and coach has either been represented by legal counsel or has chosen to proceed without legal counsel, in the contract negotiations. The parties have bargained for and agreed to the foregoing provision, giving consideration to the fact that the Coach may lose certain benefits, supplemental compensation, or outside compensation relating to his employment with University that are extremely difficult to determine with certainty. The parties further agree that the payment of such sums by University and the acceptance thereof by Coach shall constitute adequate and reasonable compensation to Coach. Such compensation is not, and shall not be construed to be, a penalty.

5.3 Termination by Coach for Convenience.

5.3.1 The Coach recognizes that his promise to work for University for the entire term of this Agreement is of the essence of this Agreement. The Coach also recognizes that the University is making a highly valuable investment in his employment by entering into this Agreement and that its investment would be lost were he to resign or otherwise terminate his employment with the University before the end of the contract term.

5.3.2 The Coach, for his own convenience, may terminate this Agreement during its term by giving prior written notice to the University. Termination shall be effective ten (10) days after notice is given to the University.

5.3.3 If the Coach terminates this Agreement for convenience at any time, all obligations of the University shall cease as of the effective date of the termination. If the Coach terminates this Agreement for his convenience he shall pay to the University, as liquidated damages and not a penalty, for the breach of this Agreement the following sum: (a) if the Agreement is terminated on or before June 30, 2018, the sum of \$100,000; (b) if the Agreement is terminated between July 1, 2018 and June 30, 2019 inclusive, the sum of \$75,000; (c) if the Agreement is terminated between July 1, 2019 and June 30, 2020, the sum of \$50,000, (d) if the Agreement is terminated between July 1, 2020 and June 30, 2021 inclusive, there will be no buyout payment. The liquidated damages shall be due and payable within twenty (20) days of the effective date of the termination, and any unpaid amount shall bear simple interest at a rate eight (8) percent per annum until paid.

5.3.4 The parties have bargained for and agreed to the foregoing provision, giving consideration to the fact that the University will incur administrative and recruiting costs in obtaining a replacement for Coach, in addition to potentially increased compensation costs if Coach terminates this Agreement for convenience, which costs are extremely difficult to determine with certainty. The parties further agree that the payment of such sums by Coach and the acceptance thereof by University shall constitute adequate and reasonable compensation to University. Such payments are not, and shall not be construed to be, a penalty. This section 5.3.4 shall not apply if Coach terminates this Agreement because of a material breach by the University.

5.3.5 Except as provided elsewhere in this Agreement, if Coach terminates this Agreement for convenience, he shall forfeit his right to receive all supplemental

compensation and other payments unpaid as of the date Coach gives notice of termination, unless Coach's right to receive those payments has vested pursuant to the terms of this Agreement.

5.4 Termination due to Disability or Death of Coach.

5.4.1 Notwithstanding any other provision of this Agreement, this Agreement shall terminate automatically if Coach becomes totally or permanently disabled as defined by the University's disability insurance carrier, becomes unable to perform the essential functions of the position of head coach, or dies.

5.4.2 If this Agreement is terminated because of Coach's death, Coach's salary and all other benefits shall terminate as of the last day worked, except that the Coach's personal representative or other designated beneficiary shall be paid all compensation due or unpaid and death benefits, if any, as may be contained in any fringe benefit plan now in force or hereafter adopted by the University and due to the Coach's estate or beneficiaries thereunder.

5.4.3 If this Agreement is terminated because the Coach becomes totally or permanently disabled as defined by the University's disability insurance carrier, or becomes unable to perform the essential functions of the position of head coach, all salary and other benefits shall terminate, except that the Coach shall be entitled to receive any compensation due or unpaid and any disability-related benefits to which he is entitled by virtue of employment with the University.

5.5 Interference by Coach. In the event of termination or suspension, Coach agrees that Coach will not interfere with the University's student-athletes or otherwise obstruct the University's ability to transact business or operate its intercollegiate athletics program.

5.6 No Liability. The University shall not be liable to Coach for the loss of any collateral business opportunities or any other benefits, perquisites or income from any sources that may ensue as a result of any termination of this Agreement by either party or due to death or disability or the suspension of Coach, regardless of the circumstances.

5.7 Waiver of Rights. Because the Coach is receiving a multi-year contract and the opportunity to receive supplemental compensation and because such contracts and opportunities are not customarily afforded to University employees, if the University suspends Coach, or terminates this Agreement for good or adequate cause or for convenience, Coach shall have all the rights provided for in this Agreement but hereby releases the University from compliance with the notice, appeal, and similar employment-related rights provided for in the State Board of Education and Board of Regents of the University of Idaho Rule Manual (IDAPA 08) and Governing Policies and Procedures Manual, and the University Faculty-Staff Handbook.

ARTICLE 6

6.1 Board Approval. This Agreement shall not be effective until and unless approved by the University's Board of Regents and executed by both parties as set forth below. In addition, the payment of any compensation pursuant to this Agreement shall be subject to the approval of the University's Board of Regents, the President, and the Director; the sufficiency of legislative appropriations; the receipt of sufficient funds in the account from which such compensation is paid; and the Board of Regents and University's rules regarding financial exigency.

6.2 University Property. All personal property (excluding vehicle(s) provided through the Vandal Wheels program), material, and articles of information, including, without limitation, keys, credit cards, personnel records, recruiting records, team information, films, statistics or any other personal property, material, or data, furnished to Coach by the University or developed by Coach on behalf of the University or at the University's direction or for the University's use or otherwise in connection with Coach's employment hereunder, are and shall remain the sole property of the University. Within twenty-four (24) hours of the expiration of the term of this Agreement or its earlier termination as provided herein, Coach shall immediately cause any such personal property, materials, and articles of information in Coach's possession or control to be delivered to the Director.

6.3 Assignment. Neither party may assign its rights or delegate its obligations under this Agreement without the prior written consent of the other party.

6.4 Waiver. No waiver of any default in the performance of this Agreement shall be effective unless in writing and signed by the waiving party. The waiver of a particular breach in the performance of this Agreement shall not constitute a waiver of any other or subsequent breach. The resort to a particular remedy upon a breach shall not constitute a waiver of any other available remedies.

6.5 Severability. If any provision of this Agreement is determined to be invalid or unenforceable, the remainder of the Agreement shall not be affected and shall remain in effect.

6.6 Governing Law. This Agreement shall be subject to and construed in accordance with the laws of the state of Idaho as an agreement to be performed in Idaho. Any action based in whole or in part on this Agreement shall be brought in the courts of the state of Idaho.

6.7 Oral Promises. Oral promises of an increase in annual salary or of any supplemental or other compensation shall not be binding upon the University.

6.8 Force Majeure. Any prevention, delay or stoppage due to strikes, lockouts, labor disputes, acts of God, inability to obtain labor or materials or reasonable substitutes therefore, governmental restrictions, governmental regulations, governmental controls, enemy or hostile governmental action, civil commotion, fire or other casualty, and other causes beyond the reasonable control of the party obligated to perform (including financial inability), shall excuse the performance by such party for a period equal to any such prevention, delay or stoppage.

6.9 Confidentiality. The Coach hereby consents and agrees that this document may be released and made available to the public after it is signed by the Coach. The Coach further agrees that all documents and reports he is required to produce under this Agreement may be released and made available to the public at the University's sole discretion.

6.10 Notices. Any notice under this Agreement shall be in writing and be delivered in person or by public or private courier service (including U.S. Postal Service Express Mail) or certified mail with return receipt requested or by facsimile. All notices shall be addressed to the parties at the following addresses or at such other addresses as the parties may from time to time direct in writing:

the University: Director of Athletics
University of Idaho
P.O. Box 442302
Moscow, Idaho 83844-2302

with a copy to: President
University of Idaho
P.O. Box 443151
Moscow, ID 83844-3151

the Coach: Don Verlin
Last known address on file with
University's Human Resource Services

Any notice shall be deemed to have been given on the earlier of: (a) actual delivery or refusal to accept delivery, (b) the date of mailing by certified mail, or (c) the day facsimile delivery is verified. Actual notice, however and from whomever received, shall always be effective.

6.11 Headings. The headings contained in this Agreement are for reference purposes only and shall not in any way affect the meaning or interpretation hereof.

6.12 Binding Effect. This Agreement is for the benefit only of the parties hereto and shall inure to the benefit of and bind the parties and their respective heirs, legal representatives, successors and assigns.

6.13 Non-Use of Names and Trademarks. The Coach shall not, without the University's prior written consent in each case, use any name, trade name, trademark, or other designation of the University (including contraction, abbreviation or simulation), except in the course and scope of his official University duties.

6.14 No Third Party Beneficiaries. There are no intended or unintended third party beneficiaries to this Agreement.

6.15 Entire Agreement; Amendments. This Agreement constitutes the entire agreement of the parties and supersedes all prior agreements and understandings with respect to the same subject matter. No amendment or modification of this Agreement shall be effective unless in writing, signed by both parties, and approved by University's Board of Regents.

6.16 Opportunity to Consult with Attorney. The Coach acknowledges that he has had the opportunity to consult and review this Agreement with an attorney, and has either consulted with legal counsel or chosen not to. Accordingly, in all cases, the language of this Agreement shall be construed simply, according to its fair meaning, and not strictly for or against any party.

UNIVERSITY

COACH

Chuck Staben, President Date

Don Verlin Date

Approved by the Board of Regents on the day of October, 2017.

THIS PAGE INTENTIONALLY LEFT BLANK

~~(MODEL ATHLETICS MULTI-YEAR CONTRACT)~~

EMPLOYMENT AGREEMENT

This Employment Agreement (Agreement) is entered into by and between
the University of Idaho (University), and
Don Verlin (Coach).

ARTICLE 1

1.1. Employment. Subject to the terms and conditions of this Agreement, the University ~~(College)~~ shall employ Coach as the head coach of its intercollegiate ~~-(Sport) team (Team) (or Director of Athletics)~~ men's basketball team. Coach ~~(Director)~~ represents and warrants that Coach is fully qualified to serve, and is available for employment, in this capacity.

1.2. Reporting Relationship. Coach shall report and be responsible directly to the University ~~(College)~~'s Director of Athletics (Director) or the Director's designee. Coach shall abide by the reasonable instructions of Director or the Director's designee and shall confer with the Director or the Director's designee on all administrative and technical matters. Coach shall also be under the general supervision of the University ~~(College)'s Chief executive officer (Chief executive officer's~~ President (President).

1.3. Duties. Coach shall manage and supervise the Team and shall perform such other duties in the University ~~(College)~~'s athletic program as the Director may assign and as may be described elsewhere in this Agreement. The University ~~(College)~~ shall have the right, at any time, to reassign Coach to duties at the University ~~(College)~~ other than as head coach of the Team, provided that Coach's compensation and benefits shall not be affected by any such reassignment, except that the opportunity to earn supplemental compensation as provided in sections 3.2.1 through ~~-(Depending on supplemental pay provisions used)~~ 3.2.11 shall cease.

ARTICLE 2

2.1. Term. This Agreement is for a fixed-term appointment of 4 years, commencing on the date of the Board of Regents' approval hereof, and terminating, without further notice to Coach, on June 30, 2021, unless sooner terminated in accordance with other provisions of this Agreement.

2.2. Extension or Renewal. This Agreement is renewable solely upon an offer from the University ~~(College)~~ and an acceptance by Coach, both of which must be in writing and signed by the parties. Any renewal is subject to the prior approval of the University's

Board of ~~Education~~Regents. This Agreement in no way grants to Coach a claim to tenure in employment, nor shall Coach's service pursuant to this agreement count in any way toward tenure at the University ~~(College)~~.

ARTICLE 3

3.1 Regular Compensation.

3.1.1 In consideration of Coach's services and satisfactory performance of this Agreement, the University ~~(College)~~ shall provide to Coach:

- a) An annual salary of \$~~_____~~185,432 per year, payable in biweekly installments in accordance with normal University ~~(College) procedures, and such salary increases as may be determined appropriate by the Director and Chief executive officer and approved by the University (College)'s Board of (Regents or Trustees) _____~~procedures. Such amount will increase by (4%) on July 1 of each year of the Agreement. The above salary amount is payable in biweekly installments in accordance with normal University procedures. Any salary increases are expressly contingent upon the following: (1) academic achievement and behavior of Team members, as described in Paragraph 3.2.4 of this Agreement; (2) appropriate behavior by, and supervision of, all assistant coaches, as determined by the Director; (3) compliance with the University's financial stewardship policies as set forth in University's Administrative Procedures Manual Chapter 25; and (4) approval by the President, in the President's sole discretion.
- b) The opportunity to receive such employee benefits as the University ~~(College)~~ provides generally to non-faculty exempt employees, except that in accordance with RGP II.H.6.b.ii. University and Coach agree that Coach shall not accrue any annual leave hours and may take leave (other than sick leave) only with prior written approval of the Director; and that any accrued annual leave existing as of the effective date of this Agreement shall be forfeited; and
- c) The opportunity to receive such employee benefits as the University ~~(College)~~'s Department of Athletics (Department) provides generally to its employees of a comparable level. Coach hereby agrees to abide by the terms and conditions, as now existing or hereafter amended, of such employee benefits.

3.2 Supplemental Compensation

3.2.1. Each year the Team is the conference champion or co-champion ~~and also~~ becomes eligible for ~~a (bowl game) the NCAA tournament~~ pursuant to NCAA Division I guidelines ~~or post-season tournament or post-season playoffs~~, and if Coach continues to be employed as University ~~(College)~~'s head ~~—(Sport)—~~ men's basketball coach as of the ensuing July 1st, the University ~~(College)~~ shall pay to Coach supplemental compensation in an amount equal to ~~—(amount or computation)—~~ one-thirteenth (1/13) of Coach's Annual Salary during the fiscal year in which the championship ~~and —(bowl or other post-season)—~~ or NCAA tournament eligibility ~~are~~ is achieved. The University ~~(College)~~ shall determine the appropriate manner in which it shall pay Coach any such supplemental compensation.

3.2.2 Each year the Team is ranked in the top 25 in ~~the (national rankings of sport's division)~~ any published national final poll of intercollegiate men's basketball teams and if Coach continues to be employed as University ~~(College)~~'s head ~~—(Sport)—~~ men's basketball coach as of the ensuing July 1st, the University ~~(College)~~ shall pay Coach supplemental compensation in an amount equal to ~~—(amount or computation)—~~ one-thirteenth (1/13) of Coach's Annual Salary in effect on the date of the final poll. The University ~~(College)~~ shall determine the appropriate manner in which it shall pay Coach any such supplemental compensation.

3.2.3 Each year Coach is named Conference Coach of the Year, and if Coach continues to be employed as University's head men's basketball coach as of the ensuing July 1st, Coach shall receive supplemental compensation of \$6,000. The University shall determine the appropriate manner in which it shall pay Coach any such supplemental compensation.

3.2.4 Coach shall be eligible to receive supplemental compensation in an amount up to (amount or computation) each year based on the academic achievement and behavior of Team members. The determination of whether Coach will If the Team's annual APR exceeds 950, and if Coach continues to be employed as University's head basketball coach as of the ensuing July 1st, Coach shall receive ~~such~~ supplemental compensation ~~and the timing of the payment(s) shall be at the discretion of the Chief executive officer in consultation with the Director. The determination shall be based on the following factors: the Academic Progress Rate set by the Board, grade point averages; difficulty of major course of study; honors such as scholarships; designation as Academic All-American, and conference academic recognition; progress toward graduation for all athletes, but particularly those who entered the University (College) as academically at-risk students; the conduct of Team members on the University (College) campus, at authorized University (College) activities, in the community, and elsewhere.~~ of \$6,000. Any such supplemental compensation paid to Coach shall be accompanied with a ~~detailed~~ justification for the supplemental compensation based on the factors listed above, and such justification shall be separately reported to the

Board of ~~(Regents or Trustees)~~ as a document available to the public under the Idaho Public Records Act.

~~3.2.4 Each year Coach shall be eligible to receive supplemental compensation in an amount up to (amount or computation) based on the overall development of the intercollegiate (men's/women's) (Sport) program; ticket sales; fundraising; outreach by Coach to various constituency groups, including University (College) students, staff, faculty, alumni and boosters; and any other factors the Chief executive officer wishes to consider. The determination of whether Coach will receive such supplemental compensation and the timing of the payment(s) shall be at the discretion of the Chief executive officer in consultation with the Director.~~

3.2.5 The Coach shall receive the sum of ~~(amount or computation)~~ \$60,000 from the University ~~(College)~~ or the University ~~(College)~~'s designated media outlet(s) or a combination thereof each year during the term of this Agreement in compensation for participation in media programs and public appearances (Programs). ~~Coach~~ Each year, one-half of this sum shall be paid prior to the first regular season men's basketball game, and one-half shall be paid no later than March 1 each year. Coach's right to receive any such a payment shall vest on the date of the Team's last regular season or post-season competition, whichever occurs later. This sum shall be paid (terms or conditions of payment) media payment under this Paragraph is expressly contingent on Coach's compliance with University's financial stewardship policies as set forth in University's Administrative Procedures Manual Chapter 25. Agreements requiring the Coach to participate in Programs related to his duties as an employee of University ~~(College)~~ are the property of the University ~~(College)~~. The University ~~(College)~~ shall have the exclusive right to negotiate and contract with all producers of media productions and all parties desiring public appearances by the Coach. Coach agrees to cooperate with the University ~~(College)~~ in order for the Programs to be successful and agrees to provide his services to and perform on the Programs and to cooperate in their production, broadcasting, and telecasting. It is understood that neither Coach nor any assistant coaches shall appear without the prior written approval of the Director on any ~~competing~~ radio or television program (including but not limited to a coach's show, call-in show, or interview show) or a regularly scheduled news segment, through a media outlet that is not University-designated, except that this prohibition shall not apply to routine news media interviews for which no compensation is received. Without the prior written approval of the Director, Coach shall not appear in any commercial endorsements ~~which that~~ are broadcast on radio or television that conflict with those broadcast on the University ~~(College)~~'s designated media outlets.

3.2.6 ~~(SUMMER CAMP OPERATED BY UNIVERSITY (COLLEGE))~~ If Coach continues to be employed as University's head men's basketball coach as of the ensuing July 1st, Coach shall receive supplemental compensation of \$5,000 for 14 victories; an additional \$5,000 for 17 victories; and an additional \$5,000 for 20 victories. The victories will include contests in both non-conference and conference competition. The

University shall determine the appropriate manner in which it shall pay Coach any such supplemental compensation.

3.2.7 Each year the Team progresses to the Round of 16 in the NCAA tournament, the Coach shall receive supplemental compensation of \$25,000. The University shall determine the appropriate manner in which it shall pay Coach any such supplemental compensation.

3.2.8 Each year gross gate receipts for men's basketball exceed \$35,000, and if Coach continues to be employed as University's head men's basketball coach as of the ensuing July 1st, Coach shall receive supplemental compensation of 20% of the gate receipts that exceed \$35,000 and 25% of the gate receipts that exceed \$50,000. The University shall determine the appropriate manner in which it shall pay Coach any such supplemental compensation.

3.2.9 Away Game Guarantee. In the event the University schedules away contests with a non-conference opponents for which a game guarantee is paid to the University by the host institution, the payment shall be distributed as follows:

- a) The University will receive \$75,000 from the proceeds of a Guarantee Game each year; this amount is inclusive of the regular travel and related expenses (with regular travel expenses to be paid by the University), the balance of the single Guarantee Game (revenue exceeding \$75,000) proceeds will be made available to Head Coach on or before March 1st of the same season.
- b) Additional Game Guarantee (Money) Games may be scheduled subject to the following:
 - i. The total number of guarantee games is limited to three unless approved in advance by the Director of Athletics.
 - ii. If a second or third guarantee game is scheduled, Coach is entitled to all revenue, less regular travel and related expenses. The balance of the guarantees from the second and/ or third game proceeds will be distributed to Coach subject to Director of Athletics final approval.

3.2.10 Coach agrees that the University ~~(College)~~ has the exclusive right to operate youth ~~(Sport)~~ basketball camps on its campus using University ~~(College)~~ facilities. The University ~~(College)~~ shall allow Coach the opportunity to earn supplemental compensation by assisting with the University ~~(College)~~'s camps in Coach's capacity as a University ~~(College)~~ employee. Coach hereby agrees to assist in the marketing, supervision, and general administration of the University ~~(College)~~'s ~~football's~~ youth basketball camps. Coach also agrees that Coach will perform all obligations mutually agreed upon by the parties. In exchange for Coach's participation in the University ~~(College)~~'s ~~summer football's~~ youth basketball camps, the University ~~(College)~~ shall pay Coach ~~(amount)~~ per year as supplemental compensation during each year of his employment as head ~~(Sport)~~ coach at the University ~~(College)~~. This amount shall be paid ~~(terms of payment)~~ shall pay Coach the remaining income from the

youth basketball camps, less \$500, after all claims, insurance, and expenses of such camps have been paid.

~~(SUMMER CAMP OPERATED BY COACH) Coach may~~ Alternatively, in the event the University notifies Coach, in writing that it does not intend to operate youth basketball camps for a particular period of time during the term of this Agreement, then, during such time period, Coach shall be permitted to operate a ~~summer~~ youth ~~-(Sport)- camp at~~ basketball camps on the University ~~(College)~~'s campus and using its facilities under the following terms and conditions:

.

- a) The summer youth camp operation reflects positively on the University ~~(College)~~of Idaho and the Department;
- b) The summer youth camp is operated by Coach directly or through a private enterprise owned and managed by Coach. The Coach shall not use University ~~(College)~~of Idaho personnel, equipment, or facilities without the prior written approval of the Director;
- c) Assistant coaches at the University ~~(College)~~of Idaho are given priority when the Coach or the private enterprise selects coaches to participate;
- d) The Coach complies with all NCAA-~~(NAIA)~~, Conference, and University ~~(College)~~of Idaho rules and regulations related, directly or indirectly, to the operation of summer youth camps;
- e) The Coach or the private enterprise enters into a contract with University ~~(College)~~ and ~~(campus-concessionaire)~~of Idaho and Sodexo for all campus goods and services required by the camp.
- f) The Coach or private enterprise pays for use of University ~~(College)~~of Idaho facilities ~~including the~~ _____.
- g) Within thirty days of the last day of the summer youth camp(s), Coach shall submit to the Director a preliminary "Camp Summary Sheet" containing financial and other information related to the operation of the camp. Within ninety days of the last day of the summer youth camp(s), Coach shall submit to Director a final accounting and "Camp Summary Sheet." ~~A copy of the "Camp Summary Sheet" is attached to this Agreement as an exhibit.~~
- h) The Coach or the private enterprise shall provide proof of liability insurance as follows: (1) liability coverage: spectator

and staff--\$1 million; (2) catastrophic coverage: camper and staff--\$1 million maximum coverage with \$100 deductible;

- i) To the extent permitted by law, the Coach or the private enterprise shall defend and indemnify the University ~~(College)~~of Idaho against any claims, damages, or liabilities arising out of the operation of the summer youth camp(s)
- j) All employees of the summer youth camp(s) shall be employees of the Coach or the private enterprise and not the University ~~(College)~~of Idaho while engaged in camp activities. The Coach and all other University ~~(College)~~of Idaho employees involved in the operation of the camp(s) shall be on annual leave status or leave without pay during the days the camp is in operation. The Coach or private enterprise shall provide workers' compensation insurance in accordance with Idaho law and comply in all respects with all federal and state wage and hour laws

In the event of termination of this Agreement, suspension, or reassignment, University ~~(College)~~of Idaho shall not be under any obligation to permit a summer youth camp to be held by the Coach after the effective date of such termination, suspension, or reassignment, and the University ~~(College)~~of Idaho shall be released from all obligations relating thereto.

~~3.2.7~~ 3.2.11 Coach agrees that the University ~~(College)~~ has the exclusive right to select footwear, apparel and/or equipment for the use of its student-athletes and staff, including Coach, during official practices and games and during times when Coach or the Team is being filmed by motion picture or video camera or posing for photographs in their capacity as representatives of University ~~(College)~~. Coach recognizes that the University ~~(College)~~ is negotiating or has entered into an agreement with ~~—(Company Name)—~~ Nike to supply the University ~~(College)~~ with athletic footwear, apparel and/or equipment. Coach agrees that, upon the University ~~(College)~~'s reasonable request, Coach will consult with appropriate parties concerning ~~an —(Company Name)—~~ a Nike product's design or performance, shall act as an instructor at a clinic sponsored in whole or in part by ~~—(Company Name)—~~ Nike, or give a lecture at an event sponsored in whole or in part by ~~—(Company Name)—~~ Nike, or make other educationally-related appearances as may be reasonably requested by the University ~~(College)~~. Notwithstanding the foregoing sentence, Coach shall retain the right to decline such appearances as Coach reasonably determines to conflict with or hinder his duties and obligations as head ~~—(Sport)—~~ men's basketball coach. In order to avoid entering into an agreement with a competitor of ~~—(Company Name)—~~ Nike, Coach shall submit all outside consulting agreements to the University ~~(College)~~ for review and approval prior to execution. Coach shall also report such outside income to the University ~~(College)~~ in accordance with NCAA ~~(or NAIA)~~ rules. Coach further agrees that Coach will not endorse any athletic footwear, apparel and/or equipment products, including ~~—(Company Name)—~~ Nike, and will not participate in any messages or promotional

appearances ~~which~~that contain a comparative or qualitative description of athletic footwear, apparel or equipment products.

3.3 General Conditions of Compensation. All compensation provided by the University ~~(College)~~ to Coach is subject to deductions and withholdings as required by law or the terms and conditions of any fringe benefit in which Coach participates. However, if any fringe benefit is based in whole or in part upon the compensation provided by the University ~~(College)~~ to Coach, such fringe benefit shall be based only on the compensation provided pursuant to section 3.1.1, except to the extent required by the terms and conditions of a specific fringe benefit program.

ARTICLE 4

4.1. Coach's Specific Duties and Responsibilities. In consideration of the compensation specified in this Agreement, Coach, in addition to the obligations set forth elsewhere in this Agreement, shall:

4.1.1. Devote Coach's full time and best efforts to the performance of Coach's duties under this Agreement;

4.1.2. Develop and implement programs and procedures with respect to the evaluation, recruitment, training, and coaching of Team members ~~which~~that enable them to compete successfully and reasonably protect their health, safety, and well-being;

4.1.3. Observe and uphold all academic standards, requirements, and policies of the University ~~(College)~~ and encourage Team members to perform to their highest academic potential and to graduate in a timely manner; and

4.1.4. Know, recognize, and comply with all applicable laws and the policies, rules and regulations of the University ~~(College)~~, the University ~~(College)~~'s governing board, the conference, and the NCAA ~~(or NAIA)~~; supervise and take appropriate steps to ensure that Coach's assistant coaches, any other employees for whom Coach is administratively responsible, and the members of the Team know, recognize, and comply with all such laws, policies, rules and regulations; and immediately report to the Director and to the Department's Director of Compliance if Coach has reasonable cause to believe that any person or entity, including without limitation representatives of the University ~~(College)~~'s athletic interests, has violated or is likely to violate any such laws, policies, rules or regulations. Coach shall cooperate fully with the University ~~(College)~~ and Department at all times. ~~The names or titles of employees whom Coach supervises are attached as Exhibit C.~~ The applicable laws, policies, rules, and regulations include: (a) State Board of Education and Board of Regents of the University of Idaho Governing Policies and Procedures and Rule Manual; (b) University ~~(College)~~'s Faculty Staff Handbook; (c) University ~~(College)~~'s Administrative Procedures Manual; (d) the policies of the Department; (e) NCAA ~~(or NAIA)~~ rules and regulations; and (f) the rules and regulations of the ~~(Sport) men's basketball~~ conference of which the University ~~(College)~~ is a member.

4.2 Outside Activities. Coach shall not undertake any business, professional or personal activities, or pursuits that would prevent Coach from devoting Coach's full time and best efforts to the performance of Coach's duties under this Agreement, that would otherwise detract from those duties in any manner, or that, in the opinion of the University-~~(College)~~, would reflect adversely upon the University-~~(College)~~ or its athletic program. Subject to the terms and conditions of this Agreement, Coach may, with the prior written approval of the Director, who may consult with the ~~Chief executive officer~~President, enter into separate arrangements for outside activities and endorsements ~~which~~that are consistent with Coach's obligations under this Agreement. Coach may not use the University-~~(College)~~'s name, logos, or trademarks in connection with any such arrangements without the prior written approval of the Director and the ~~Chief executive officer~~President.

4.3 ~~4.3~~ NCAA-(or NAIA) Rules. In accordance with NCAA ~~(or NAIA)~~ rules, Coach shall obtain prior written approval from the University-~~(College)~~'s ~~Chief executive officer's~~ President for all athletically related income and benefits from sources outside the University ~~(College)~~ and shall ~~report the source and amount~~provide a written detailed account of all such income and benefits to the University-~~(College)~~'s ~~Chief executive officer's~~ President whenever reasonably requested, but in no event less than annually before the close of business on June 30th of each year or the last regular University ~~(College)~~ work day preceding June 30th. The report shall be in a format reasonably satisfactory to University-~~(College)~~. Sources of such income include, but are not limited to, the following:

- (a) Income from annuities;
- (b) Sports camps;
- (c) Housing benefits, including preferential housing arrangements;
- (d) Country club memberships;
- (e) Complimentary ticket sales;
- (f) Television and radio programs; and
- (g) Endorsement or consultation contracts with athletics shoe, apparel or equipment manufacturers.

In no event shall Coach accept or receive directly or indirectly any monies, benefits, or gratuities whatsoever from any person, association, corporation, University-~~(College)~~ booster club, University ~~(College)~~ alumni association, University-~~(College)~~ foundation, or other benefactor, if the acceptance or receipt of the monies, benefits, or gratuities would violate applicable law or the policies, rules, and regulations of the University-~~(College)~~, the University-~~(College)~~'s governing board, the conference, or the NCAA-~~(or NAIA)~~.

4.4 Hiring Authority. Coach shall have the responsibility and the sole authority to recommend to the Director the hiring and termination of assistant coaches for the Team, but the decision to hire or terminate an assistant coach shall be made by the Director and shall, when necessary or appropriate, be subject to the approval of ~~Chief executive officer~~President and the University-~~(College)~~'s Board of ~~-(Trustees or Regents)-~~.

4.5 Scheduling. Coach shall consult with, and may make recommendations to, the Director or the Director's designee with respect to the scheduling of Team competitions, but the final decision shall be made by the Director or the Director's designee.

4.6 Other Coaching Opportunities. Coach shall not, under any circumstances, interview for, negotiate for, or accept employment as a coach at any other institution of higher education or with any professional sports team, requiring performance of duties prior to the expiration of this Agreement, without the prior approval of the Director. Such approval shall not unreasonably be withheld.

ARTICLE 5

5.1 Termination of Coach for Cause. The University ~~-(College)~~ may, in its discretion, suspend Coach from some or all of Coach's duties, temporarily or permanently, and with or without pay; ~~reassign Coach to other duties;~~ or terminate this Agreement at any time for good or adequate cause, as those terms are defined in applicable policies, rules and/or regulations of the University, the University's governing board, the conference, or the NCAA.

5.1.1 In addition to the definitions contained in applicable policies, rules and/or regulations, of the University ~~-(College)~~, the University's governing board, the conference, or the NCAA, University and Coach hereby specifically agree that the following shall constitute good or adequate cause for suspension, ~~reassignment,~~ or termination of this Agreement:

- a) A deliberate or major violation of Coach's duties under this agreement or the refusal or unwillingness of Coach to perform such duties in good faith and to the best of Coach's abilities;
- b) The failure of Coach to remedy any violation of any of the terms of this agreement within 30 days after written notice from the University ~~-(College)~~;
- c) A deliberate or major violation by Coach of any applicable law or the policies, rules or regulations of the University ~~-(College)~~, the University ~~-(College)~~'s governing board, the conference or the NCAA-~~(NAIA)~~, including but not limited to any such violation ~~which~~that may have occurred during the employment of Coach at another NCAA or NAIA member institution;
- d) Ten (10) working days' absence of Coach from duty without the University ~~-(College)~~'s consent;
- e) Any conduct of Coach that constitutes moral turpitude or that would, in the University ~~-(College)~~'s judgment, reflect adversely on the University ~~-(College)~~ or its athletic programs;
- f) The failure of Coach to represent the University ~~-(College)~~ and its athletic programs positively in public and private forums;

- g) The failure of Coach to fully and promptly cooperate with the NCAA-~~(NAIA)~~ or the University-~~(College)~~ in any investigation of possible violations of any applicable law or the policies, rules or regulations of the University-~~(College)~~, the University-~~(College)~~'s governing board, the conference, or the NCAA-~~(NAIA)~~;
- h) The failure of Coach to report a known violation of any applicable law or the policies, rules or regulations of the University-~~(College)~~, the University-~~(College)~~'s governing board, the conference, or the NCAA-~~(NAIA)~~, by one of Coach's assistant coaches, any other employees for whom Coach is administratively responsible, or a member of the Team; or
- i) A violation of any applicable law or the policies, rules or regulations of the University-~~(College)~~, the University-~~(College)~~'s governing board, the conference, or the NCAA-~~(NAIA)~~, by one of Coach's assistant coaches, any other employees for whom Coach is administratively responsible, or a member of the Team if Coach knew or should have known of the violation and could have prevented it by ordinary supervision.

5.1.2 Suspension, reassignment, or termination for good or adequate cause shall be effectuated by the University-~~(College)~~ as follows: before the effective date of the suspension, reassignment, or termination, the Director or his designee shall provide Coach with notice, which notice shall be accomplished in the manner provided for in this Agreement and shall include the reason(s) for the contemplated action. Coach shall then have an opportunity to respond. After Coach responds or fails to respond, University-~~(College)~~ shall notify Coach whether, and if so when, the action will be effective.

5.1.3 In the event of any termination for good or adequate cause, the University-~~(College)~~'s obligation to provide compensation and benefits to Coach, whether direct, indirect, supplemental or collateral, shall cease as of the date of such termination, and the University-~~(College)~~ shall not be liable for the loss of any collateral business opportunities or other benefits, perquisites, or income resulting from outside activities or from any other sources.

5.1.4 If found in violation of NCAA-~~(NAIA)~~ regulations, Coach shall, in addition to the provisions of Section 5.1, be subject to disciplinary or corrective action as set forth in the provisions of the NCAA-~~(NAIA)~~ enforcement procedures. This section applies to violations occurring at the University-~~(College)~~ or at previous institutions at which the Coach was employed.

5.2 Termination of Coach for Convenience of University-~~(College)~~.

5.2.1 At any time after commencement of this Agreement, University-~~(College)~~, for its own convenience, may terminate this Agreement by giving ten (10) days prior written notice to Coach.

5.2.2 In the event that University-~~(College)~~ terminates this Agreement for its own convenience, University ~~(College)~~ shall be obligated to pay Coach, ~~as liquidated damages and not a penalty,~~ the salary set forth in section 3.1.1(a), excluding all deductions required by law, on the regular paydays of University-~~(College)~~ until the term of this Agreement ends or until Coach obtains ~~reasonably comparable~~ employment, whichever occurs first; provided however, in the event Coach obtains ~~other~~lesser employment after such termination, then the amount of compensation the University pays will be adjusted and reduced by the amount of compensation paid Coach as a result of such ~~other~~lesser employment, such adjusted compensation to be calculated for each University pay-period by reducing the gross salary set forth in section 3.1.1(a) (before deductions required by law) by the gross compensation paid to Coach under the ~~other~~lesser employment, then subtracting from this adjusted gross compensation deductions according to law. In addition, Coach will be entitled to continue his health insurance plan and group life insurance as if he remained a University-~~(College)~~ employee until the term of this Agreement ends or until Coach obtains ~~reasonably comparable employment or any other~~ employment providing Coach with a reasonably comparable health plan and group life insurance, whichever occurs first. Coach shall be entitled to no other compensation or fringe benefits, except as otherwise provided herein or required by law. Coach specifically agrees to inform University within ten business days of obtaining other employment, and to advise University of all relevant terms of such employment, including without limitation the nature and location of ~~the~~ employment, salary, other compensation, health insurance benefits, life insurance benefits, and other fringe benefits. Failure to so inform and advise University shall constitute a material breach of this Agreement and University's obligation to pay compensation under this provision shall end. Coach agrees not to accept employment for compensation at less than the fair value of Coach's services, as determined by all circumstances existing at the time of employment. Coach further agrees to repay to University all compensation paid to him by University after the date he obtains other employment, to which he is not entitled under this provision.

5.2.3 ~~The parties have both~~University has been represented by, ~~or had the opportunity to consult with,~~ legal counsel, and coach has either been represented by legal counsel or has chosen to proceed without legal counsel, in the contract negotiations- ~~and. The parties~~ have bargained for and agreed to the foregoing-~~liquidated damages~~ provision, giving consideration to the fact that the Coach may lose certain benefits, supplemental compensation, or outside compensation relating to his employment with University ~~(College), which damages~~that are extremely difficult to determine with certainty. The parties further agree that the payment of such ~~liquidated damages~~sums by University-~~(College)~~ and the acceptance thereof by Coach shall constitute adequate and reasonable compensation to Coach ~~for the damages and injury suffered by Coach because of such termination by University (College). The liquidated damages are.~~ Such compensation is not, and shall not be construed to be, a penalty.

5.3 Termination by Coach for Convenience.

5.3.1 The Coach recognizes that his promise to work for University ~~(College)~~ for the entire term of this Agreement is of the essence of this Agreement. The Coach also recognizes that the University ~~(College)~~ is making a highly valuable investment in his employment by entering into this Agreement and that its investment would be lost were he to resign or otherwise terminate his employment with the University ~~(College)~~ before the end of the contract term.

5.3.2 The Coach, for his own convenience, may terminate this Agreement during its term by giving prior written notice to the University ~~(College)~~. Termination shall be effective ten (10) days after notice is given to the University ~~(College)~~.

5.3.3 If the Coach terminates this Agreement for convenience at any time, all obligations of the University ~~(College)~~ shall cease as of the effective date of the termination. If the Coach terminates this Agreement for his convenience he shall pay to the University ~~(College)~~, as liquidated damages and not a penalty, ~~the following sum:~~ for the breach of this Agreement the following sum: (a) if the Agreement is terminated on or before June 30, 2018, the sum of \$100,000; (b) if the Agreement is terminated between July 1, 2018 and June 30, 2019 inclusive, the sum of \$75,000; (c) if the Agreement is terminated between July 1, 2019 and June 30, 2020, the sum of \$50,000, (d) if the Agreement is terminated between July 1, 2020 and June 30, 2021 inclusive, there will be no buyout payment. The liquidated damages shall be due and payable within twenty (20) days of the effective date of the termination, and any unpaid amount shall bear simple interest at a rate eight (8) percent per annum until paid.

5.3.4 The parties have ~~both been represented by legal counsel in the contract negotiations and have~~ bargained for and agreed to the foregoing ~~liquidated damages~~ provision, giving consideration to the fact that the University ~~(College)~~ will incur administrative and recruiting costs in obtaining a replacement for Coach, in addition to potentially increased compensation costs if Coach terminates this Agreement for convenience, which ~~damages~~ costs are extremely difficult to determine with certainty. The parties further agree that the payment of such ~~liquidated damages~~ sums by Coach and the acceptance thereof by University ~~(College)~~ shall constitute adequate and reasonable compensation to University ~~(College)~~ ~~for the damages and injury suffered by it because of such termination by Coach. The liquidated damages.~~ Such payments are not, and shall not be construed to be, a penalty. This section 5.3.4 shall not apply if Coach terminates this Agreement because of a material breach by the University ~~(College)~~.

5.3.5 Except as provided elsewhere in this Agreement, if Coach terminates this Agreement for convenience, he shall forfeit ~~to the extent permitted by law~~ his right to receive all supplemental compensation and other payments unpaid as of the date Coach gives notice of termination, unless Coach's right to receive those payments has vested pursuant to the terms of this Agreement.

5.4 Termination due to Disability or Death of Coach.

5.4.1 Notwithstanding any other provision of this Agreement, this Agreement shall terminate automatically if Coach becomes totally or permanently disabled as defined by the University ~~(College)~~'s disability insurance carrier, becomes unable to perform the essential functions of the position of head coach, or dies.

5.4.2 If this Agreement is terminated because of Coach's death, Coach's salary and all other benefits shall terminate as of the last day worked, except that the Coach's personal representative or other designated beneficiary shall be paid all compensation due or unpaid and death benefits, if any, as may be contained in any fringe benefit plan now in force or hereafter adopted by the University ~~(College)~~ and due to the Coach's estate or beneficiaries thereunder.

5.4.3 If this Agreement is terminated because the Coach becomes totally or permanently disabled as defined by the University ~~(College)~~'s disability insurance carrier, or becomes unable to perform the essential functions of the position of head coach, all salary and other benefits shall terminate, except that the Coach shall be entitled to receive any compensation due or unpaid and any disability-related benefits to which he is entitled by virtue of employment with the University ~~(College)~~.

5.5 Interference by Coach. In the event of termination, or suspension, ~~or reassignment~~, Coach agrees that Coach will not interfere with the University ~~(College)~~'s student-athletes or otherwise obstruct the University ~~(College)~~'s ability to transact business or operate its intercollegiate athletics program.

5.6 No Liability. The University ~~(College)~~ shall not be liable to Coach for the loss of any collateral business opportunities or any other benefits, perquisites or income from any sources that may ensue as a result of any termination of this Agreement by either party or due to death or disability or the suspension ~~or reassignment~~ of Coach, regardless of the circumstances.

5.7 Waiver of Rights. Because the Coach is receiving a multi-year contract and the opportunity to receive supplemental compensation and because such contracts and opportunities are not customarily afforded to University ~~(College)~~ employees, if the University ~~(College)~~ suspends ~~or reassigns~~ Coach, or terminates this Agreement for good or adequate cause or for convenience, Coach shall have all the rights provided for in this Agreement but hereby releases the University ~~(College)~~ from compliance with the notice, appeal, and similar employment-related rights ~~provide~~provided for in the State Board of Education and Board of Regents of the University of Idaho Rule Manual (IDAPA 08) and Governing Policies and Procedures Manual, ~~IDAPA 08.01.01 et seq.,~~ and the University ~~(College)~~ Faculty-Staff Handbook.

ARTICLE 6

6.1 Board Approval ~~(if required: multiyear employment agreements which require Board approval are defined in Section II.H. of Board Policy)~~. This Agreement shall not be effective until and unless approved ~~by~~ the University ~~(College)~~'s Board of ~~(Regents or Trustees)~~ and executed by both parties as set forth below. In addition, the payment of any compensation pursuant to this ~~agreement~~ Agreement shall be subject to the approval of the University ~~(College)~~'s Board of ~~(Regents or Trustees)~~, the ~~Chief executive officer~~ President, and the Director; the sufficiency of legislative appropriations; the receipt of sufficient funds in the account from which such compensation is paid; and the Board of ~~(Regents or Trustees)~~ and University ~~(College)~~'s rules regarding financial exigency.

6.2 University (College) Property. All personal property (excluding vehicle(s) provided through the Vandal Wheels program), material, and articles of information, including, without limitation, keys, credit cards, personnel records, recruiting records, team information, films, statistics or any other personal property, material, or data, furnished to Coach by the University ~~(College)~~ or developed by Coach on behalf of the University ~~(College)~~ or at the University ~~(College)~~'s direction or for the University ~~(College)~~'s use or otherwise in connection with Coach's employment hereunder, are and shall remain the sole property of the University ~~(College)~~. Within twenty-four (24) hours of the expiration of the term of this ~~agreement~~ Agreement or its earlier termination as provided herein, Coach shall immediately cause any such personal property, materials, and articles of information in Coach's possession or control to be delivered to the Director.

6.3 Assignment. Neither party may assign its rights or delegate its obligations under this Agreement without the prior written consent of the other party.

6.4 Waiver. No waiver of any default in the performance of this Agreement shall be effective unless in writing and signed by the waiving party. The waiver of a particular breach in the performance of this Agreement shall not constitute a waiver of any other or subsequent breach. The resort to a particular remedy upon a breach shall not constitute a waiver of any other available remedies.

6.5 Severability. If any provision of this Agreement is determined to be invalid or unenforceable, the remainder of the Agreement shall not be affected and shall remain in effect.

6.6 Governing Law. This Agreement shall be subject to and construed in accordance with the laws of the state of Idaho as an agreement to be performed in Idaho. Any action based in whole or in part on this Agreement shall be brought in the courts of the state of Idaho.

6.7 Oral Promises. Oral promises of an increase in annual salary or of any supplemental or other compensation shall not be binding upon the University ~~(College)~~.

6.8 Force Majeure. Any prevention, delay or stoppage due to strikes, lockouts, labor disputes, acts of God, inability to obtain labor or materials or reasonable substitutes

~~therefor~~therefore, governmental restrictions, governmental regulations, governmental controls, enemy or hostile governmental action, civil commotion, fire or other casualty, and other causes beyond the reasonable control of the party obligated to perform (including financial inability), shall excuse the performance by such party for a period equal to any such prevention, delay or stoppage.

6.9 Confidentiality. The Coach hereby consents and agrees that this document may be released and made available to the public after it is signed by the Coach. The Coach further agrees that all documents and reports he is required to produce under this Agreement may be released and made available to the public at the University ~~-(College)~~'s sole discretion.

6.10 Notices. Any notice under this Agreement shall be in writing and be delivered in person or by public or private courier service (including U.S. Postal Service Express Mail) or certified mail with return receipt requested or by facsimile. All notices shall be addressed to the parties at the following addresses or at such other addresses as the parties may from time to time direct in writing:

the University ~~-(College)~~: Director of Athletics
_____University of Idaho
_____P.O. Box 442302
_____Moscow, Idaho 83844-2302

with a copy to: ~~Chief executive officer~~
_____President
_____University of Idaho
_____P.O. Box 443151
_____Moscow, ID 83844-3151

the Coach: _____Don Verlin
Last known address on file with
University ~~-(College)~~'s Human Resource Services

Any notice shall be deemed to have been given on the earlier of: (a) actual delivery or refusal to accept delivery, (b) the date of mailing by certified mail, or (c) the day facsimile delivery is verified. Actual notice, however and from whomever received, shall always be effective.

6.11 Headings. The headings contained in this Agreement are for reference purposes only and shall not in any way affect the meaning or interpretation hereof.

6.12 Binding Effect. This Agreement is for the benefit only of the parties hereto and shall inure to the benefit of and bind the parties and their respective heirs, legal representatives, successors and assigns.

6.13 Non-Use of Names and Trademarks. The Coach shall not, without the University ~~-(College)~~'s prior written consent in each case, use any name, trade name, trademark, or other designation of the University ~~-(College)~~ (including contraction, abbreviation or simulation), except in the course and scope of his official University ~~-(College)~~ duties.

6.14 No Third Party Beneficiaries. There are no intended or unintended third party beneficiaries to this Agreement.

6.15 Entire Agreement; Amendments. This Agreement constitutes the entire agreement of the parties and supersedes all prior agreements and understandings with respect to the same subject matter. No amendment or modification of this Agreement shall be effective unless in writing, signed by both parties, and approved by University ~~-(College)~~'s Board of ~~-(Regents or Trustees), if required under Section II.H. of Board Policy.~~

6.16 Opportunity to Consult with Attorney. The Coach acknowledges that he has had the opportunity to consult and review this Agreement with an attorney, and has either consulted with legal counsel or chosen not to. Accordingly, in all cases, the language of this Agreement shall be construed simply, according to its fair meaning, and not strictly for or against any party.

UNIVERSITY ~~-(COLLEGE)~~

COACH

~~Chief executive officer~~ _____ ~~Date~~ _____
 _____ ~~Date~~ _____
Chuck Staben, President _____ Date _____ Don Verlin _____ Date _____

*Approved by the Board of ~~-(Regents or Trustees)~~ on the _____ day of _____,
2010-October, 2017.

~~[*Note: Multiyear employment agreements which require Board approval are defined in Section II.H. of Board Policy]~~

THIS PAGE INTENTIONALLY LEFT BLANK

NCAA Division I 2015 - 2016 Academic Progress Rate Institutional Report

Institution: University of Idaho

Date of Report: 01/23/2017

This report is based on NCAA Division I Academic Progress Rate (APR) data submitted by the institution for the 2012-13, 2013-14, 2014-15 and 2015-2016 academic years. Institutions are encouraged to forward this report to appropriate institutional personnel on campus.

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

Sport	APR			Eligibility/Graduation		Retention	
	Multiyear Rate (N)	Multiyear Rate Upper Confidence Boundary	2015 - 2016 (N)	Multiyear Rate	2015 - 2016	Multiyear Rate	2015 - 2016
Men's Basketball	985 (54)	N/A	1,000 (15)	991	1,000	980	1,000
Men's Cross Country	925 (24) ^{5 3}	963	1,000 (6)	872	1,000	978	1,000
Football	927 (347) ⁹	N/A	959 (85)	911	945	930	966
Men's Golf	966 (39)	N/A	1,000 (9)	974	1,000	958	1,000
Men's Tennis	942 (40)	N/A	968 (9)	942	1,000	941	933
Men's Track	962 (83)	N/A	977 (23)	911	977	974	977
Women's Basketball	981 (56)	N/A	1,000 (15)	1,000	1,000	963	1,000
Women's Cross Country	994 (44)	N/A	1,000 (12)	988	1,000	988	1,000
Women's Golf	1,000 (32)	N/A	1,000 (7)	1,000	1,000	1,000	1,000
Women's Soccer	989 (95)	N/A	989 (23)	994	978	977	978

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

N/A = No APR or not applicable.

N = Number of student-athletes represented.

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

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

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

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

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

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

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

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

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

NCAA Division I 2015 - 2016 Academic Progress Rate Institutional Report

Institution: University of Idaho

Date of Report: 01/23/2017

Sport	APR			Eligibility/Graduation		Retention	
	Multiyear Rate (N)	Multiyear Rate Upper Confidence Boundary	2015 - 2016 (N)	Multiyear Rate	2015 - 2016	Multiyear Rate	2015 - 2016
Women's Swimming	966 (108)	N/A	992 (33)	976	1,000	957	985
Women's Tennis	984 (34)	N/A	1,000 (9)	985	1,000	984	1,000
Women's Track	981 (100)	N/A	980 (27)	968	980	973	980
Women's Volleyball	974 (54)	N/A	938 (15)	929	917	980	958

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

N/A = No APR or not applicable.

N = Number of student-athletes represented.

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

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

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

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

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

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

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

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

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

Big Sky Personnel Survey 2016-17

ATTACHMENT 5

	A	B	C	D	E	F	G	H	I
1	School	Position	Unit	Base Salary	Full/Part	Length of Contract	Years of Service	Extra benefits	Raises/Bonuses/ Incentives/Renewals
43	EWU	Head Coach	Men's Basketball	\$ 173,243	Full Time	5	5	Courtesy Car	Raises undetermined; APR, BSC, post-season; renewal 7/1
100	UI	Head Coach	Men's Basketball	\$ 178,298	Full Time	3	9	car	media, conference champion, top 25 ranking, conference coach of year, APR, team wins, portion of gate, NCAA appearance, portion of guarantees, net proceeds from camps
137	ISU	Head Coach	Men's Basketball	107,972	Full Time	4 years	5	car	Media Bonus, APR,BSC Champs,Attendance

Big Sky Personnel Survey 2016-17

ATTACHMENT 5

	A	B	C	D	E	F	G	H	I
1	School	Position	Unit	Base Salary	Full/Part	Length of Contract	Years of Service	Extra benefits	Raises/Bonuses/ Incentives/Renewals
230	UM	Head Coach	Men's Basketball	\$ 142,800	Full Time	3 yrs	2	Monthly car stipend; golf membership	CPGA yearly (bonuses not cumulative) 2.90 – 2.99-\$1,500, 3.00 – 3.09-\$2,500, 3.10 or above-\$3,500; APR 950 or higher-\$2,500; GSR equal or higher to Div I MBB-\$5,000; No “0-for-2” APR-\$1,000; Maintain or increase season attendance-\$2,500; Attend all requested functions-\$7,000; Conference Coach of the Year-\$5,000; Regular Season Co/Champions-\$5,000; Win BSC Tournament or selected for the NCAAs-\$10,000; NIT bid-\$5,000; Qualifies for NIT “Final Four”-\$5,000; Win NIT-\$5,000; Team plays in NCAA First Round and wins (if applicable)-\$5,000; Win NCAA Second Round game-\$15,000; Win NCAA Third Round game-\$25,000; Win NCAA “Sweet Sixteen” game-\$25,000; Win NCAA “Elite 8” game-\$25,000; Win NCAA “Final Four”
283	MSU	Head Coach	Men's Basketball	\$ 158,300	Full Time	3 years	3	phone, courtesy car	Media \$45,000, Fundraising \$20,000
371	UND	Head Coach	Men's Basketball	\$ 109,273	Full Time	5 years	9.5	Vehicle	Bonus incentives / Renewal April 30 / July 1 raise

Big Sky Personnel Survey 2016-17

ATTACHMENT 5

	A	B	C	D	E	F	G	H	I
1	School	Position	Unit	Base Salary	Full/Part	Length of Contract	Years of Service	Extra benefits	Raises/Bonuses/ Incentives/Renewals
472	NAU	Head Coach	Men's Basketball	\$ 185,400	Full Time	5	4.66	Car; Tickets; cell phone stipend	Academic and Team Performance
523	UNC	Head Coach	Men's Basketball	\$ 155,000	Full Time	5	0.75	Car, Country Club	
601	PSU	Head Coach	Men's Basketball	\$ 132,000	Full Time	Multi	12	Car Stipend	APP, Media, NCAA Play & Game Guarantee
676	SAC	Head Coach	Men's Basketball	\$ 180,924	Full Time	5	9	car	
749	SUU	Head Coach	Men's Basketball	\$ 149,000	Full Time		<1	Car stipend	APR; # of wins; conf. titles; playoffs.
795	WSU	Head Coach	Men's Basketball	\$ 192,594	Full Time	8 years	10	Country Club Membership, Courtesy Car, Cell Phone	\$ 122,000

THIS PAGE INTENTIONALLY LEFT BLANK

IDAHO STATE BOARD OF EDUCATION

Athletic Director-Coach Contract Checklist

To be Submitted by Institutions with Employment Agreements Requiring Board Approval*

[* Board approval is required for contracts longer than three years or for any contracts with total annual compensation of \$200,000 or higher. See Board Policy II.H.]

Institution: University of Idaho

Name of employee and position: Don Verlin, Men's Basketball Head Coach

Date of submission to State Board Office: September 15, 2017

Proposed effective date of employment agreement: Upon approval of the Board

- ☒ The proposed contract has been reviewed to ensure compliance with Board Policy II.H.
- ☒ The proposed contract has been reviewed by institution general counsel

Supporting Documents (Check and attach all that apply): [All required items need to be provided either within the agenda item cover sheet, or as attachments to the agenda item.]

- ☒ A summary of all supplemental compensation incentives
- ☒ Quantification of the maximum potential annual compensation (i.e. base salary plus maximum incentive pay)
- ☒ Employment agreement—clean version
- ☒ Employment agreement—redline version comparing contract to Board-approved model contract (model contract is available on Board website <http://boardofed.idaho.gov>)
- ☒ Employment agreement—redline version (for current coaches receiving new contracts) comparing proposed employment agreement to current agreement
- ☒ In the case of NCAA institutions, a 4-year history of the institution's Academic Progress Rate (APR) raw scores and national average APR scores for the applicable sport.
- ☒ A schedule of base salaries and incentive payments of all other same sport coaches in the institution's conference
- ☒ Documentation/description of how the institution determined the proposed liquidated damages amount(s), and a summary of publically-available liquidated damages and buyout provisions for coaches of the same sport at the other public institutions in the conference.

Notes/Comments (provide explanation of any items/boxes which were not checked or other key points for Board consideration):

Point of contact at Institution (phone number, email address):

Kent E. Nelson, General Counsel
208-885-6125; kentnelson@uidaho.edu

THIS PAGE INTENTIONALLY LEFT BLANK

BUSINESS AFFAIRS AND HUMAN RESOURCES
OCTOBER 19, 2017

UNIVERSITY OF IDAHO

SUBJECT

Multi-year contract for Head Men's Football Coach.

REFERENCE

June 2016

Idaho State Board of Education (Board)
approval of multi-year contract expiring
December 31, 2020.

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures Section II.H.1
and II.F.2..

BACKGROUND/DISCUSSION

The University of Idaho (UI) wishes to extend and modify the multi-year contract with Paul Petrino, Head Men's Football Coach. Attachment 1 to these materials shows the specific changes in terms from the current contract. Material amendments to the current contract are:

- Extension of the term of the agreement to June 30, 2022 (Sec 2.1)
 - Addition of a one-year automatic term extension if Coach is not in material breach on or before July 1, 2018. (Sec 2.1.1)
 - Addition of a rolling one-year extension for each season with eight (8) or more wins, including post-season wins. (Sec 2.1.2)
- Supplemental Compensation terms specific to Football Bowl Subdivision (FBS) seasons. (Sec 3.2.1 and subsections thereto)
- Supplemental Compensation terms specific to Football Championship Subdivision (FCS) seasons. (Sec 3.2.2 and subsections thereto)
- Revisions to Academic incentives; Maximum incentive increased to \$20,000. (Sec's 3.2.3.1 & 3.2.3.2)
- Addition of "Access to Suite" granting coach personal access to a suite in the ASUI Kibbie Dome for family and guests for all home football games. (Sec 3.25.7)
- Revisions to liquidated damages for termination by Coach. (Sec 5.3.3)

The UI submits the attached multi-year contract (Attachment 2) to the Regents for approval. The primary compensation terms of the agreement are set forth below. The entire contract and a redlined version showing changes from the Board model contract are contained in Attachments 2 and 3 respectively.

Coach's current contract, approved on June 16, 2016, has an expiration date of December 31, 2020. The proposed contract will extend for 1.5 additional years to June 30, 2022, subject to automatic extensions as described above.

BUSINESS AFFAIRS AND HUMAN RESOURCES
OCTOBER 19, 2017

IMPACT

The annual base salary from appropriated funds is \$191,214.40 with continuing eligibility to receive University-wide changes in employee compensation approved by the Director of Athletics and the President.

There is an annual media payment of \$255,000 which remains static for the duration of this contract. The amended amount reflects the annual increases called for in the current contract. In addition there are the following incentive/supplemental compensation provisions (some of which distinguish between FBS and FCS seasons in recognition of the anticipated transition to FCS in fall 2018):

FBS	FCS
At least seven (7) regular season wins = \$25,000	At least 8 wins including post-season = \$15,000
National Coach of the Year = \$25,000	National Coach of the Year = \$15,000
CFP Bowl game = \$100,000	FCS Championship appearance = \$7,500.00 FCS Championship = additional \$12,500.00
Team Ranking in Top 25 ESPN/USA Today coaches poll of FBS = \$25,000	Final Ranking in Top 5 in the final poll of Division IA FCS football teams = \$15,000
Conference Coach of the Year = \$10,000	Conference Coach of the Year = \$5,000
Conference Championship = \$10,000	Conference Championship = \$5,000
	FBS wins per season = \$10,000 per win
General Incentives without regard to FBS/FCS	
Academic Performance – APR (highest number each year only)	
APR numbers reported following the 2016-2017 academic year	945 to 959 \$10,000 960 to 979 \$20,000
APR numbers reported following the 2017-2018 academic year	950 to 964 \$10,000 965 to 984 \$20,000
APR numbers reported following the 2018-2019 academic year and any academic year thereafter	955 to 969 \$10,000 970 to 989 \$20,000
Academic Performance – Team GPA = \$10,000 if the goals below are met	
2017 Spring & Fall Team GPA – 2.50	
2018 Spring & Fall Team GPA – 2.55	

**BUSINESS AFFAIRS AND HUMAN RESOURCES
OCTOBER 19, 2017**

2019 (and any calendar year thereafter) Spring & Fall Team GPA – 2.60	
Access to Suite for home football games (Mkt value estimate) = \$20,000	
Car Allowance = \$4,800/ year	

Maximum potential annual compensation (base salary, media payment and incentive/allowance payments (excluding BCS wins which are not determinable) is as follows:

FBS = \$696,014.40	FCS = \$576,014.40
--------------------	--------------------

Coach may participate in youth football camps as follows:

- Remaining income from any university operated camp, less \$500, after all claims, insurance, and expenses of camp have been paid, OR
- In the event university elects not to operate a camp, coach may do so within Board guidelines for such camps.

Liquidated damages and buyout provisions for men's football coaches at other institutions in the conference are set out in Attachment 6. The liquidated damages amounts in the proposed contract were the result of negotiations between the University of Idaho and the Coach.

ATTACHMENTS

Attachment 1 - Comparison to original Employment Contract	Page 5
Attachment 2 - Proposed Modified Employment Contract	Page 23
Attachment 3 - Comparison to Board Model Contract	Page 41
Attachment 4 - APR Data	Page 61
Attachment 5 - Maximum compensation	Page 63
Attachment 6 - Conference compensation	Page 65
Attachment 7 - Conference liquidated damages and buy-out provisions	Page 67
Attachment 8 – Coach Contract checklist	Page 71

STAFF COMMENTS AND RECOMMENDATIONS

Board approval is required, per Policy II.H.1., for coach contracts with terms in excess of three years or total maximum potential compensation amounts of \$200,000 or more. The proposed employment agreement for Coach Petrino potentially exceeds both of these thresholds. The modified contract extends the current termination date of December 31, 2020 to June 30, 2022, with an automatic one-year extension to June 30, 2023 if the coach is not in material breach of the agreement on or before July 1, 2018. Additionally, the contract will be extended by one year for every year in which the football team wins eight or more games.

The base salary (paid with appropriated funds) for the contract (no automatic increases specified) is \$191,214.40. The employee is eligible to receive base

BUSINESS AFFAIRS AND HUMAN RESOURCES
OCTOBER 19, 2017

salary increases, subject to approval by the Athletic Director and President, as part of the University's annual Change in Employee Compensation (CEC) process.

Maximum potential annual compensation is computed at \$696,014.40 for the FBS scenario and \$576,014.40 for the FCS scenario, excluding revenues from potential youth football camps. [Note: the "FBS wins per season" entry in the incentive payout table on page 2, under the FCS column, refers to a \$10,000 incentive for any wins against an FBS opponent while the program is part of an FCS conference.]

Liquidated damages in the event the contract is terminated for the convenience of the coach start at \$150,000 during the calendar year ending on December 31, 2017; decreasing to \$100,000 at year-end 2018; \$75,000 at year-end 2019; \$50,000 at year-end 2020; and \$25,000 if termination occurs during the last two years of the contract. These provisions are similar to liquidated damages provisions at a number of Big Sky Conference institutions.

The academic incentive levels in the modified contract have been increased; and it is noteworthy that the multiple factors are included—i.e., Grade Point Averages as well as NCAA Academic Progress Rate levels, with increasing academic targets over subsequent years.

The proposed employment agreement includes an annual car allowance of \$4,800. Board Policy (Section II.F.2.b.vi.) requires Board approval for any car allowance (other than courtesy car arrangements) included as part of a non-classified employee's compensation.

The proposed contract was reviewed by the Business Affairs and Human Resources Committee during its meeting on October 6, 2017. The contract appears to conform to the letter and spirit of Board policy. Staff recommends approval.

BOARD ACTION

I move to approve the request by the University of Idaho to extend the multi-year employment contract with Paul Petrino, as Men's Football Head Coach, for a term expiring June 30, 2022 (or as further extended pursuant to the terms of the contract) plus other adjustments to terms, including an annual car allowance of \$4,800 per year, in substantial conformance to the form submitted to the Board in Attachment 2.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

EMPLOYMENT AGREEMENT

This Employment Agreement (Agreement) is entered into by and between the University of Idaho (University) and Paul Petrino (Coach).

ARTICLE 1

1.1. Employment. Subject to the terms and conditions of this Agreement, the University shall employ Coach as the head coach of its intercollegiate football team ("Team"). Coach represents and warrants that Coach is fully qualified to serve, and is available for employment, in this capacity.

1.2. Reporting Relationship. Coach shall report and be responsible directly to the University's Director of Athletics (Director) or the Director's designee. Coach shall abide by the reasonable instructions of Director or the Director's designee and shall confer with the Director or the Director's designee on all administrative. Coach shall also be under the general supervision of the University's President (President).

1.3. Duties. Coach shall manage and supervise the Team and shall perform such other duties in the University's athletic program as the Director may reasonably assign and as may be described elsewhere in this Agreement.

ARTICLE 2

~~2.1. 2.1 Term~~. This Agreement is for a fixed-term appointment commencing on ~~June 16, 2016~~, date of the last signature hereto, and terminating, without further notice to Coach, on ~~December 31, 2020~~, June 30, 2022, unless sooner terminated in accordance with other provisions of this Agreement, ~~and unless the Team participates in a bowl game, in which event the date of termination will be extended by mutual agreement of the parties.~~

2.1.1 In the event that Coach is not in material breach of this Agreement on or before July 1, 2018, the term of this Agreement shall be extended by one (1) year such that the Agreement will terminate, without further notice to Coach, on June 30, 2023, unless the Agreement is extended thereafter pursuant to the terms contained herein. Such extension shall be on terms as favorable to Coach as the terms then existing in the final year of the Agreement prior to the extension.

2.1.2 After July 1, 2018, the term of this Agreement shall be extended by one (1) year following each football season in which the Team wins eight (8) or more games (including post-season games). Such extension shall be on terms as favorable to Coach as the terms then existing in the final year of the Agreement prior to the extension.

~~2.2. Extension or Renewal~~. Other than as set forth herein, (1) this Agreement is renewable solely upon an offer from the University and an acceptance by Coach, both of which must be in writing and signed by the parties; and (2) any renewal is subject to the

prior approval of University's Board of Regents. This Agreement in no way grants to Coach a claim to tenure in employment, nor shall Coach's service pursuant to this agreement count in any way toward tenure at the University.

ARTICLE 3

3.1 Regular Compensation.

3.1.1 In consideration of Coach's services and satisfactory performance of this Agreement, the University shall provide to Coach:

- a) An annual salary of \$~~178,526.40~~, 191,214.40, payable in biweekly installments in accordance with normal University procedures. Coach will be eligible to receive University-wide changes in employee compensation upon approval by the Director, the President, and the Board of Regents;
- b) The opportunity to receive such employee benefits as the University provides generally to non-faculty exempt employees, except that in accordance with RGP II.H.6.b.ii, University and Coach agree that Coach shall not accrue any annual leave hours, and may take leave (other than sick leave) only with prior written approval of the Director; and
- c) Such employee benefits as the University's Department of Athletics (Department) provides generally to its employees of a comparable level. Coach hereby agrees to abide by the terms and conditions, as now existing or hereafter amended, of such employee benefits.

3.2 Supplemental Compensation

3.2.1. Football Bowl Subdivision ("FBS"). The following supplemental compensation shall apply to the 2017 season as well as any subsequent season during the term of this Agreement in which the Team competes at the FBS level. The University shall determine the appropriate manner in which it shall pay Coach any such supplemental compensation but shall utilize best efforts to provide Coach such supplemental compensation within thirty (30) days of the triggering event (e.g., 7th regular season win, conference championship, conference coach of the year, etc.).

~~3.2.1.1. 3.2.1. Each year Win bonus. If~~ the football program achieves at least seven (7) regular season wins, the University shall pay to Coach supplemental compensation in an amount equal to ~~\$25,000.00 during the fiscal year in which the Team achieves 7 wins. This supplemental compensation shall be paid to Coach within thirty (30) days of the Team achieving its 7th win.~~ 25,000.00.

~~3.2.1.2.3.2.2.~~ National Coach of the Year. For receiving the “Bear Bryant Coach of the Year” award, ~~and if Coach continues to be employed as University’s head football coach as of the ensuing July 1st,~~ Coach shall receive supplemental compensation ~~of \$10,000. The University shall determine the appropriate manner in which it shall pay Coach any such supplemental compensation in an amount equal to \$25,000.~~

~~3.2.1.3.3.2.3.~~ BCS CFP Bowl game. If the Team participates in any ~~BCS bowl games~~ bowl game affiliated with the College Football Playoff (“CFP”), Coach shall receive supplemental compensation ~~of~~ in an amount equal to \$100,000.

~~3.2.1.4.~~ ~~The University shall determine the appropriate manner in which it shall pay Coach any such supplemental compensation but shall utilize best efforts to provide Coach such supplemental compensation within thirty (30) days of the bowl game.~~ ~~3.2.4.~~ Non-BCS Bowl game. If the Team participates in any ~~non-BCS bowl games~~ game not affiliated with the CFP, Coach shall receive supplemental compensation ~~of~~ in an amount equal to \$25,000.

~~3.2.1.5.~~ Final Ranking. If the Team is ranked in the top 25 in the final ESPN/USA Today coaches poll of Division IA FBS football teams, University shall pay Coach supplemental compensation in an amount equal to \$25,000.

~~3.2.1.6.~~ Conference Coach of the Year. If Coach is named Sun Belt Conference (or any FBS conference the University subsequently joins) Coach of the Year, Coach shall receive supplemental compensation in an amount equal to \$10,000.

~~3.2.1.7.~~ Conference Championship. If the Team wins the Sun Belt Conference (or any FBS conference the University subsequently joins) championship, Coach shall receive supplemental compensation in an amount equal to \$10,000.

322. Football Championship Subdivision (“FCS”). The following supplemental compensation shall apply to any season during the term of this Agreement in which the Team competes at the FCS level. The University shall determine the appropriate manner in which it shall pay Coach any such supplemental compensation but shall utilize best efforts to provide Coach such supplemental compensation within thirty (30) days of the ~~bowl game~~ triggering event (e.g., 8th regular season win, conference championship, conference coach of the year, etc.).

322.1. Win Bonus. If the football program achieves at least eight (8) regular season wins during any season, the University

shall pay to Coach supplemental compensation in an amount equal to \$15,000.

3222. National Coach of the Year. For receiving the FCS National Coach of the Year award, Coach shall receive supplemental compensation in an amount equal to \$15,000.

3223. Final Ranking. If the team is ranked in the Top 5 in the final poll of Division IA FCS football teams during any season, University shall pay Coach supplemental compensation in an amount equal to \$15,000.

3224. Conference Coach of the Year. If Coach is named Big Sky Conference (or any FCS conference the University subsequently joins) Coach of the Year, Coach shall receive supplemental compensation in an amount equal to \$5,000.

3225. Conference Championship. If the Team wins the Big Sky Conference (or any FCS conference the University subsequently joins) championship, Coach shall receive supplemental compensation in an amount equal to \$5,000.

3226. FBS Wins. For each season, Coach shall receive supplemental compensation in an amount equal to \$10,000 for each win against an FBS opponent.

3227. FCS National Championship. If the Team appears in the FCS National Championship game, Coach shall receive supplemental compensation in an amount equal to \$7,500.00. If the Team wins the FCS National Championship, Coach shall receive additional supplemental compensation in an amount equal to \$12,500.

~~325 — Each year the Team is ranked in the top 25 in the final ESPN/USA Today coaches poll of Division IA football teams, and if Coach continues to be employed as University's head football coach as of the ensuing July 1st, University shall pay Coach supplemental compensation in an amount equal to \$13,461.53. The University shall determine the appropriate manner in which it shall pay Coach any such supplemental compensation.~~
3.2.3 Academic Bonuses.

~~326 — Each year Coach is named Conference Coach of the Year, Coach shall receive supplemental compensation of \$10,000. This supplemental compensation shall be paid to Coach within thirty (30) days of such recognition. 3.2.7 Each year Coach shall be eligible to receive supplemental compensation based on the academic achievement and behavior of Team members. If the Team's annual APR exceeds 940,~~

~~Coach shall receive supplemental compensation of \$10,000. This amount shall increase to \$20,000 in any year the Team's annual APR exceeds 960.~~ achievements as set forth below. Coach shall only be eligible for the highest level achieved within these Sections 3.2.3.1 and 3.2.3.2, meaning Coach is eligible to receive one bonus under each section. Any such supplemental compensation paid to Coach shall be accompanied with a justification for the supplemental compensation ~~based on the factors listed above~~, and such justification shall be separately reported to the Board of Regents as a document available to the public under the Idaho Public Records Act.

3.2.3.1 Academic Progress Rate. Coach shall be eligible to receive the highest bonus achieved under the following schedule based on the Team's Academic Progress Rate ("APR") as reported to the NCAA. The University shall determine the appropriate manner in which it shall pay Coach any such supplemental compensation but shall utilize best efforts to provide Coach such supplemental compensation within thirty (30) days of the final APR being reported by the University to the NCAA.

<u>APR numbers reported following the 2016-2017 academic year</u>	<u>945 to 959</u> <u>\$10,000</u>	<u>960 to 979</u> <u>\$20,000</u>
<u>APR numbers reported following the 2017-2018 academic year</u>	<u>950 to 964</u> <u>\$10,000</u>	<u>965 to 984</u> <u>\$20,000</u>
<u>APR numbers reported following the 2018-2019 academic year and any academic year thereafter</u>	<u>955 to 969</u> <u>\$10,000</u>	<u>970 to 989</u> <u>\$20,000</u>

3.2.3.2 Team GPA. Coach shall receive supplemental compensation in an amount equal to \$10,000 if the Team's spring and fall cumulative GPA meets the following schedule. The University shall determine the appropriate manner in which it shall pay Coach any such supplemental compensation but shall utilize best efforts to provide Coach such supplemental compensation within thirty (30) days of the final cumulative GPA being calculated by the University.

<u>2017 Spring & Fall Team GPA – 2.50</u>
<u>2018 Spring & Fall Team GPA – 2.55</u>
<u>2019 (and any calendar year thereafter) Spring & Fall Team GPA – 2.60</u>

~~3.2.8~~ 3.2.4 The Coach shall receive the sum of ~~\$215,000~~ 255,000 from the University or the University's designated media outlet(s) or a combination thereof each year (January 1 to December 31) during the term of this Agreement in compensation for participation in media programs and public appearances (Programs) payable in monthly installments. Coach shall receive a pro-rated portion ~~(1/12th) of \$215,000 for December 2012, for any partial years.~~

~~Beginning January 1, 2014 and each calendar year thereafter, the payment under this section 3.2.8 shall increase by \$10,000 over the prior year if the Football Team's spring and fall cumulative GPA for the applicable year is at least 2.5. For purposes of the~~

~~2014 media payment, the applicable team GPA will be 2013. For purposes of the 2015 media payment, the applicable team GPA will be 2014.~~

~~In the event that the Agreement is extended pursuant to Paragraph 2.2, Coach's media payment shall continue to increase by the same amount (\$10,000.00) each year and the applicable team GPA for any such increases will continue in the same manner as set forth above.~~ Coach's right to receive any such media payment under this Paragraph is expressly contingent upon the following: (1) reasonable academic achievement and behavior of Team members, as set forth above; (2) appropriate behavior by, and supervision of, all assistant coaches, as reasonably determined by the Director; and (3) Coach's compliance with University's financial stewardship policies as set forth in University's Administrative Procedures Manual Chapter 25. Agreements requiring the Coach to participate in Programs related to his duties as an employee of University are the property of the University. The University shall have the exclusive right to negotiate and contract with all producers of media productions and all parties desiring public appearances by the Coach. Coach agrees to cooperate with the University in order for the Programs to be reasonably successful and agrees to provide his services to and perform on the Programs and to reasonably cooperate in their production, broadcasting, and telecasting. It is understood that neither Coach nor any assistant coaches shall appear without the prior written approval of the Director on any competing radio or television program (including but not limited to a coach's show, call-in show, or interview show) or a regularly scheduled news segment, except that this prohibition shall not apply to routine news media interviews for which no compensation is received. Without the prior written approval of the Director, Coach shall not appear in any commercial endorsements that are broadcast on radio or television that conflict with those broadcast on the University's designated media outlets. It is also understood that Coach's media obligations are secondary to his primary duty as head football coach and that such media obligations shall not unreasonably interfere with his duties as head football coach.

~~3.2.93.2.5~~ Coach agrees that the University has the exclusive right to operate youth football camps on its campus using University facilities. The University shall allow Coach the opportunity to earn supplemental compensation by assisting with the University's camps in Coach's capacity as a University employee. Coach hereby agrees to assist in the marketing, supervision, and general administration of the University's youth football camps. Coach also agrees that Coach will perform all obligations mutually agreed upon by the parties. In exchange for Coach's participation in the University's youth football camps, the University shall pay Coach the remaining income from the youth football camps, less \$500, after all claims, insurance, and reasonable and customary expenses of such camps have been paid.

Alternatively, in the event the University notifies Coach, in writing that it does not intend to operate youth football camps for a particular period of time during the term of this Agreement, then, during such time period, Coach shall be permitted to operate youth football camps on the University's campus and using its facilities under the following terms and conditions:

- a) The summer youth camp operation reflects positively on the University and the Department;
- b) The summer youth camp is operated by Coach directly or through a private enterprise owned and managed by Coach. The Coach shall not use University personnel, equipment, or facilities without the prior written approval of the Director;
- c) Assistant coaches at the University are given priority when the Coach or the private enterprise selects coaches to participate;
- d) The Coach complies with all NCAA, Conference, and University of Idaho rules and regulations related, directly or indirectly, to the operation of summer youth camps;
- e) The Coach or the private enterprise enters into a contract with University (and Sodexo with respect to food services) for all campus goods and services required by the camp.
- f) The Coach or private enterprise pays for reasonable charges associated with the use of University facilities.
- g) Within thirty days of the last day of the summer youth camp(s), Coach shall submit to the Director a preliminary "Camp Summary Sheet" containing financial and other information related to the operation of the camp. Within ninety days of the last day of the summer youth camp(s), Coach shall submit to Director a final accounting and "Camp Summary Sheet." A copy of the "Camp Summary Sheet" is attached to this Agreement as an exhibit.
- h) The Coach or the private enterprise shall provide proof of liability insurance as follows: (1) liability coverage: spectator and staff--\$1 million; (2) catastrophic coverage: camper and staff--\$1 million maximum coverage with \$100 deductible.
- i) To the extent permitted by law, the Coach or the private enterprise shall defend and indemnify the University against any claims, damages, or liabilities arising out of the operation of the summer youth camp(s).
- j) All employees of the summer youth camp(s) shall be employees of the Coach or the private enterprise and not the University while engaged in camp activities. The Coach and

all other University employees involved in the operation of the camp(s) shall be on annual leave status or leave without pay during the days the camp is in operation. The Coach or private enterprise shall provide workers' compensation insurance in accordance with Idaho law and comply in all respects with all federal and state wage and hour laws.

In the event of termination of this Agreement, suspension, or reassignment, University shall not be under any obligation to permit a summer youth camp to be held by the Coach after the effective date of such termination, suspension, or reassignment, and the University shall be released from all obligations relating thereto.

~~3.2.10~~ 3.2.6 Coach agrees that the University has the exclusive right to select footwear, apparel and/or equipment for the use of its student-athletes and staff, including Coach, during official practices and games and during times when Coach or the Team is being filmed by motion picture or video camera or posing for photographs in their capacity as representatives of University. Coach recognizes that the University is negotiating or has entered into an agreement with Nike to supply the University with athletic footwear, apparel and/or equipment. Coach agrees that, upon the University's reasonable request, Coach will consult with appropriate parties concerning Nike products' design or performance, shall act as an instructor at a clinic sponsored in whole or in part by Nike, and give a lecture at an event sponsored in whole or in part by Nike, and make other educationally-related appearances as may be reasonably requested by the University. Notwithstanding the foregoing sentence, Coach shall retain the right to decline such appearances as Coach reasonably determines to conflict with or hinder his duties and obligations as head football coach. In order to avoid entering into an agreement with a competitor of Nike, Coach shall submit all outside consulting agreements to the University for review and approval prior to execution. Coach shall also report such outside income to the University in accordance with NCAA rules. Coach further agrees that Coach will not endorse any athletic footwear, apparel and/or equipment products, including Nike, and will not participate in any messages or promotional appearances that contain a comparative or qualitative description of athletic footwear, apparel or equipment products.

~~3.2.11 Moving Expenses. NA~~

~~3.2.12 Signing Bonus. As additional incentive for accepting the position of head football coach at the University and to assist in transitioning to his new position, University agrees to provide Coach with a one-time signing bonus in the amount of \$10,000.~~

3.2.7 Access to Suite. University agrees to provide Coach with access to a designated suite for all home football games (including post-season games). Coach shall be responsible for all food and beverage expenses incurred for personal entertainment purposes for Coach and/or his family, friends and invited guests. Food and beverage expenses incurred as part of University business in furtherance of the program shall be handled pursuant to University policy.

~~3.2.13~~ 3.2.8 Car Allowance. University agrees to provide Coach a monthly car allowance in the amount of \$400 in recognition of his extraordinary duties as the University's head football coach.

33 General Conditions of Compensation. All compensation provided by the University to Coach is subject to deductions and withholdings as required by law or the terms and conditions of any fringe benefit in which Coach participates. However, if any fringe benefit is based in whole or in part upon the compensation provided by the University to Coach, such fringe benefit shall be based only on the compensation provided pursuant to section 3.1.1, except to the extent required by the terms and conditions of a specific fringe benefit program.

34 Conference Affiliation. In the event that the University is successful in joining a conference in which the Football Team participates, the Athletic Director and the Coach agree to meet and confer within sixty (60) days of the University joining the conference to evaluate the terms of this Agreement as compared to other head football coaching contracts in the conference and discuss possible amendments. However, in no event will Coach's compensation be reduced in any manner based upon such meeting and evaluation.

ARTICLE 4

4.1. Coach's Specific Duties and Responsibilities. In consideration of the compensation specified in this Agreement, Coach, in addition to the obligations set forth elsewhere in this Agreement, shall:

4.1.1. Devote Coach's full time and best efforts to the performance of Coach's duties under this Agreement;

4.1.2. Develop and implement programs and procedures with respect to the evaluation, recruitment, training, and coaching of Team members that enable them to compete successfully and reasonably protect their health, safety, and well-being;

4.1.3. Observe and uphold all academic standards, requirements, and policies of the University and encourage Team members to perform to their highest academic potential and to graduate in a timely manner; and

4.1.4. Know, recognize, and comply with all applicable laws and the policies, rules and regulations of the University, the University's governing board, the conference, and the NCAA; supervise and take appropriate steps to ensure that Coach's assistant coaches, any other employees for whom Coach is administratively responsible, and the members of the Team know, recognize, and comply with all such laws, policies,

rules and regulations; and immediately report to the Director and to the Department's Director of Compliance if Coach has reasonable cause to believe that any person or entity, including without limitation representatives of the University's athletic interests, has violated or is likely to violate any such laws, policies, rules or regulations. The University makes available to Coach access to the Office of General Counsel and to the University's NCAA Compliance Officer as resources to Coach for education on such applicable laws, policies, rules and regulations for which he is responsible, and University and Coach shall utilize reasonable shared efforts to ensure Coach is educated on all such applicable laws, policies, rules and regulations.

4.1.5. Coach shall cooperate fully with the University and Department at all times. The applicable laws, policies, rules, and regulations include: (a) State Board of Education and Board of Regents of the University of Idaho Governing Policies and Procedures and Rule Manual; (b) University's Handbook; (c) University's Administrative Procedures Manual; (d) the policies of the Department; (e) NCAA rules and regulations; and (f) the rules and regulations of the football conference of which the University is a member.

4.2 Outside Activities. Coach shall not undertake any business, professional or personal activities, or pursuits that would prevent Coach from devoting Coach's full time and best efforts to the performance of Coach's duties under this Agreement, that would otherwise detract from those duties in any manner, or that, in the opinion of the University, would reflect adversely upon the University or its athletic program. Subject to the terms and conditions of this Agreement, Coach may, with the prior written approval of the Director, who may consult with the President, enter into separate arrangements for outside activities and endorsements that are consistent with Coach's obligations under this Agreement. Coach may not use the University's name, logos, or trademarks in connection with any such arrangements without the prior written approval of the Director and the President.

4.3. NCAA Rules. In accordance with NCAA rules, Coach shall obtain prior written approval from the University's President for all athletically related income and benefits from sources outside the University and shall provide a written detailed account of the source and amount of all such income and benefits to the University's President whenever reasonably requested, but in no event less than annually before the close of business on June 30th of each year or the last regular University work day preceding June 30th. The report shall be in a format reasonably satisfactory to University. Sources of such income include, but are not limited to, the following:

- a) Income from annuities;
- b) Sports camps;
- c) Housing benefits, including preferential housing arrangements;
- d) Country club memberships;
- e) Complimentary ticket sales;
- f) Television and radio programs; and
- g) Endorsement or consultation contracts with athletics shoe, apparel or equipment manufacturers.

In no event shall Coach accept or receive directly or indirectly any monies, benefits, or gratuities whatsoever from any person, association, corporation, University booster club, University alumni association, University foundation, or other benefactor, if the acceptance or receipt of the monies, benefits, or gratuities would violate applicable law or the policies, rules, and regulations of the University, the University's governing board, the conference, or the NCAA.

4.4 Hiring Authority. Coach shall have the responsibility and the sole authority to recommend to the Director the hiring and termination of assistant coaches for the Team, but the decision to hire or terminate an assistant coach shall be made by the Director and shall, when necessary or appropriate, be subject to the approval of the President and the University's Board of Regents.

4.5 Scheduling. Coach shall consult with, and may make recommendations to, the Director or the Director's designee with respect to the scheduling of Team competitions, but the final decision shall be made by the Director or the Director's designee.

4.6 Other Coaching Opportunities. Coach shall not, under any circumstances, interview for, negotiate for, or accept employment as a coach at any other institution of higher education or with any professional sports team, requiring performance of duties prior to the expiration of this Agreement, without the prior approval of the Director. Such approval shall not unreasonably be withheld.

ARTICLE 5

5.1 Termination of Coach for Cause. The University may, in its discretion, suspend Coach from some or all of Coach's duties, temporarily or permanently, and with or without pay, or terminate this Agreement at any time for good or adequate cause, as those terms are defined in the applicable policies, rules or regulations of the University, the University's governing board, the conference, or the NCAA.

5.1.1 In addition to the definitions contained in applicable policies, rules or regulations of the University, the University's governing board, the conference, or the NCAA, University and Coach hereby specifically agree that the following shall constitute good or adequate cause for suspension or termination of this Agreement:

- a) A deliberate or major violation of Coach's duties under this agreement or the refusal or unwillingness of Coach to perform such duties in good faith and to the best of Coach's abilities;
- b) The failure of Coach to remedy any violation of any of the terms of this Agreement within 30 days after written notice from the University;

- c) A deliberate or major violation by Coach of any applicable law or the policies, rules or regulations of the University, the University's governing board, the conference or the NCAA, including but not limited to any such violation that may have occurred during the employment of Coach at another NCAA or NAIA member institution;
- d) Ten (10) working days' absence of Coach from duty without the University's consent;
- e) Any conduct of Coach that constitutes moral turpitude or that would, in the University's reasonable judgment, reflect adversely on the University or its athletic programs;
- f) The failure of Coach to reasonably represent the University and its athletic programs positively in public and private forums;
- g) The failure of Coach to fully and promptly cooperate with the NCAA or the University in any investigation of possible violations of any applicable law or the policies, rules or regulations of the University, the University's governing board, the conference, or the NCAA;
- h) The failure of Coach to report a known violation of any applicable law or the policies, rules or regulations of the University, the University's governing board, the conference, or the NCAA, by one of Coach's assistant coaches, any other employees for whom Coach is administratively responsible, or a member of the Team; or
- i) A violation of any applicable law or the policies, rules or regulations of the University, the University's governing board, the conference, or the NCAA, by one of Coach's assistant coaches, any other employees for whom Coach is administratively responsible, or a member of the Team if Coach knew or should have known of the violation and could have prevented it by ordinary supervision.

5.1.2 Suspension, reassignment, or termination for good or adequate cause shall be effectuated by the University as follows: before the effective date of the suspension, reassignment, or termination, the Director or his designee shall provide Coach with notice, which notice shall be accomplished in the manner provided for in this Agreement and shall include the reason(s) for the contemplated action. Coach shall then have an opportunity to respond. After Coach responds or fails to respond, University shall notify Coach whether, and if so when, the action will be effective. Coach may, within fifteen (15) calendar days of receiving such notice, request review of the decision in writing directed to the University President. However, such request for review shall not

stay the effectiveness of the action, and review by the President is at the President's sole discretion.

5.1.3 In the event of any termination for good or adequate cause, the University's obligation to provide compensation and benefits to Coach, whether direct, indirect, supplemental or collateral, shall cease as of the date of such termination, and the University shall not be liable for the loss of any collateral business opportunities or other benefits, perquisites, or income resulting from outside activities or from any other sources.

5.1.4 If found in violation of NCAA regulations, Coach shall, in addition to the provisions of Section 5.1, be subject to disciplinary or corrective action as set forth in the provisions of the NCAA enforcement procedures. This section applies to violations occurring at the University or at previous institutions at which the Coach was employed.

52 Termination of Coach for Convenience of University.

5.2.1 At any time after commencement of this Agreement, University, for its own convenience, may terminate this Agreement by giving ten (10) days prior written notice to Coach.

5.2.2 In the event that University terminates this Agreement for its own convenience, University shall be obligated to pay Coach, as liquidated damages and not a penalty, all amounts earned but not yet paid under this Agreement at the time of termination as well as the annual salary set forth in section 3.1.1(a) for the duration of the term remaining on the Agreement and media payments set forth in section 3.2.8 for the duration of the Term remaining on the Agreement, excluding all deductions required by law, on the regular paydays of University until the term of this Agreement ends or until Coach obtains employment, whichever occurs first; provided, however, in the event Coach obtains lesser employment after such termination, then the amount of compensation the University pays will be adjusted and reduced by the amount of compensation paid Coach as a result of such lesser employment, such adjusted compensation to be calculated for each University pay-period by reducing the Coach's gross annual salary and media payments set forth in sections 3.1.1(a) and 3.2.8 (before deductions required by law) by the gross compensation paid to Coach under the lesser employment, then subtracting from this adjusted gross compensation deductions according to law. In addition, Coach will be entitled to continue his health insurance plan and group life insurance as if he remained a University employee until the term of this Agreement ends or until Coach obtains employment or any other employment providing Coach with a reasonably comparable health plan and group life insurance, whichever occurs first. Coach shall be entitled to no other compensation or fringe benefits, except as otherwise provided herein or required by law. Coach specifically agrees to inform University within ten business days of obtaining other employment, and to advise University of all relevant terms of such employment, including without limitation the nature and location of the employment, salary, other compensation, health insurance benefits, life insurance benefits, and other fringe benefits. Failure to so inform and advise University shall constitute a material breach of this Agreement and University's obligation to pay compensation under this provision shall end.

Coach agrees not to accept employment for compensation at less than the fair value of Coach's services, as determined by all circumstances existing at the time of employment. Coach further agrees to repay to University all compensation paid to him by University after the date he obtains other employment, to which he is not entitled under this provision.

5.2.3 University has been represented by legal counsel, and coach has been represented by legal counsel in the contract negotiations. The parties have bargained for and agreed to the foregoing liquidated damages provision, giving consideration to the fact that the Coach may lose certain benefits, supplemental compensation, or outside compensation relating to his employment with University, which damages are extremely difficult to determine with certainty. The parties further agree that the payment of such ~~liquidated damages~~ sums by University and the acceptance thereof by Coach shall constitute adequate and reasonable compensation to Coach for the damages and injury suffered by Coach because of such termination by University. The liquidated damages are not, and shall not be construed to be, a penalty.

53 Termination by Coach for Convenience.

5.3.1 The Coach recognizes that his promise to work for University for the entire term of this Agreement is of the essence of this Agreement. The Coach also recognizes that the University is making a highly valuable investment in his employment by entering into this Agreement and that its investment would be lost were he to resign or otherwise terminate his employment with the University before the end of the contract term.

5.3.2 The Coach, for his own convenience, may terminate this Agreement during its term by giving prior written notice to the University. Coach's employment shall thereupon cease, however Coach shall remain reasonably available for contact by the University for a (10) day transition period during which Coach will use reasonable efforts to assist University with the transition to an interim replacement head coach.

5.3.3 If the Coach terminates this Agreement for convenience at any time, all obligations of the University shall cease as of the effective date of the termination, with the exception that Coach shall be entitled to all amounts earned but not yet paid prior to the date of termination. If the Coach terminates this Agreement for his convenience, he shall pay to the University, as liquidated damages and not a penalty, for the breach of this Agreement the following sum: (a) if the Agreement is terminated on or before December 31, ~~2016~~2017, the sum of ~~\$250,000.00~~150,000.00; (b) if the Agreement is terminated between January 1, ~~2017~~2018 and December 31, ~~2017~~2018 inclusive, the sum of \$100,000.00; (c) if the Agreement is terminated between January 1, ~~2018~~2019 and December 31, ~~2018~~2019 inclusive, the sum of ~~\$50,000.00~~75,000.00; (d) if the Agreement is terminated between January 1, ~~2018~~2020 and December 31, ~~2018~~2020 inclusive, the sum of ~~\$25,000.00~~50,000.00; and (e) if the Agreement is terminated between January 1, 2021 and December 31, 2022 inclusive, the sum of \$25,000.

The applicable sum shall be due and payable within thirty (30) days of the effective date of the termination, and any unpaid amount shall bear simple interest at a rate eight (8) percent per annum until paid.

5.3.4 University has been represented by legal counsel, and Coach has been represented by legal counsel in the contract negotiations. The parties have bargained for and agreed to the foregoing liquidated damages provision, giving consideration to the fact that the University will incur administrative and recruiting costs in obtaining a replacement for Coach, in addition to potentially increased compensation costs, if Coach terminates this Agreement for convenience. The parties agree that such costs are extremely difficult to determine with certainty. The parties further agree that the payment of such liquidated damages sums by Coach and the acceptance thereof by University shall constitute adequate and reasonable compensation to University for the damages and injury suffered by University because of such termination by Coach. The liquidated damages are not, and shall not be construed to be, a penalty. This section 5.3.4 shall not apply if Coach terminates this Agreement because of a material breach by the University.

5.3.5 Except as provided elsewhere in this Agreement, if Coach terminates this Agreement for convenience, he shall forfeit to the extent permitted by law his right to receive all supplemental compensation and other payments (other than amounts earned but not yet paid).

54 Termination due to Disability or Death of Coach.

5.4.1 Notwithstanding any other provision of this Agreement, this Agreement shall terminate automatically if Coach becomes totally or permanently disabled as defined by the University's disability insurance carrier, becomes unable to perform the essential functions of the position of head coach, or dies.

5.4.2 If this Agreement is terminated because of Coach's death, Coach's salary and all other benefits shall terminate as of the last day worked, except that the Coach's personal representative or other designated beneficiary shall be paid all compensation due or unpaid and death benefits, if any, as may be contained in any fringe benefit plan now in force or hereafter adopted by the University and due to the Coach's estate or beneficiaries thereunder.

5.4.3 If this Agreement is terminated because the Coach becomes totally or permanently disabled as defined by the University's disability insurance carrier or becomes unable to perform the essential functions of the position of head coach, all salary and other benefits shall terminate, except that the Coach shall be entitled to receive any compensation due or unpaid and any disability-related benefits to which he is entitled by virtue of employment with the University.

55 Interference by Coach. In the event of termination or suspension, Coach agrees that Coach will not interfere with the University's student-athletes or otherwise obstruct the University's ability to transact business or operate its intercollegiate athletics program.

56 No Liability. The University shall not be liable to Coach for the loss of any collateral business opportunities or any other benefits, perquisites or income from any

sources that may ensue as a result of any termination of this Agreement by either party or due to death or disability or the suspension of Coach, regardless of the circumstances.

5.7 Waiver of Rights. Because the Coach is receiving a multi-year contract and the opportunity to receive supplemental compensation, and because such contracts and opportunities are not customarily afforded to University employees, if the University suspends Coach, or terminates this Agreement for good or adequate cause or for convenience, Coach shall have all the rights provided for in this Agreement but hereby releases the University from compliance with the notice, appeal, and similar employment-related rights provided for in the State Board of Education and Board of Regents of the University of Idaho Rule Manual (IDAPA 08) and Governing Policies and Procedures Manual, and the University Faculty-Staff Handbook.

ARTICLE 6

6.1 Board Approval. This Agreement shall not be effective until and unless approved of the University's Board of Regents and executed by both parties as set forth below. In addition, the payment of any compensation pursuant to this agreement shall be subject to the approval of the University's Board of Regents, the President, and the Director; the sufficiency of legislative appropriations; the receipt of sufficient funds in the account from which such compensation is paid; and the Board of Regents and University's rules regarding financial exigency.

6.2 University Property. All personal property (excluding vehicle(s) provided through the Vandal Wheels program), material, and articles of information, including, without limitation, keys, credit cards, personnel records, recruiting records, team information, films, statistics or any other personal property, material, or data, furnished to Coach by the University or developed by Coach on behalf of the University or at the University's direction or for the University's use or otherwise in connection with Coach's employment hereunder are and shall remain the sole property of the University. Within twenty-four (24) hours of the expiration of the term of this agreement or its earlier termination as provided herein, Coach shall immediately cause any such personal property, materials, and articles of information in Coach's possession or control to be delivered to the Director.

6.3 Assignment. Neither party may assign its rights or delegate its obligations under this Agreement without the prior written consent of the other party.

6.4 Waiver. No waiver of any default in the performance of this Agreement shall be effective unless in writing and signed by the waiving party. The waiver of a particular breach in the performance of this Agreement shall not constitute a waiver of any other or subsequent breach. The resort to a particular remedy upon a breach shall not constitute a waiver of any other available remedies.

6.5 Severability. If any provision of this Agreement is determined to be invalid or unenforceable, the remainder of the Agreement shall not be affected and shall remain in effect.

6.6 Governing Law. This Agreement shall be subject to and construed in accordance with the laws of the state of Idaho as an agreement to be performed in Idaho. Any action based in whole or in part on this Agreement shall be brought in the courts of the state of Idaho.

6.7 Oral Promises. Oral promises of an increase in annual salary or of any supplemental or other compensation shall not be binding upon the University.

6.8 Force Majeure. Any prevention, delay or stoppage due to strikes, lockouts, labor disputes, acts of God, inability to obtain labor or materials or reasonable substitutes therefor, governmental restrictions, governmental regulations, governmental controls, enemy or hostile governmental action, civil commotion, fire or other casualty, and other causes beyond the reasonable control of the party obligated to perform (including financial inability), shall excuse the performance by such party for a period equal to any such prevention, delay or stoppage.

6.9 Confidentiality. The Coach hereby consents and agrees that this document may be released and made available to the public after it is signed by the Coach. The Coach further agrees that all documents and reports he is required to produce under this Agreement may be released and made available to the public at the University's sole discretion.

6.10 Notices. Any notice under this Agreement shall be in writing and be delivered in person or by public or private courier service (including U.S. Postal Service Express Mail) or certified mail with return receipt requested or by facsimile. All notices shall be addressed to the parties at the following addresses or at such other addresses as the parties may from time to time direct in writing:

the University: Director of Athletics
University of Idaho
P.O. Box 442302
Moscow, Idaho 83844-2302

with a copy to: President
University of Idaho
P.O. Box 443151
Moscow, ID 83844-3151

the Coach: Paul Petrino
Last known address on file with
University's Human Resource Services

with a copy to: Russ Campbell & Patrick Strong
Balch Sports
P.O. Box 306
Birmingham, AL 35201-0306

Any notice shall be deemed to have been given on the earlier of: (a) actual delivery or refusal to accept delivery, (b) the date of mailing by certified mail, or (c) the day facsimile delivery is verified. Actual notice, however and from whomever received, shall always be effective.

6.11 Headings. The headings contained in this Agreement are for reference purposes only and shall not in any way affect the meaning or interpretation hereof.

6.12 Binding Effect. This Agreement is for the benefit only of the parties hereto and shall inure to the benefit of and bind the parties and their respective heirs, legal representatives, successors and assigns.

6.13 Non-Use of Names and Trademarks. The Coach shall not, without the University's prior written consent in each case, use any name, trade name, trademark, or other designation of the University (including contraction, abbreviation or simulation), except in the course and scope of his official University duties.

6.14 No Third Party Beneficiaries. There are no intended or unintended third party beneficiaries to this Agreement.

6.15 Entire Agreement; Amendments. This Agreement constitutes the entire agreement of the parties and supersedes all prior agreements and understandings with respect to the same subject matter. No amendment or modification of this Agreement shall be effective unless in writing, signed by both parties, and approved by University's Board of Regents.

6.16 Opportunity to Consult with Attorney. The Coach acknowledges that he has had the opportunity to consult and review this Agreement with counsel. Accordingly, in all cases, the language of this Agreement shall be construed simply, according to its fair meaning, and not strictly for or against any party.

UNIVERSITY

COACH

Chuck Staben, President

Date

Paul Petrino

Date

Approved by the Board of Regents on the ~~16th~~ _____ day of ~~June, 2016~~ _____,
2017.

EMPLOYMENT AGREEMENT

This Employment Agreement (Agreement) is entered into by and between the University of Idaho (University) and Paul Petrino (Coach).

ARTICLE 1

1.1. Employment. Subject to the terms and conditions of this Agreement, the University shall employ Coach as the head coach of its intercollegiate football team ("Team"). Coach represents and warrants that Coach is fully qualified to serve, and is available for employment, in this capacity.

1.2. Reporting Relationship. Coach shall report and be responsible directly to the University's Director of Athletics (Director) or the Director's designee. Coach shall abide by the reasonable instructions of Director or the Director's designee and shall confer with the Director or the Director's designee on all administrative. Coach shall also be under the general supervision of the University's President (President).

1.3. Duties. Coach shall manage and supervise the Team and shall perform such other duties in the University's athletic program as the Director may reasonably assign and as may be described elsewhere in this Agreement.

ARTICLE 2

2.1 Term. This Agreement is for a fixed-term appointment commencing on date of the last signature hereto, and terminating, without further notice to Coach, on June 30, 2022, unless sooner terminated in accordance with other provisions of this Agreement.

2.1.1 In the event that Coach is not in material breach of this Agreement on or before July 1, 2018, the term of this Agreement shall be extended by one (1) year such that the Agreement will terminate, without further notice to Coach, on June 30, 2023, unless the Agreement is extended thereafter pursuant to the terms contained herein. Such extension shall be on terms as favorable to Coach as the terms then existing in the final year of the Agreement prior to the extension.

2.1.2 After July 1, 2018, the term of this Agreement shall be extended by one (1) year following each football season in which the Team wins eight (8) or more games (including post-season games). Such extension shall be on terms as favorable to Coach as the terms then existing in the final year of the Agreement prior to the extension.

2.2. Extension or Renewal. Other than as set forth herein, (1) this Agreement is renewable solely upon an offer from the University and an acceptance by Coach, both of which must be in writing and signed by the parties; and (2) any renewal is subject to the prior approval of University's Board of Regents. This Agreement in no way grants to Coach a claim to tenure in employment, nor shall Coach's service pursuant to this

agreement count in any way toward tenure at the University.

ARTICLE 3

3.1 Regular Compensation.

3.1.1 In consideration of Coach's services and satisfactory performance of this Agreement, the University shall provide to Coach:

- a) An annual salary of \$191,214.40, payable in biweekly installments in accordance with normal University procedures. Coach will be eligible to receive University-wide changes in employee compensation upon approval by the Director, the President, and the Board of Regents;
- b) The opportunity to receive such employee benefits as the University provides generally to non-faculty exempt employees, except that in accordance with RGP II.H.6.b.ii, University and Coach agree that Coach shall not accrue any annual leave hours, and may take leave (other than sick leave) only with prior written approval of the Director; and
- c) Such employee benefits as the University's Department of Athletics (Department) provides generally to its employees of a comparable level. Coach hereby agrees to abide by the terms and conditions, as now existing or hereafter amended, of such employee benefits.

3.2 Supplemental Compensation

3.2.1. Football Bowl Subdivision ("FBS"). The following supplemental compensation shall apply to the 2017 season as well as any subsequent season during the term of this Agreement in which the Team competes at the FBS level. The University shall determine the appropriate manner in which it shall pay Coach any such supplemental compensation but shall utilize best efforts to provide Coach such supplemental compensation within thirty (30) days of the triggering event (e.g., 7th regular season win, conference championship, conference coach of the year, etc.).

3.2.1.1. Win bonus. If the football program achieves at least seven (7) regular season wins, the University shall pay to Coach supplemental compensation in an amount equal to \$25,000.00.

3.2.1.2. National Coach of the Year. For receiving the "Bear Bryant Coach of the Year" award, Coach shall receive supplemental compensation in an amount equal to \$25,000.

3.2.1.3. CFP Bowl game. If the Team participates in any bowl game affiliated with the College Football Playoff (“CFP”), Coach shall receive supplemental compensation in an amount equal to \$100,000.

3.2.1.4. Bowl game. If the Team participates in any bowl game not affiliated with the CFP, Coach shall receive supplemental compensation in an amount equal to \$25,000.

3.2.1.5. Final Ranking. If the Team is ranked in the top 25 in the final ESPN/USA Today coaches poll of Division IA FBS football teams, University shall pay Coach supplemental compensation in an amount equal to \$25,000.

3.2.1.6. Conference Coach of the Year. If Coach is named Sun Belt Conference (or any FBS conference the University subsequently joins) Coach of the Year, Coach shall receive supplemental compensation in an amount equal to \$10,000.

3.2.1.7. Conference Championship. If the Team wins the Sun Belt Conference (or any FBS conference the University subsequently joins) championship, Coach shall receive supplemental compensation in an amount equal to \$10,000.

3.2.2. Football Championship Subdivision (“FCS”). The following supplemental compensation shall apply to any season during the term of this Agreement in which the Team competes at the FCS level. The University shall determine the appropriate manner in which it shall pay Coach any such supplemental compensation but shall utilize best efforts to provide Coach such supplemental compensation within thirty (30) days of the triggering event (e.g., 8th regular season win, conference championship, conference coach of the year, etc.).

3.2.2.1. Win Bonus. If the football program achieves at least eight (8) regular season wins during any season, the University shall pay to Coach supplemental compensation in an amount equal to \$15,000.

3.2.2.2. National Coach of the Year. For receiving the FCS National Coach of the Year award, Coach shall receive supplemental compensation in an amount equal to \$15,000.

3.2.2.3. Final Ranking. If the team is ranked in the Top 5 in the final poll of Division IA FCS football teams during any season, University shall pay Coach supplemental compensation in an amount equal to \$15,000.

3.2.2.4. Conference Coach of the Year. If Coach is named Big Sky Conference (or any FCS conference the University subsequently joins) Coach of the Year, Coach shall receive supplemental compensation in an amount equal to \$5,000.

3.2.2.5. Conference Championship. If the Team wins the Big Sky Conference (or any FCS conference the University subsequently joins) championship, Coach shall receive supplemental compensation in an amount equal to \$5,000.

3.2.2.6. FBS Wins. For each season, Coach shall receive supplemental compensation in an amount equal to \$10,000 for each win against an FBS opponent.

3.2.2.7. FCS National Championship. If the Team appears in the FCS National Championship game, Coach shall receive supplemental compensation in an amount equal to \$7,500.00. If the Team wins the FCS National Championship, Coach shall receive additional supplemental compensation in an amount equal to \$12,500.

3.2.3 Academic Bonuses. Each year Coach shall be eligible to receive supplemental compensation based on the academic achievements as set forth below. Coach shall only be eligible for the highest level achieved within these Sections 3.2.3.1 and 3.2.3.2, meaning Coach is eligible to receive one bonus under each section. Any such supplemental compensation paid to Coach shall be accompanied with a justification for the supplemental compensation, and such justification shall be separately reported to the Board of Regents as a document available to the public under the Idaho Public Records Act.

3.2.3.1 Academic Progress Rate. Coach shall be eligible to receive the highest bonus achieved under the following schedule based on the Team's Academic Progress Rate ("APR") as reported to the NCAA. The University shall determine the appropriate manner in which it shall pay Coach any such supplemental compensation but shall utilize best efforts to provide Coach such supplemental compensation within thirty (30) days of the final APR being reported by the University to the NCAA.

APR numbers reported following the 2016-2017 academic year	945 to 959 \$10,000	960 to 979 \$20,000
APR numbers reported following the 2017-2018 academic year	950 to 964 \$10,000	965 to 984 \$20,000
APR numbers reported following the 2018-2019 academic year and any academic year thereafter	955 to 969 \$10,000	970 to 989 \$20,000

3.2.3.2 Team GPA. Coach shall receive supplemental compensation in an amount equal to \$10,000 if the Team's spring and fall cumulative GPA meets the following schedule. The University shall determine the appropriate manner in which it shall pay Coach any such supplemental compensation but shall utilize best efforts to provide Coach such supplemental compensation within thirty (30) days of the final, cumulative GPA being calculated by the University.

2017 Spring & Fall Team GPA – 2.50
2018 Spring & Fall Team GPA – 2.55
2019 (and any calendar year thereafter) Spring & Fall Team GPA – 2.60

3.2.4 The Coach shall receive the sum of \$255,000 from the University or the University's designated media outlet(s) or a combination thereof each year (January 1 to December 31) during the term of this Agreement in compensation for participation in media programs and public appearances (Programs) payable in monthly installments. Coach shall receive a pro rated portion for any partial years.

Coach's right to receive any such media payment under this Paragraph is expressly contingent upon the following: (1) reasonable academic achievement and behavior of Team members, as set forth above; (2) appropriate behavior by, and supervision of, all assistant coaches, as reasonably determined by the Director; and (3) Coach's compliance with University's financial stewardship policies as set forth in University's Administrative Procedures Manual Chapter 25. Agreements requiring the Coach to participate in Programs related to his duties as an employee of University are the property of the University. The University shall have the exclusive right to negotiate and contract with all producers of media productions and all parties desiring public appearances by the Coach. Coach agrees to cooperate with the University in order for the Programs to be reasonably successful and agrees to provide his services to and perform on the Programs and to reasonably cooperate in their production, broadcasting, and telecasting. It is understood that neither Coach nor any assistant coaches shall appear without the prior written approval of the Director on any competing radio or television program (including but not limited to a coach's show, call-in show, or interview show) or a regularly scheduled news segment, except that this prohibition shall not apply to routine news media interviews for which no compensation is received. Without the prior written approval of the Director, Coach shall not appear in any commercial endorsements that are broadcast on radio or television that conflict with those broadcast on the University's designated media outlets. It is also understood that Coach's media obligations are secondary to his primary duty as head football coach and that such media obligations shall not unreasonably interfere with his duties as head football coach.

3.2.5 Coach agrees that the University has the exclusive right to operate youth football camps on its campus using University facilities. The University shall allow Coach the opportunity to earn supplemental compensation by assisting with the University's camps in Coach's capacity as a University employee. Coach hereby agrees to assist in the marketing, supervision, and general administration of the University's youth

football camps. Coach also agrees that Coach will perform all obligations mutually agreed upon by the parties. In exchange for Coach's participation in the University's youth football camps, the University shall pay Coach the remaining income from the youth football camps, less \$500, after all claims, insurance, and reasonable and customary expenses of such camps have been paid.

Alternatively, in the event the University notifies Coach, in writing that it does not intend to operate youth football camps for a particular period of time during the term of this Agreement, then, during such time period, Coach shall be permitted to operate youth football camps on the University's campus and using its facilities under the following terms and conditions:

- a) The summer youth camp operation reflects positively on the University and the Department;
- b) The summer youth camp is operated by Coach directly or through a private enterprise owned and managed by Coach. The Coach shall not use University personnel, equipment, or facilities without the prior written approval of the Director;
- c) Assistant coaches at the University are given priority when the Coach or the private enterprise selects coaches to participate;
- d) The Coach complies with all NCAA, Conference, and University of Idaho rules and regulations related, directly or indirectly, to the operation of summer youth camps;
- e) The Coach or the private enterprise enters into a contract with University (and Sodexo with respect to food services) for all campus goods and services required by the camp.
- f) The Coach or private enterprise pays for reasonable charges associated with the use of University facilities.
- g) Within thirty days of the last day of the summer youth camp(s), Coach shall submit to the Director a preliminary "Camp Summary Sheet" containing financial and other information related to the operation of the camp. Within ninety days of the last day of the summer youth camp(s), Coach shall submit to Director a final accounting and "Camp Summary Sheet." A copy of the "Camp Summary Sheet" is attached to this Agreement as an exhibit.
- h) The Coach or the private enterprise shall provide proof of liability insurance as follows: (1) liability coverage:

spectator and staff--\$1 million; (2) catastrophic coverage: camper and staff--\$1 million maximum coverage with \$100 deductible.

- i) To the extent permitted by law, the Coach or the private enterprise shall defend and indemnify the University against any claims, damages, or liabilities arising out of the operation of the summer youth camp(s).
- j) All employees of the summer youth camp(s) shall be employees of the Coach or the private enterprise and not the University while engaged in camp activities. The Coach and all other University employees involved in the operation of the camp(s) shall be on annual leave status or leave without pay during the days the camp is in operation. The Coach or private enterprise shall provide workers' compensation insurance in accordance with Idaho law and comply in all respects with all federal and state wage and hour laws.

In the event of termination of this Agreement, suspension, or reassignment, University shall not be under any obligation to permit a summer youth camp to be held by the Coach after the effective date of such termination, suspension, or reassignment, and the University shall be released from all obligations relating thereto.

3.2.6 Coach agrees that the University has the exclusive right to select footwear, apparel and/or equipment for the use of its student-athletes and staff, including Coach, during official practices and games and during times when Coach or the Team is being filmed by motion picture or video camera or posing for photographs in their capacity as representatives of University. Coach recognizes that the University is negotiating or has entered into an agreement with Nike to supply the University with athletic footwear, apparel and/or equipment. Coach agrees that, upon the University's reasonable request, Coach will consult with appropriate parties concerning Nike products' design or performance, shall act as an instructor at a clinic sponsored in whole or in part by Nike, and give a lecture at an event sponsored in whole or in part by Nike, and make other educationally-related appearances as may be reasonably requested by the University. Notwithstanding the foregoing sentence, Coach shall retain the right to decline such appearances as Coach reasonably determines to conflict with or hinder his duties and obligations as head football coach. In order to avoid entering into an agreement with a competitor of Nike, Coach shall submit all outside consulting agreements to the University for review and approval prior to execution. Coach shall also report such outside income to the University in accordance with NCAA rules. Coach further agrees that Coach will not endorse any athletic footwear, apparel and/or equipment products, including Nike, and will not participate in any messages or promotional appearances that contain a comparative or qualitative description of athletic footwear, apparel or equipment products.

3.2.7 Access to Suite. University agrees to provide Coach with access to a designated suite for all home football games (including post-season games). Coach shall be responsible for all food and beverage expenses incurred for personal entertainment purposes for Coach and/or his family, friends and invited guests. Food and beverage expenses incurred as part of University business in furtherance of the program shall be handled pursuant to University policy.

3.2.8 Car Allowance. University agrees to provide Coach a monthly car allowance in the amount of \$400 in recognition of his extraordinary duties as the University's head football coach.

3.3 General Conditions of Compensation. All compensation provided by the University to Coach is subject to deductions and withholdings as required by law or the terms and conditions of any fringe benefit in which Coach participates. However, if any fringe benefit is based in whole or in part upon the compensation provided by the University to Coach, such fringe benefit shall be based only on the compensation provided pursuant to section 3.1.1, except to the extent required by the terms and conditions of a specific fringe benefit program.

3.4 Conference Affiliation. In the event that the University is successful in joining a conference in which the Football Team participates, the Athletic Director and the Coach agree to meet and confer within sixty (60) days of the University joining the conference to evaluate the terms of this Agreement as compared to other head football coaching contracts in the conference and discuss possible amendments. However, in no event will Coach's compensation be reduced in any manner based upon such meeting and evaluation.

ARTICLE 4

4.1. Coach's Specific Duties and Responsibilities. In consideration of the compensation specified in this Agreement, Coach, in addition to the obligations set forth elsewhere in this Agreement, shall:

4.1.1. Devote Coach's full time and best efforts to the performance of Coach's duties under this Agreement;

4.1.2. Develop and implement programs and procedures with respect to the evaluation, recruitment, training, and coaching of Team members that enable them to compete successfully and reasonably protect their health, safety, and well-being;

4.1.3. Observe and uphold all academic standards, requirements, and policies of the University and encourage Team members to perform to their highest academic potential and to graduate in a timely manner; and

4.1.4. Know, recognize, and comply with all applicable laws and the policies, rules and regulations of the University, the University's governing board, the conference, and the NCAA; supervise and take appropriate steps to ensure that Coach's assistant coaches, any other employees for whom Coach is administratively responsible, and the members of the Team know, recognize, and comply with all such laws, policies, rules and regulations; and immediately report to the Director and to the Department's Director of Compliance if Coach has reasonable cause to believe that any person or entity, including without limitation representatives of the University's athletic interests, has violated or is likely to violate any such laws, policies, rules or regulations. The University makes available to Coach access to the Office of General Counsel and to the University's NCAA Compliance Officer as resources to Coach for education on such applicable laws, policies, rules and regulations for which he is responsible, and University and Coach shall utilize reasonable shared efforts to ensure Coach is educated on all such applicable laws, policies, rules and regulations.

4.1.5. Coach shall cooperate fully with the University and Department at all times. The applicable laws, policies, rules, and regulations include: (a) State Board of Education and Board of Regents of the University of Idaho Governing Policies and Procedures and Rule Manual; (b) University's Handbook; (c) University's Administrative Procedures Manual; (d) the policies of the Department; (e) NCAA rules and regulations; and (f) the rules and regulations of the football conference of which the University is a member.

4.2 Outside Activities. Coach shall not undertake any business, professional or personal activities, or pursuits that would prevent Coach from devoting Coach's full time and best efforts to the performance of Coach's duties under this Agreement, that would otherwise detract from those duties in any manner, or that, in the opinion of the University, would reflect adversely upon the University or its athletic program. Subject to the terms and conditions of this Agreement, Coach may, with the prior written approval of the Director, who may consult with the President, enter into separate arrangements for outside activities and endorsements that are consistent with Coach's obligations under this Agreement. Coach may not use the University's name, logos, or trademarks in connection with any such arrangements without the prior written approval of the Director and the President.

4.3. NCAA Rules. In accordance with NCAA rules, Coach shall obtain prior written approval from the University's President for all athletically related income and benefits from sources outside the University and shall provide a written detailed account of the source and amount of all such income and benefits to the University's President whenever reasonably requested, but in no event less than annually before the close of business on June 30th of each year or the last regular University work day preceding June 30th. The report shall be in a format reasonably satisfactory to University. Sources of such income include, but are not limited to, the following:

- a) Income from annuities;
- b) Sports camps;
- c) Housing benefits, including preferential housing arrangements;
- d) Country club memberships;
- e) Complimentary ticket sales;
- f) Television and radio programs; and
- g) Endorsement or consultation contracts with athletics shoe, apparel or equipment manufacturers.

In no event shall Coach accept or receive directly or indirectly any monies, benefits, or gratuities whatsoever from any person, association, corporation, University booster club, University alumni association, University foundation, or other benefactor, if the acceptance or receipt of the monies, benefits, or gratuities would violate applicable law or the policies, rules, and regulations of the University, the University's governing board, the conference, or the NCAA.

4.4 Hiring Authority. Coach shall have the responsibility and the sole authority to recommend to the Director the hiring and termination of assistant coaches for the Team, but the decision to hire or terminate an assistant coach shall be made by the Director and shall, when necessary or appropriate, be subject to the approval of the President and the University's Board of Regents.

4.5 Scheduling. Coach shall consult with, and may make recommendations to, the Director or the Director's designee with respect to the scheduling of Team competitions, but the final decision shall be made by the Director or the Director's designee.

4.6 Other Coaching Opportunities. Coach shall not, under any circumstances, interview for, negotiate for, or accept employment as a coach at any other institution of higher education or with any professional sports team, requiring performance of duties prior to the expiration of this Agreement, without the prior approval of the Director. Such approval shall not unreasonably be withheld.

ARTICLE 5

5.1 Termination of Coach for Cause. The University may, in its discretion, suspend Coach from some or all of Coach's duties, temporarily or permanently, and with or without pay, or terminate this Agreement at any time for good or adequate cause, as those terms are defined in the applicable policies, rules or regulations of the University, the University's governing board, the conference, or the NCAA.

5.1.1 In addition to the definitions contained in applicable policies, rules or regulations of the University, the University's governing board, the conference, or the NCAA, University and Coach hereby specifically agree that the following shall constitute good or adequate cause for suspension or termination of this Agreement:

- a) A deliberate or major violation of Coach's duties under this agreement or the refusal or unwillingness of Coach to perform such duties in good faith and to the best of Coach's abilities;
- b) The failure of Coach to remedy any violation of any of the terms of this Agreement within 30 days after written notice from the University;
- c) A deliberate or major violation by Coach of any applicable law or the policies, rules or regulations of the University, the University's governing board, the conference or the NCAA, including but not limited to any such violation that may have occurred during the employment of Coach at another NCAA or NAIA member institution;
- d) Ten (10) working days' absence of Coach from duty without the University's consent;
- e) Any conduct of Coach that constitutes moral turpitude or that would, in the University's reasonable judgment, reflect adversely on the University or its athletic programs;
- f) The failure of Coach to reasonably represent the University and its athletic programs positively in public and private forums;
- g) The failure of Coach to fully and promptly cooperate with the NCAA or the University in any investigation of possible violations of any applicable law or the policies, rules or regulations of the University, the University's governing board, the conference, or the NCAA;
- h) The failure of Coach to report a known violation of any applicable law or the policies, rules or regulations of the University, the University's governing board, the conference, or the NCAA, by one of Coach's assistant coaches, any other employees for whom Coach is administratively responsible, or a member of the Team; or
- i) A violation of any applicable law or the policies, rules or regulations of the University, the University's governing board, the conference, or the NCAA, by one of Coach's assistant coaches, any other employees for whom Coach is administratively responsible, or a member of the Team if Coach knew or should have known of the violation and could have prevented it by ordinary supervision.

5.1.2 Suspension, reassignment, or termination for good or adequate cause shall be effectuated by the University as follows: before the effective date of the

suspension, reassignment, or termination, the Director or his designee shall provide Coach with notice, which notice shall be accomplished in the manner provided for in this Agreement and shall include the reason(s) for the contemplated action. Coach shall then have an opportunity to respond. After Coach responds or fails to respond, University shall notify Coach whether, and if so when, the action will be effective. Coach may, within fifteen (15) calendar days of receiving such notice, request review of the decision in writing directed to the University President. However, such request for review shall not stay the effectiveness of the action, and review by the President is at the President's sole discretion.

5.1.3 In the event of any termination for good or adequate cause, the University's obligation to provide compensation and benefits to Coach, whether direct, indirect, supplemental or collateral, shall cease as of the date of such termination, and the University shall not be liable for the loss of any collateral business opportunities or other benefits, perquisites, or income resulting from outside activities or from any other sources.

5.1.4 If found in violation of NCAA regulations, Coach shall, in addition to the provisions of Section 5.1, be subject to disciplinary or corrective action as set forth in the provisions of the NCAA enforcement procedures. This section applies to violations occurring at the University or at previous institutions at which the Coach was employed.

5.2 Termination of Coach for Convenience of University.

5.2.1 At any time after commencement of this Agreement, University, for its own convenience, may terminate this Agreement by giving ten (10) days prior written notice to Coach.

5.2.2 In the event that University terminates this Agreement for its own convenience, University shall be obligated to pay Coach, as liquidated damages and not a penalty, all amounts earned but not yet paid under this Agreement at the time of termination as well as the annual salary set forth in section 3.1.1(a) for the duration of the term remaining on the Agreement and media payments set forth in section 3.2.8 for the duration of the Term remaining on the Agreement, excluding all deductions required by law, on the regular paydays of University until the term of this Agreement ends or until Coach obtains employment, whichever occurs first; provided, however, in the event Coach obtains lesser employment after such termination, then the amount of compensation the University pays will be adjusted and reduced by the amount of compensation paid Coach as a result of such lesser employment, such adjusted compensation to be calculated for each University pay-period by reducing the Coach's gross annual salary and media payments set forth in sections 3.1.1(a) and 3.2.8 (before deductions required by law) by the gross compensation paid to Coach under the lesser employment, then subtracting from this adjusted gross compensation deductions according to law. In addition, Coach will be entitled to continue his health insurance plan and group life insurance as if he remained a University employee until the term of this Agreement ends or until Coach obtains employment or any other employment providing Coach with a reasonably comparable health plan and group life insurance, whichever occurs first. Coach shall be entitled to no other compensation or fringe benefits, except as otherwise provided herein or required by law. Coach specifically

agrees to inform University within ten business days of obtaining other employment, and to advise University of all relevant terms of such employment, including without limitation the nature and location of the employment, salary, other compensation, health insurance benefits, life insurance benefits, and other fringe benefits. Failure to so inform and advise University shall constitute a material breach of this Agreement and University's obligation to pay compensation under this provision shall end. Coach agrees not to accept employment for compensation at less than the fair value of Coach's services, as determined by all circumstances existing at the time of employment. Coach further agrees to repay to University all compensation paid to him by University after the date he obtains other employment, to which he is not entitled under this provision.

5.2.3 University has been represented by legal counsel, and coach has been represented by legal counsel in the contract negotiations. The parties have bargained for and agreed to the foregoing liquidated damages provision, giving consideration to the fact that the Coach may lose certain benefits, supplemental compensation, or outside compensation relating to his employment with University, which damages are extremely difficult to determine with certainty. The parties further agree that the payment of such sums by University and the acceptance thereof by Coach shall constitute adequate and reasonable compensation to Coach for the damages and injury suffered by Coach because of such termination by University. The liquidated damages are not, and shall not be construed to be, a penalty.

5.3 Termination by Coach for Convenience.

5.3.1 The Coach recognizes that his promise to work for University for the entire term of this Agreement is of the essence of this Agreement. The Coach also recognizes that the University is making a highly valuable investment in his employment by entering into this Agreement and that its investment would be lost were he to resign or otherwise terminate his employment with the University before the end of the contract term.

5.3.2 The Coach, for his own convenience, may terminate this Agreement during its term by giving prior written notice to the University. Coach's employment shall thereupon cease, however Coach shall remain reasonably available for contact by the University for a (10) day transition period during which Coach will use reasonable efforts to assist University with the transition to an interim replacement head coach.

5.3.3 If the Coach terminates this Agreement for convenience at any time, all obligations of the University shall cease as of the effective date of the termination, with the exception that Coach shall be entitled to all amounts earned but not yet paid prior to the date of termination. If the Coach terminates this Agreement for his convenience, he shall pay to the University, as liquidated damages and not a penalty, for the breach of this Agreement the following sum: (a) if the Agreement is terminated on or before December 31, 2017, the sum of \$150,000.00; (b) if the Agreement is terminated between January 1, 2018 and December 31, 2018 inclusive, the sum of \$100,000.00; (c) if the Agreement is terminated between January 1, 2019 and December 31, 2019 inclusive, the sum of \$75,000.00; (d) if the Agreement is terminated between January 1, 2020 and December 31,

2020 inclusive, the sum of \$50,000.00; and (e) if the Agreement is terminated between January 1, 2021 and December 31, 2022 inclusive, the sum of \$25,000.

The applicable sum shall be due and payable within thirty (30) days of the effective date of the termination, and any unpaid amount shall bear simple interest at a rate eight (8) percent per annum until paid.

5.3.4 University has been represented by legal counsel, and Coach has been represented by legal counsel in the contract negotiations. The parties have bargained for and agreed to the foregoing liquidated damages provision, giving consideration to the fact that the University will incur administrative and recruiting costs in obtaining a replacement for Coach, in addition to potentially increased compensation costs, if Coach terminates this Agreement for convenience. The parties agree that such costs are extremely difficult to determine with certainty. The parties further agree that the payment of such liquidated damages sums by Coach and the acceptance thereof by University shall constitute adequate and reasonable compensation to University for the damages and injury suffered by University because of such termination by Coach. The liquidated damages are not, and shall not be construed to be, a penalty. This section 5.3.4 shall not apply if Coach terminates this Agreement because of a material breach by the University.

5.3.5 Except as provided elsewhere in this Agreement, if Coach terminates this Agreement for convenience, he shall forfeit to the extent permitted by law his right to receive all supplemental compensation and other payments (other than amounts earned but not yet paid).

5.4 Termination due to Disability or Death of Coach.

5.4.1 Notwithstanding any other provision of this Agreement, this Agreement shall terminate automatically if Coach becomes totally or permanently disabled as defined by the University's disability insurance carrier, becomes unable to perform the essential functions of the position of head coach, or dies.

5.4.2 If this Agreement is terminated because of Coach's death, Coach's salary and all other benefits shall terminate as of the last day worked, except that the Coach's personal representative or other designated beneficiary shall be paid all compensation due or unpaid and death benefits, if any, as may be contained in any fringe benefit plan now in force or hereafter adopted by the University and due to the Coach's estate or beneficiaries thereunder.

5.4.3 If this Agreement is terminated because the Coach becomes totally or permanently disabled as defined by the University's disability insurance carrier or becomes unable to perform the essential functions of the position of head coach, all salary and other benefits shall terminate, except that the Coach shall be entitled to receive any compensation due or unpaid and any disability-related benefits to which he is entitled by virtue of employment with the University.

5.5 Interference by Coach. In the event of termination or suspension, Coach agrees that Coach will not interfere with the University's student-athletes or otherwise

obstruct the University's ability to transact business or operate its intercollegiate athletics program.

5.6 No Liability. The University shall not be liable to Coach for the loss of any collateral business opportunities or any other benefits, perquisites or income from any sources that may ensue as a result of any termination of this Agreement by either party or due to death or disability or the suspension of Coach, regardless of the circumstances.

5.7 Waiver of Rights. Because the Coach is receiving a multi-year contract and the opportunity to receive supplemental compensation, and because such contracts and opportunities are not customarily afforded to University employees, if the University suspends Coach, or terminates this Agreement for good or adequate cause or for convenience, Coach shall have all the rights provided for in this Agreement but hereby releases the University from compliance with the notice, appeal, and similar employment-related rights provided for in the State Board of Education and Board or Regents of the University of Idaho Rule Manual (IDAPA 08) and Governing Policies and Procedures Manual, and the University Faculty-Staff Handbook.

ARTICLE 6

6.1 Board Approval. This Agreement shall not be effective until and unless approved of the University's Board of Regents and executed by both parties as set forth below. In addition, the payment of any compensation pursuant to this agreement shall be subject to the approval of the University's Board of Regents, the President, and the Director; the sufficiency of legislative appropriations; the receipt of sufficient funds in the account from which such compensation is paid; and the Board of Regents and University's rules regarding financial exigency.

6.2 University Property. All personal property (excluding vehicle(s) provided through the Vandal Wheels program), material, and articles of information, including, without limitation, keys, credit cards, personnel records, recruiting records, team information, films, statistics or any other personal property, material, or data, furnished to Coach by the University or developed by Coach on behalf of the University or at the University's direction or for the University's use or otherwise in connection with Coach's employment hereunder are and shall remain the sole property of the University. Within twenty-four (24) hours of the expiration of the term of this agreement or its earlier termination as provided herein, Coach shall immediately cause any such personal property, materials, and articles of information in Coach's possession or control to be delivered to the Director.

6.3 Assignment. Neither party may assign its rights or delegate its obligations under this Agreement without the prior written consent of the other party.

6.4 Waiver. No waiver of any default in the performance of this Agreement shall be effective unless in writing and signed by the waiving party. The waiver of a particular breach in the performance of this Agreement shall not constitute a waiver of any

other or subsequent breach. The resort to a particular remedy upon a breach shall not constitute a waiver of any other available remedies.

6.5 Severability. If any provision of this Agreement is determined to be invalid or unenforceable, the remainder of the Agreement shall not be affected and shall remain in effect.

6.6 Governing Law. This Agreement shall be subject to and construed in accordance with the laws of the state of Idaho as an agreement to be performed in Idaho. Any action based in whole or in part on this Agreement shall be brought in the courts of the state of Idaho.

6.7 Oral Promises. Oral promises of an increase in annual salary or of any supplemental or other compensation shall not be binding upon the University.

6.8 Force Majeure. Any prevention, delay or stoppage due to strikes, lockouts, labor disputes, acts of God, inability to obtain labor or materials or reasonable substitutes therefor, governmental restrictions, governmental regulations, governmental controls, enemy or hostile governmental action, civil commotion, fire or other casualty, and other causes beyond the reasonable control of the party obligated to perform (including financial inability), shall excuse the performance by such party for a period equal to any such prevention, delay or stoppage.

6.9 Confidentiality. The Coach hereby consents and agrees that this document may be released and made available to the public after it is signed by the Coach. The Coach further agrees that all documents and reports he is required to produce under this Agreement may be released and made available to the public at the University's sole discretion.

6.10 Notices. Any notice under this Agreement shall be in writing and be delivered in person or by public or private courier service (including U.S. Postal Service Express Mail) or certified mail with return receipt requested or by facsimile. All notices shall be addressed to the parties at the following addresses or at such other addresses as the parties may from time to time direct in writing:

the University: Director of Athletics
University of Idaho
P.O. Box 442302
Moscow, Idaho 83844-2302

with a copy to: President
University of Idaho
P.O. Box 443151
Moscow, ID 83844-3151

the Coach: Paul Petrino

Last known address on file with
University's Human Resource Services

with a copy to:

Russ Campbell & Patrick Strong
Balch Sports
P.O. Box 306
Birmingham, AL 35201-0306

Any notice shall be deemed to have been given on the earlier of: (a) actual delivery or refusal to accept delivery, (b) the date of mailing by certified mail, or (c) the day facsimile delivery is verified. Actual notice, however and from whomever received, shall always be effective.

6.11 Headings. The headings contained in this Agreement are for reference purposes only and shall not in any way affect the meaning or interpretation hereof.

6.12 Binding Effect. This Agreement is for the benefit only of the parties hereto and shall inure to the benefit of and bind the parties and their respective heirs, legal representatives, successors and assigns.

6.13 Non-Use of Names and Trademarks. The Coach shall not, without the University's prior written consent in each case, use any name, trade name, trademark, or other designation of the University (including contraction, abbreviation or simulation), except in the course and scope of his official University duties.

6.14 No Third Party Beneficiaries. There are no intended or unintended third party beneficiaries to this Agreement.

6.15 Entire Agreement; Amendments. This Agreement constitutes the entire agreement of the parties and supersedes all prior agreements and understandings with respect to the same subject matter. No amendment or modification of this Agreement shall be effective unless in writing, signed by both parties, and approved by University's Board of Regents.

6.16 Opportunity to Consult with Attorney. The Coach acknowledges that he has had the opportunity to consult and review this Agreement with counsel. Accordingly, in all cases, the language of this Agreement shall be construed simply, according to its fair meaning, and not strictly for or against any party.

UNIVERSITY

COACH

Chuck Staben, President

Date

Paul Petrino

Date

Approved by the Board of Regents on the ____ day of _____, 2017.

THIS PAGE INTENTIONALLY LEFT BLANK

~~(MODEL ATHLETICS MULTI-YEAR CONTRACT)~~
EMPLOYMENT AGREEMENT

This Employment Agreement (Agreement) is entered into by and between
 (the University ~~(College)~~, of Idaho (University) and
 Paul Petrino (Coach).

ARTICLE 1

1.1. Employment. Subject to the terms and conditions of this Agreement, the University ~~(College)~~ shall employ Coach as the head coach of its intercollegiate ~~(Sport)~~ football team (Team) ~~(or Director of Athletics)~~. Coach ~~(Director)~~ represents and warrants that Coach is fully qualified to serve, and is available for employment, in this capacity.

1.2. Reporting Relationship. Coach shall report and be responsible directly to the University ~~(College)~~'s Director of Athletics (Director) or the Director's designee. Coach shall abide by the reasonable instructions of Director or the Director's designee and shall confer with the Director or the Director's designee on all administrative ~~and technical matters~~. Coach shall also be under the general supervision of the University ~~(College)'s Chief executive officer (Chief executive officer's President (President))~~.

1.3. Duties. Coach shall manage and supervise the Team and shall perform such other duties in the University ~~(College)~~'s athletic program as the Director may reasonably assign and as may be described elsewhere in this Agreement. ~~The University (College) shall have the right, at any time, to reassign Coach to duties at the University (College) other than as head coach of the Team, provided that Coach's compensation and benefits shall not be affected by any such reassignment, except that the opportunity to earn supplemental compensation as provided in sections 3.2.1 through (Depending on supplemental pay provisions used) shall cease.~~

ARTICLE 2

~~2.1.~~ 2.1 Term. This Agreement is for a fixed-term appointment ~~of _____ (____) years,~~ commencing on date of the last signature hereto, and terminating, without further notice to Coach, on June 30, 2022, unless sooner terminated in accordance with other provisions of this Agreement.

2.1.1 In the event that Coach is not in material breach of this Agreement on or before July 1, 2018, the term of this Agreement shall be extended by one (1) year such that the Agreement will terminate, without further notice to Coach, on June 30, 2023, unless the Agreement is extended thereafter pursuant to the terms contained herein. Such extension shall be on terms as favorable to Coach as the terms then existing in the final year of the Agreement prior to the extension.

2.1.2 After July 1, 2018, the term of this Agreement shall be extended by one (1) year following each football season in which the Team wins eight (8) or more games (including post-season games). Such extension shall be on terms as favorable to Coach as the terms then existing in the final year of the Agreement prior to the extension.

2.2. Extension or Renewal. ~~This~~Other than as set forth herein, (1) this Agreement is renewable solely upon an offer from the University ~~(College)~~ and an acceptance by Coach, both of which must be in writing and signed by the parties. ~~Any; and~~ (2) any renewal is subject to the prior approval of ~~the~~University's Board of ~~Education~~Regents. This Agreement in no way grants to Coach a claim to tenure in employment, nor shall Coach's service pursuant to this agreement count in any way toward tenure at the University ~~(College)~~.

ARTICLE 3

3.1 Regular Compensation.

3.1.1 In consideration of Coach's services and satisfactory performance of this Agreement, the University ~~(College)~~ shall provide to Coach:

- a) An annual salary of \$ ~~_____ per year, 191,214.40,~~ payable in biweekly installments in accordance with normal University ~~(College) procedures, and such salary increases as may be determined appropriate by the Director and Chief executive officer and approved by the University (College)'s~~ procedures. Coach will be eligible to receive University-wide changes in employee compensation upon approval by the Director, the President, and the Board of ~~(Regents or Trustees)~~ _____;
- b) The opportunity to receive such employee benefits as the University ~~(College)~~ provides generally to non-faculty exempt employees, except that in accordance with RGP II.H.6.b.ii, University and Coach agree that Coach shall not accrue any annual leave hours, and may take leave (other than sick leave) only with prior written approval of the Director; and
- c) ~~The opportunity to receive such~~ Such employee benefits as the University ~~(College)~~'s Department of Athletics (Department) provides generally to its employees of a comparable level. Coach hereby agrees to abide by the terms and conditions, as now existing or hereafter amended, of such employee benefits.

3.2 Supplemental Compensation

~~3.2.1. Each year the Team is the conference champion or co-champion and also becomes eligible for a (bowl game pursuant to NCAA Division I guidelines or post-season tournament or post-season playoffs), and if Coach continues to be employed as University (College)'s head (Sport) coach as of the ensuing July 1st, the University (College) shall pay to Coach~~Football Bowl Subdivision ("FBS"). The following supplemental compensation in an amount equal to (amount or computation) of Coach's Annual Salary during the fiscal year in which the championship and (bowl or other post-season) eligibility are achieved~~shall apply to the 2017 season as well as any subsequent season during the term of this Agreement in which the Team competes at the FBS level. The University (College) shall determine the appropriate manner in which it shall pay Coach any such supplemental compensation-~~but shall utilize best efforts to provide Coach such supplemental compensation within thirty (30) days of the triggering event (e.g., 7th regular season win, conference championship, conference coach of the year, etc.).

3.2.1.1. Win bonus. If the football program achieves at least seven (7) regular season wins, the University shall pay to Coach supplemental compensation in an amount equal to \$25,000.00.

3.2.1.2. National Coach of the Year. For receiving the "Bear Bryant Coach of the Year" award, Coach shall receive supplemental compensation in an amount equal to \$25,000.

3.2.1.3. CFP Bowl game. If the Team participates in any bowl game affiliated with the College Football Playoff ("CFP"), Coach shall receive supplemental compensation in an amount equal to \$100,000.

3.2.1.4. Bowl game. If the Team participates in any bowl game not affiliated with the CFP, Coach shall receive supplemental compensation in an amount equal to \$25,000.

~~3.2.1.5. 3.2.2 Each year the Team is ranked in the top 25 in the (national rankings of sport's division), and if Coach continues to be employed as University (College)'s head (Sport) coach as of the ensuing July 1st, the University (College) shall pay Coach supplemental compensation in an amount equal to (amount or computation) of Coach's Annual Salary in effect on the date of the final poll. The University (College) shall determine the appropriate manner in which it shall pay Coach any such supplemental compensation.~~Final Ranking. If the Team is ranked in the top 25 in the final ESPN/USA Today coaches poll of

Division IA FBS football teams, University shall pay Coach supplemental compensation in an amount equal to \$25,000.

3.2.1.6. Conference Coach of the Year. If Coach is named Sun Belt Conference (or any FBS conference the University subsequently joins) Coach of the Year, Coach shall receive supplemental compensation in an amount equal to \$10,000.

3.2.1.7. Conference Championship. If the Team wins the Sun Belt Conference (or any FBS conference the University subsequently joins) championship, Coach shall receive supplemental compensation in an amount equal to \$10,000.

3.2.2. Football Championship Subdivision ("FCS"). The following supplemental compensation shall apply to any season during the term of this Agreement in which the Team competes at the FCS level. The University shall determine the appropriate manner in which it shall pay Coach any such supplemental compensation but shall utilize best efforts to provide Coach such supplemental compensation within thirty (30) days of the triggering event (e.g., 8th regular season win, conference championship, conference coach of the year, etc.).

3.2.2.1. Win Bonus. If the football program achieves at least eight (8) regular season wins during any season, the University shall pay to Coach supplemental compensation in an amount equal to \$15,000.

3.2.2.2. National Coach of the Year. For receiving the FCS National Coach of the Year award, Coach shall receive supplemental compensation in an amount equal to \$15,000.

3.2.2.3. Final Ranking. If the team is ranked in the Top 5 in the final poll of Division IA FCS football teams during any season, University shall pay Coach supplemental compensation in an amount equal to \$15,000.

3.2.2.4. Conference Coach of the Year. If Coach is named Big Sky Conference (or any FCS conference the University subsequently joins) Coach of the Year, Coach shall receive supplemental compensation in an amount equal to \$5,000.

3.2.2.5. Conference Championship. If the Team wins the Big Sky Conference (or any FCS conference the University subsequently joins) championship, Coach shall receive supplemental compensation in an amount equal to \$5,000.

3.2.2.6. FBS Wins. For each season, Coach shall receive supplemental compensation in an amount equal to \$10,000 for each win against an FBS opponent.

3.2.2.7. FCS National Championship. If the Team appears in the FCS National Championship game, Coach shall receive supplemental compensation in an amount equal to \$7,500.00. If the Team wins the FCS National Championship, Coach shall receive additional supplemental compensation in an amount equal to \$12,500.

3.2.3 Academic Bonuses. Each year Coach shall be eligible to receive supplemental compensation ~~in an amount up to (amount or computation) based on the academic achievement and behavior of Team members. The determination of whether Coach will receive such supplemental compensation and the timing of the payment(s) shall be at the discretion of the Chief executive officer in consultation with the Director. The determination shall be based on the following factors: the Academic Progress Rate set by the Board, grade point averages; difficulty of major course of study; honors such as scholarships, designation as Academic All-American, and conference academic recognition; progress toward graduation for all athletes, but particularly those who entered the University (College) as academically at-risk students; the conduct of Team members on the University (College) campus, at authorized University (College) activities, in the community, and elsewhere.~~ based on the academic achievements as set forth below. Coach shall only be eligible for the highest level achieved within these Sections 3.2.3.1 and 3.2.3.2, meaning Coach is eligible to receive one bonus under each section. Any such supplemental compensation paid to Coach shall be accompanied with a ~~detailed~~ justification for the supplemental compensation ~~based on the factors listed above,~~ and such justification shall be separately reported to the Board of ~~(Regents or Trustees)~~ as a document available to the public under the Idaho Public Records Act.

3.2.3.1 Academic Progress Rate. Coach shall be eligible to receive the highest bonus achieved under the following schedule based on the Team's Academic Progress Rate ("APR") as reported to the NCAA. The University shall determine the appropriate manner in which it shall pay Coach any such supplemental compensation but shall utilize best efforts to provide Coach such supplemental compensation within thirty (30) days of the final APR being reported by the University to the NCAA.

<u>APR numbers reported following the 2016-2017 academic year</u>	<u>945 to 959 \$10,000</u>	<u>960 to 979 \$20,000</u>
<u>APR numbers reported following the 2017-2018 academic year</u>	<u>950 to 964 \$10,000</u>	<u>965 to 984 \$20,000</u>
<u>APR numbers reported following the 2018-2019 academic year and any academic year thereafter</u>	<u>955 to 969 \$10,000</u>	<u>970 to 989 \$20,000</u>

3.2.3.2 Team GPA. Coach shall receive supplemental compensation in an amount equal to \$10,000 if the Team's spring and fall cumulative GPA meets the following schedule. The University shall determine the appropriate manner in which it shall pay Coach any such supplemental compensation but shall utilize best efforts to provide Coach such supplemental compensation within thirty (30) days of the final, cumulative GPA being calculated by the University.

<u>2017 Spring & Fall Team GPA – 2.50</u>
<u>2018 Spring & Fall Team GPA – 2.55</u>
<u>2019 (and any calendar year thereafter) Spring & Fall Team GPA – 2.60</u>

~~3.2.4 Each year Coach shall be eligible to receive supplemental compensation in an amount up to (amount or computation) based on the overall development of the intercollegiate (men's/women's) (Sport) program; ticket sales; fundraising; outreach by Coach to various constituency groups, including University (College) students, staff, faculty, alumni and boosters; and any other factors the Chief executive officer wishes to consider. The determination of whether Coach will receive such supplemental compensation and the timing of the payment(s) shall be at the discretion of the Chief executive officer in consultation with the Director.~~
~~3.2.5 The Coach shall receive the sum of (amount or computation) \$255,000 from the University (College) or the University (College)'s designated media outlet(s) or a combination thereof each year (January 1 to December 31) during the term of this Agreement in compensation for participation in media programs and public appearances (Programs). Coach's right to receive such a payment shall vest on the date of the Team's last regular season or post season competition, whichever occurs later. This sum shall be paid (terms or conditions of payment) payable in monthly installments. Coach shall receive a pro rated portion for any partial years.~~

Coach's right to receive any such media payment under this Paragraph is expressly contingent upon the following: (1) reasonable academic achievement and behavior of Team members, as set forth above; (2) appropriate behavior by, and supervision of, all assistant coaches, as reasonably determined by the Director; and (3) Coach's compliance with University's financial stewardship policies as set forth in University's Administrative Procedures Manual Chapter 25. Agreements requiring the Coach to participate in Programs related to his duties as an employee of University (College) are the property of the University (College). The University (College) shall have the exclusive right to negotiate and contract with all producers of media productions and all parties desiring public appearances by the Coach. Coach agrees to cooperate with the University (College) in order for the Programs to be reasonably successful and agrees to provide his services to and perform on the Programs and to reasonably cooperate in their production, broadcasting, and telecasting. It is understood that neither Coach nor any assistant coaches shall appear without the prior written approval of the Director on any competing radio or television program (including but not limited to a coach's show, call-in

show, or interview show) or a regularly scheduled news segment, except that this prohibition shall not apply to routine news media interviews for which no compensation is received. Without the prior written approval of the Director, Coach shall not appear in any commercial endorsements ~~which that~~ are broadcast on radio or television that conflict with those broadcast on the University ~~(College)~~'s designated media outlets. It is also understood that Coach's media obligations are secondary to his primary duty as head football coach and that such media obligations shall not unreasonably interfere with his duties as head football coach.

~~3.2.6 (SUMMER CAMP OPERATED BY UNIVERSITY (COLLEGE))~~ 3.2.5 Coach agrees that the University ~~(College)~~ has the exclusive right to operate youth ~~(Sport)~~ football camps on its campus using University ~~(College)~~ facilities. The University ~~(College)~~ shall allow Coach the opportunity to earn supplemental compensation by assisting with the University ~~(College)~~'s camps in Coach's capacity as a University ~~(College)~~ employee. Coach hereby agrees to assist in the marketing, supervision, and general administration of the University ~~(College)~~'s youth football camps. Coach also agrees that Coach will perform all obligations mutually agreed upon by the parties. In exchange for Coach's participation in the University ~~(College)~~'s ~~summer youth~~ football camps, the University ~~(College)~~ shall pay Coach ~~(amount)~~ per year as supplemental compensation during each year of his employment as head (Sport) coach at the University (College). This amount shall be paid (terms of payment) the remaining income from the youth football camps, less \$500, after all claims, insurance, and reasonable and customary expenses of such camps have been paid.

~~(SUMMER CAMP OPERATED BY COACH)~~ Coach may Alternatively, in the event the University notifies Coach, in writing that it does not intend to operate youth football camps for a particular period of time during the term of this Agreement, then, during such time period, Coach shall be permitted to operate ~~a summer youth (Sport) camp at~~ football camps on the University ~~(College)~~'s campus and using its facilities under the following terms and conditions:

- a) The summer youth camp operation reflects positively on the University ~~(College)~~ and the Department;
- b) The summer youth camp is operated by Coach directly or through a private enterprise owned and managed by Coach. The Coach shall not use University ~~(College)~~ personnel, equipment, or facilities without the prior written approval of the Director;
- c) Assistant coaches at the University ~~(College)~~ are given priority when the Coach or the private enterprise selects coaches to participate;

- d) The Coach complies with all NCAA—~~(NAIA)~~, Conference, and University ~~(College)~~ of Idaho rules and regulations related, directly or indirectly, to the operation of summer youth camps;
- e) The Coach or the private enterprise enters into a contract with University ~~(College)~~ and ~~_____~~ ~~(campus concessionaire)~~ and Sodexo with respect to food services for all campus goods and services required by the camp.
- f) The Coach or private enterprise pays for reasonable charges associated with the use of University ~~(College)~~ facilities ~~including the _____~~.
- g) Within thirty days of the last day of the summer youth camp(s), Coach shall submit to the Director a preliminary "Camp Summary Sheet" containing financial and other information related to the operation of the camp. Within ninety days of the last day of the summer youth camp(s), Coach shall submit to Director a final accounting and "Camp Summary Sheet." A copy of the "Camp Summary Sheet" is attached to this Agreement as an exhibit.
- h) The Coach or the private enterprise shall provide proof of liability insurance as follows: (1) liability coverage: spectator and staff--\$1 million; (2) catastrophic coverage: camper and staff--\$1 million maximum coverage with \$100 deductible_;
- i) To the extent permitted by law, the Coach or the private enterprise shall defend and indemnify the University ~~(College)~~ against any claims, damages, or liabilities arising out of the operation of the summer youth camp(s).
- j) All employees of the summer youth camp(s) shall be employees of the Coach or the private enterprise and not the University ~~(College)~~ while engaged in camp activities. The Coach and all other University ~~(College)~~ employees involved in the operation of the camp(s) shall be on annual leave status or leave without pay during the days the camp is in operation. The Coach or private enterprise shall provide workers' compensation insurance in accordance with Idaho law and comply in all respects with all federal and state wage and hour laws.

In the event of termination of this Agreement, suspension, or reassignment, University-~~(College)~~ shall not be under any obligation to permit a summer youth camp to be held by the Coach after the effective date of such termination, suspension, or reassignment, and the University-~~(College)~~ shall be released from all obligations relating thereto.

~~3.2.7~~ 3.2.6 Coach agrees that the University-~~(College)~~ has the exclusive right to select footwear, apparel and/or equipment for the use of its student-athletes and staff, including Coach, during official practices and games and during times when Coach or the Team is being filmed by motion picture or video camera or posing for photographs in their capacity as representatives of University-~~(College)~~. Coach recognizes that the University ~~(College)~~ is negotiating or has entered into an agreement with ~~—(Company Name)—~~ Nike to supply the University-~~(College)~~ with athletic footwear, apparel and/or equipment. Coach agrees that, upon the University-~~(College)~~'s reasonable request, Coach will consult with appropriate parties concerning ~~an —(Company Name)— product's~~ Nike products' design or performance, shall act as an instructor at a clinic sponsored in whole or in part by ~~(Company Name)~~, ~~or Nike~~, and give a lecture at an event sponsored in whole or in part by ~~—(Company Name)—~~, ~~or Nike~~, and make other educationally-related appearances as may be reasonably requested by the University-~~(College)~~. Notwithstanding the foregoing sentence, Coach shall retain the right to decline such appearances as Coach reasonably determines to conflict with or hinder his duties and obligations as head ~~—(Sport)—~~ football coach. In order to avoid entering into an agreement with a competitor of ~~—(Company Name)—~~ Nike, Coach shall submit all outside consulting agreements to the University ~~(College)~~ for review and approval prior to execution. Coach shall also report such outside income to the University ~~(College)~~ in accordance with NCAA ~~(or NAIA)~~ rules. Coach further agrees that Coach will not endorse any athletic footwear, apparel and/or equipment products, including ~~—(Company Name)—~~ Nike, and will not participate in any messages or promotional appearances ~~which~~ that contain a comparative or qualitative description of athletic footwear, apparel or equipment products.

3.2.7 Access to Suite. University agrees to provide Coach with access to a designated suite for all home football games (including post-season games). Coach shall be responsible for all food and beverage expenses incurred for personal entertainment purposes for Coach and/or his family, friends and invited guests. Food and beverage expenses incurred as part of University business in furtherance of the program shall be handled pursuant to University policy.

3.2.8 Car Allowance. University agrees to provide Coach a monthly car allowance in the amount of \$400 in recognition of his extraordinary duties as the University's head football coach.

3.3 General Conditions of Compensation. All compensation provided by the University-~~(College)~~ to Coach is subject to deductions and withholdings as required by law or the terms and conditions of any fringe benefit in which Coach participates. However, if any fringe benefit is based in whole or in part upon the compensation provided by the University-~~(College)~~ to Coach, such fringe benefit shall be based only on the

compensation provided pursuant to section 3.1.1, except to the extent required by the terms and conditions of a specific fringe benefit program.

3.4 Conference Affiliation. In the event that the University is successful in joining a conference in which the Football Team participates, the Athletic Director and the Coach agree to meet and confer within sixty (60) days of the University joining the conference to evaluate the terms of this Agreement as compared to other head football coaching contracts in the conference and discuss possible amendments. However, in no event will Coach's compensation be reduced in any manner based upon such meeting and evaluation.

ARTICLE 4

4.1. Coach's Specific Duties and Responsibilities. In consideration of the compensation specified in this Agreement, Coach, in addition to the obligations set forth elsewhere in this Agreement, shall:

4.1.1. Devote Coach's full time and best efforts to the performance of Coach's duties under this Agreement;

4.1.2. Develop and implement programs and procedures with respect to the evaluation, recruitment, training, and coaching of Team members ~~which~~that enable them to compete successfully and reasonably protect their health, safety, and well-being;

4.1.3. Observe and uphold all academic standards, requirements, and policies of the University ~~(College)~~ and encourage Team members to perform to their highest academic potential and to graduate in a timely manner; and

4.1.4. Know, recognize, and comply with all applicable laws and the policies, rules and regulations of the University ~~(College)~~, the University ~~(College)~~'s governing board, the conference, and the NCAA ~~(or NAIA)~~; supervise and take appropriate steps to ensure that Coach's assistant coaches, any other employees for whom Coach is administratively responsible, and the members of the Team know, recognize, and comply with all such laws, policies, rules and regulations; and immediately report to the Director and to the Department's Director of Compliance if Coach has reasonable cause to believe that any person or entity, including without limitation representatives of the University ~~(College)~~'s athletic interests, has violated or is likely to violate any such laws, policies, rules or regulations. The University makes available to Coach access to the Office of General Counsel and to the University's NCAA Compliance Officer as resources to Coach for education on such applicable laws, policies, rules and regulations for which he is responsible, and University and Coach shall utilize reasonable shared efforts to ensure Coach is educated on all such applicable laws, policies, rules and regulations.

4.1.5. Coach shall cooperate fully with the University ~~(College)~~ and Department at all times. ~~The names or titles of employees whom Coach supervises are attached as Exhibit C.~~ The applicable laws, policies, rules, and regulations include: (a) State Board of Education and Board of Regents of the University of Idaho Governing Policies and Procedures and Rule Manual; (b) University ~~(College)~~'s Handbook; (c) University ~~(College)~~'s Administrative Procedures Manual; (d) the policies of the Department; (e) NCAA ~~(or NAIA)~~ rules and regulations; and (f) the rules and regulations of the ~~(Sport)~~ football conference of which the University ~~(College)~~ is a member.

4.2 Outside Activities. Coach shall not undertake any business, professional or personal activities, or pursuits that would prevent Coach from devoting Coach's full time and best efforts to the performance of Coach's duties under this Agreement, that would otherwise detract from those duties in any manner, or that, in the opinion of the University ~~(College)~~, would reflect adversely upon the University ~~(College)~~ or its athletic program. Subject to the terms and conditions of this Agreement, Coach may, with the prior written approval of the Director, who may consult with the ~~Chief executive officer~~ President, enter into separate arrangements for outside activities and endorsements ~~which that~~ are consistent with Coach's obligations under this Agreement. Coach may not use the University ~~(College)~~'s name, logos, or trademarks in connection with any such arrangements without the prior written approval of the Director and the ~~Chief executive officer~~ President.

4.34.3. NCAA ~~(or NAIA)~~ Rules. In accordance with NCAA ~~(or NAIA)~~ rules, Coach shall obtain prior written approval from the University ~~(College)~~'s ~~Chief executive officer~~'s President for all athletically related income and benefits from sources outside the University ~~(College)~~ and shall ~~report~~ provide a written detailed account of the source and amount of all such income and benefits to the University ~~(College)~~'s ~~Chief executive officer~~'s President whenever reasonably requested, but in no event less than annually before the close of business on June 30th of each year or the last regular University ~~(College)~~ work day preceding June 30th. The report shall be in a format reasonably satisfactory to University ~~(College)~~. Sources of such income include, but are not limited to, the following:

- a) Income from annuities;
- b) Sports camps;
- c) Housing benefits, including preferential housing arrangements;
- d) Country club memberships;
- e) Complimentary ticket sales;
- f) Television and radio programs; and
- g) Endorsement or consultation contracts with athletics shoe, apparel or equipment manufacturers.

In no event shall Coach accept or receive directly or indirectly any monies, benefits, or gratuities whatsoever from any person, association, corporation, University ~~(College)~~ booster club, University ~~(College)~~ alumni association, University ~~(College)~~ foundation, or other benefactor, if the acceptance or receipt of the monies, benefits, or gratuities would

violate applicable law or the policies, rules, and regulations of the University ~~(College)~~, the University ~~(College)~~'s governing board, the conference, or the NCAA ~~(or NAIA)~~.

4.4 Hiring Authority. Coach shall have the responsibility and the sole authority to recommend to the Director the hiring and termination of assistant coaches for the Team, but the decision to hire or terminate an assistant coach shall be made by the Director and shall, when necessary or appropriate, be subject to the approval of ~~Chief executive officer~~ the President and the University ~~(College)~~'s Board of ~~(Trustees or Regents)~~.

4.5 Scheduling. Coach shall consult with, and may make recommendations to, the Director or the Director's designee with respect to the scheduling of Team competitions, but the final decision shall be made by the Director or the Director's designee.

4.6 Other Coaching Opportunities. Coach shall not, under any circumstances, interview for, negotiate for, or accept employment as a coach at any other institution of higher education or with any professional sports team, requiring performance of duties prior to the expiration of this Agreement, without the prior approval of the Director. Such approval shall not unreasonably be withheld.

ARTICLE 5

5.1 Termination of Coach for Cause. The University ~~(College)~~ may, in its discretion, suspend Coach from some or all of Coach's duties, temporarily or permanently, and with or without pay; ~~reassign Coach to other duties;~~ or terminate this Agreement at any time for good or adequate cause, as those terms are defined in the applicable policies, rules and regulations of the University, the University's governing board, the conference, or the NCAA.

5.1.1 In addition to the definitions contained in applicable policies, rules and regulations of the University ~~(College)~~, the University's governing board, the conference, or the NCAA, University and Coach hereby specifically agree that the following shall constitute good or adequate cause for suspension, ~~reassignment~~, or termination of this Agreement:

- a) A deliberate or major violation of Coach's duties under this agreement or the refusal or unwillingness of Coach to perform such duties in good faith and to the best of Coach's abilities;
- b) The failure of Coach to remedy any violation of any of the terms of this ~~agreement~~ Agreement within 30 days after written notice from the University ~~(College)~~;
- c) A deliberate or major violation by Coach of any applicable law or the policies, rules or regulations of the University ~~(College)~~, the University ~~(College)~~'s governing board, the conference or the

NCAA-~~(NAIA)~~, including but not limited to any such violation ~~which~~that may have occurred during the employment of Coach at another NCAA or NAIA member institution;

- d) Ten (10) working days' absence of Coach from duty without the University ~~(College)~~'s consent;
- e) Any conduct of Coach that constitutes moral turpitude or that would, in the University ~~(College)~~'s reasonable judgment, reflect adversely on the University ~~(College)~~ or its athletic programs;
- f) The failure of Coach to reasonably represent the University ~~(College)~~ and its athletic programs positively in public and private forums;
- g) The failure of Coach to fully and promptly cooperate with the NCAA-~~(NAIA)~~ or the University ~~(College)~~ in any investigation of possible violations of any applicable law or the policies, rules or regulations of the University ~~(College)~~, the University ~~(College)~~'s governing board, the conference, or the NCAA-~~(NAIA)~~;
- h) The failure of Coach to report a known violation of any applicable law or the policies, rules or regulations of the University ~~(College)~~, the University ~~(College)~~'s governing board, the conference, or the NCAA-~~(NAIA)~~, by one of Coach's assistant coaches, any other employees for whom Coach is administratively responsible, or a member of the Team; or
- i) A violation of any applicable law or the policies, rules or regulations of the University ~~(College)~~, the University ~~(College)~~'s governing board, the conference, or the NCAA-~~(NAIA)~~, by one of Coach's assistant coaches, any other employees for whom Coach is administratively responsible, or a member of the Team if Coach knew or should have known of the violation and could have prevented it by ordinary supervision.

5.1.2 Suspension, reassignment, or termination for good or adequate cause shall be effectuated by the University ~~(College)~~ as follows: before the effective date of the suspension, reassignment, or termination, the Director or his designee shall provide Coach with notice, which notice shall be accomplished in the manner provided for in this Agreement and shall include the reason(s) for the contemplated action. Coach shall then have an opportunity to respond. After Coach responds or fails to respond, University ~~(College)~~ shall notify Coach whether, and if so when, the action will be effective. Coach may, within fifteen (15) calendar days of receiving such notice, request review of the decision in writing directed to the University President. However, such

request for review shall not stay the effectiveness of the action, and review by the President is at the President's sole discretion.

5.1.3 In the event of any termination for good or adequate cause, the University ~~-(College)~~'s obligation to provide compensation and benefits to Coach, whether direct, indirect, supplemental or collateral, shall cease as of the date of such termination, and the University ~~-(College)~~ shall not be liable for the loss of any collateral business opportunities or other benefits, perquisites, or income resulting from outside activities or from any other sources.

5.1.4 If found in violation of NCAA ~~-(NAIA)~~ regulations, Coach shall, in addition to the provisions of Section 5.1, be subject to disciplinary or corrective action as set forth in the provisions of the NCAA ~~-(NAIA)~~ enforcement procedures. This section applies to violations occurring at the University ~~-(College)~~ or at previous institutions at which the Coach was employed.

5.2 Termination of Coach for Convenience of University ~~-(College)~~.

5.2.1 At any time after commencement of this Agreement, University ~~-(College)~~, for its own convenience, may terminate this Agreement by giving ten (10) days prior written notice to Coach.

5.2.2 In the event that University ~~-(College)~~ terminates this Agreement for its own convenience, University ~~-(College)~~ shall be obligated to pay Coach, as liquidated damages and not a penalty, ~~the~~all amounts earned but not yet paid under this Agreement at the time of termination as well as the annual salary set forth in section 3.1.1(a) for the duration of the term remaining on the Agreement and media payments set forth in section 3.2.8 for the duration of the Term remaining on the Agreement, excluding all deductions required by law, on the regular paydays of University ~~-(College)~~ until the term of this Agreement ends or until Coach obtains ~~reasonably comparable~~ employment, whichever occurs first; ~~provided,~~ however, in the event Coach obtains ~~other~~lesser employment after such termination, then the amount of compensation the University pays will be adjusted and reduced by the amount of compensation paid Coach as a result of such ~~other~~lesser employment, such adjusted compensation to be calculated for each University pay-period by reducing the Coach's gross annual salary and media payments set forth in ~~section~~sections 3.1.1(a) and 3.2.8 (before deductions required by law) by the gross compensation paid to Coach under the ~~other~~lesser employment, then subtracting from this adjusted gross compensation deductions according to law. In addition, Coach will be entitled to continue his health insurance plan and group life insurance as if he remained a University ~~-(College)~~ employee until the term of this Agreement ends or until Coach obtains ~~reasonably comparable~~ employment or any other employment providing Coach with a reasonably comparable health plan and group life insurance, whichever occurs first. Coach shall be entitled to no other compensation or fringe benefits, except as otherwise provided herein or required by law. Coach specifically agrees to inform University within ten business days of obtaining other employment, and to advise University of all relevant terms of such employment, including without limitation

the nature and location of the employment, salary, other compensation, health insurance benefits, life insurance benefits, and other fringe benefits. Failure to so inform and advise University shall constitute a material breach of this Agreement and University's obligation to pay compensation under this provision shall end. Coach agrees not to accept employment for compensation at less than the fair value of Coach's services, as determined by all circumstances existing at the time of employment. Coach further agrees to repay to University all compensation paid to him by University after the date he obtains other employment, to which he is not entitled under this provision.

5.2.3 ~~The parties have both~~ University has been represented by, ~~or had the opportunity to consult with,~~ legal counsel, and coach has been represented by legal counsel in the contract negotiations ~~and,~~ The parties have bargained for and agreed to the foregoing liquidated damages provision, giving consideration to the fact that the Coach may lose certain benefits, supplemental compensation, or outside compensation relating to his employment with University ~~(College)~~, which damages are extremely difficult to determine with certainty. The parties further agree that the payment of such ~~liquidated damages~~ sums by University ~~(College)~~ and the acceptance thereof by Coach shall constitute adequate and reasonable compensation to Coach for the damages and injury suffered by Coach because of such termination by University ~~(College)~~. The liquidated damages are not, and shall not be construed to be, a penalty.

5.3 Termination by Coach for Convenience.

5.3.1 The Coach recognizes that his promise to work for University ~~(College)~~ for the entire term of this Agreement is of the essence of this Agreement. The Coach also recognizes that the University ~~(College)~~ is making a highly valuable investment in his employment by entering into this Agreement and that its investment would be lost were he to resign or otherwise terminate his employment with the University ~~(College)~~ before the end of the contract term.

5.3.2 The Coach, for his own convenience, may terminate this Agreement during its term by giving prior written notice to the University ~~(College)~~. ~~Termination shall be effective ten (10) days after notice is given to the University (College).~~ Coach's employment shall thereupon cease, however Coach shall remain reasonably available for contact by the University for a (10) day transition period during which Coach will use reasonable efforts to assist University with the transition to an interim replacement head coach.

5.3.3 If the Coach terminates this Agreement for convenience at any time, all obligations of the University ~~(College)~~ shall cease as of the effective date of the termination, with the exception that Coach shall be entitled to all amounts earned but not yet paid prior to the date of termination. If the Coach terminates this Agreement for his convenience, he shall pay to the University ~~(College)~~, as liquidated damages and not a penalty, ~~the following sum: _____.~~ The liquidated damages for the breach of this Agreement the following sum: (a) if the Agreement is terminated on or before December 31, 2017, the sum of \$150,000.00; (b) if the Agreement is terminated between January 1, 2018 and December 31, 2018 inclusive, the sum of \$100,000.00; (c) if the Agreement is terminated between January 1, 2019 and December 31, 2019 inclusive,

the sum of \$75,000.00; (d) if the Agreement is terminated between January 1, 2020 and December 31, 2020 inclusive, the sum of \$50,000.00; and (e) if the Agreement is terminated between January 1, 2021 and December 31, 2022 inclusive, the sum of \$25,000.

The applicable sum shall be due and payable within ~~twenty~~thirty (2030) days of the effective date of the termination, and any unpaid amount shall bear simple interest at a rate eight (8) percent per annum until paid.

~~5.3.4 The parties have both~~5.3.4 University has been represented by legal counsel, and Coach has been represented by legal counsel in the contract negotiations ~~and. The parties~~ have bargained for and agreed to the foregoing liquidated damages provision, giving consideration to the fact that the University ~~(College)~~ will incur administrative and recruiting costs in obtaining a replacement for Coach, in addition to potentially increased compensation costs, if Coach terminates this Agreement for convenience, ~~which damages. The parties agree that such costs~~ are extremely difficult to determine with certainty. The parties further agree that the payment of such liquidated damages sums by Coach and the acceptance thereof by University ~~(College)~~ shall constitute adequate and reasonable compensation to University ~~(College)~~ for the damages and injury suffered by ~~it~~University because of such termination by Coach. The liquidated damages are not, and shall not be construed to be, a penalty. This section 5.3.4 shall not apply if Coach terminates this Agreement because of a material breach by the University ~~(College)~~.

5.3.5 Except as provided elsewhere in this Agreement, if Coach terminates this Agreement for convenience, he shall forfeit to the extent permitted by law his right to receive all supplemental compensation and other payments (other than amounts earned but not yet paid).

5.4 Termination due to Disability or Death of Coach.

5.4.1 Notwithstanding any other provision of this Agreement, this Agreement shall terminate automatically if Coach becomes totally or permanently disabled as defined by the University ~~(College)~~'s disability insurance carrier, becomes unable to perform the essential functions of the position of head coach, or dies.

5.4.2 If this Agreement is terminated because of Coach's death, Coach's salary and all other benefits shall terminate as of the last day worked, except that the Coach's personal representative or other designated beneficiary shall be paid all compensation due or unpaid and death benefits, if any, as may be contained in any fringe benefit plan now in force or hereafter adopted by the University ~~(College)~~ and due to the Coach's estate or beneficiaries thereunder.

5.4.3 If this Agreement is terminated because the Coach becomes totally or permanently disabled as defined by the University ~~(College)~~'s disability insurance carrier, or becomes unable to perform the essential functions of the position of head coach, all salary and other benefits shall terminate, except that the Coach shall be entitled to receive any compensation due or unpaid and any disability-related benefits to which he is entitled by virtue of employment with the University ~~(College)~~.

5.5 Interference by Coach. In the event of termination, or suspension, ~~or reassignment~~, Coach agrees that Coach will not interfere with the University ~~(College)~~'s student-athletes or otherwise obstruct the University ~~(College)~~'s ability to transact business or operate its intercollegiate athletics program.

5.6 No Liability. The University ~~(College)~~ shall not be liable to Coach for the loss of any collateral business opportunities or any other benefits, perquisites or income from any sources that may ensue as a result of any termination of this Agreement by either party or due to death or disability or the suspension ~~or reassignment~~ of Coach, regardless of the circumstances.

5.7 Waiver of Rights. Because the Coach is receiving a multi-year contract and the opportunity to receive supplemental compensation, and because such contracts and opportunities are not customarily afforded to University ~~(College)~~-employees, if the University ~~(College)~~ suspends ~~or reassigns~~ Coach, or terminates this Agreement for good or adequate cause or for convenience, Coach shall have all the rights provided for in this Agreement but hereby releases the University ~~(College)~~ from compliance with the notice, appeal, and similar employment-related rights ~~provide~~provided for in the State Board of Education and Board or Regents of the University of Idaho Rule Manual (IDAPA 08) and Governing Policies and Procedures Manual, IDAPA-08.01.01 et seq., and the University ~~(College)~~ Faculty-Staff Handbook.

ARTICLE 6

6.1 Board Approval ~~(if required: multiyear employment agreements which require Board approval are defined in Section II.H. of Board Policy).~~ This Agreement shall not be effective until and unless approved of the University ~~(College)~~'s Board of ~~(Regents or Trustees)~~ and executed by both parties as set forth below. In addition, the payment of any compensation pursuant to this agreement shall be subject to the approval of the University ~~(College)~~'s Board of ~~(Regents or Trustees)~~, the ~~Chief executive officer~~President, and the Director; the sufficiency of legislative appropriations; the receipt of sufficient funds in the account from which such compensation is paid; and the Board of ~~(Regents or Trustees)~~ and University ~~(College)~~'s rules regarding financial exigency.

6.2 University ~~(College)~~ Property. All personal property (excluding vehicle(s) provided through the Vandal Wheels program), material, and articles of information, including, without limitation, keys, credit cards, personnel records, recruiting records, team information, films, statistics or any other personal property, material, or data, furnished to Coach by the University ~~(College)~~ or developed by Coach on behalf of the University ~~(College)~~ or at the University ~~(College)~~'s direction or for the University ~~(College)~~'s use or otherwise in connection with Coach's employment hereunder are and shall remain the sole property of the University ~~(College)~~. Within twenty-four (24) hours of the expiration of the term of this agreement or its earlier termination as provided herein,

Coach shall immediately cause any such personal property, materials, and articles of information in Coach's possession or control to be delivered to the Director.

6.3 Assignment. Neither party may assign its rights or delegate its obligations under this Agreement without the prior written consent of the other party.

6.4 Waiver. No waiver of any default in the performance of this Agreement shall be effective unless in writing and signed by the waiving party. The waiver of a particular breach in the performance of this Agreement shall not constitute a waiver of any other or subsequent breach. The resort to a particular remedy upon a breach shall not constitute a waiver of any other available remedies.

6.5 Severability. If any provision of this Agreement is determined to be invalid or unenforceable, the remainder of the Agreement shall not be affected and shall remain in effect.

6.6 Governing Law. This Agreement shall be subject to and construed in accordance with the laws of the state of Idaho as an agreement to be performed in Idaho. Any action based in whole or in part on this Agreement shall be brought in the courts of the state of Idaho.

6.7 Oral Promises. Oral promises of an increase in annual salary or of any supplemental or other compensation shall not be binding upon the University ~~(College)~~.

6.8 Force Majeure. Any prevention, delay or stoppage due to strikes, lockouts, labor disputes, acts of God, inability to obtain labor or materials or reasonable substitutes therefor, governmental restrictions, governmental regulations, governmental controls, enemy or hostile governmental action, civil commotion, fire or other casualty, and other causes beyond the reasonable control of the party obligated to perform (including financial inability), shall excuse the performance by such party for a period equal to any such prevention, delay or stoppage.

6.9 Confidentiality. The Coach hereby consents and agrees that this document may be released and made available to the public after it is signed by the Coach. The Coach further agrees that all documents and reports he is required to produce under this Agreement may be released and made available to the public at the University ~~(College)~~'s sole discretion.

6.10 Notices. Any notice under this Agreement shall be in writing and be delivered in person or by public or private courier service (including U.S. Postal Service Express Mail) or certified mail with return receipt requested or by facsimile. All notices shall be addressed to the parties at the following addresses or at such other addresses as the parties may from time to time direct in writing:

the University ~~(College)~~:

Director of Athletics

University of Idaho

P.O. Box 442302
Moscow, Idaho 83844-2302

with a copy to: ~~Chief executive officer~~
President
University of Idaho

P.O. Box 443151
Moscow, ID 83844-3151

the Coach: Paul Petrino
Last known address on file with
University ~~(College)~~'s Human Resource Services

with a copy to: Russ Campbell & Patrick Strong
Balch Sports
P.O. Box 306
Birmingham, AL 35201-0306

Any notice shall be deemed to have been given on the earlier of: (a) actual delivery or refusal to accept delivery, (b) the date of mailing by certified mail, or (c) the day facsimile delivery is verified. Actual notice, however and from whomever received, shall always be effective.

6.11 Headings. The headings contained in this Agreement are for reference purposes only and shall not in any way affect the meaning or interpretation hereof.

6.12 Binding Effect. This Agreement is for the benefit only of the parties hereto and shall inure to the benefit of and bind the parties and their respective heirs, legal representatives, successors and assigns.

6.13 Non-Use of Names and Trademarks. The Coach shall not, without the University ~~(College)~~'s prior written consent in each case, use any name, trade name, trademark, or other designation of the University ~~(College)~~ (including contraction, abbreviation or simulation), except in the course and scope of his official University ~~(College)~~ duties.

6.14 No Third Party Beneficiaries. There are no intended or unintended third party beneficiaries to this Agreement.

6.15 Entire Agreement; Amendments. This Agreement constitutes the entire agreement of the parties and supersedes all prior agreements and understandings with respect to the same subject matter. No amendment or modification of this Agreement shall be effective unless in writing, signed by both parties, and approved by University ~~(College)~~'s Board of ~~(Regents or Trustees)~~, ~~if required under Section II.H. of Board Policy~~.

6.16 Opportunity to Consult with Attorney. The Coach acknowledges that he has had the opportunity to consult and review this Agreement with ~~an attorney~~counsel. Accordingly, in all cases, the language of this Agreement shall be construed simply, according to its fair meaning, and not strictly for or against any party.

UNIVERSITY ~~(COLLEGE)~~

COACH

~~Chief executive officer~~ _____ ~~Date~~ _____

~~Date~~
Chuck Staben, President _____ Date _____ Paul Petrino _____ Date

*Approved by the Board of ~~(Regents~~ or Trustees) on the ____ day of _____, ~~2010~~2017.

~~[*Note: Multiyear employment agreements which require Board approval are defined in Section II.H. of Board Policy]~~

Attachment 4: University of Idaho, Men's Football APR

	A	B	C	D	E	F
1	Sport	2012-13	2013-14	2014-15	2015-16	Mult-year
2	Football	838	948	957	956	926
3						

THIS PAGE INTENTIONALLY LEFT BLANK

**BUSINESS AFFAIRS AND HUMAN RESOURCES
OCTOBER 19, 2017**

ATTACHMENT 5

Petrino compensation calculation	Section	Maximum Amount		Section	Maximum Amount
2017 FBS year				2018 and beyond - FCS years	
Regular Compensation: eligible to receive University-wide changes in employee compensation upon approval by the Director, the President, and the Board of Regents	3.1	\$ 191,214.40		Regular Compensation: eligible to receive University-wide changes in employee compensation upon approval by the Director, the President, and the Board of Regents	3.1 \$ 191,214.40
Win bonus. If the football program achieves at least seven (7) regular season wins	3.2.1.1	\$ 25,000.00		Win bonus. If the football program achieves at least eight (8) regular season wins	3.2.2.1 \$ 15,000.00
National Coach of the Year - FBS	3.2.1.2	\$ 25,000.00		National Coach of the Year - FCS	3.2.2.2 \$ 15,000.00
CFP Bowl game	3.2.1.3	\$ 100,000.00		FCS National Championship game appearance	\$ 7,500.00
Other Bowl game. If the Team participates in any bowl game not affiliated with the CFP is \$25,000 but will be overridden by a CFP game	3.2.1.4			FCS National Championship game win - additional	3.2.2.7 \$ 12,500.00
Final Ranking. If the Team is ranked in the top 25 in the final ESPN/USA Today coaches poll of Division IA FBS football teams	3.2.1.5	\$ 25,000.00		Final Ranking in Top 5 in the final poll of Division IA FCS football teams during any season,	3.2.2.3 \$ 15,000.00
Conference Coach of the Year.	3.2.1.6	\$ 10,000.00		Conference Coach of the Year.	3.2.2.4 \$ 5,000.00
Conference Championship	3.2.1.7	\$ 10,000.00		Conference Championship	3.2.2.5 \$ 5,000.00
Academic Bonus - APR	3.2.3.1	\$ 20,000.00		Same	Same \$ 20,000.00
Academic Bonus - Team GPA	3.2.3.2	\$ 10,000.00		Same	Same \$ 10,000.00
Media payment	3.2.4	\$ 255,000.00		Same	Same \$ 255,000.00
Access to Suite - market value estimate	3.2.7	\$ 20,000.00		Same	Same \$ 20,000.00
Car Allowance	3.2.8	\$ 4,800.00		Same	Same \$ 4,800.00
Total Maximum Compensation (quantifiable)		\$ 696,014.40			\$ 576,014.40
Non-quantifiable compensation based on contingency					
			FBS Wins. For each season, Coach shall receive supplemental compensation in an amount equal to \$10,000 for each win against an FBS opponent.	3.2.2.6	??
Sports Camps - non-quantifiable	3.2.5	??	Same	3.2.5	??

THIS PAGE INTENTIONALLY LEFT BLANK

**BUSINESS AFFAIRS AND HUMAN RESOURCES
OCTOBER 19, 2017**

ATTACHMENT 6

Attachment 5: Compensation within Big Sky Conference

	A	B	C	D	E	F	G	H	I
	School	Position	Unit	Base Salary	Full/Part	Length of Contract	Years of Service	Extra benefits	Raises/Bonuses/ Incentives/Renewals
1	EWU	Head Coach	Football	\$ 240,000	Full Time	1 year	9 years	Courtesy Car	Raises undetermined; APR, BSC, post-season, attendance; renewal 1/1
3	ISU	Head Coach	Football	\$ 164,528	Full Time	3 years	6 years	Car, Country Club	Media, BSC champ, APR, Attendance
									CPGA yearly (bonuses not cumulative) 2.85 – 2.99-\$2,000, 3.00 – 3.09-\$3,000, 3.10 or above-\$5,000; APR 950 or higher-\$2,500; GSR equal to or higher than FCS GSR-\$5,000; No "0-for-2" APR-\$1,000; Maintain or increase season attendance-\$5,000; Attend all requested functions-\$15,000; Conference Coach or Co-Coach of the Year-\$5,000; Defeat a Football Championship Subdivision (FCS) team during non-conference season that has been a qualifier in the FCS playoffs within the past two years-\$5,000; Play a NCAA FBS team during non-conference season-\$10,000; Defeat a Football Bowl Subdivision (FBS) team during non-conference season-\$10,000; Achieve 10 or more wins during season including regular and post season-\$5,000; Conference Co/Champions or Qualifying for FCS Playoffs-\$5,000; Advance to Second Round FCS Playoffs-\$2,500; Advance to Quarterfinal Round FCS Playoffs-\$2,500; Advance to Semi-Final Round FCS Playoffs-\$2,500; Advance to National Championship-\$5,000; Win National Championship-\$30,000
4	UM	Head Coach	Football	\$ 178,500	Full Time	3 yr	2 years	Monthly car stipend; golf membership	Media \$70,000 , Fundraising \$25,000
5	MSU	Head Coach	Football	\$ 180,000	Full Time	3 years	1 years	phone, courtesy car	Bonus incentives/ Renewal January 1; July 1 raise
6	UND	Head Coach	Football	\$ 163,909	Full Time	3 years	3 years	Vehicle	Academic and Team Performance
7	NAU	Head Coach	Football	\$ 185,000	Full Time	4 years	19 years	Car; Tickets; cell phone stipend	\$20,000
8	UNC	Head Coach	Football	\$ 150,000	Full Time	5 years	7 years	Car, Country Club	APP, Media, NCAA Play
9	PSU	Head Coach	Football	\$ 190,008	Full Time	Annual	3 years		
10	SAC	Head Coach	Football	\$ 182,040	Full Time	3 years	3 years	car	
11	SUU	Head Coach	Football	\$ 146,000	Full Time		1 years	car	APR; # of wins; conf. titles; playoffs.
12	WSU	Head Coach	Football	\$ 155,116	Full Time	5 years	2.5 years	Country Club Membership, Courtesy Car,	\$75,000
13	UCD	Head Coach	Football	\$ 262,500	Full Time	5 years	1 month		
14	CP	Head Coach	Football	\$ 233,256	Full Time	5 years	8 years	Country Club Membership	1-20% based on category

THIS PAGE INTENTIONALLY LEFT BLANK

Portland State

Bruce Barnum
Jul 01, 2017 - Dec 30, 2020

Add Note Add to Favorites

specifically do not include any post-season tickets. The Parties hereto acknowledge and understand that these benefits, if received, will likely be reportable and taxable.

11. Termination by Coach

Coach recognizes that the promise to work for University for the entire term of this Agreement is of the essence of this Agreement. Coach also recognizes that University is making a highly valuable investment in Coach's employment by entering into this Agreement and that University's investment would be lost if Coach were to resign or otherwise terminate employment with University before the end of the Agreement term. If Coach terminates this Agreement before June 30, 2017, and accepts a position as Head Football Coach at another NCAA Division I institution, Coach shall pay to University \$30,000 as liquidated damages. Payment is due 60 days after the effective date of termination and interest shall accrue at the rate of 6 percent per year commencing on the 61st day after termination.

12. Termination by University/Non-Appropriation of Funds

- 1) If sufficient funds are not provided in future approved budgets of the University or from applicable federal, state, or other sources to permit the University in the exercise of its reasonable administrative discretion to continue this Agreement, or if the Program for which this Agreement was executed is abolished, the University may terminate this Agreement without further liability by giving Coach not less than 30 days prior notice.
- 2) The University may terminate this Agreement for just cause, upon written notice and after providing Coach with an opportunity for a hearing before the Director of Athletics, at any time prior to its expiration.
 - a) Grounds for "just cause" include, but are not limited to, the occurrence of any of the following:
 - i) A finding by the NCAA, the Big Sky Conference, or the University, of one or

Eastern Washington

Aaron Best
Feb 06, 2017 - Dec 31, 2021

Add Note Add to Favorites

the Director.

8. **Termination for Convenience:** Employee may be terminated for convenience without cause at the discretion of the Director, with approval of the President, by written notice to the Employee, accompanied by the payment of six months' current salary as liquidated damages, subject to withholding and OASI contributions. Accordingly, the parties agree that if the University makes the payment set forth in this provision, University shall have no further liability to the Employee.
9. **Breach by Employee:** In the event Employee breaches this contract by leaving employment prior to the end date of the contract to coach at another NCAA institution, or to coach at any level of professional athletics, Employee shall pay to University lieu of all other legal remedies liquidated damages a sum equal to \$50,000. The parties acknowledge that the University will incur administrative, recruiting and resettlement costs and loss of ticket revenues which damages are difficult to determine with certainty. Accordingly, the parties agree that if the Employee makes the payment set forth in this provision, Employee shall have no further liability to the University.
10. **Suspension.** The Director shall have the authority to order the suspension of Employee from his/her duties provided that notice of any such suspension shall be delivered to Employee in writing, detailing the reasons for the suspension and setting forth a reasonable time within which the Employee may respond.
11. **NCAA Violations.** Without limitation upon any right or remedy of the institution in the event Employee breaches this contract, it is specifically agreed that if the Employee is found to be in violation of NCAA rules and regulations, the Employee shall be subject to disciplinary or corrective action as set forth in the NCAA enforcement procedure. If the Employee is found to have been involved in conduct which violates NCAA and/or Conference rules and regulations which include a Level I violation (a Severe Breach) and/or a Level II violation (a Significant Breach) for conduct which occurs beginning October 30, 2012 and/or for a Major Violation for

UC Davis

Dan Hawkins
Dec 01, 2016 - Nov 30, 2021

Add Note Add to Favorites

parties agree to this liquidated damages provision, subject to mitigation, as a fair measure of Appointee's losses and not as a penalty.

iv. Waiver of Claims. Appointee's right to payment under this Subsection 7(d) is subject to the express agreement that Appointee shall bring no claim, action, or lawsuit of any kind against the University or its employees or agents which arises out of, or is in any way related to, Appointee's employment under this Contract or the termination of Appointee's employment under this Subsection 7(d) (except for a claim for enforcement of Appointee's right to the payments set forth herein). In the event that Appointee brings a claim in violation of this provision, all obligations of the University hereunder shall cease, and Appointee shall repay forthwith and in full any and all post-termination payments received by Appointee from the University pursuant to this Subsection 7(d).

v. UC Davis Employment. Appointee shall retain his part-time Lecturer appointment after any termination without cause under this section 7(d), and if Appointee requests, the University will assist Appointee in good faith in seeking a full-time position on the UC Davis campus (including with the UC Davis Football team if Appointee desires).

c. Appointee Resignation. Appointee retains the unilateral right to resign his employment. In the event Appointee resigns his employment to accept another head coach position at an institution that is part of a Football Bowl Subdivision conference, an FBS "independent" (e.g., Brigham Young or Notre Dame), or an institution in the Big Sky Conference before the natural expiration of this Contract in 2021 (i.e., before the football season ends in the final year of the Contract), he shall pay a total of \$150,000 to the University as the University's sole remedy and compensation for the resignation of his employment. Such payment may be made by the Appointee or his subsequent employer, and it shall be paid within 90 days of Appointee's resignation. For a period of one year

[00123218;2]Head Football Coach Employment Contract
Page 10 of 12

Northern Arizona

Jerome Souers
Jan 01, 2014 - Jan 31, 2018

Add Note Add to Favorites

The parties have bargained for this liquidated damages provision, giving consideration to the fact that this is a contract for personal services. The parties recognize that a termination of this contract by the University prior to its natural expiration may cause Coach Souers to lose certain salary, benefits, supplemental compensation or outside compensation relating to his employment at the University, which damages are difficult to determine with certainty. Accordingly, the parties agree to this liquidated damages provision as the sole and exclusive remedy Coach Souers has for termination by the University without cause.

17. Termination by Coach

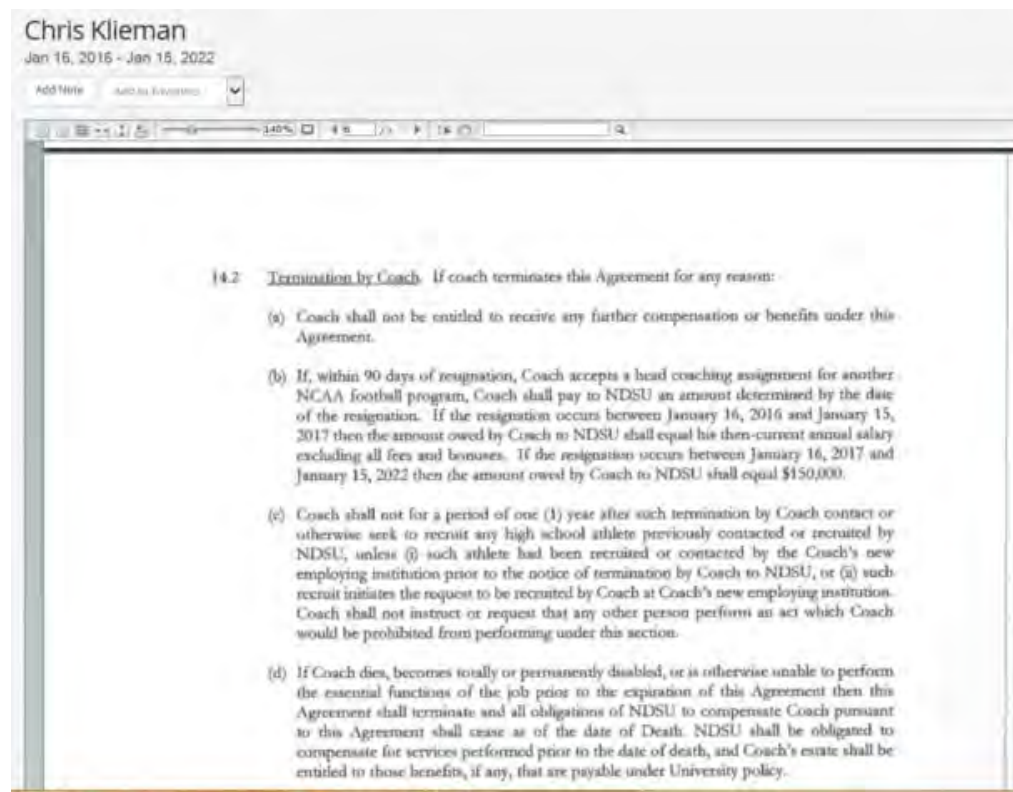
Coach Souers may terminate this contract for any reason upon written notice to the University. Termination by Coach Souers prior to the completion of this contract shall, at the discretion of the University President, obligate Coach Souers to pay the University liquidated damages in the sum of \$50,000 within thirty (30) days of termination. The parties acknowledge that the University will incur administrative, recruiting and resettlement costs in obtaining a replacement coach, which damages are

9.

difficult to determine with certainty, and accordingly agree to this liquidated damages provision. Termination by Coach Souers due to reasons other than accepting another coaching job will not be subject to the \$50,000 liquidated damages clause. Termination by Coach Souers will result in immediate nullification of the Fringe Benefits provided by the University and set forth in Exhibit A.

18. Covenant not to Compete

North Dakota State



THIS PAGE INTENTIONALLY LEFT BLANK

IDAHO STATE BOARD OF EDUCATION

Athletic Director-Coach Contract Checklist

To be Submitted by Institutions with Employment Agreements Requiring Board Approval*

[* Board approval is required for contracts longer than three years or for any contracts with total annual compensation of \$200,000 or higher. See Board Policy II.H.]

Institution: University of Idaho

Name of employee and position: Paul Petrino, Head Coach, Football

Date of submission to State Board Office: September 15, 2017

Proposed effective date of employment agreement: Upon Board Approval

- ☒ The proposed contract has been reviewed to ensure compliance with Board Policy II.H.
- ☒ The proposed contract has been reviewed by institution general counsel

Supporting Documents (Check and attach all that apply): [All required items need to be provided either within the agenda item cover sheet, or as attachments to the agenda item.]

- ☒ A summary of all supplemental compensation incentives
- ☒ Quantification of the maximum potential annual compensation (i.e. base salary plus maximum incentive pay)
- ☒ Employment agreement—clean version
- ☒ Employment agreement—redline version comparing contract to Board-approved model contract (model contract is available on Board website <http://boardofed.idaho.gov>)
- ☒ Employment agreement—redline version (for current coaches receiving new contracts) comparing proposed employment agreement to current agreement
- ☐ In the case of NCAA institutions, a 4-year history of the institution's Academic Progress Rate (APR) raw scores and national average APR scores for the applicable sport.
- ☐ A schedule of base salaries and incentive payments of all other same sport coaches in the institution's conference
- ☐ Documentation/description of how the institution determined the proposed liquidated damages amount(s), and a summary of publically-available liquidated damages and buyout provisions for coaches of the same sport at the other public institutions in the conference.

Notes/Comments (provide explanation of any items/boxes which were not checked or other key points for Board consideration):

Gathering data for the final three items above is underway and should be completed next week. Attachments 4, 5 & 6 (which correspond to these three items of the checklist) will then be completed and sent to the Board office. There will not need to be any change in the proposed agenda cover page.

Point of contact at Institution (phone number, email address):

Kent E. Nelson, General Counsel
208-885-3125; kentnelson@uidaho.edu

THIS PAGE INTENTIONALLY LEFT BLANK

**BUSINESS AFFAIRS AND HUMAN RESOURCES
OCTOBER 19, 2017**

TAB	DESCRIPTION	ACTION
1	FY 2017 SOURCES AND USES OF FUNDS	Information item
<hr/>		
2	IDAHO STATE UNIVERSITY Facilities Use Agreement Between ISU and the Idaho College of Osteopathic Medicine (ICOM)	Motion to approve
<hr/>		
3	IDAHO STATE UNIVERSITY Amendment to License Agreement Between ISU and the Idaho College of Osteopathic Medicine (ICOM)	Motion to approve
<hr/>		
4	UNIVERSITY OF IDAHO Multi-Year Agreement – City of Moscow - Campus Security	Motion to approve
<hr/>		
5	UNIVERSITY OF IDAHO Nancy M. Cummings Research, Extension, and Education Center Project – Planning and Design Phases	Motion to approve
<hr/>		
6	UNIVERSITY OF IDAHO West Campus Utilities Distribution Systems and Infrastructure Improvements & Expansion Project – Planning and Design Phases	Motion to approve
<hr/>		
7	FY 2019 BUDGET REQUEST AMENDMENT	Motion to approve
<hr/>		

THIS PAGE INTENTIONALLY LEFT BLANK

BUSINESS AFFAIRS AND HUMAN RESOURCES
OCTOBER 19, 2017

SUBJECT

FY 2018 College and Universities “Summary of Sources and Uses of Funds”

APPLICABLE STATUTES, RULE OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Sections V.B.4.b., V.B.5.c. and V.B.6.b.

BACKGROUND/DISCUSSION

The College and Universities receive funding from a variety of sources. A summary of the revenue sources is as follows:

Revenue types include:

Approp: General Funds – State appropriation of state funds

Approp: Endowment Funds – Idaho State University (ISU), University of Idaho (UI) and Lewis-Clark State College (LCSC) are the beneficiaries of income from state endowment lands

Approp: Student Fees – Tuition and Fees approved by the Board; Legislature appropriates spending authority

Institutional Student Fees – Fees approved by the institution presidents

Federal Grants & Contracts – Extramural grants and contracts awarded by the Federal government

Federal Student Financial Aid – Funds passed through to students

State Grants & Contracts – Grants and contracts awarded by the State: may include state scholarships and work study funds

Private Gifts, Grants & Contracts – Other non-governmental gifts, grants and contracts

Sales & Services of Educational Activities – Includes: (i) revenues that are related incidentally to the conduct of instruction, research, and public service and (ii) revenues of activities that exist to provide instructional and laboratory experience for students and that incidentally create goods and services that may be sold to students, faculty, staff, and the general public. Examples would include sales of scientific and literary publications, testing services, etc.

Sales & Services of Auxiliary Enterprises – An institutional entity that exists predominantly to furnish goods or services to students, faculty, or staff, and that charges a fee directly related to the cost of the goods or services. Examples include residence halls, food services, student unions, bookstores, copy centers, health centers, etc.

Indirect Costs/Other – Also known as Facilities and Administrative (F&A) Cost recovery, on many grants an institution may charge a grantor for indirect costs. The expense to the grant is not a specifically identifiable cash outlay but a “recovery” of general overhead costs.

BUSINESS AFFAIRS AND HUMAN RESOURCES
OCTOBER 19, 2017

The institutions' expenditures fall into the following standard functional categories:

Expenditure Categories:

Instruction – expenses for all activities that are part of an institution's instruction program (credit and noncredit courses; academic, vocational, and technical instruction; remedial and tutorial instruction; etc.)

Research – all expenses for individual and/or project research as well as that of institutes and research centers

Public Service -- expenses for activities established primarily to provide non-instructional services beneficial to individuals and groups external to the institution (e.g. conferences, institutes, radio and television, consulting, museums, etc.)

Library – expenses for retention, preservation, and display of educational materials and organized activities that directly support the operation of a catalogued or otherwise classified collection

Student Services – expenses incurred for offices of admissions, registrar and financial aid, student activities, cultural events, student newspapers, intramural athletics, student organizations, etc.

Physical Plant – all expenses for the administration, supervision, operation, maintenance, preservation, and protection of the institution's physical plant.

Institutional Support – expenses for central, executive-level activities concerned with management and long-range planning for the entire institution, such as planning and programming operations and legal services; fiscal operations; activities concerned with community and alumni relations, including development and fund raising; etc.

Academic Support – expenses incurred to provide support services for the institution's primary missions: instruction, research, and public service (includes academic administration, galleries, A-V services, etc.)

Athletics – expenses for intercollegiate sports programs are a separately budgeted auxiliary enterprise

Auxiliary Enterprises – an enterprise which exists to furnish goods or services to students, faculty, staff, other institutional departments, or incidentally to the general public, and charges a fee directly related to, although not necessarily equal to, the cost of the goods or services. The distinguishing characteristic of an auxiliary enterprise is that it is managed to operate as a self-supporting activity. Examples include residence halls, food services, student unions, bookstores, copy centers, health centers, etc.

Scholarships/Fellowships – includes expenses for scholarships and fellowships (from restricted or unrestricted funds) in the form of grants to students.

Federal Student Financial Aid – funds passed through to students

Other – institution specific unique budgeted expenditures

BUSINESS AFFAIRS AND HUMAN RESOURCES
OCTOBER 19, 2017

IMPACT

The attached worksheets provide a high level overview of the institutions' sources of funding and expenditures based on the standard categories listed above. The trend analysis shows how the allocation of budgeted revenues and expenditures has changed since fiscal year 2011 excluding any mid-year adjustments (e.g. holdbacks).

ATTACHMENTS

Attachment 1 – Aggregate Trend Report	Page 5
Attachment 2 – Aggregate Annual Report	Page 6
Attachment 3 – Boise State University Trend Report	Page 7
Attachment 4 – Boise State Annual Report	Page 8
Attachment 5 – Idaho State University Trend Report	Page 9
Attachment 6 – Idaho State University Annual Report	Page 10
Attachment 7 – University of Idaho Trend Report	Page 11
Attachment 8 – University of Idaho Annual Report	Page 12
Attachment 9 – Lewis-Clark State College Trend Report	Page 13
Attachment 10 – Lewis-Clark State College Annual Report	Page 14

STAFF COMMENTS AND RECOMMENDATIONS

Starting in FY 2013, federal student aid was disaggregated from Federal Grants & Contracts on the revenue side and from Scholarships/Fellowships on the expense side since federal aid only passes through the institution to the eligible students.

Institution staff will be available to answer questions from the Board.

BOARD ACTION

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

THIS PAGE INTENTIONALLY LEFT BLANK

**College and Universities
Sources and Uses of Funds**

a		b	c	d	e	f	g	h	i	i vs b
		2011	2012	2013	2014	2015	2016	2017	2018	
		Amount	Amount	Amount	Amount	Amount	Amount	Amount	Amount	% Change
Revenues by Source:										
1	Approp: General Funds	\$259,619,803	\$251,916,503	\$269,919,595	\$279,452,595	\$298,525,915	\$309,424,472	\$334,984,591	\$344,306,056	33%
2	Approp: Federal Stimulus	\$4,305,900	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-100%
3	Approp: Endowment Funds	9,616,600	9,616,600	9,927,400	10,729,200	12,528,000	13,980,000	15,840,000	15,840,000	65%
4	Approp: Student Fees	177,342,376	202,215,526	216,238,128	227,240,000	241,252,060	247,102,865	251,030,760	256,485,890	45%
5	Institutional Student Fees	66,974,551	71,649,406	79,135,463	86,355,074	84,993,859	85,300,154	90,003,071	111,514,766	67%
6	Federal Grants & Contracts	389,010,370	415,693,822	112,497,648	115,546,707	112,713,666	126,045,621	110,262,677	110,076,614	-72%
7	Federal Student Financial Aid	0	0	312,522,291	307,937,134	288,465,659	290,298,904	284,572,355	280,182,279	100%
8	State Grants & Contracts (1)	19,791,273	21,583,007	22,152,755	21,682,868	22,847,714	21,567,928	22,915,957	23,926,250	21%
9	Private Gifts, Grants & Contr	52,374,136	53,920,532	64,120,559	67,276,644	63,564,826	65,936,856	63,578,497	62,774,068	20%
10	Sales & Serv of Educ Act	36,783,785	30,744,992	24,044,782	24,780,015	26,730,054	26,407,658	26,475,373	27,653,237	-25%
11	Sales & Serv of Aux Ent	110,074,583	113,931,176	116,207,575	114,684,647	108,802,298	106,589,926	102,304,302	100,893,081	-8%
12	Indirect Cost Recovery	20,580,602	22,647,183	21,792,012	19,517,154	17,810,995	18,149,490	17,923,636	27,158,944	32%
13	Other	24,151,223	26,774,339	31,897,012	38,387,194	35,284,442	38,071,357	42,086,843	41,791,454	73%
14	Total Revenues	\$1,170,625,202	\$1,220,693,086	\$1,280,455,220	\$1,313,589,232	\$1,313,519,488	\$1,348,875,232	\$1,361,978,061	\$1,402,602,639	20%
15										
16	Expenditures by Function									
17	Instruction	\$294,191,076	\$301,572,754	\$318,647,448	\$333,078,432	\$346,136,944	\$372,035,687	\$366,337,251	\$380,073,534	29%
18	Research	128,674,626	127,060,429	138,537,678	138,668,790	133,858,279	133,054,905	139,165,294	139,315,744	8%
19	Public Service	49,068,029	47,316,195	48,191,701	50,471,780	52,407,594	53,214,750	57,577,749	52,029,256	6%
23	Academic Support	45,280,025	49,906,432	52,845,452	57,204,583	59,818,983	61,968,783	64,484,850	64,533,318	43%
20	Library	20,814,300	20,878,394	22,471,260	22,866,050	24,139,803	25,320,033	26,357,423	26,564,846	28%
21	Student Services	33,483,114	35,749,087	40,597,148	41,517,946	44,381,614	47,944,525	49,748,598	51,576,063	54%
22	Institutional Support	90,467,652	88,930,254	91,353,187	94,527,863	99,533,947	100,638,685	105,187,040	122,517,090	35%
23	Physical Plant	62,713,180	63,567,095	69,663,266	73,626,803	73,943,495	79,788,207	78,028,862	85,168,976	36%
24	Scholarships/Fellowships	294,625,270	330,513,313	29,479,224	32,740,699	32,630,710	35,123,507	34,422,546	35,433,991	-88%
25	Federal Student Financial Aid	0	0	312,522,291	307,937,134	288,465,659	290,298,904	284,572,355	280,182,279	100%
26	Auxiliary Enterprises (2)	91,616,578	92,340,574	92,031,875	95,364,479	88,373,548	83,664,258	87,290,168	87,859,972	-4%
27	Athletics	57,338,387	58,102,906	64,064,804	62,856,999	62,584,986	67,091,842	69,713,376	71,453,880	25%
28	Other-Incl One-Time	3,045,065	2,641,078	1,659,729	1,843,465	9,583,149	5,349,192	18,323,284	4,461,724	47%
29										
30	Total Bdgt by Function	\$1,171,317,303	\$1,218,578,511	\$1,282,065,063	\$1,312,705,023	\$1,315,858,712	\$1,355,493,278	\$1,381,208,795	\$1,401,170,673	20%

(1) Includes state grants, scholarships, and work study

(2) Auxiliary Enterprises includes University of Idaho's Student Recreation Center

College & Universities Summary
Summary of Sources and Uses of Ongoing Funds
Fiscal Year 2018

	A	B	C	D	E	F	G	H
	Operating Budgets							
	Board Approved Budgets			CEO Approved	Estimated Budgets		Total	%
	General Education	Career-Technical Education	Special Programs	Auxiliary Enterprise	Instit Accounts	Grants & Contracts	Operating Budgets	of Total
SOURCES OF FUNDS:								
State Appropriations								
1 General Account	\$285,337,800	\$16,703,356	\$44,986,800	\$0	\$0	\$0	\$347,027,956	24.7%
2 General Acct - One time funds	1,715,400	289,100	339,400	0	0	0	2,343,900	0.2%
3 Endowment Funds	15,840,000	0	0	0	0	0	15,840,000	1.1%
4 Student Fees	256,267,810	0	218,080	0	0	0	256,485,890	18.2%
5 One-time Other Funds	0	0	0	0	0	0	0	0.0%
6 Millennium Funds	0	0	0	0	0	0	0	0.0%
7								
8 Total Appropriations	\$559,161,010	\$16,992,456	\$45,544,280	\$0	\$0	\$0	\$621,697,746	44.2%
9								
10 Other Student Fees	\$0	\$0	\$1,773,800	\$27,215,266	\$82,525,700	\$0	\$111,514,766	7.9%
11 Federal Approp/Grants/Contrac	\$0	\$0	\$0	\$0	\$0	\$110,076,614	110,076,614	7.8%
12 Federal Student Financial Aid	\$0	\$0	\$0	\$0	\$0	\$280,182,279	280,182,279	19.9%
13 State Grants & Contracts	\$0	\$0	\$0	\$0	\$23,271	\$23,902,979 (3)	23,926,250	1.7%
14 Private Gifts, Grts & Contr	\$0	\$0	\$0	\$15,628,254	\$36,212,564	\$10,933,250	62,774,068	4.5%
15 Sales & Serv of Educ Act	\$0	\$0	\$0	\$0	\$27,653,237	\$0	27,653,237	2.0%
16 Sales & Serv of Aux Ent	\$0	\$0	\$0	\$90,233,227	\$10,659,854	\$0	100,893,081	7.2%
17 Indirect Costs	\$0	\$0	\$0	\$0	\$27,158,944	\$0	27,158,944	1.9%
18 Other	\$570,390	\$0	\$124,000	\$11,481,314	\$26,921,785	\$2,693,965	41,791,454	3.0%
19								
20 Total Revenue	\$559,731,400	\$16,992,456	\$47,442,080	\$144,558,061	\$211,155,355	\$427,789,087	\$1,407,668,439	100.0%
21 USES OF FUNDS:								
22 Instruction	\$260,260,312	\$15,993,364	\$12,007,480	\$0	\$72,808,537	\$19,003,841	\$380,073,534	27.0%
23 Research	\$25,024,307	\$0	\$21,116,466	\$0	\$7,617,194	\$90,623,577	144,381,544	10.3%
24 Public Service	\$2,194,973	\$0	\$14,014,434	\$0	\$6,454,046	\$29,365,803	52,029,256	3.7%
25 Academic Support	\$45,905,984	\$571,989	\$0	\$0	\$17,995,345	\$60,000	64,533,318	4.6%
26 Libraries	\$25,579,509	\$0	\$0	\$0	\$984,235	\$1,102	26,564,846	1.9%
27 Student Services	\$34,799,868	\$111,598	\$0	\$0	\$15,138,455	\$1,526,142	51,576,063	3.7%
28 Institutional Support	\$79,934,558	\$26,405	\$0	\$0	\$42,556,127	\$0	122,517,090	8.7%
29 Physical Plant	\$67,047,334	\$0	\$0	\$0	\$18,121,642	\$0	85,168,976	6.1%
30 Scholarships & Fellowships	\$6,025,682	\$0	\$0	\$0	\$24,535,490	\$4,872,819	35,433,991	2.5%
31 Federal Student Financial Aid	\$0	\$0	\$0	\$0	\$0	\$280,182,279	280,182,279	19.9%
32 Auxiliary Enterprises (2)	\$11,400	\$0	\$0	\$87,110,429	\$738,143	\$0	87,859,972	6.2%
33 Athletics (1)	\$12,566,402	\$0	\$0	\$56,635,878	\$2,251,600	\$0	71,453,880	5.1%
34 Other (Incl One-Time Funds)	\$1,715,400	\$289,100	\$303,700	\$0	\$0	\$2,153,524	4,461,724	0.3%
35								
36 Total Uses	\$561,065,729	\$16,992,456	\$47,442,080	\$143,746,307	\$209,200,814	\$427,789,087	\$1,406,236,473	100.0%
37								
38								
39 Incr/(Decr) to Balance	(\$1,334,329)	\$0	\$0	\$811,754	\$1,954,541	\$0	\$1,431,966	
40								
41								
42 Employee FTE	4,666.89	198.20	349.12	593.48	1,043.04	357.43	7,208.16	
43								
44 (1) General Education program supports intercollegiate athletics which is an auxiliary enterprise and reported in the General Education								
45 column not the auxiliary enterprise column.								
46 (2) Auxiliary Enterprises includes University of Idaho's Kibbie Dome operations								
47 (3) Includes state grants, scholarships, and work study								

**Boise State University
Sources and Uses of Funds**

		a	b	c	d	e	f	g	h	i	
			2011	2012	2013	2014	2015	2016	2017	2018	i vs b
			Amount	Amount	Amount	Amount	Amount	Amount	Amount	Amount	% Change
Revenues by Source:											
1	Approp: General Funds		\$70,506,500	\$68,005,800	\$74,496,000	\$77,703,500	\$83,460,500	\$86,302,700	\$93,744,600	\$96,991,900	38%
2	Approp: Federal Stimulus		1,381,100	-	-	-	-	-	-	-	-100%
3	Approp: Endowment Funds		0	0	0	0	0	0	0	0	0%
4	Approp: Student Fees		61,818,400	70,126,300	76,318,400	82,819,800	90,629,600	93,423,300	95,988,900	102,866,700	66%
5	Institutional Student Fees (2)		24,094,812	27,302,419	31,241,972	37,736,289	37,827,575	33,142,081	38,341,469	61,889,411	157%
6	Federal Grants & Contracts		91,434,574	114,526,277	32,100,129	32,742,131	26,946,770	43,000,000	28,000,000	31,000,000	-66%
7	Federal Student Financial Aid				93,000,000	93,000,000	85,000,000	95,000,000	100,000,000	100,000,000	100%
8	State Grants & Contracts (1)		2,897,135	3,379,468	2,502,674	2,597,409	2,742,190	3,400,000	5,000,000	5,000,000	73%
9	Private Gifts, Grants & Contr		17,621,575	17,222,042	24,613,704	30,515,015	28,501,024	30,138,214	28,740,642	26,335,037	49%
10	Sales & Serv of Educ Act		0	0	0	0	0	0	0	0	0%
11	Sales & Serv of Aux Ent		47,671,784	54,170,604	53,138,693	54,301,532	54,579,692	53,577,283	47,313,670	49,851,373	5%
12	Indirect Cost Recovery		4,491,646	5,395,226	5,430,885	5,539,503	4,349,889	4,317,000	4,000,000	13,600,000	203%
13	Other		8,310,233	15,075,691	20,444,074	26,188,400	23,030,296	26,490,835	28,003,601	29,034,075	249%
14	Total Revenues		\$330,227,759	\$375,203,827	\$413,286,531	\$443,143,579	\$437,067,536	\$468,791,413	\$469,132,882	\$516,568,496	56%
15											
16	Expenditures by Function										
17	Instruction		\$90,631,721	\$92,024,606	\$102,215,854	\$112,366,933	\$116,927,364	\$138,977,056	\$124,501,577	\$134,743,367	49%
18	Research		15,026,939	19,967,082	30,867,286	32,111,329	24,547,890	23,830,164	28,050,519	30,788,167	105%
19	Public Service		12,786,895	12,177,939	13,479,370	13,788,180	15,300,187	15,843,894	18,842,465	15,059,345	18%
23	Academic Support		15,686,466	18,826,838	19,966,959	22,892,201	25,052,930	25,977,315	26,930,138	27,848,358	78%
20	Library		6,997,873	6,902,947	7,291,196	7,287,094	7,556,320	7,909,739	8,072,725	8,202,604	17%
21	Student Services		11,941,830	12,117,207	16,026,556	16,541,328	18,390,266	19,460,886	19,137,485	21,030,085	76%
22	Institutional Support (3)		26,710,970	28,989,836	29,764,591	33,325,817	37,054,222	37,101,030	39,212,664	54,433,048	104%
23	Physical Plant		15,081,111	15,398,849	20,339,348	21,262,303	19,701,035	22,388,588	21,771,220	27,406,606	82%
24	Scholarships/Fellowships		71,650,735	96,328,558	10,846,409	13,164,621	11,728,102	13,438,598	9,671,912	7,954,200	-89%
25	Federal Student Financial Aid				93,000,000	93,000,000	85,000,000	95,000,000	100,000,000	100,000,000	100%
26	Auxiliary Enterprises		33,068,047	38,755,931	36,169,293	41,568,212	39,687,332	35,601,382	39,640,969	43,195,914	31%
27	Athletics		32,806,108	33,540,533	37,883,119	36,051,747	35,842,187	39,067,625	41,841,325	42,826,476	31%
28	Other-Incl One-Time		1,381,100	530,400	0	0	3,114,400	1,273,700	5,361,700	0	-100%
29											
30	Total Bdgt by Function		\$333,769,795	\$375,560,726	\$417,849,981	\$443,359,765	\$439,902,235	\$475,869,977	\$483,034,699	\$513,488,170	54%
31											
32	Incr/(Decr) to Balance		(\$3,542,036)	(\$356,899)	(\$4,563,450)	(\$216,186)	(\$2,834,699)	(\$7,078,564)	(\$13,901,817)	\$3,080,326	

- (1) Includes state grants, scholarships, and work study
 (2) FY18 Includes \$18.2M in Student Fee Rev in Facility Fee Reserve
 (3) FY18 includes \$10.3 M OE in Facility Fee Reserve

Boise State University
Summary of Sources and Uses of Funds
Fiscal Year 2018

	A	B	C	D	E	F	G	H
	Operating Budgets							
	Board Approved Budgets			CEO Approved	Estimated Budgets		Total	%
	General	Career- Technical	Special	Auxiliary	Instit	Grants &	Operating	%
	Education	Education	Programs	Enterprise	Accounts	Contracts	Budgets	of Total
SOURCES OF FUNDS:								
State Appropriations								
1 General Account	\$96,212,300		\$779,600				\$96,991,900	18.8%
2 General Acct - One time funds							0	0.0%
3 Endowment Funds							0	0.0%
4 Student Fees	102,866,700						102,866,700	19.9%
5 One-time Other Funds							0	0.0%
6 Millennium Funds							0	0.0%
7								
8 Total Appropriations	\$199,079,000	\$0	\$779,600	\$0	\$0	\$0	\$199,858,600	38.7%
9								
10 Other Student Fees				\$11,959,546	\$49,929,865		(3) \$61,889,411	12.0%
11 Federal Approp/Grants/Contracts						31,000,000	31,000,000	6.0%
12 Federal Student Financial Aid						100,000,000	100,000,000	19.4%
13 State Grants & Contracts						5,000,000	(2) 5,000,000	1.0%
14 Private Gifts, Grts & Contr				11,774,580	14,560,457		26,335,037	5.1%
15 Sales & Serv of Educ Act							0	0.0%
16 Sales & Serv of Aux Ent				49,851,373			49,851,373	9.7%
17 Indirect Costs					13,600,000		13,600,000	2.6%
18 Other				10,484,883	18,549,192		29,034,075	5.6%
19								
20 Total Revenue	\$199,079,000	\$0	\$779,600	\$84,070,382	\$96,639,514	\$136,000,000	\$516,568,496	100.0%
21 USES OF FUNDS:								
22 Instruction	\$103,683,581				\$25,559,786	\$5,500,000	\$134,743,367	26.2%
23 Research	5,263,258				3,524,909	22,000,000	30,788,167	6.0%
24 Public Service	1,711,247		779,600		4,068,498	8,500,000	15,059,345	2.9%
25 Academic Support	18,762,681				9,085,677		27,848,358	5.4%
26 Libraries	7,940,944				261,660		8,202,604	1.6%
27 Student Services	12,513,131				8,516,954		21,030,085	4.1%
28 Institutional Support	26,806,639				27,626,409		(4) 54,433,048	10.6%
29 Physical Plant	19,345,319				8,061,287		27,406,606	5.3%
30 Scholarships & Fellowships					7,954,200		7,954,200	1.5%
31 Federal Student Financial Aid						100,000,000	100,000,000	19.5%
32 Auxiliary Enterprises				43,195,914			43,195,914	8.4%
33 Athletics (1)	3,052,200			39,774,276			42,826,476	8.3%
34 Other (Incl One-Time Funds)							0	0.0%
35								
36 Total Uses	\$199,079,000	\$0	\$779,600	\$82,970,190	\$94,659,380	\$136,000,000	\$513,488,170	100.0%
37								
38								
39 Incr/(Decr) to Balance	\$0	\$0	\$0	\$1,100,192	\$1,980,134	\$0	\$3,080,326	
40								
41								
42 Employee FTE	1,644.52		3.85	352.39	426.43	176.00	2,603.19	
43								
44 (1) General Education program supports intercollegiate athletics which is an auxiliary enterprise and reported in the General Education								
45 column not the auxiliary enterprise column.								
46 (2) Includes state grants, scholarships, and work study								
47 (3) FY18 Institutional Accounts includes \$18.2M in Student Fee Revenue in Facility Fee Reserve								
48 (4) FY18 Institutional Accounts includes \$10.3 M in OE in Facility Fee Reserve								

**Idaho State University
Sources and Uses of Funds**

a		b	c	d	e	f	g	h	i	i vs b
		2011	2012	2013	2014	2015	2016	2017	2018	
		Amount	Amount	Amount	Amount	Amount	Amount	Amount	Amount	% Change
Revenues by Source:										
1	Approp: General Funds	\$70,977,925	\$68,913,825	\$74,049,598	\$76,984,198	\$80,576,998	\$83,420,416	\$89,882,035	\$92,730,600	31%
2	Approp: Federal Stimulus	1,173,500	-	-	-	-	-	-	-	-100%
3	Approp: Endowment Funds	2,121,500	2,121,500	2,125,600	2,227,800	2,599,200	3,004,200	3,609,600	3,609,600	70%
4	Approp: Student Fees	46,318,776	53,342,096	56,204,528	58,471,100	62,791,260	65,869,140	65,757,908	63,788,380	38%
5	Institutional Student Fees	21,224,439	22,400,287	24,954,791	25,705,455	26,349,054	28,278,309	27,171,452	24,443,860	15%
6	Federal Grants & Contracts	120,640,296	121,810,845	18,717,019	18,104,976	19,199,454	16,937,084	13,594,412	13,411,450	-89%
7	Federal Student Financial Aid			99,897,691	105,763,134	99,790,102	95,468,347	92,887,734	92,794,149	100%
8	State Grants & Contracts (1)	8,638,938	10,321,739	11,786,781	11,804,673	13,261,587	10,275,456	10,226,496	8,537,371	-1%
9	Private Gifts, Grants & Contr	13,038,361	16,558,590	18,948,455	14,777,870	12,872,988	12,100,469	10,349,541	9,289,083	-29%
10	Sales & Serv of Educ Act	5,124,285	5,427,392	5,478,282	5,872,971	6,110,464	6,142,639	6,701,628	6,616,070	29%
11	Sales & Serv of Aux Ent	20,904,227	21,275,772	23,003,482	23,489,102	23,656,934	22,634,104	24,002,566	22,207,962	6%
12	Indirect Cost Recovery	5,648,956	5,811,957	4,921,127	3,854,651	3,378,106	3,659,490	3,530,636	3,188,944	-44%
13	Other	4,546,790	4,772,178	4,460,138	4,523,306	4,592,684	3,408,407	4,591,021	3,756,058	-17%
14	Total Revenues	\$320,357,993	\$332,756,181	\$344,547,492	\$351,579,236	\$355,178,831	\$351,198,061	\$352,305,029	\$344,373,527	7%
15										
Expenditures by Function										
17	Instruction	\$89,060,654	\$92,732,030	\$99,085,733	\$100,888,469	\$105,478,597	\$107,558,260	\$110,073,277	\$112,154,230	26%
18	Research	34,018,929	36,568,011	36,293,273	31,882,624	31,660,093	27,832,775	26,007,479	22,675,344	-33%
19	Public Service	3,180,603	5,166,057	4,931,209	6,012,450	6,461,619	6,351,800	5,688,177	3,390,942	7%
23	Academic Support	12,764,214	13,196,267	14,610,603	14,877,138	14,712,979	15,340,116	17,078,316	16,513,940	29%
20	Library	4,924,218	4,923,422	5,310,128	5,317,235	5,712,097	6,050,201	6,311,636	6,257,014	27%
21	Student Services	7,563,755	7,592,089	8,273,681	8,296,818	8,996,565	9,188,667	10,276,493	9,704,845	28%
22	Institutional Support	22,035,515	22,336,175	23,672,120	25,099,214	25,579,656	25,852,593	26,296,651	24,157,987	10%
23	Physical Plant	16,804,498	17,545,953	19,067,230	20,038,512	20,818,034	22,219,131	21,204,858	21,707,069	29%
24	Scholarships/Fellowships	103,552,073	105,199,169	4,422,581	4,524,535	5,814,688	5,608,873	7,181,345	6,847,864	-93%
25	Federal Student Financial Aid			99,897,691	105,763,134	99,790,102	95,468,347	92,887,734	92,794,149	100%
26	Auxiliary Enterprises	16,971,281	17,382,243	18,438,882	19,075,067	18,860,333	18,578,048	17,950,685	18,130,504	7%
27	Athletics	8,045,694	8,182,213	8,743,625	8,766,400	8,832,502	9,516,645	9,820,708	9,924,602	23%
28	Other-Incl One-Time	1,425,765	2,110,678	1,594,729	1,832,465	2,766,239	1,974,092	6,914,284	2,900,224	103%
29										
30	Total Bdgt by Function	\$320,347,200	\$332,934,307	\$344,341,485	\$352,374,061	\$355,483,504	\$351,539,548	\$357,691,643	\$347,158,714	8%
31										
32	Incr/(Decr) to Balance	\$10,794	(\$178,126)	\$206,007	(\$794,825)	(\$304,673)	(\$341,487)	(\$5,386,614)	(\$2,785,187)	

(1) Includes state grants, scholarships, and work study

Idaho State University
Summary of Sources and Uses of Funds
Fiscal Year 2018

	A	B	C	D	E	F	G	H
	Board Approved Budgets			CEO Approved	Estimated Budgets		Total	%
	General Education	Career-Technical Education	Special Programs	Auxiliary Enterprise	Instit Accounts	Grants & Contracts	Operating Budgets	of Total
SOURCES OF FUNDS:								
State Appropriations								
1 General Account	\$76,411,300	\$11,996,300	\$3,540,600				\$91,948,200	26.7%
2 General Acct - One time funds	639,000	107,700	35,700				782,400	0.2%
3 Endowment Funds	3,609,600						3,609,600	1.0%
4 Student Fees	63,570,300		218,080				63,788,380	18.5%
5 One-time Other Funds							0	0.0%
6 Millennium Funds							0	0.0%
7								
8 Total Appropriations	\$144,230,200	\$12,104,000	\$3,794,380	\$0	\$0	\$0	\$160,128,580	46.5%
9								
10 Other Student Fees				\$7,817,150	\$16,626,710		\$24,443,860	7.1%
11 Federal Approp/Grants/Contracts						13,411,450	13,411,450	3.9%
12 Federal Student Financial Aid						92,794,149	92,794,149	26.9%
13 State Grants & Contracts					10,964	8,526,407 (2)	8,537,371	2.5%
14 Private Gifts, Grts & Contr				636,174	2,285,506	6,367,403	9,289,083	2.7%
15 Sales & Serv of Educ Act					6,616,070		6,616,070	1.9%
16 Sales & Serv of Aux Ent				13,566,038	8,641,924		22,207,962	6.4%
17 Indirect Costs					3,188,944		3,188,944	0.9%
18 Other				676,500	385,593	2,693,965	3,756,058	1.1%
19								
20 Total Revenue (3)	\$144,230,200	\$12,104,000	\$3,794,380	\$22,695,862	\$37,755,711	\$123,793,374	\$344,373,527	100.0%
21 USES OF FUNDS:								
22 Instruction	\$68,008,299	\$11,996,300	\$3,168,980		\$19,344,984	\$9,635,667	\$112,154,230	32.3%
23 Research	5,318,179				2,111,777	15,245,388	22,675,344	6.5%
24 Public Service	0		625,400		265,374	2,500,168	3,390,942	1.0%
25 Academic Support	12,246,333				4,207,607	60,000	16,513,940	4.8%
26 Libraries	6,061,271				194,641	1,102	6,257,014	1.8%
27 Student Services	7,930,086				1,552,019	222,740	9,704,845	2.8%
28 Institutional Support	15,735,521				8,422,466		24,157,987	7.0%
29 Physical Plant	20,232,802				1,474,267		21,707,069	6.3%
30 Scholarships & Fellowships	5,449,738				217,490	1,180,636	6,847,864	2.0%
31 Federal Student Financial Aid						92,794,149	92,794,149	26.7%
32 Auxiliary Enterprises				18,130,504			18,130,504	5.2%
33 Athletics (1)	3,943,300			5,981,302			9,924,602	2.9%
34 Other (Incl One-Time Funds)	639,000	107,700				2,153,524	2,900,224	0.8%
35								
36 Total Uses (3)	\$145,564,529	\$12,104,000	\$3,794,380	\$24,111,806	\$37,790,625	\$123,793,374	\$347,158,714	100.0%
37								
38								
39 Incr/(Decr) to Balance	(\$1,334,329)	\$0	\$0	(\$1,415,944)	(\$34,914)	\$0	(\$2,785,187)	
40								
41								
42 Employee FTE	1,215.78	140.03	18.25	108.31	218.94	111.08	1,812.39	
43								
44 (1) General Education program supports intercollegiate athletics which is an auxiliary enterprise and reported in the General Education								
45 column not the auxiliary enterprise column.								
46 (2) Includes state grants, scholarships, and work study								
47 (3) Adjustments to revenue and expense may be necessary due to enrollment fluctuations.								

University of Idaho
Sources and Uses of Ongoing Funds

		a	b	c	d	e	f	g	h	i	
		2011	2012	2013	2014	2015	2016	2017	2018		i vs b
		Amount	Amount	Amount	Amount	Amount	Amount	Amount	Amount		% Change
Revenues by Source:											
1	Approp: General Funds	\$102,473,100	\$99,891,100	\$104,793,100	\$107,524,800	\$116,199,600	\$119,755,200	\$129,331,000	\$132,401,400		29%
2	Approp: Federal Stimulus	1,513,100	-	-	-						-100%
3	Approp: Endowment Funds	6,164,400	6,164,400	6,466,800	7,166,400	8,356,800	9,171,600	10,099,200	10,099,200		64%
4	Approp: Student Fees	58,422,800	67,004,730	71,428,200	72,756,100	73,465,100	72,543,525	73,783,952	73,799,310		26%
5	Institutional Student Fees	16,514,700	16,569,000	17,926,600	18,098,760	16,661,630	20,077,664	21,491,150	22,217,495		35%
6	Federal Grants & Contracts	152,535,500	155,156,700	61,180,500	64,299,600	66,067,442	65,508,537	67,496,665	64,657,375		-58%
7	Federal Student Financial Aid			93,624,600	85,174,000	80,675,557	78,830,557	73,384,621	69,288,130		100%
8	State Grants & Contracts (1)	5,255,200	4,881,800	5,163,300	5,280,786	5,443,937	6,492,472	6,489,461	8,711,156		66%
9	Private Gifts, Grants & Contr	19,914,200	18,139,900	18,558,400	20,183,759	20,490,814	21,698,173	22,508,314	24,985,460		25%
10	Sales & Serv of Educ Act	30,459,500	24,017,600	17,266,500	17,907,044	19,619,590	19,365,019	18,573,745	19,837,167		-35%
11	Sales & Serv of Aux Ent	39,162,600	36,091,700	37,530,400	33,781,163	27,843,422	27,419,639	27,640,766	25,508,296		-35%
12	Indirect Cost Recovery	10,340,000	11,340,000	11,340,000	10,023,000	10,023,000	10,023,000	10,100,000	10,100,000		-2%
13	Other	10,594,200	6,298,070	6,392,800	7,175,488	7,361,462	7,931,115	9,114,521	8,786,271		-17%
14	Total Revenues	\$453,349,300	\$445,555,000	\$451,671,200	\$449,370,900	\$452,208,354	\$458,816,502	\$470,013,394	\$470,391,260		4%
15											
16	Expenditures by Function										
17	Instruction	\$94,092,371	\$96,773,742	\$96,847,048	\$99,242,944	\$102,807,496	\$103,620,808	\$108,981,380	\$109,053,579		16%
18	Research	79,459,661	70,333,066	71,178,677	74,496,556	77,436,409	81,083,004	84,768,367	85,350,759		7%
19	Public Service	31,565,877	28,069,242	27,683,100	28,848,035	29,603,447	30,345,034	31,725,567	32,770,828		4%
23	Academic Support	14,363,064	15,326,781	15,547,604	16,791,965	16,897,039	17,544,543	16,999,876	16,518,950		15%
20	Library	7,840,734	8,001,488	8,795,223	9,092,324	9,633,254	10,047,322	10,607,077	10,730,412		37%
21	Student Services	10,384,949	12,332,858	12,525,006	12,334,623	12,749,338	14,814,225	15,465,311	15,066,400		45%
22	Institutional Support	36,998,463	32,786,254	33,010,401	31,168,096	32,037,276	32,169,802	34,101,703	38,302,854		4%
23	Physical Plant	27,845,934	27,737,523	27,195,047	29,267,914	30,185,307	31,388,261	31,411,092	32,321,846		16%
24	Scholarships/Fellowships	95,965,062	105,082,386	13,965,734	14,748,643	14,668,320	15,672,736	17,024,989	20,030,421		-79%
25	Federal Student Financial Aid			93,624,600	85,174,000	80,675,557	78,830,557	73,384,621	69,288,130		100%
26	Auxiliary Enterprises	38,768,100	33,383,000	34,436,000	31,423,000	26,421,283	25,908,228	26,293,544	23,407,740		-40%
27	Athletics	14,181,585	14,077,060	15,057,460	15,472,700	15,202,829	15,606,072	15,005,500	15,618,100		10%
28	Other-Incl One-Time	0	0	0	0	3,420,800	1,194,700	4,214,500	1,038,700		100%
29											
30	Total Bdgt by Function	\$451,465,800	\$443,903,400	\$449,865,900	\$448,060,800	\$451,738,356	\$458,225,292	\$469,983,527	\$469,498,719		4%
31											
32	Incr/(Decr) to Balance	\$1,883,500	\$1,651,600	\$1,805,300	\$1,310,100	\$469,998	\$591,210	\$29,867	\$892,541		

(1) Includes state grants, scholarships, and work study

University of Idaho
Summary of Sources and Uses of Funds
Fiscal Year 2018

	A	B	C	D	E	F	G	H
	Operating Budgets							
	Board Approved Budgets			CEO Approved	Estimated Budgets		Total	%
	General	Career- Technical	Special	Auxiliary	Instit	Grants &	Operating	%
	Education	Education	Programs	Enterprise	Accounts	Contracts	Budgets	of Total
SOURCES OF FUNDS:								
State Appropriations								
1 General Account	\$90,696,100		\$40,666,600				131,362,700	27.9%
2 General Acct - One time funds	735,000		303,700				1,038,700	0.2%
3 Endowment Funds	10,099,200						10,099,200	2.1%
4 Student Fees	73,799,310						73,799,310	15.7%
5 One-time Other Funds							0	0.0%
6 Millennium Funds	0						0	0.0%
7								
8 Total Appropriations	175,329,610		40,970,300	0	0	0	216,299,910	46.0%
9								
10 Other Student Fees			1,773,800	6,072,870	14,370,825		22,217,495	4.7%
11 Federal Approp/Grants/Contracts						64,657,375	64,657,375	13.7%
12 Federal Student Financial Aid						69,288,130	69,288,130	14.7%
13 State Grants & Contracts					12,307	8,698,849 (2)	8,711,156	1.9%
14 Private Gifts, Grts & Contr				3,217,500	17,516,601	4,251,359	24,985,460	5.3%
15 Sales & Serv of Educ Act					19,837,167		19,837,167	4.2%
16 Sales & Serv of Aux Ent				24,157,016	1,351,280		25,508,296	5.4%
17 Indirect Costs					10,100,000		10,100,000	2.1%
18 Other	570,390		124,000	319,931	7,771,950		8,786,271	1.9%
19								
20 Total Revenue	175,900,000		42,868,100	33,767,317	70,960,130	146,895,713	470,391,260	100.0%
21 USES OF FUNDS:								
22 Instruction	72,034,153		8,838,500		25,882,352	2,298,574	109,053,579	23.2%
23 Research	9,216,196		21,116,466		1,980,508	53,037,589	85,350,759	18.2%
24 Public Service	181,626		12,609,434		1,918,433	18,061,335	32,770,828	7.0%
25 Academic Support	12,061,513				4,457,437		16,518,950	3.5%
26 Libraries	10,208,012				522,400		10,730,412	2.3%
27 Student Services	9,954,196				4,594,302	517,902	15,066,400	3.2%
28 Institutional Support	32,345,602				5,957,252		38,302,854	8.2%
29 Physical Plant	24,235,758				8,086,088		32,321,846	6.9%
30 Scholarships & Fellowships	575,944				15,762,294	3,692,183	20,030,421	4.3%
31 Federal Student Financial Aid	0					69,288,130	69,288,130	14.8%
32 Auxiliary Enterprises	0			22,669,597	738,143		23,407,740	5.0%
33 Athletics (1)	4,352,000			10,214,500	1,051,600		15,618,100	3.3%
34 Other-Incl One-Time	735,000		303,700				1,038,700	0.2%
35								
36 Total Uses	175,900,000		42,868,100	32,884,097	70,950,809	146,895,713	469,498,719	100.0%
37								
38								
39 Incr/(Decr) to Balance	0		0	883,220	9,321	0	892,541	
40								
41								
42 Employee FTE	1,445.34	0.00	327.02	116.91	376.58	41.14	2,306.99	
43								
44 (1) The General Education program supports intercollegiate athletics, which is an auxiliary enterprise. General Education support for athletics								
45 is reported in the General Education column, not the auxiliary enterprise column.								
46 (2) Includes state grants, scholarships, and work study								
47								

**Lewis-Clark State College
Sources and Uses of Funds**

a		b	c	d	e	f	g	h	i	i vs b
		2011	2012	2013	2014	2015	2016	2017	2018	
		Amount	Amount	Amount	Amount	Amount	Amount	Amount	Amount	% Change
Revenues by Source:										
1	Approp: General Funds	\$15,662,278	\$15,105,778	\$16,580,897	\$17,240,097	\$18,288,817	\$19,946,156	\$22,026,956	\$22,182,156	42%
2	Approp: Federal Stimulus	238,200	-	-	-					-100%
3	Approp: Endowment Funds	1,330,700	1,330,700	1,335,000	1,335,000	1,572,000	1,804,200	2,131,200	2,131,200	60%
4	Approp: Student Fees	10,782,400	11,742,400	12,287,000	13,193,000	14,366,100	15,266,900	15,500,000	16,031,500	49%
5	Institutional Student Fees	5,140,600	5,377,700	5,012,100	4,814,570	4,155,600	3,802,100	2,999,000	2,964,000	-42%
6	Federal Grants & Contracts	24,400,000	24,200,000	500,000	400,000	500,000	600,000	1,171,600	1,007,789	-96%
7	Federal Student Financial Aid			26,000,000	24,000,000	23,000,000	21,000,000	18,300,000	18,100,000	100%
8	State Grants & Contracts (1)	3,000,000	3,000,000	2,700,000	2,000,000	1,400,000	1,400,000	1,200,000	1,677,723	-44%
9	Private Gifts, Grants & Contr	1,800,000	2,000,000	2,000,000	1,800,000	1,700,000	2,000,000	1,980,000	2,164,488	20%
10	Sales & Serv of Educ Act	1,200,000	1,300,000	1,300,000	1,000,000	1,000,000	900,000	1,200,000	1,200,000	0%
11	Sales & Serv of Aux Ent	2,335,972	2,393,100	2,535,000	3,112,850	2,722,250	2,958,900	3,347,300	3,325,450	42%
12	Indirect Cost Recovery	100,000	100,000	100,000	100,000	60,000	150,000	293,000	270,000	170%
13	Other	700,000	628,400	600,000	500,000	300,000	241,000	377,700	215,050	-69%
14	Total Revenues	\$66,690,150	\$67,178,078	\$70,949,997	\$69,495,517	\$69,064,767	\$70,069,256	\$70,526,756	\$71,269,356	7%
15										
16	Expenditures by Function									
17	Instruction	\$20,406,330	\$20,042,376	\$20,498,813	\$20,580,086	\$20,923,487	\$21,879,563	\$22,781,017	\$24,122,358	18%
18	Research	169,097	192,270	198,442	178,281	213,887	308,962	338,929	501,474	197%
19	Public Service	1,534,654	1,902,957	2,098,022	1,823,115	1,042,341	674,022	1,321,540	808,141	-47%
23	Academic Support	2,466,281	2,556,546	2,720,286	2,643,279	3,156,035	3,106,809	3,476,520	3,652,070	48%
20	Library	1,051,475	1,050,537	1,074,713	1,169,397	1,238,132	1,312,771	1,365,985	1,374,816	31%
21	Student Services	3,592,580	3,706,933	3,771,905	4,345,177	4,245,445	4,480,747	4,869,309	5,774,733	61%
22	Institutional Support	4,722,704	4,817,989	4,906,075	4,934,736	4,862,793	5,515,260	5,576,022	5,623,201	19%
23	Physical Plant	2,981,637	2,884,770	3,061,641	3,058,074	3,239,119	3,792,227	3,641,692	3,733,455	25%
24	Scholarships/Fellowships	23,457,400	23,903,200	244,500	302,900	419,600	403,300	544,300	601,506	-97%
25	Federal Student Financial Aid			26,000,000	24,000,000	23,000,000	21,000,000	18,300,000	18,100,000	100%
26	Auxiliary Enterprises	2,809,150	2,819,400	2,987,700	3,298,200	3,404,600	3,576,600	3,404,970	3,125,814	11%
27	Athletics	2,305,000	2,303,100	2,380,600	2,566,152	2,707,468	2,901,500	3,045,843	3,084,702	34%
28	Other-Incl One-Time	238,200	0	65,000	11,000	281,710	906,700	1,832,800	522,800	119%
29				0	0	0	0	0	0	
30	Total Bdgt by Function	\$65,734,508	\$66,180,078	\$70,007,697	\$68,910,397	\$68,734,617	\$69,858,461	\$70,498,926	\$71,025,070	8%
31										
32	Incr/(Decr) to Balance	\$955,642	\$998,000	\$942,300	\$585,120	\$330,150	\$210,795	\$27,830	\$244,286	

(1) Includes state grants, scholarships, and work study

Lewis-Clark State College
Summary of Sources and Uses of Funds
Fiscal Year 2018

	A	B	C	D	E	F	G	H
	Operating Budgets							
	Board Approved Budgets			CEO Approved	Estimated Budgets		Total	%
	General Education	Career-Technical Education	Special Programs	Auxiliary Enterprise	Instit Accounts	Grants & Contracts	Operating Budgets	of Total
SOURCES OF FUNDS:								
State Appropriations								
1 General Account	\$16,952,300	\$4,707,056					\$21,659,356	30.4%
2 General Acct - One time funds	341,400	181,400					522,800	0.7%
3 Endowment Funds	2,131,200						2,131,200	3.0%
4 Student Fees	16,031,500						16,031,500	22.5%
5 One-time Other Funds							0	0.0%
6 Millennium Funds							0	0.0%
7								
8 Total Appropriations	\$35,456,400	\$4,888,456	\$0	\$0	\$0	\$0	\$40,344,856	56.6%
9								
10 Other Student Fees				\$1,365,700	\$1,598,300		2,964,000	4.2%
11 Federal Approp/Grants/Contracts						\$1,007,789	1,007,789	1.4%
12 Federal Student Financial Aid						18,100,000 (3)	18,100,000	25.4%
13 State Grants & Contracts						1,677,723 (2)	1,677,723	2.4%
14 Private Gifts, Grts & Contr					1,850,000	314,488	2,164,488	3.0%
15 Sales & Serv of Educ Act					1,200,000		1,200,000	1.7%
16 Sales & Serv of Aux Ent				2,658,800	666,650		3,325,450	4.7%
17 Indirect Costs					270,000		270,000	0.4%
18 Other					215,050		215,050	0.3%
19								
20 Total Revenue	\$35,456,400	\$4,888,456	\$0	\$4,024,500	\$5,800,000	\$21,100,000	\$71,269,356	100.0%
21 USES OF FUNDS:								
22 Instruction	\$16,534,279	\$3,997,064			\$2,021,415	\$1,569,600	\$24,122,358	34.0%
23 Research	160,874					340,600	501,474	0.7%
24 Public Service	302,100				201,741	304,300	808,141	1.1%
25 Academic Support	2,835,457	571,989			244,624		3,652,070	5.1%
26 Libraries	1,369,282				5,534		1,374,816	1.9%
27 Student Services	4,402,455	111,598			475,180	785,500	5,774,733	8.1%
28 Institutional Support	5,046,796	26,405			550,000		5,623,201	7.9%
29 Physical Plant	3,233,455				500,000		3,733,455	5.3%
30 Scholarships & Fellowships					601,506		601,506	0.8%
31 Federal Student Financial Aid						18,100,000 (3)	18,100,000	25.5%
32 Auxiliary Enterprises	11,400			3,114,414			3,125,814	4.4%
33 Athletics (1)	1,218,902			665,800	1,200,000		3,084,702	4.3%
34 Other-Incl One-Time	341,400	181,400				(1)	522,800	0.7%
35								
36 Total Uses	\$35,456,400	\$4,888,456	\$0	\$3,780,214	\$5,800,000	\$21,100,000	\$71,025,070	100.0%
37								
38								
39 Incr/(Decr) to Balance	\$0	\$0	\$0	\$244,286	\$0	\$0	\$244,286	
40								
41								
42 Employee FTE	361.25	58.17		15.87	21.09	29.21	485.59	
43								
44 (1) General Education program supports intercollegiate athletics which is an auxiliary enterprise and reported in the General Education								
45 column not the auxiliary enterprise column.								
46 (2) Includes state grants, scholarships, and work study								
47 (3) Includes Pell Grants and Direct Student Loan Funds								

BUSINESS AFFAIRS AND HUMAN RESOURCES
OCTOBER 19, 2017

IDAHO STATE UNIVERSITY

SUBJECT

Approval of Facilities Use Agreement between Idaho State University (ISU) and the Idaho College of Osteopathic Medicine (ICOM) for use of ISU Facilities.

REFERENCE

February 2016	Idaho State Board of Education (Board) approved a Collaborative Affiliation Agreement between ISU and ICOM
August 2016	Board approved execution of a Ground Lease for ICOM to build its medical education building on the ISU Meridian campus
February 2017	Board approved amendment of ISU's six-year capital projects plan and authorized the university to begin engineering and cost-estimating for expansion of the A/P Lab Building Addition on the ISU Meridian campus
August 2017	Board approved a License Agreement between ISU and ICOM for ICOM's use of Anatomy and Physiology Lab space

APPLICABLE STATUTES, RULE OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section V.I. 5.b.

BACKGROUND/DISCUSSION

ICOM is working toward provisional accreditation, and the accrediting body—the Commission on Osteopathic College Accreditation (COCA)—requires a contingency plan in the event the ICOM building is not substantially complete and ready for classes in August 2018. ISU has agreed to provide ISU facility space, on a temporary basis, for use by ICOM's students in the event the ICOM facility's completion is delayed. The attached contingency plan meets COCA's requirements and details the specific rooms, days/times, and hourly rental rates for ISU facilities that could be used by ICOM in the event of such a contingency.

IMPACT

Under the proposed Facilities Use Agreement, there would be no negative financial impact to ISU for ICOM's use of ISU spaces, and there would be minimal impact on ISU's scheduling of classes. The agreement will allow ICOM and ISU to separately negotiate through the issuance of schedules on a program by program basis for space should the building not be ready for classes by August, 2018.

**BUSINESS AFFAIRS AND HUMAN RESOURCES
OCTOBER 19, 2017**

ATTACHMENTS

Attachment 1 – Facility Use Agreement

Page 3

Attachment 2 – Floor Plans Outlining the Temporary Space

Page 11

STAFF COMMENTS AND RECOMMENDATIONS

At the time of writing, construction of the ICOM facility is reported to be at least a month ahead of schedule, and it is unlikely that the proposed Facilities Use Agreement for the sharing of ISU's facilities would be invoked for an extended period of time, or that it would have a negative impact on ISU's execution of its mission and support of ISU students. The agreement establishes rental rates for any ICOM use of ISU facilities.

The proposed agreement deals only with contingency plans in the event that occupancy of the ICOM facility were to be delayed, and is not connected to the contingency planning related to the possible delay of ISU's Anatomy & Physiology (A/P) Lab due to expansion in the scope of the A/P Lab project, which is being addressed in a separate Business Affairs and Human Resources agenda item.

Staff recommends approval.

BOARD ACTION

I move to authorize Idaho State University to enter into the Facility Use Agreement with the Idaho College of Osteopathic Medicine as presented in Attachments 1 and 2.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

FACILITY USE AGREEMENT

This Facility Use Agreement (“Agreement”) is made and entered into on October ____, 2017 (“Effective Date”) by and between Idaho College of Osteopathic Medicine, LLC, with a place of business at 1311 E. Central Dr., Meridian, ID 83642 (“Company”) and Idaho State University, a public institution of higher learning with offices located at 921 S. 8th Ave., Stop 8130, Pocatello, ID 83209-8130 (“Provider”). The Company and Provider are collectively referred to as the “Parties” and, at times throughout this Agreement, individually as the “Party.”

RECITALS

WHEREAS, Provider provides facilities for classroom education, workshops, seminars, and other programs for medical training with human anatomical tissue specimens at its educational training facility, the Health Science Center, located at 1311 E. Central Dr., Meridian, ID 83642 (“Facility”); and

WHEREAS, Company is an osteopathic medical school and may require use of portions of the Facility to conduct classroom education and medical training programs as mutually agreed to by the Parties and set forth on individual Schedule(s) to be agreed upon by the Parties and attached to this Agreement (each, a “Program”) for the time period as set forth in the applicable Schedule (each, a “Use Period”), subject to the terms and conditions of this Agreement.

NOW, THEREFORE, for valuable consideration, the receipt and sufficiency of which are hereby acknowledged the Parties agree as follows:

1. FACILITY USE; PROVIDER SERVICES.

(a) As a “master” form of contract, this Agreement allows the Company to contract with Provider for multiple Programs through the issuance of Schedules as described in Section 1(b) below, without having to re-negotiate the basic terms and conditions contained in this Agreement.

(b) The Parties will separately negotiate and set forth the specific details of each Program under this Agreement in writing on terms and in a form acceptable to and signed by an authorized representative of each Party (a “Schedule”). Each Schedule will include, as appropriate, the description of Program, the services that Provider will be providing, dates and duration of the Program, budget and payment schedule. Each Schedule shall be subject to all of the terms and conditions of this Agreement, in addition to the specific details set forth in the Schedule. To the extent that any terms or provisions of a Schedule conflict with the terms and provisions of this Agreement, the terms and provisions of this Agreement shall control, except to the extent that the applicable Schedule expressly and specifically states that the Schedule supersedes the Agreement on a specific matter. All Schedules, once signed by an authorized representative of each Party, together with any exhibits, will be incorporated and made part of this Agreement by reference.

(c) Company shall have non-exclusive access to the Facility, and exclusive use of specific portions/rooms of the Facility in accordance with the terms and conditions of the applicable Schedule, for the duration of the Use Period, which shall include reasonable time for setup and breakdown before and after the Program. Company shall not use the Facility for any purposes other than to setup, conduct and breakdown the Program. Company shall have access to the designated Program area(s), restrooms and associated common areas, provided that, so long as Company’s intended use is not materially impacted (except in the case of emergency), any common areas designated as off-limits by Provider shall not be open to or accessed by Company, its students, representatives, guests, and invitees.

(d) The Facility made available to Company for the Program, and the services provided by Provider in connection with the Program as set forth in this Agreement do not exceed that which is reasonably necessary to accomplish the commercially reasonable business purposes of this Agreement.

(e) The Parties agree that all individuals brought to Provider's Facility by Company must comply with all of Provider's applicable policies, procedures, directives, and instructions. Failure to do so may result in Provider's requirement that such individual be removed from the Facility. The Parties agree to abide by applicable export control laws and regulations.

2. EQUIPMENT AND SUPPLIES. In accordance with the terms and conditions set forth in the applicable Schedule or as otherwise agreed in writing by the Parties.
3. PROVISION OF HUMAN SPECIMENS. Except as otherwise agreed in writing between the Parties, the Provider shall be responsible for providing and disposing of human anatomic specimens ("Specimens")
4. FEES. The fees for the use of the Facility ("Fees") are set forth in each applicable Schedule, which is inclusive of institutional overhead and related expenses. The Fees mutually agreed upon for any particular Schedule shall only change if Provider performs different and/or additional services from those set forth in the applicable Schedule pursuant to Company's written request, and/or as mutually agreed upon by the Parties in writing.
5. VALUABLES. Except to the extent caused by the negligence or willful misconduct of Provider, its employees, agents or contractors, Company acknowledges that Provider will not be responsible for the loss, damage or destruction of any valuables brought onto the Facility.
6. DAMAGE TO FACILITY. Company agrees to promptly reimburse Provider for the repair costs or replacement value of any and all damage caused by Company, its representatives, guests, and invitees to Facility and any Provider owned equipment and material contained therein, including but not limited to surgical and diagnostic equipment, demonstration equipment, audiovisual equipment, electronic and digital equipment, and equipment used for simulation, virtual, and/or hands-on training.

(a) Provider represents and warrants that: (i) it has full right and authority to enter into and be bound by all of the terms and conditions of this Agreement, and has the necessary resources, licenses, permits and qualifications to perform its obligations hereunder; (ii) it shall comply with all applicable laws and regulations governing the use of the Facility and the conduct of the Program.

(b) Company represents and warrants that: (i) it has full right and authority to enter into and be bound by all of the terms and conditions of this Agreement; and (ii) it shall comply with all applicable laws and regulations governing the conduct of the Program.

8. INDEMNIFICATION.

(a) Company shall indemnify, defend and hold harmless Provider and the State of Idaho, its directors, officers, employees, agents, contractors, affiliates, successors and assigns (collectively, "Indemnitees"), from and against any and all liability, loss, claim, damage, injury or expenses (including reasonable attorneys' fees) (each, a "Claim") claimed from or against the Indemnitees and arising out of damage to or loss of any property or the death of or bodily injury to any person arising from the negligence or willful misconduct or omission of the Company, even in the event of the joint negligence by the Indemnitees, but only to the extent of the Company's actual, proportionate negligence.

(b) The Company shall select counsel of its choice and control the defense and settlement of any such Claim. The Indemnitees may participate and retain separate counsel at its own expense. Neither Party shall settle any Claim that imposes any liability or obligation on the other Party without that Party's prior written consent. The terms of this provision shall survive termination or expiration of this Agreement.

9. INSURANCE. Company represents and warrants that it has insurance in place and will maintain it in effect throughout the term of this Agreement. Company shall provide Provider with a Certificate of Insurance naming the State of Idaho and Idaho State University as additional insureds. The required insurance coverage is:

1. Commercial General Liability Insurance with a limit of not less than \$1,000,000 per occurrence and \$2,000,000 aggregate
2. Workers' Compensation with all statutorily required coverages

10. TERM; TERMINATION.

(a) The term of this Agreement shall commence on the Effective Date and shall terminate on August 1, 2019, unless earlier terminated pursuant to this Section 10.

(b) Company may terminate this Agreement (thereby canceling any pending Program) for any reason or no reason upon thirty (30) days prior written notice to Provider. Upon such termination, Company shall pay (i) any then outstanding unpaid fees and (ii) any documented and reasonable unrecouped out-of-pocket costs incurred by Provider in connection with cancelled pending Program(s).

(c) Either Party may terminate this Agreement without further liability upon a material breach of this Agreement by the other Party by providing written notice of such breach to the other Party, which breach is not cured within thirty (30) days after notification of such breach. Upon termination by Company as a result of a material breach by Provider, Provider shall return any pre-paid amounts to Company.

11. PUBLICITY. Except as may be otherwise set forth herein, neither Party shall make use of the name, trademark, and/or logo of the other party for any purpose without the prior written consent of the other Party.

12. FORCE MAJEURE. Neither Party shall be liable for damages of any kind due to delay or failure to perform any obligation under this Agreement if such delay or failure results directly or indirectly from circumstances beyond its control. Such circumstances shall include, but shall not be limited to, acts of God, acts of war, civil commotions, riots, strikes, lockouts, acts of the government, disruption of telecommunications transmissions or utilities, accident, fire, water damages, flood, earthquake or other natural catastrophe.

13. NOTICES. Whenever notices are required or permitted under this Agreement, they shall be given by personal delivery, or registered or certified mail, return receipt requested, and postage prepaid, or sent by federal overnight courier to addresses set forth below, unless otherwise specified from time to time. Service of any such notice shall be deemed complete as of the day of actual delivery as shown by the addressee's registry or certification receipt or the expiration of the third day after the date of mailing, whichever occurs first.

Idaho College of Osteopathic Medicine
Attn: Robert Hasty, Dean and CAO
1311 E. Central Dr.
Meridian, ID 83642

Idaho State University
Attn: Executive Vice President and Provost
921 S. 8th Ave., Stop 8130
Pocatello, ID 83209-8130

14. CONFIDENTIALITY. Each Party receiving information (the "Recipient Party") agrees that any confidential or proprietary material or information regarding the intellectual property, technology developments, business or affairs of the other (the "Disclosing Party") disclosed to Recipient Party or obtained by Recipient Party from the Disclosing Party which the Disclosing Party clearly identifies as confidential at the time of disclosure, or which a reasonable person would deem confidential ("Confidential Information"), will not be disclosed by the Recipient Party to any other person or used by Recipient Party for its own benefit or gain or in any other manner except as may be expressly authorized by the Disclosing Party.

The Parties agree that the Recipient Party's obligations with respect to handling, disclosing, reproducing, and using Disclosing Party's Confidential Information are not applicable to any portion(s) of the Confidential Information which:

- (a) is in the public domain prior to receipt by the Recipient Party or subsequent to the date of receipt without breach of this Agreement by the Recipient Party, or
- (b) is known, as evidenced by documentation, to the Recipient Party prior to disclosure by the Disclosing Party, or
- (c) is disclosed with the prior written approval of the Disclosing Party, or
- (d) is disclosed without restriction to the Recipient Party by a third party having a bona fide right to disclose same to the Recipient Party and without breach of this Agreement by the Recipient Party, or
- (e) is subject to disclosure pursuant to any applicable law or regulation.

The terms of this provision shall survive termination or expiration of this Agreement.

15. COMPLIANCE WITH LAWS. The Parties agree to comply with all applicable federal, state and local laws, regulations, ordinances, government agency interpretation of laws or regulations and orders ("Laws and Regulations") with respect to the performance of all provisions of this Agreement. In addition, the Parties intend for this Agreement to comply with the federal anti-kickback statute, 42 USC 1320 a-7b (b) and its regulations. In the event there shall be a change to any Laws and Regulations or the interpretation of any of the foregoing, the adoption of new Laws and Regulations, any of which are reasonably likely to materially and adversely affect the manner in which either Party may perform or be compensated for its services under this Agreement, or which shall make this Agreement unlawful, the Parties shall immediately enter into good faith negotiations regarding a new service arrangement or basis for compensation for the rights assigned and services furnished pursuant to this Agreement that complies with the Laws and Regulations that approximates as closely as possible the economic position of the Parties prior to the change. In the event that either Party reasonably determines that this Agreement may not be modified to comply with the foregoing change to the Laws and Regulations, such Party may terminate this Agreement.

16. NO REFERRALS. The Parties acknowledge that the Fees payable to Provider for the Use Periods are consistent with fair market value in arms-length transactions, and no amount paid pursuant to this Agreement, or any other agreement between the Parties, is intended to be, nor shall it be construed to be an inducement or payment for, or in any way dependent upon, the referral of customers or the generation of business to Company by Provider or any hospital or health care provider with which Provider is affiliated or does business. Provider is not required to refer any health care providers or other customers to Company. In no event will the compensation paid to Provider under this Agreement vary or depend upon any business that may have been or may be generated by Provider for Company. In interpreting and enforcing this Agreement, this Agreement shall be construed for all purposes as an Agreement meeting the requirements of 42 CFR §1001.952.

17. REPRESENTATION OF NON-EXCLUSION. Company and Provider represent and warrant that as of the Effective Date, neither they nor any of their employees providing services under this Agreement are:

- (a) excluded from a federal health care program as outlined in Sections 1128 and 1156 of the Social Security Act (see the Office of Inspector General of the Department of Health and Human Services List of Excluded Individuals/Entities at <http://www.oig.hhs.gov/fraud/exclusions.asp>);
- (b) debarred by the FDA under 21 U.S.C. 335a (see the FDA Office of Regulatory Affairs Debarment List at http://www.fda.gov/ora/compliance_ref/debar/);
- (c) otherwise excluded from contracting with the federal government (see the Excluded Parties Listing System at <https://www.epls.gov>.)

The Parties also represent that if they or any of their employees who provides items or services under this Agreement becomes so excluded, debarred, or suspended during the term of this Agreement, the applicable Party will promptly notify the other Party. Upon such notification, the other Party shall have the right to immediately terminate this Agreement.

18. **INDEPENDENT CONTRACTORS.** The relationship between the Parties under this Agreement shall be that of independent contractors, and not as an employee or agent of the other Party. Nothing in this Agreement shall render either Party, or any of its employees, subcontractors or agents, an employee, subcontractor or agent of the other Party, nor authorize or empower a Party or its employees, subcontractors or agents to speak for, represent or obligate the other Party in any way.

19. **MISCELLANEOUS.** This Agreement, together with the schedules attached hereto, constitutes the entire agreement between the Parties concerning the subject matter hereof. This Agreement may not be amended without the prior written consent of the Parties. This Agreement shall be binding upon and shall inure to the benefit of the Parties and their respective permitted successors and assigns. No party may assign this Agreement or any rights hereunder without the prior written consent of the other Party, provided, however, that Company may assign this Agreement to an affiliate or in the event of a merger or acquisition of all or substantially all of its assets. The failure of either Party to enforce or require performance of any provision of this Agreement shall in no way operate as a waiver or affect the right of such Party at a later time to enforce the same. This Agreement shall be construed in accordance with the laws of the State of Idaho, without giving regard to its conflicts of law principles. This Agreement may be transmitted by facsimile or in .pdf electronic format, and it is the intent of the Parties that any signature printed by a receiving facsimile machine or computer system be deemed an original signature.

Company**Idaho State University**

By: _____

By: _____

Title: _____

Title: _____

Date: _____

Date: _____

SCHEDULE A

Facility Use Program Summary Schedule

This Facility Use Program Summary Schedule dated October ____, 2017 is subject to the terms and conditions of that certain Master Facility Use Agreement dated October ____, 2017 between Idaho College of Osteopathic Medicine (“Company”) and Idaho State University (“Provider”).

Anatomy (\$0.00, see License Agreement):

Location: Idaho State University, Meridian L. S. and Aline W. Skaggs Anatomy Lab, Bioskills Learning Center, and Virtual Anatomy Lab, 1311 East Central Drive, Meridian, ID 83642

Use Period:

Each Tuesday and Thursday 08:00 – 12:00 from 8/21/2018 – 1/15/2019

Services/Equipment Provided by Provider: Anatomy Lab, Bioskills Learning Center and Virtual Laboratory including: didactic space to include chairs, tables, LCD projector and screen or large screen television and other instructional technologies, gross lab space, specimen storage, mini C-arm(s), power instruments, basic surgical instrument trays.

Simulation/Clinical Skills (\$90.00 per hour for lab; mannequin rate varies between \$15.00-\$65.00 per hour depending on mannequin used):

Location: Idaho State University, Meridian, 1311 East Central Drive, Meridian, ID 83642

Use Period:

Each Monday 08:00 – 12:00 from 8/20/2018 – 1/14/2019

Services/Equipment Provided by Provider: Simulation rooms, observation room and multipurpose room including: didactic space to include chairs, tables, Sim mannequins and equipment.

Classrooms (\$10.00 per hour):

Location: Idaho State University, Meridian, 1311 East Central Drive, Meridian, ID 83642

Rooms 681 & 682

Use Period: Wednesdays 08:00 – 12:00

Rooms 684 & 685

Use Period: Fridays 08:00 – 12:00 & Daily (7 days/week) 17:00 – 22:00 from 8/20/18 – 1/18/19

Services/Equipment Provided by Provide: didactic space to include chairs, tables, LCD projector and screen or large screen television and other instructional technologies.

Study rooms (\$10.00 per hour):

Location: Idaho State University, Meridian, 1311 East Central Drive, Meridian, ID 83642

Eight (8) small Pharmacy study rooms on 2nd floor

Use Period:

Monday-Sunday - 17:00 – 22:00 From 8/20/2018 – 1/25/2019

Services/Equipment Provided: Chairs, Tables, large screen television and other instructional technologies as installed.

Payment Schedule: Payment in full is due within 90 days of final invoice date.

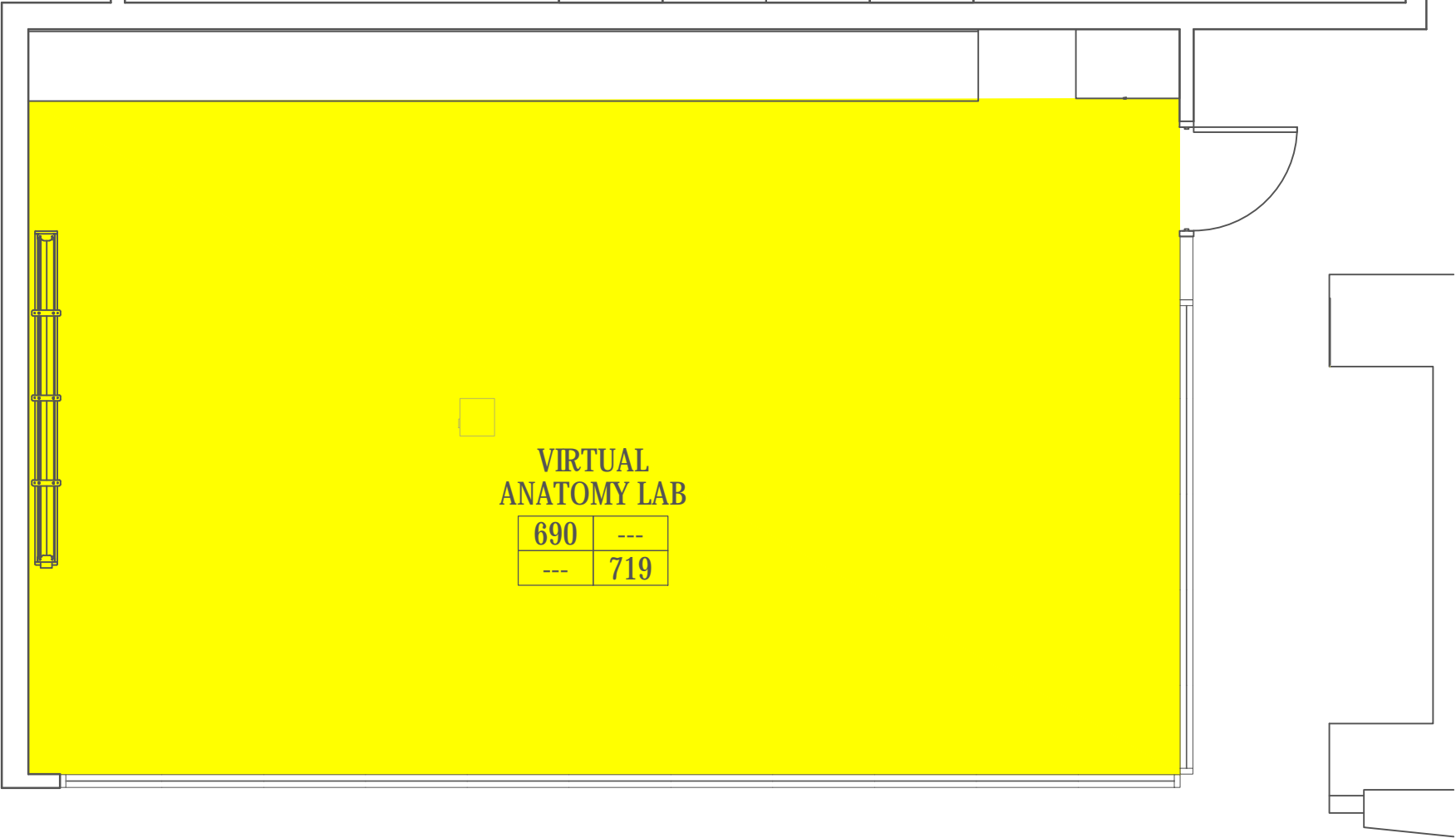
Services/Equipment Provided by Company: Specialized or procedure-specific instrumentation, clinical educators.

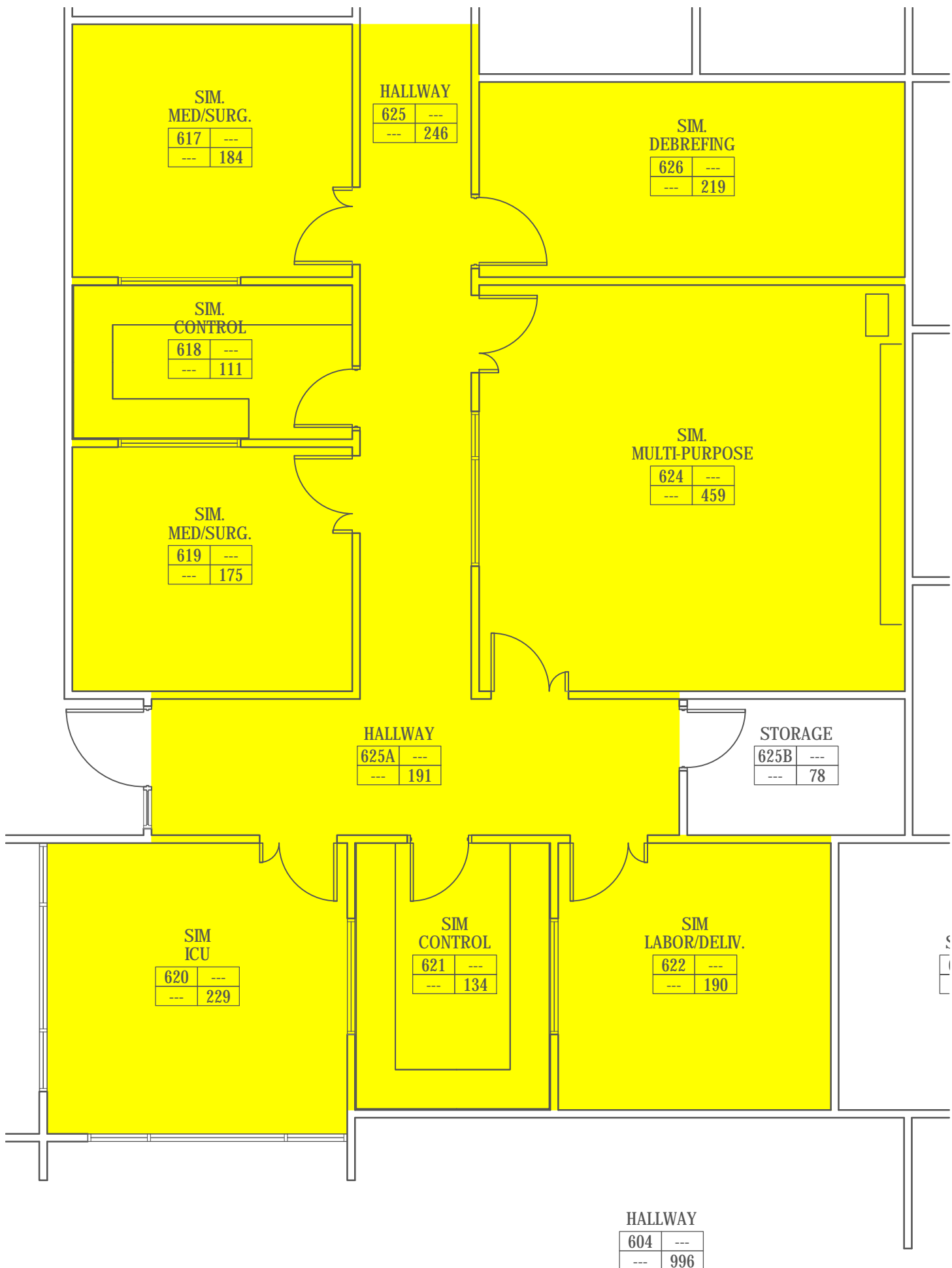
Company	Idaho State University
By: _____	By: _____
Name: _____	Name: _____
Title: _____	Title: _____
Date: _____	Date: _____

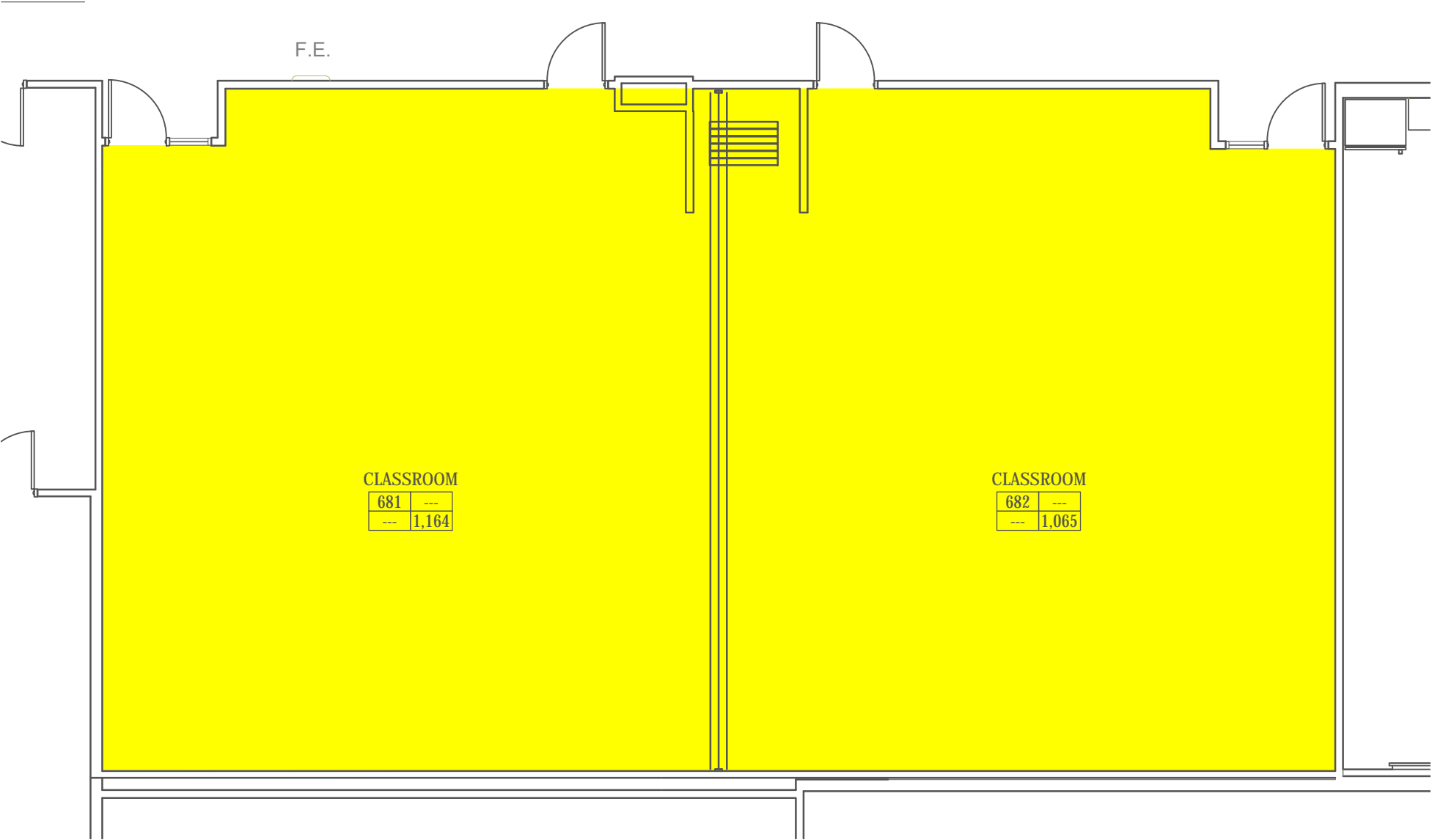
THIS PAGE INTENTIONALLY LEFT BLANK

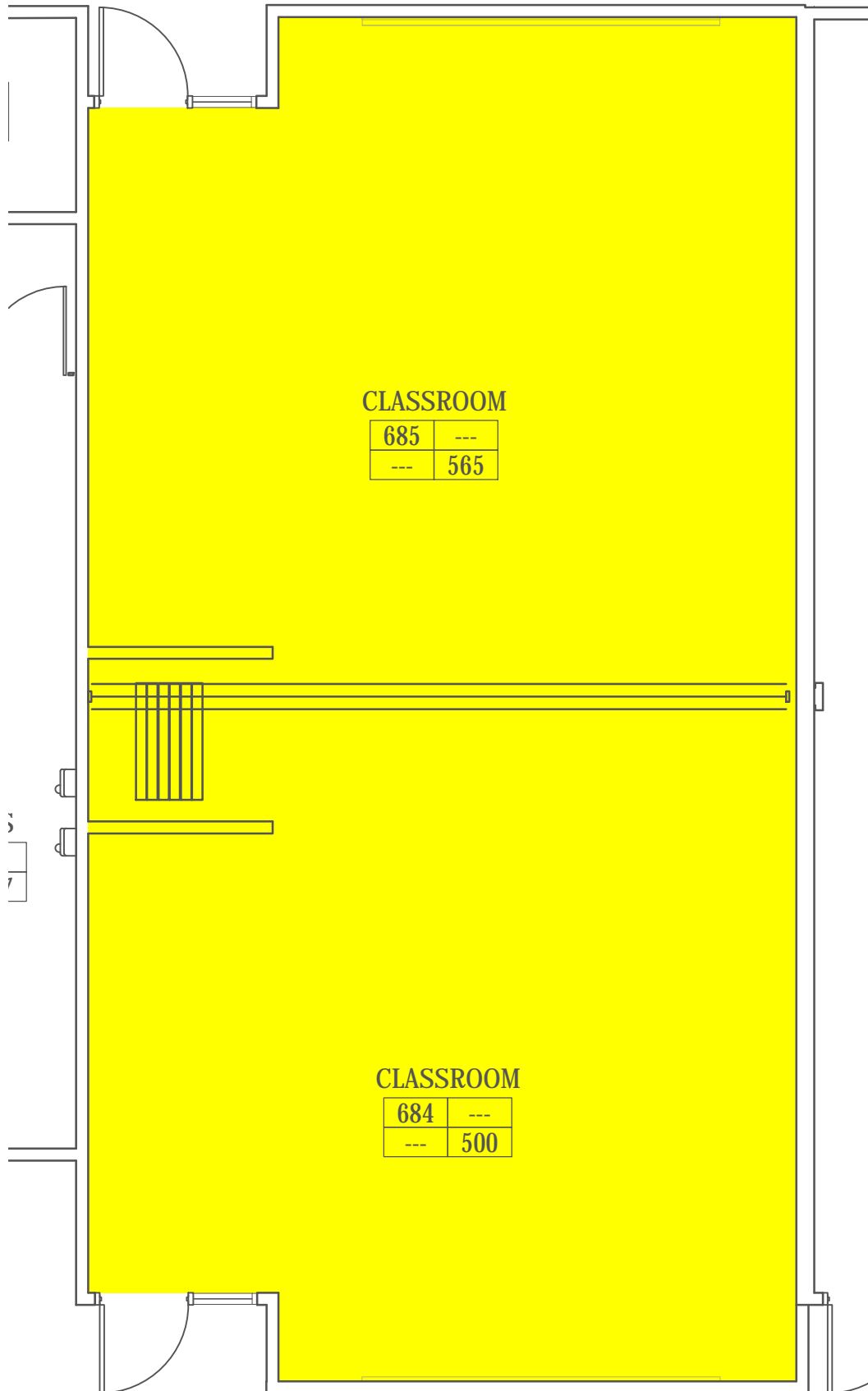




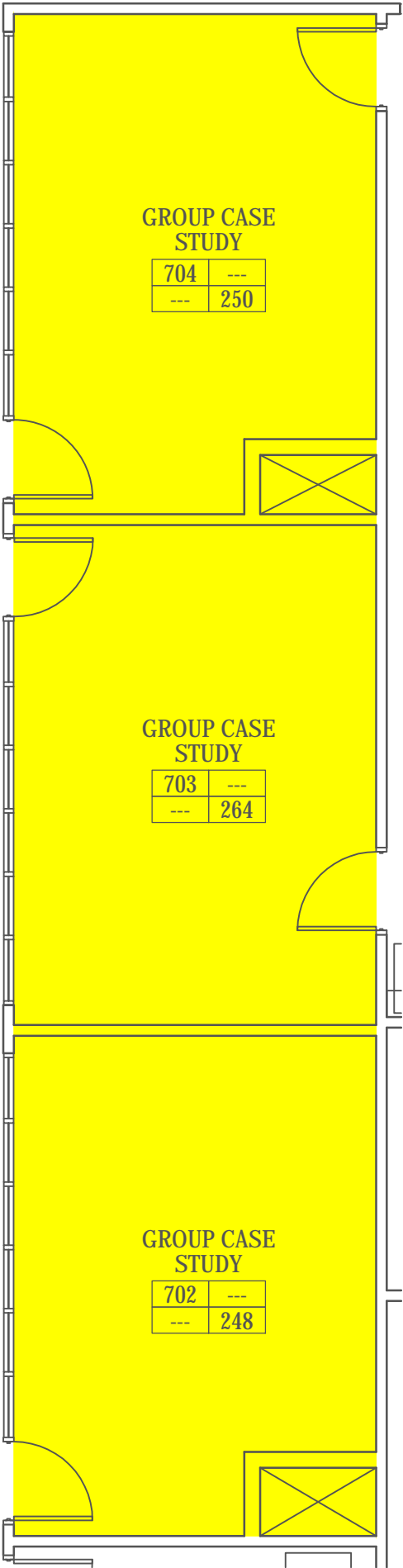








Y
6



	GROUP CASE STUDY	
	721	---
	---	284
	GROUP CASE STUDY	
	720	---
	---	285
	GROUP CASE STUDY	
	719	---
	---	269
	GROUP CASE STUDY	
	718	---
	---	271

BUSINESS AFFAIRS AND HUMAN RESOURCES
OCTOBER 19, 2017

IDAHO STATE UNIVERSITY

SUBJECT

Amendment to the License Agreement for Space between Idaho State University (ISU) and the Idaho College of Osteopathic Medicine (ICOM) for use of the ISU Anatomy and Physiology (A/P) Lab

REFERENCE

February 2016	Idaho State Board of Education (Board) approved a Collaborative Affiliation Agreement between ISU and ICOM
August 2016	Board approved execution of a Ground Lease for ICOM to build its medical education building on the ISU Meridian campus
February 2017	Board approved amendment of ISU's six-year plan and authorized the university to begin engineering and cost-estimating for expansion of the A/P Lab Building Addition on the ISU Meridian campus
August 2017	Board approved License Agreement between ISU and ICOM for the use of A/P Lab space

APPLICABLE STATUTES, RULE OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section V.E., V.I. 5.b. and V.K.

BACKGROUND / DISCUSSION

The License Agreement approved by the Board in August 2017 includes a prepayment of \$2.5 million from ICOM, which ISU will use to expand the A/P Lab on the Meridian Health Science Center campus.

In late August 2017, ISU was presented with an opportunity from the ALSAM Foundation to receive a gift that will support the planning and creation of a second floor addition (~6,900 sq. ft.) on top of the previously-proposed A/P Lab expansion. The second floor addition will house instructional, clinical, and research space for ISU health sciences programs. This process may delay the completion of the A/P Lab expansion, therefore, this amendment is necessary to provide ICOM with a contingency plan should the A/P Lab expansion not be completed by August 2018.

IMPACT

The proposed amendment to the License Agreement establishes a contingency plan to deal with a possible delay in the completion of the A/P Lab expansion project as a result of the expanded scope of that project. The plan includes procedures to de-conflict ISU and ICOM use of facilities during any period of delay,

BUSINESS AFFAIRS AND HUMAN RESOURCES
OCTOBER 19, 2017

and has no negative financial or operational impact on the delivery of ISU instruction to ISU students.

ATTACHMENTS

Attachment 1 – Amendment to License Agreement for Space	Page 3
Attachment 2 – Exhibit A - Contingency Plan	Page 7
Attachment 3 – Copy of executed original License Agreement	Page 9

STAFF COMMENTS AND RECOMMENDATIONS

The proposed amendment and its attached contingency plan lay out procedures for ICOM's use of available ISU facilities in the event of a delay in the completion of the A/P lab expansion, with arrangements to minimize any disruption to schedules and instruction for ISU's students. The coordination process would make use of the joint ISU-ICOM Laboratory Advisory Committee previously established to coordinate the use of lab space and management of supplies and equipment. The Joint Operations and Service Agreement which was approved by the Board in August 2017 will remain in force. The scope of joint operations will not be impacted by the addition of a second floor to the A/P lab—this new second floor space will be used exclusively for ISU programs and students.

The proposed amendment to the license agreement contains a provision that "*In the event that the Premises are not substantially complete by August 1, 2019, Licensee may terminate this License Agreement upon written notice to Licensors without liability of any kind and Licensors shall repay Licensee the pro-rata balance of the Prepayment Funds within sixty (60) days from the date of such termination.*" Staff received confirmation from ISU administrators that this provision only applies to any remaining funds from the original prepaid \$2.5M from ICOM that are not spent/encumbered by design and construction that occurs prior to termination of the agreement.

The size of the ALSAM gift for this project recently has been made public—approximately \$3.85 million. This will facilitate a significant expansion to the originally-estimated \$2.5 million scope of the A/P Lab expansion project. Having received approval in February 2017 to begin engineering design and cost-estimating for the A/P Lab expansion, ISU will need to return to the Board for approval of the financing plan and the construction phase of the expanded project. Staff recommends approval.

BOARD ACTION

I move to authorize Idaho State University to amend the License Agreement for Space with the Idaho College of Osteopathic Medicine as presented in Attachments 1 and 2.

Moved by _____ Seconded by _____ Carried Yes ____ No ____

LICENSE AGREEMENT AMENDMENT #1

THIS AMENDMENT to the License Agreement ("Amendment 1") is hereby entered into effective upon the date of the last required signature (the "Effective Date"), by and between the STATE OF IDAHO, by and through the Idaho State University, located at 921 So. 8th Ave., Pocatello, Idaho, 83209, (the "Licensor") and Idaho College of Osteopathic Medicine, LLC located at 1311 E. Central Drive, Meridian, Idaho 83642 (the "Licensee"). The Licensor and the Licensee are hereinafter referred to collectively as the "Parties."

WITNESSETH

WHEREAS, the Parties entered into that certain Collaborative Affiliation Agreement dated February 26, 2016; and

WHEREAS, the Parties entered into that certain Ground Lease dated September 15, 2016; and

WHEREAS, the Parties entered into that certain Letter Agreement to amend the Ground Lease dated January 25, 2017 (the Ground Lease as amended by the Letter Agreement, hereinafter the "Ground Lease"); and

WHEREAS, the Parties entered into that certain License Agreement for the use of anatomy and physiology laboratories at the Idaho State University Meridian Health Science center dated August 15, 2017 (the "License Agreement"); and

WHEREAS, the Licensor has notified the Licensee that it has received a major donation to further expand the Anatomy and Physiology laboratory and that the construction related to this donation may extend the completion date of Phase 3 of the Anatomy and Physiology laboratory, as set forth in the License Agreement, beyond August 1, 2018; and

WHEREAS, the Licensor has developed a contingency plan to accommodate the Licensee and the Licensee wishes to accept the contingency plan, in accordance with the terms of this Amendment 1 and the attached contingency plan, should the proposed expansion of the Anatomy and Physiology laboratory not be complete by August 1, 2018; and

WHEREFORE, in consideration of the mutual covenants, agreements, and conditions contained in this License Agreement and other good and valuable consideration, the receipt and sufficiency of which are hereby acknowledged, the Parties agree that the License Agreement shall be amended as follows.

SECTION 2. TERM. The last sentence of Section 2 is hereby deleted and replaced with the following (the remainder of Section 2 remains in full force and effect): In the event the Premises are not substantially complete by August 1, 2018, the Parties shall use the facilities in accordance with the terms and conditions set forth in the contingency plan attached hereto as Exhibit A. Provided that, if the Premises are not substantially complete

by August 1, 2018, the initial forty (40) year term shall be extended for a period equal to one half (1/2) of the time between August 1, 2018 and the date of substantial completion and the otherwise applicable portion of Prepayment Funds related to such period shall be applied to such extension.”

The following shall be inserted as a new paragraph following the last sentence of Section 2: “In the event that the Premises are not substantially complete by August 1, 2019, Licensee may terminate this License Agreement upon written notice to Licensor without liability of any kind and Licensor shall repay Licensee the pro-rata balance of the Prepayment Funds within sixty (60) days from the date of such termination.

- 1. NO ADDITIONAL PROVISIONS.** The Parties agree that all provisions of the original License Agreement, and all previous agreements, unless specifically hereby amended, shall remain in force during the period covered by the License Agreement. No other understanding, whether oral or written, whether made prior to or contemporaneously with this Amendment 1, shall be deemed to enlarge, limit, or otherwise affect the operation of the License Agreement or this Amendment 1.

IN WITNESS WHEREOF, the Parties have executed this Amendment 1 as set forth above.

LICENSOR: IDAHO STATE UNIVERSITY

BY: _____

NAME: _____

TITLE: _____

DATE: _____

LICENSEE: IDAHO COLLEGE OF OSTEOPATHIC MEDICINE, LLC

BY: _____

NAME: _____

TITLE: _____

DATE: _____

**EXHIBIT A
Contingency Plan**

EXHIBIT A

**Idaho State University Meridian Health Science Center
Anatomy & Physiology Lab Expansion (DPW# 17-237) Contingency Plan for Fall 2018**

The Treasure Valley Anatomy & Physiology Labs (TVAPL) can accommodate the anatomy lab needs for both ISU-Meridian and ICOM in the Fall semester of 2018 in the event that the construction of the lab expansion is not completed.

ISU courses and other TVAPL programming needs can be coordinated with ICOM anatomy lab needs to allow for lab use in compliance with the accreditation guidelines of both ISU programs and ICOM. This can be done by utilizing other existing TVAPL lab spaces such as the Bioskills Lab, the Anatomy Instruction Studio, the Prep & Storage rooms and Cold Storage, which are areas that are typically reserved for other use and storage. ISU is willing to adjust the use of these areas to support the needs of all anatomy lab users in fall of 2018.

A Laboratory Advisory Committee will be in place, as outlined in the Joint Operations and Services Agreement between ISU and ICOM, and this committee will meet regularly to plan and discuss any issues that arise prior to and during Fall 2018 that specifically affect ICOM's anatomy lab use.

1. ISU will provide space for at least 27 donors for ICOM student use during ICOM lab class time in the Gross Anatomy Lab, the Bioskills Lab and the Anatomy Instruction Studio. The Laboratory Advisory Committee will determine the exact layout of the laboratory space.
2. During ICOM classes on Tuesday/Thursday afternoons, ISU course tables will be moved to lab support rooms (prep room, specimen storage room, cold room) and will be moved back out into the gross lab after ICOM classes are finished. ICOM specimens will typically be available for ICOM student review, except during specific times such as lab times reserved for ISU programs, special events and exam set up, coordination of which will be discussed in Laboratory Advisory Committee meetings.
 - a. If an event in the Bioskills Lab is scheduled (ISU will only selectively schedule events in the Fall of 2018), ICOM tables stored in the Bioskills lab will be temporarily moved to other lab areas during the event. Tables will be returned to the Bioskills lab after appropriate cleaning of the Bioskills facility. Similarly, ISU will relocate the ICOM tables stored in the Anatomy Instruction Studio to another area of the lab during the time of programmed use, and then return them to the studio afterward.

THIS PAGE INTENTIONALLY LEFT BLANK

LICENSE AGREEMENT

THIS LICENSE AGREEMENT ("License Agreement") is hereby entered into effective upon the date of the last required signature (the "Effective Date"), by and between the STATE OF IDAHO, by and through the Idaho State University, located at 921 So. 8th Ave., Pocatello, Idaho, 83209, (the "Licensor") and Idaho College of Osteopathic Medicine, LLC located at 1311 E. Central Drive, Meridian, Idaho 83642 (the "Licensee"), for the purpose of licensing of the use of the Premises (as hereinafter defined). The Licensor and the Licensee are hereinafter referred to collectively as the "Parties."

WITNESSETH

WHEREAS, the Parties entered into that certain Collaborative Affiliation Agreement dated February 26, 2016; and

WHEREAS, the Parties entered into that certain Ground Lease dated September 15, 2016; and

WHEREAS, the Parties entered into that certain Letter Agreement to amend the Ground Lease dated January 25, 2017 (the Ground Lease as amended by the Letter Agreement, hereinafter the "Ground Lease"); and

WHEREAS, the Licensor wishes to the grant and the Licensee wishes to accept a license related to the use of the Premises (as hereinafter defined) in accordance with the terms and conditions set forth in this License Agreement; and

WHEREFORE, in consideration of the mutual covenants, agreements, and conditions contained in this License Agreement and other good and valuable consideration, the receipt and sufficiency of which are hereby acknowledged, the Parties agree as follows.

1. LICENSE OF PREMISES. The Licensor does hereby grant to Licensee a non-exclusive License to use, in accordance with the terms of this License Agreement and the JOSA (as hereinafter defined), that certain anatomy and physiology lab located in the Idaho State University Meridian Health Science Center, and as more particularly described as the A & P Laboratory Phase 1, Phase 3, Bioskills Phase 1, Anatomy Instruction Studio, Virtual Lab, storage and prep rooms, and common areas in Exhibit A attached hereto and incorporated herein by reference (the "Premises"), together with the non-exclusive right and easement to use the necessary ingress and egress, in common with Licensor and the occupants of the building in which the Premises are located (the "Building).

Notwithstanding anything herein to the contrary, this License Agreement shall be contingent upon the Parties execution and delivery of a mutually acceptable Joint Operations and Services Agreement ("JOSA"), a copy of which is attached hereto as Exhibit B and incorporated

herein by reference.

2. TERM. The term of this License Agreement shall be in effect for a period of forty (40) years plus two (2) additional ten (10) year terms at Licensee's option (unless, at the time Licensee delivers notice of its election to extend, Licensee is in default beyond any applicable cure period), or until (i) the termination of the Ground Lease; (ii) the cessation by Licensee of the operation of the college of osteopathic medicine (the "School"); (iii) the denial, withdrawal, loss or suspension of Licensee's COCA (or equivalent successor entity) accreditation and exhaustion of the appeals processes provided by COCA (or equivalent successor entity) standards; or (iv) written agreement of the Parties. The term of this License Agreement shall commence upon the later of (i) the start of first year classes of the School, or (ii) the date of substantial completion of the Premises by Licensor, meaning the date when the Premises are ready for use by Licensee, subject to completion of minor details of construction or minor mechanical adjustments that do not significantly interfere with Licensee's use. The Premises will be substantially complete by August 1, 2018.

3. PAYMENT. In consideration of Licensee paying Prepayment Funds (as hereinafter defined), the Licensee shall, in accordance with the terms of this License Agreement and the JOSA, have exclusive access to and use of the Premises at times mutually agreed to in writing by the Parties, for the initial term of forty (40) years, which covers the following fixed costs related to the Premises and the Building: i) use and indirect costs: utility costs and other expenses associated with daily Building operations and ii) the provision, repair and replacement, except as otherwise expressly provided in this License Agreement or the JOSA, of laboratory fixtures and equipment, and laboratory items, including but not limited to, dissection tables, dissection instruments, carts, tables, storage, 3D models, and surgical lights. If Licensee intends to exercise its option to extend the license per Section 2 of this License Agreement, Licensee must give Licensor not less than sixty (60) days' notice and the Parties shall enter into a commercially reasonable and mutually acceptable license payment schedule for the renewal term(s) of the License Agreement. Licensee will provide prepayment funds to Licensor for up to a maximum of \$2,500,000, or the construction costs of Phase 3 directly attributable or related to Licensee's intended use of the Premises (as depicted in Exhibit A), whichever is less (the "Prepayment Funds"). Prepayment Funds will be payable to Licensor within thirty (30) days of Licensor's receipt of invoices and related documentation. The Parties hereby acknowledge and agree that the first payment of Prepayment Funds shall be made no earlier than October 2017.

4. ACCEPTANCE OF PREMISES. Licensee's inspection and acceptance of the Premises is based upon what may be reasonably observed by one untrained or unfamiliar with building inspections. At Licensee's discretion and cost, Licensee may have particular conditions or parts of the Premises inspected by one trained or familiar with building inspections. In no event shall Licensee's inspection, or inspection by any agent of Licensee, be deemed a waiver of any defects in the Premises.

5. DUTIES OF LICENSEE AND LICENSOR: NO WASTE; REPAIRS. Licensee will not commit waste on the Premises, nor will it alter, disfigure or deface any part of the Building, grounds, or any other part of the Premises, including fixtures. Licensee shall only be responsible

for the costs to repair any damages caused by Licensee over and above normal wear and tear.

Any necessary repairs, except those actually necessitated by Licensee's waste, alteration, disfigurement or defacement shall be made solely at the Licensor's expense and shall be commenced immediately and diligently pursued to completion in a workmanlike manner and must comply with all applicable codes, ordinances, rules and regulations. Licensee agrees to promptly notify Licensor of any necessary repairs.

The Licensee agrees, in accordance with and subject to the terms and conditions of the JOSA, to comply with such reasonable rules and regulations as may be established by the Licensor.

6. SERVICES. Licensor covenants that it shall provide and/or perform the following services for the duration of the term of this License Agreement and any extensions thereof: lawn and grounds care, snow removal, lighting, heat/air, sewer, water, gas, electricity, trash and garbage collection. The Licensor shall maintain the Premises as well as the exterior walls, roof, and structural supports of the Building of which said Premises are a part together with driveways, parking areas, sidewalks, and exterior grounds in good order and repair. Licensor shall also furnish proper maintenance, repair and lighting of the Premises, common stairways, hallways, restrooms, entryways, elevators, and other common areas of the Building. Licensor shall maintain the common areas of the Building in reasonably good order and condition, except for damage caused by Licensee, or its employees, agents, contractors or invitees. Licensor shall use best efforts to restore any service that becomes unavailable. Provided, however, that if Licensee is prevented from making reasonable use of the Premises as set forth above and such interruption or unavailability occurs during the initial forty (40) year term, such term shall be extended for a period equal to the time Licensee is prevented from making reasonable use of the Premises and the otherwise applicable portion of Prepayment Funds related to such period shall be applied to such extension. Licensee agrees to immediately notify Licensor in writing of any interruption of use.

7. PERSONAL INJURY DAMAGES. Licensee agrees to defend and hold Idaho State University and the State of Idaho harmless for any and all claims based on use of the Premises by Licensee, provided that Licensee shall have no such obligation related to acts or omissions of employees or invitees of the Licensor.

8. INDEMNIFICATION. To the extent allowable under Idaho law, Licensor hereby agrees to defend, indemnify and save Licensee harmless from and against any and all liability, loss, damage, cost, and expense, including court costs and attorneys' fees of whatever nature or type, whether or not litigation is commenced, that the Licensee may incur, by reason of any act or omission of the Licensor, its employees or agents or any breach or default of the Licensor in the performance of its obligations under this License Agreement. The foregoing indemnity shall not apply to any injury, damage or other claim resulting solely from the act or omission of the Licensee.

9. USE OF PREMISES. Licensee shall use the Premises for education, research and related services in keeping with the purpose for which the Premises are intended, and, except as

otherwise agreed in writing between the parties, for no other uses without the written consent of Licensor. Licensee shall not commit or permit the commission of any acts on said Premises nor use or permit the use of said Premises in any way that violates or conflicts with any law, statute, ordinance, or governmental rule or regulation, whether now in force or hereafter enacted, governing said Premises.

10. DESTRUCTION OF PREMISES.

A. Damage or Destruction Renders Premises Unfit for Use. If, during the term of this License Agreement, the Premises, or any portion thereof, shall be destroyed or damaged by fire, water, wind or any other cause not the fault of Licensee so as to render the Premises unfit for use by Licensee, the Licensor shall at Licensor's sole cost and expense promptly repair the same and either (i) if such damage occurs during the initial forty (40) year term, such term shall be extended for a period equal to the time Licensee is prevented from using the Premises and the otherwise applicable portion of Prepayment Funds related to such period shall be applied to such extension, or (ii) if such damage occurs during a renewal term, then license fees payable under this License Agreement shall be abated for the time and to the extent Licensee is prevented from using the Premises. If comparable space, reasonably acceptable to Licensee, can be provided by the Licensor within thirty (30) days of the date of destruction or damage, the Licensee shall relocate to such substitute space and all relocation costs shall be at the sole expense of the Licensor. License fees, if any, will be continued upon use of the substitute space at the lesser of: (i) the current license rate; or (ii) the market rate for the substitute space. If the Licensor elects to restore or rebuild the Premises, Licensee shall be relocated back to the Premises, at the sole cost and expense of Licensor, upon substantial completion of the Premises by Licensor, meaning the date when the Premises are ready for use by Licensee, subject to completion of minor details of construction or minor mechanical adjustments that do not significantly interfere with Licensee's use. In the event Licensor elects not to restore or rebuild the Premises, such relocation shall be for the remainder of this License Agreement and any extension thereof. Notwithstanding the foregoing, if Licensee does not relocate for any reason and Licensor elects not to restore or rebuild the Premises, Licensee may terminate this License Agreement without liability of any kind save payment, if any, for actual use of the Premises to the date of the destruction or damage.

B. Some Portion Fit for Use.

- 1) Notwithstanding any other provision of this License Agreement, if less than fifty percent (50%) of the Premises are destroyed or damaged, and if that portion of the Premises may be restored within one (1) year to as good a condition as originally received, the Licensee shall continue this License Agreement and Licensor shall have the option restore or rebuild the Premises. Provided, however, that if such damage occurs during the initial forty (40) year term, such term shall be extended for a period equal to the time, from the date of such damage or destruction, that it takes Licensor to restore the Premises and the otherwise applicable portion of Prepayment Funds related to such period shall be applied to such extension.
- 2) If the Licensor elects to restore or rebuild pursuant to the option provided in

paragraph 10.B.1, one of the following will apply: (i) if such damage occurs during the initial forty (40) year term, such term shall be extended for a period equal to the time Licensee is prevented from using the Premises, or (ii) if such damage occurs during a renewal term, then the license fees otherwise due Licenser by Licensee shall be abated equal to the daily cost of the unused Premises for that period of time during which restoration or rebuilding of the Premises occurs. If the Licensee is unable to use all or part of the Premises during the restoration, then, at the option of the Licenser, the Licensee may be relocated to comparable space, reasonably acceptable to Licensee, and all relocation costs shall be at the sole expense of the Licenser. If such restoration or rebuilding exceeds one (1) year beyond the date of the destruction or damage to the Premises, Licensee may terminate this License Agreement without liability of any kind save payment for actual use of the Premises to the date of the destruction or damage.

In the event a termination occurs, in accordance with this Section 10, prior to the expiration of the initial forty (40) year term, Licenser agrees to repay Licensee the pro-rata balance of the Prepayment Funds (acknowledging the Prepayment Funds are to be equally applied on an annual basis over the initial forty-year term) within sixty (60) days from the date of such termination.

11. DEFAULT. In the event that either party shall default in the performance of any term, covenant, or condition of this License Agreement or the JOSA, the party not in default may, at its option, terminate this License Agreement in accordance with the terms set forth herein. In the event this License Agreement is terminated as a result of a Licenser default, prior to the expiration of the initial forty (40) year term, Licenser agrees to repay Licensee the pro-rata balance of the Prepayment Funds (acknowledging the Prepayment Funds are to be equally applied on an annual basis over the initial forty year term) within sixty (60) days from the date of termination. The party alleging default must provide written notice of said default, specifying the alleged default, and the receiving party shall have fifteen (15) days to cure or, provided that the failure is of a nature that it cannot be cured within such fifteen (15) day period, the defaulting party shall not be in default of this License Agreement if it commences the cure of such failure within such fifteen (15) day period and thereafter diligently pursues the curing of same and completes the cure within sixty (60) days.

12. NO ASSIGNMENT OR SUBLICENSING. Licensee shall not encumber, assign, or otherwise transfer this License Agreement, any right or interest in this License Agreement, or any right or interest in said Premises without the written consent of Licenser, which consent and approval shall not be unreasonably withheld, conditioned or delayed. Notwithstanding the foregoing, Licensee shall have the right, without Licenser's prior consent to assign the License to any Affiliate (as defined below) of Licensee (a "Permitted Transfer"). For the purposes of this Section 12, an "Affiliate" shall be any entity that (a) is controlled by, controlling or under common control of Licensee and (ii) has a reasonable amount of experience and knowledge in operating a business for the Permitted Use (as defined in the Ground Lease). Except for a Permitted Transfer, the factors to be considered by Licenser in granting or withholding its consent and approval to the proposed assignment or sublicense could include (i) the assignee's or sublicensee's financial condition; and (ii) a determination of whether the assignee's or

sublicensee's proposed use is consistent with the restrictions of Section 5 of the Ground Lease. Licensee shall bear the burden and expense of establishing that the proposed assignee or sublicensee satisfies the foregoing criteria.

13. OFFICIALS, AGENTS AND EMPLOYEES NOT PERSONALLY LIABLE. It is agreed by and between the Parties that in no event shall any official, officer, employee, manager, member or agent of the State of Idaho or Licensee be in any way liable or responsible for any covenant or agreement contained in this License Agreement, express or implied, nor for any statement, representation or warranty made in or in any way connected with this License Agreement or the Premises. In particular, and without limitation of the foregoing, no full-time or part-time agent or employee of the State of Idaho or Licensee shall have any personal liability or responsibility under this License Agreement, and the sole responsibility and liability for the performance of this License Agreement and all of the provisions and covenants contained in this License Agreement shall rest in and be vested with the State of Idaho or Licensee, respectively.

14. RELATION OF PARTIES. The Parties agree and acknowledge that neither shall be considered the employer, agent, representative, or contractor of the other by reason of this License Agreement, nor shall they be deemed to be partners. The relationship between the Parties is solely that of licensor and licensee.

15. NOTICES. Any notice required to be served in accordance with the terms of this License Agreement shall be sent by registered or certified mail. Any notice required to be sent by the Licensee shall be sent to the Licensor at 921 So. 8th Ave., Stop 8410, Pocatello, ID 83209. Any notice required to be sent by the Licensor shall be sent to 1311 E. Central Drive, Meridian, Idaho 83642. In the event of a change of address by either Licensor or Licensee, the Parties agree to notify each other in writing within ten (10) days of the date of any such change.

16. INSURANCE. The Licensor shall maintain an insurance policy (or policies) for the purpose of insuring property and liability risks regarding the Premises. Any such policy obtained by the Licensor shall be at its sole and absolute expense, and Licensee shall have no obligation to obtain or pay for such insurance. During the Term of this License Agreement and any extensions thereof, Licensee shall maintain commercial general liability insurance in the amounts of one million dollars (\$1,000,000) and two million dollars (\$2,000,000) aggregate and shall provide a certificate of liability insurance naming Idaho State University and the State of Idaho as additional insureds.

17. HEIRS AND ASSIGNS. Subject to the provisions herein related to assignments, the terms of this License Agreement shall apply to the heirs, executors, administrators, successors and assigns of both the Licensor and the Licensee in like manner as to the original Parties.

18. NON-WAIVER. The failure of the Licensor or Licensee to insist upon strict performance of any of the covenants and agreements of this License Agreement or to exercise any option contained in this License Agreement shall not be construed as a waiver or relinquishment of any such covenant or agreement, but the same shall be and will remain in full force and effect unless such waiver is evidenced by the prior written consent of authorized representatives of the Licensor and Licensee.

19. MODIFICATION. This License Agreement may be modified only by the prior written consent of authorized representatives of the Licensor and Licensee.

20. MATERIAL REPRESENTATIONS. The Parties agree and acknowledge that the representations and acknowledgments made in this License Agreement are material and the Parties have relied upon them in entering this License Agreement.

21. SEVERABILITY. If any term or provision of this License Agreement is held by the courts to be illegal or in conflict with any existing law, the validity of the remaining terms and provisions shall not be affected, and the rights and obligations of the Parties shall be continued and enforced as if the invalid term or provision were not contained in this License Agreement.

22. RECORDING. Upon the request of either party, the Parties agree to execute and record a short form or memorandum of this License Agreement.

23. GOVERNING LAW. It is agreed that this License shall be governed by, construed, and enforced in accordance with the laws of the State of Idaho.

24. COMPLETE STATEMENT OF TERMS. No other understanding, whether oral or written, whether made prior to or contemporaneously with this License Agreement, shall be deemed to enlarge, limit or otherwise affect the operation of this License Agreement.

IN WITNESS WHEREOF, the Parties have executed this License Agreement as set forth above.


LICENSOR: IDAHO STATE UNIVERSITY

BY: Arthur Vailas

NAME: Arthur Vailas

TITLE: President Idaho State University

DATE: 8/15/17

STATE OF Idaho)
COUNTY OF Bannock)ss.
On this 15th day of August, 2017, before me, the undersigned, a
Notary Public in and for said State, personally appeared Arthur Vailas, known or identified
to me to be the person whose name is subscribed to the foregoing instrument on behalf of Idaho
State University, as Licensor, and acknowledged to me that he/she executed the same on behalf of
the Licensor.
IN WITNESS WHEREOF, I have hereunto set my hand and affixed my official seal the day
and year in this certificate first above written.

Susan Hengel-Morris
Notary Public
Commission expires on 8/23/2021 Residing at Pocatello, ID

LICENSEE: IDAHO COLLEGE OF OSTEOPATHIC MEDICINE, LLC

BY: ROBERT HASTY

NAME: ROBERT HASTY, DO, FACC, FACP

TITLE: FOUNDING DEAN & CHIEF ACADEMIC OFFICER

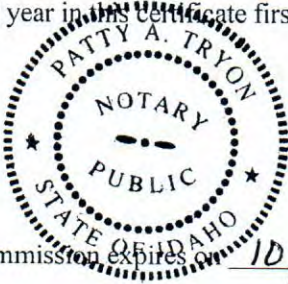
DATE: 8/14/17

STATE OF Idaho)

COUNTY OF Ada)ss.

On this 14 day of August, 2017, before me, the undersigned, a Notary Public in and for said State, personally appeared Robert Hasty, known or identified to me to be the person whose name is subscribed to the foregoing instrument on behalf of Idaho College of Osteopathic Medicine as Licensee, and acknowledged to me that he/she executed the same on behalf of the Licensee.

IN WITNESS WHEREOF, I have hereunto set my hand and affixed my official seal the day and year in this certificate first above written.



Patty Tryon
Notary Public

Commission expires on 10/24/2020 Residing at Meridian ID

EXHIBIT A

The Premises

As indicated in the attached drawing: A & P Laboratory Phase 1, Phase 3, Bioskills Phase 1, Anatomy Instruction Studio, Virtual Lab, storage and prep rooms, and common areas



THIS PAGE INTENTIONALLY LEFT BLANK

BUSINESS AFFAIRS AND HUMAN RESOURCES
OCTOBER 19, 2017

UNIVERSITY OF IDAHO

SUBJECT

Police, Fire, and EMS Services contract approval between the University of Idaho (UI) and the City of Moscow.

REFERENCE

August 2010	Idaho State Board of Education approved Police Service Contract between the UI and the City of Moscow
-------------	---

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section V.I.3 Acquisition of Personal Property and Services

BACKGROUND/DISCUSSION

UI has contracted with the City of Moscow since 1966 for police law enforcement services. UI's continuing overarching goal is to provide effective police and security services to campus constituencies in a professional, friendly, and collaborative manner. It is important that all students, staff, faculty and visitors are safe—and feel safe—while on the Moscow campus.

The most recent contract between the City of Moscow and UI was approved by the Board at its August 2010 meeting. The proposed contract requires the City of Moscow to provide seven dedicated sworn police personnel to conduct community policing and patrol on the Moscow campus; provide sworn police personnel to provide police support for special events; provide training to various members of the campus community on drug and alcohol abuse, sexual assault, and bystander intervention; assist UI with threat assessments; staff an on-campus police substation; and meet with student leaders to discuss campus related issues. The proposed contract also formalizes the City of Moscow's obligation to provide certain fire and EMS services. Among other things, this portion of the contract requires the City of Moscow to provide fire prevention education services; provide fire response services; maintain a student resident volunteer fire program; provide equipment for special event fire prevention services; and facilitate Emergency Medical Services to UI.

IMPACT

The initial term of this agreement is from October 1, 2017 through September 30, 2020 with one three-year optional renewal. After the three-year optional renewal, the contract will continue on a year to year basis until terminated by either party. Under the contract, UI agrees to pay the City of Moscow \$1,376,920 annually, with a 3% annual rate increase. The UI also agrees to pay extra for police and fire services for special events not listed in the contract. Further, UI agrees to pay one-half of the cost of a future City of Moscow purchase of a Fire Department

BUSINESS AFFAIRS AND HUMAN RESOURCES
OCTOBER 19, 2017

Ladder Truck Engine, which is currently estimated to cost UI approximately \$600,000. This purchase is planned to take place sometime after 2020.

Total value of the contract for the three year initial term plus the three-year renewal, but not including the subsequent year to year renewals, special event costs, or ladder truck purchase, is \$8,906,482.94 for the period from October 1, 2017 to September 30, 2023.

ATTACHMENTS

Attachment 1 – Proposed Contract

Page 3

STAFF COMMENTS AND RECOMMENDATIONS

The proposed contract between UI and the City of Moscow will provide the campus community with essential police, fire, and emergency medical services and will help to sustain a safe and healthy “town and gown” relationship between the university and local community. The contract addresses proactive, preventative measures as well as prompt response needs, and it continues the excellent support provided to the campus by the Moscow Police Department and Moscow Volunteer Fire Department.

Staff recommends approval.

BOARD ACTION

I move to approve the request by the University of Idaho to enter into a contract with the City of Moscow, in substantial conformance to the proposed contract in attachment 1 to the Board materials, and to authorize the University of Idaho’s Vice President for Infrastructure to execute the final document.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

**MASTER AGREEMENT FOR
SERVICES**

This Master Agreement for Services (“Master Agreement”) is made and entered into by and between the Regents of the University of Idaho, a public corporation and state educational institution, and body politic and corporate organized and existing under the Constitution and laws of the State of Idaho (the “University”) and the City of Moscow, Idaho, a municipal corporation of the State of Idaho (“City”), collectively the Parties.

RECITALS

The University desires to obtain the services described herein of City; and

City has expertise and experience in providing the services described herein for the benefit of the University.

TERMS

The Parties, in recognition of the good and valuable consideration as further described herein, agree as follows:

1.0 Scope of Services

1.1 City agrees to perform such services as are set forth in this Master Agreement with the standard of care and skill customarily provided in the performance of such services, and the University agrees to pay City such amounts as are specified in this Master Agreement, all upon the following terms and conditions:

1.2 Police Services. City agrees to provide community policing and patrol, tactical team support, and special events support.

1.2.1 Community Policing and Patrol. City will provide seven (7) dedicated sworn police personnel to conduct community policing and patrol, of which three (3)* are exclusive assignments to the Campus Division of the Moscow Police Department (MPD), generally based on the schedule below:

Campus Commander*	Monday-Friday 7:30 a.m. to 4:30 p.m.
Campus Community Policing Officer 1*	Monday-Friday 8:00 a.m. to 4:00 p.m.
Campus Community Policing Officer 2*	Tuesday-Saturday 1:00 p.m. to 9:00 p.m.
Detective/Narcotics	Tuesday-Friday 7:00 a.m. to 5:00 p.m.
Patrol 1	Wednesday-Saturday 5:00 p.m. to 3:00 a.m.
Patrol 2	Saturday-Tuesday 5:00 p.m. to 3:00 a.m.
Patrol 3	Tuesday-Saturday 9:00 p.m. to 7:00 a.m.

All efforts will be made to maintain the above schedule; however, changes may be made to provide flexibility and to address particular needs of the Parties. Whenever reasonably possible, changes should be communicated as soon as known to the University's Executive Director of Safety and Security via email to mdorschel@uidaho.edu or via phone to (208) 885-7209.

Community policing and patrol services shall include, but are not limited to, (1) providing community outreach by the police staff to campus constituents including students, staff and faculty; (2) weekly review and planning meetings with other security and University staff; (3) dignitary safeguarding; (4) establishing a presence in the MPD Campus Division University substation; (5) operating the campus gun locker as per the procedures agreed upon by the Parties; (6) regular patrols, which may include vehicle, bicycle, or foot patrols as determined by the Parties to be most effective, and which will focus on the campus environment; (7) at least three [3] special emphasis patrols; (8) additional records reporting time to assist the University with Clery Act reporting requirements; (9) regular duty-related overtime; and (10) enforcement of limited access streets, University-owned streets, and open to the public streets.

The community policing and patrol services described in this Section are in addition to general law enforcement activities of MPD, which often occur on the University campus. MPD can and does utilize other personnel within MPD to enforce the laws necessary to meet the University's needs and to fulfill the requirements of this Master Agreement.

1.2.2 Tactical Team Support. City will maintain a tactical team that is appropriately trained in crisis and emergency response that is related to the needs of a University. Crisis and emergency response planning will be coordinated between the University and City.

1.2.3 Special Events Police Support. City will provide sworn police personnel to provide special events police support for the following events:

- a) Dignitary visits requiring more special events support than can be provided by the Campus Commander and the two (2) Community Policing Officers;
- b) All home football games up to fourteen (14) officers, including command;
- c) All away football games: City may authorize the Campus Commander or designee to travel as member of traveling unit, with University paying for travel-related expenses;
- d) All men's and women's home basketball games up to four (4) officers;
- e) Three (3) special emphasis patrols;
- f) Special bookstore detail;

- g) Jazz Festival;
- h) Borah Symposium;
- i) Bellwood Lectures;
- j) Spring and Winter Commencements held in Moscow;
- k) Board of Regents meetings when held in Moscow.

1.2.4 Campus Division Police Special Services. City will provide Moscow Police Department (MPD) services for the following:

- a) Resident Life Advisors' training on marijuana recognition;
- b) Fraternity, Sorority and resident life students training on alcohol abuse, sexual assault, bystander intervention, etc.;
- c) Fraternities and Sororities will be assigned a specific MPD representative to assist with issues during the academic year;
- d) MPD will attend meetings with Chapter Greek advisors to mediate problems;
- e) MPD will attend and will provide information to the Dean of Students office at conduct meetings;
- f) MPD will provide immediate notification to a designated University representative of major incidents that occur on campus or major incidents involving University students;
- g) MPD will provide security during employee terminations;
- h) MPD may provide unpaid internships for University students to provide opportunity for University students to learn about law enforcement and for relationship building and community policing purposes;
- i) MPD will provide to the Clery Act Compliance Assistant for University, a weekly summary of incidents that occurred on campus property;
- j) MPD will provide and assist with Clery Act documentation;
- k) When it will not interfere with its law enforcement and criminal investigatory duties, MPD will assist with University Title IX investigations by providing the University with access to investigatory reports and audio/video recordings of interviews, allowing University staff to observe interviews conducted by MPD, and coordinating investigations with University investigators;
- l) MPD will provide police presence during University football tailgate functions;

- m) MPD will perform threat assessment on subjects attending the University as requested in accordance with law;
- n) MPD will participate in the planning process of high profile events on campus;
- o) MPD will provide campus substation onsite staffing;
- p) MPD will provide information on off-campus criminal conduct involving University students for University disciplinary purposes;
- q) MPD will participate in the Campus Community Coalition;
- r) MPD will present information about law and regulations, two to three (2 to 3) times a semester to international students;
- s) MPD will participate in presentations sponsored by the counseling and testing center on alcohol and drug use including programs such as the 'house party' or similar programs;
- t) MPD will provide weekly Clery Act reports to the office of public safety and security; and
- u) MPD will meet with student leaders (ASUI) and discuss campus-related issues:
 - Amnesty policies
 - Drug use
 - Sexual assaults
 - Tailgating
 - Concerts

1.2.5 Additional Special Events Police Support. Any additional special events police support required by the University and furnished by City is to be charged on an actual as-needed basis, at the per hour, per officer rate, per City Fee Resolution as set by City Council each year. Any such additional special events support must be agreed upon and approved by both the University and City in writing prior to any use.

1.3 Fire Response and Prevention Services. City will provide fire response services through the Moscow Volunteer Fire Department (MVFD) with personnel who are appropriately trained in fire response and appropriately equipped relative to the needs of a University, as well as University community fire education and fire prevention services. The MVFD is comprised of full-time City of Moscow employees, dedicated volunteers from throughout the community, and resident firefighters.

1.3.1 University Community Fire Prevention Education Services. City will provide University community fire prevention education services, when requested with reasonable notice by the University;

1.3.2 Inspection services to include assistance to the Idaho State Fire Marshal's office as requested or required, including plan review assistance;

1.3.3 Semi-Annual fire safety and compliance inspections for fraternities and sororities;

1.3.4 Maintain a student resident volunteer fire program, which includes providing training and lodging for such student residents while participating in the resident program, which supports career education of University students and results in reduced response times;

1.3.5 Facilitate Emergency Medical Services (EMS) to the University;

1.3.6 Coordinate with the University Executive Director of Public Safety and Security in the preparation and presentation of emergency response and disaster training for University personnel;

1.3.7 Special Events Fire Prevention Services. City will provide necessary equipment for special events fire prevention services. University to pay reasonable costs to City as agreed to between the City and University for the requested services;

1.3.8 University agrees to participate in one half (1/2) the cost of a future City purchase of a Fire Department Ladder Truck Engine.

1.3.9 The City will provide immediate notification to a designated University representative of major fire response incidents that occur on campus or major incidents involving University students.

1.4 City shall be responsible for any additional functions as are necessary to provide the services set forth in Sections 1.2 and 1.3, including, but not limited to, emergency services dispatch.

1.4.1 City operates and/or contracts for an Active911 system which generates emergency services information from WhitCom Dispatch. City, pursuant to the Active911 Confidentiality Agreement between MPD and the University for Clery Act purposes, allows the University access to Active911 to allow notification to University's Executive Director of Safety and Security when it dispatches City personnel to the University campus, as long as it does not interrupt essential emergency communications.

1.4.2 Active911 allows access to the University's Executive Director of Safety and Security for any report of a crime of violence or a felony occurring within the City of Moscow, as long as it does not interrupt essential emergency communications.

1.4.3 The notifications from dispatch described in Sections 1.4.1 and 1.4.2 shall be done through the use of Active911 or other similar response notification systems,

which access by the University shall be approved and sponsored by City, but for which the University shall pay any Active911 license fees.

1.5 City agrees to perform the services set forth in Sections 1.2 and 1.3, to the reasonable satisfaction of the University.

1.6 The University's liaison overseeing the services provided under this Master Agreement is Matt Dorschel, Executive Director of Public Safety and Security or his duly appointed successor, who is located at University of Idaho Administration Building 209A; Voice: (208) 885-7209; Fax: (208) 885-9490; Email: mdorschel@uidaho.edu; Mailing Address: 875 Perimeter Drive MS 3162, Moscow, ID, 83844-3162.

1.7 The Parties may from time-to-time extend the scope of services or omit services previously ordered, and the provisions of this Master Agreement shall apply to all such additions and omissions. All such additions and omissions must be in a writing executed by both Parties in order to be effective.

2.0 Fees and Expenses

2.1 The University agrees to pay one million three hundred seventy six thousand nine hundred twenty dollars (\$1,376,920) annually for services set forth in Section 1.0, with the exception of services as requested by the University, pursuant to Sections 1.2.5 and 1.3.7.

2.2 The amount described in Section 2.1 shall automatically change on October 1, 2018, and on October 1 of each subsequent year, to include a three percent (3%) annual rate increase.

2.3 City agrees that City is solely providing a service to University and no employment relationship is being created under this Master Agreement.

3.0 Term

This Master Agreement shall commence on October 1, 2017, and shall remain in force and effect for a three (3) year term that may, by agreement by the Parties, be extended for one (1) three (3) year term or until terminated pursuant to Section 9.0. At the end of the second three (3) year term, this Master Agreement will continue on a year-to-year basis or until terminated by either Party, pursuant to Section 9.0.

4.0 City's Capacity and Responsibilities.

4.1 It is expressly understood that City is an independent contractor and not the agent, partner, or employee of the University. City and City's workers are not employees of the University and are not entitled to tax withholding, Workers' Compensation, unemployment compensation, or any University employee benefits, statutory or otherwise.

4.2 City shall not have the authority to enter into any contract or agreement to bind the University and shall not represent to anyone that City has such authority.

4.3 City represents and warrants to the University that in performing the services called for hereunder, City will not be in breach of any agreement with a third party.

4.4 In the event that City subcontracts for the services to be provided herein, City shall remain liable for all obligations and commitments under this Master Agreement and shall ensure that any necessary obligations and commitments flow through to the subcontractor(s) of any tier.

5.0 Confidentiality of Information.

5.1 City and the University agree to keep confidential and to not disclose to third parties any information provided by the other Party pursuant to or learned by the other Party during the course of this Master Agreement unless the Party has received the prior written consent of the other Party to make such disclosure. This obligation of confidentiality does not extend to any information that:

5.1.1 Was in the possession of Party at the time of disclosure by the other Party, directly or indirectly; or

5.1.2 Is or shall become, through no fault of either Party, available to the general public; or

5.1.3 Is independently developed and hereafter supplied to either Party by a third party without restriction or disclosure; or

5.1.4 Is required to be disclosed pursuant to the Idaho Public Records Law (Idaho Code §§ 74-101 through 74-126) or a lawfully issued subpoena or court order.

5.2 This provision shall survive expiration and termination of this Master Agreement.

6.0 Invoices and Payment Schedule

For services provided under this Master Agreement, other than those under Section 1.2.5 and 1.3.7, City shall provide the University with a single invoice at the beginning of each annual billing period. Invoices shall reference the applicable services under this Master Agreement. The University shall pay City with monthly installments pro-rated equally over the ensuing billing period. Such monthly installments shall be paid on the last day of each calendar month. The first payment for each billing period shall be due one (1) month after the invoice is due from City. By way of example, the invoice for the first billing period shall be due to the University by October 1, 2017, and shall be paid by the University in equal monthly installments by the last day of each calendar month beginning October 31, 2017 and ending September 30, 2018.

Invoices for any services provided under Section 1.2.5 and 1.3.7 must include a copy of the written authorization by the University for such additional special events support. Additional services for additional fees outside the Scope of this Master Agreement, need to be in writing and signed by both Parties. These invoices shall be delivered to the University no later than the fifteenth (15th) calendar day of the month immediately following the month in which the additional special events support was used. The University shall pay the invoice amount within thirty (30) days of receipt of the invoice.

7.0 RESERVED

8.0 Family Education Rights and Privacy Act (FERPA)

When any MPD officer performs duties under this Master Agreement that University employees would otherwise perform, including, but not limited to, those functions in section 1.2.4, that MPD officer will be considered to be acting as a school official and may be provided personally identifiable information from a student's education record protected by FERPA. As to any FERPA-protected information that is shared pursuant to this Section 8.0, City agrees that it is (1) performing an institution service or function for which the University would otherwise use employees; (2) under the direct control of the University with respect to the use and maintenance of education records; and (3) subject to the requirements of 34 C.F.R. § 99.33(a) governing the use and re-disclosure of personally identifiable information from education records. City agrees that any information provided pursuant to this section may not be re-disclosed to any person without complying with 34 CFR §§ 99.31, 99.32 and 99.33, and that the information may not be used for any reason other than the reason for which it is provided. City agrees to either destroy the education records in a manner that completely protects the confidentiality of the student information, or return the information to the University upon the termination of this Master Agreement. Any MPD officer not performing duties under this Master Agreement that would ordinarily be performed by a University employee, including, but not limited to, conducting criminal investigations, is not considered a school official and will not be entitled to obtain personally identifiable information from a student's education records unless (1) the MPD officer has the written consent of the student; or (2) an exception from 34 CFR § 99.31 to the written consent requirement applies.

University will provide FERPA training to all MPD officers in order for MPD to comply with FERPA requirements.

9.0 Termination of Master Agreement. In the event of termination, each Party will account for the property in its possession belonging to the other Party, and will dispose of it in the manner the other Party directs.

9.1 Termination for Convenience. Either Party may terminate this Master Agreement after the initial three (3) year term or for any reason upon one (1) year's prior written notice after the initial three (3) year term.

In the event of termination for convenience, City shall be paid the pro-rata share of the payment amount in Section 2.1 for work performed up to the time of termination for convenience.

9.2 Termination for Cause.

Either Party may terminate this Master Agreement for cause, after providing the breaching Party with notice of breach and the opportunity to cure within three (3) weeks, which cure time may be longer if mutually agreed to by the Parties in writing.

Cause or breach in this Master Agreement means:

- a) Intentional disclosure of the other Party's confidential information contrary to Section 5 of this Master Agreement;
- b) Failure to perform the services described in this Master Agreement in the manner called for in this Master Agreement;
- c) Failure to comply with any provision of this Master Agreement.

In the event of termination for cause, City shall be paid the pro-rata share of the payment amount in Section 2 for services performed before notice of breach is given. For work performed after notice is given, City shall be paid a reasonable price for services that are performed in accordance with the manner of performance set forth in this Master Agreement.

10.0 Attorneys' Fees

In the event of any controversy, claim or action being filed or instituted between the Parties to this Master Agreement to enforce the terms and conditions of this Master Agreement or arising from the breach of any provision hereof, the prevailing Party will be entitled to receive from the other Party all costs, damages, and expenses, including reasonable attorneys' fees, incurred by the prevailing Party, whether or not such controversy or claim is litigated or prosecuted to judgment. The prevailing Party will be that Party who was awarded judgment as a result of trial or arbitration, or who receives a payment of money from the other Party in settlement of claims asserted by that Party.

11.0 Notice

Any notice under this Master Agreement shall be in writing and shall be delivered either (1) in-person; (2) by delivery service; (3) by certified mail with return receipt requested; or (4) by facsimile. All notices shall be addressed to the Parties at the following addresses or at such other addresses as the Parties may from time to time direct in writing:

University: University of Idaho
Contracts and Purchasing Services
875 Perimeter Drive MS 2006
Moscow, Idaho 83844-2006
Attn: Director of Contracts and Purchasing Services
Phone: (208) 885-6116
Fax: (208) 885-6060

with Copy to: University of Idaho
Public Safety and Security
875 Perimeter Drive MS 3162
Moscow, Idaho 83844-3162
Attn: Executive Director of Public Safety & Security
Phone: (208) 885-7209
Fax: (208) 885-9490

City: City of Moscow
206 East Third Street
P O Box 9203
Moscow, Idaho 83843
Attn: City Supervisor
Phone: (208) 883-7080
Fax: (208) 883-7018

Any notice shall be deemed to have been given on the earlier of (1) actual delivery or refusal to accept delivery; (2) the date of mailing by certified mail; or (3) the day facsimile delivery is verified. Actual notice, however and from whomever received, shall always be effective at time of receipt.

12.0 Entire Agreement; Modification

This Master Agreement constitutes the entire understanding between the Parties with respect to the subject matter hereof and may not be amended except by an agreement signed by the City and an authorized representative of the University.

13.0 Severability

The terms of this Master Agreement are severable such that if any term or provision is declared by a court of competent jurisdiction to be illegal, void, or unenforceable, the remainder of the provisions shall continue to be valid and enforceable.

14.0 Governing Law; Forum

Any legal proceeding instituted between the Parties shall be in the courts of the County of Latah, State of Idaho, and each of the Parties agrees to submit to the jurisdiction of such courts. It is further agreed that this Master Agreement shall be governed by the laws of the State of Idaho as an agreement to be performed within the State of Idaho.

15.0 Paragraph Headings

The paragraph headings in this Master Agreement are inserted for convenience only and shall not be construed to limit or modify the scope of any provision of this Master Agreement except as expressly stated in such paragraph.

16.0 Non-Waiver

The delay or failure of either Party to exercise any of its rights under this Master Agreement for a breach thereof shall not be deemed to be a waiver of such rights, nor shall the same be deemed to be a waiver of any subsequent breach, either of the same provision or otherwise.

17.0 Assignment

City may not assign the rights or delegate the obligations under this Master Agreement without the University's prior written consent.

18.0 Accounting; Audit

For a period of three (3) years following completion of the services called for hereunder, the University or its authorized representatives shall be afforded access at reasonable times to City's accounting records relating to the services set forth herein in order to audit all charges for the services.

19.0 Nondiscrimination

City shall not discriminate against any employee or applicant for employment in the performance of this Master Agreement, with respect to tenure, terms, conditions or privileges of employment, or any matter directly or indirectly related to employment, because of race, color, national origin, religion, sex, sexual orientation and gender identity/expression, age, disability, or status as a Vietnam-era veteran. Breach of this covenant may be regarded as a material breach of this Master Agreement.

20.0 Compliance with Rules, Regulations, and Instructions.

The duties and responsibilities required under this Master Agreement shall be performed in accordance with all local, state and federal law. Failure to perform these obligations in conformity with controlling law may be construed as a material breach of this Master Agreement.

IN WITNESS WHEREOF, the authorized representatives of the Parties have executed this Master Agreement:

The Regents of the University of Idaho

City of Moscow

Name

Bill Lambert, Mayor

Title

ATTEST:

Laurie M. Hopkins, City Clerk

Date

Date

ATTEST:

THIS PAGE INTENTIONALLY LEFT BLANK

BUSINESS AFFAIRS AND HUMAN RESOURCES
OCTOBER 19, 2017

UNIVERSITY OF IDAHO

SUBJECT

Capital project authorization request for Planning and Design phases of proposed Nancy M. Cummings Research, Extension, and Education Center (NMCREEC) classroom and office facility, Salmon, Idaho

REFERENCE:

August 2017 Idaho State Board of Education (Board) approved capital budget request for Salmon Classroom Building in University of Idaho (UI) six-year plan

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedure, Section V.K.1 and Section V.K.3.a

BACKGROUND/DISCUSSION

This item is an authorization request to allow the UI to proceed with the Planning and Design phases only of a Capital Project to design and construct a proposed classroom and office facility at the NMREEC. In compliance with Board Governing Policies & Procedure, Section V.K.3.a, this authorization request is limited to the Planning and Design Phases of the overall effort.

Planning Background

Nancy M. Cummings Research, Extension, and Education Center, located near Salmon, Idaho, is a setting for environmental education, graduate and undergraduate research by students and scientists, clinical experiences for veterinary students, and public extension activities on a wide variety of topics

Research and extension activities at the NMREEC include pioneering studies on animal identification systems, genetic improvement reproductive efficiency, forage production and grazing practices. Operated by the UI College of Agricultural and Life Sciences via the Idaho Agricultural Experiment Station, NMREEC provides critical and beneficial support to the ranching communities and stakeholders within the State of Idaho.

Project Description

The proposed Classroom and Office Facility to be located at the NMREEC is envisioned to support the full range of research and extension activities provided by NMCREEC.

In late 2016, the College of Agricultural and Life Sciences commissioned a local Architectural firm, DGStamp Architects, of Carmen, Idaho, to perform an initial pre-planning feasibility study and preliminary cost estimate. This study was completed earlier this year and it envisions a facility comprised of offices, work stations, a

classroom for education and extension activities, and support spaces designed in an architectural aesthetic consistent with the surrounding area.

The new facility will provide office space and work stations for researchers, principal investigators, graduate students, and interns, and NMCREEC's veterinarian, superintendent, and administrative staff.

In addition, the proposed facility will house a classroom sized for 120 persons in support of the NMCREEC outreach, education, and extension missions.

Overall, the facility is planned to be approximately 8,100 s.f. of conditioned space. The project includes necessary and requisite site work, utilities and site development, to include parking for approximately 30 vehicles.

The project is planned to be funded largely through donated and gifted funds, supplemented by funds provided by the College of Agricultural and Life Sciences.

Authorization Request

This request is for authorization to proceed with planning and design of the NMCREEC Classroom and Office Facility. The project is consistent with the strategic goals and objectives of the UI, specifically:

Goal 1, Innovate – This project supports the unique and varied research activities conducted on-site at the NMCREEC which are critical to Idaho's ranching community and economy;

Goal 2, Engage – This project supports delivery of UI's education, outreach, and extension activities conducted by the NMCREEC;

Goal 3, Transform – The education, outreach, and extension activities conducted at NMCREEC have the power to engage the community and transform the lives of students and ranchers alike. Knowledge developed, and disseminated at NMCREEC potentially assists ranchers in the improvement and increased efficiency of their operations, and increased health and vigor of their livestock, while at the same time ameliorating the environmental impact of their activities.

Goal 4, Cultivate – The education, outreach, and extension activities and events supported by the proposed Classroom and Office Facility have the potential to cultivate relationships and improve communication and collaboration between researchers and the greater community.

In addition, the project is consistent with the principles, goals, and objectives related to outreach and extension within UI's Long Range Campus Development Plan (LRCDP)

BUSINESS AFFAIRS AND HUMAN RESOURCES
OCTOBER 19, 2017

IMPACT

The immediate fiscal impact of this effort is to fund planning and design phase costs of the project, with projected expenditures of approximately \$250,100. The overall project effort is anticipated to be \$2,160,000.

Overall Project

Funding

State	\$
Federal (Grant):	
Other (UI)	
College Funds	300,000
Gifted Funds	<u>1,860,000</u>

Total \$ 2,160,000

Estimate Budget

A/E & Consultant Fees	\$ 250,100
Construction	1,483,000
Construction Cont.	148,300
Owner Costs & FFE	174,700
Project Cont.	<u>103,900</u>

Total \$ 2,160,000

ATTACHMENTS

Attachment 1 – Capital Project Tracking Sheet

Page 5

STAFF COMMENTS AND RECOMMENDATIONS

Pending the successful outcome of the planning and design phase of this capital project, UI will need to return to the Board (per Board Policy V.K.3.b. and V.K.3.c.) to obtain approval to proceed with the construction phase of the project. The capital project is included in the institution's six-year capital construction plan and master campus plan, pursuant to Board Policy V.K.2 and 8.

Staff recommends approval.

BOARD ACTION

I move to approve the request by the University of Idaho to implement the Planning and Design phases of a capital project for a classroom and office facility at the Nancy M. Cummings Research, Extension, and Education Center, for a total project cost of \$2,160,000, as described in the materials submitted to the Board. This approval includes the authority to execute all consulting and vendor contracts necessary to implement the planning and design phases of the project.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

THIS PAGE INTENTIONALLY LEFT BLANK

Office of the Idaho State Board of Education
Capital Project Tracking Sheet
As of October, 2017

History Narrative

Institution/Agency: University of Idaho **Project:** Capital Project Authorization Request, Planning, and Design Phases, for the Proposed NMCREEC Classroom and Office Facility, University of Idaho (UI), Salmon, Idaho.

Project Description: a Capital Project to provide for the planning, and design of project to design and construct a proposed Classroom and Office Facility at the Nancy M. Cummings Research, Extension, and Education Center (NMCREEC).

Project Use: A proposed Classroom and Office Facility to be located at the Nancy M. Cummings Research, Extension, and Education Center is envisioned to support the full range of research and extension activities provided by the Center. The new facility will house offices for researchers, principal investigators, graduate students, and interns, office space for the center's veterinarian, works stations, and the NMCREEC superintendent and administrative staff. The facility is envisioned to be approximately 8,100 s.f. of conditioned space. The project includes necessary and requisite site work, utilities and site development, to include parking for approximately 30 vehicles.

Project Size: Approximately 8,000 sf. Conditioned Space, Sitework and Utilities, Parking for approx. 30 vehicles.

Project Cost History:	Sources of Funds				Use of Funds*			
	PBF	ISBA	Other	Total Sources	Planning	Use of Funds Const	Other**	Total Uses
Initial Cost of Project. Planning, and Design Phase Authorization request. October 2017	\$ -	\$ -	\$ 2,160,000	\$ 2,160,000	\$ 250,100	\$ 1,631,300	\$ 278,600	\$ 2,160,000
History of Revisions:								
Total Project Costs	\$ -	\$ -	\$ 2,160,000	\$ 2,160,000	\$ 250,100	\$ 1,631,300	\$ 278,600	\$ 2,160,000

* Figures quoted are for the Total Project Cost. The University intent is that any unused funding is carried forward to a future construction phase at the time such future construction phase may be approved by the Board of Regents.

** FFE & Project Contingency, Any carry forward amounts are to be used in future phases which may be approved by the Board of Regents.

History of Funding:	PBF	ISBA	Other Sources of Funds-----				Total Other	Total Funding
			Institutional Funds (Gifts/Grants)	Student Revenue	Other***			
Initial Cost of Project. Planning and Design Phase Authorization Request. October 2017	\$ -	\$ -	\$ 1,860,000	\$ -	\$ 300,000		\$ 2,160,000	\$ 2,160,000
Total	\$ -	\$ -	\$ 1,860,000	\$ -	\$ 300,000		\$ 2,160,000	\$ 2,160,000

*** CALS Central Reserves

THIS PAGE INTENTIONALLY LEFT BLANK

UNIVERSITY OF IDAHO

SUBJECT

Authorization for planning and design phase of capital project for improvement and expansion of west campus utilities distribution systems

REFERENCE:

August 2017 Idaho State Board of Education (Board) approved capital budget request for West Campus Utilities Extension in UI six-year plan

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedure, Section V.K.1, and Section V.K.3.a

BACKGROUND/DISCUSSION

This agenda item is an authorization request to allow UI to proceed with the Planning and Design phases only of a capital project to design and construct West Campus Utilities Distribution Systems and Infrastructure Improvements and Expansion. In compliance with Board Governing Policies & Procedure, Section V.K.3.a, this Authorization Request is limited to the planning and design phases of the overall effort.

Planning Background

In the late 1990's the UI engaged in a thorough, robust, and comprehensive Master Planning effort aimed at the development of a Long Range Campus Development Plan (LRCDP) which would guide the physical and capital development of the Moscow campus of UI through 2025 and beyond.

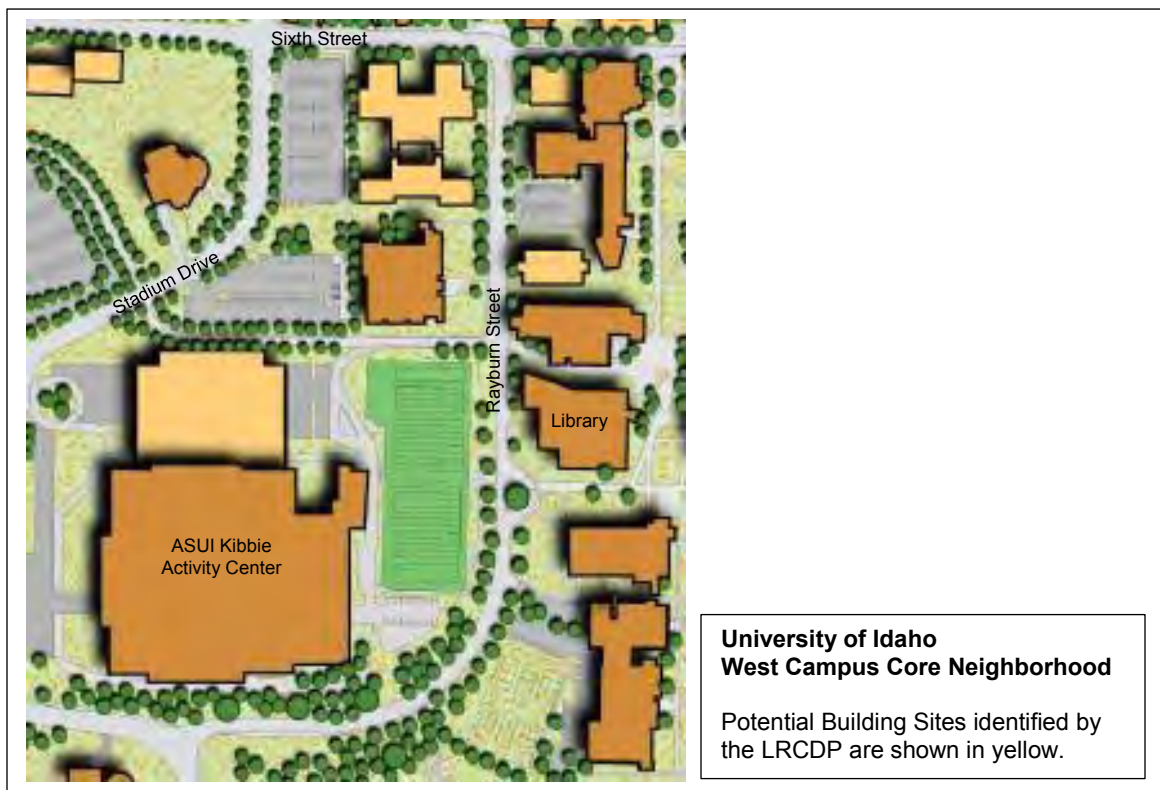
The resulting LRCDP has played a critical role in the development of the UI Campus. Beginning with the Idaho Commons (2000), and carrying through to facilities such as the Student Recreation Center (2001), the J.A. Albertson Building for the College of Business (2002), the Living Learning Communities (2004), the Teaching and Learning Center, (2005), the Integrated Research and Innovation Center (2016), and others, the principles and guidelines in the LRCDP have shaped and informed issues such as siting, massing, and orientation of major campus facilities. The LRCDP has also defined structures worthy of continued investment, thus informing decisions as to which facilities should be renovated and improved, versus those which ought to be maintained without reinvestment in terms of significant renovations.

In addition, the Infrastructure Goals and Objectives defined and delineated in the LRCDP have helped to shape UI's capital improvements and maintenance investments in infrastructure systems such as utility distribution systems, roadways, walkways, pedestrian malls, hardscapes and landscapes.

The LRCDP is not a static document. Since it was first adopted in 1997/98, a series of neighborhood and systems planning efforts conducted under the umbrella of the LRCDP have helped to refine, focus, update, and improve the general planning concepts and principles of the overall plan. As such, the LRCDP continues to serve UI in good stead and guides all campus planning efforts into the foreseeable future.

Proposed Project Description

The scope of the proposed West Campus Utilities Distribution Systems and Infrastructure Improvements and Expansion project is to design and implement utility distribution system improvements in the west campus core neighborhood. This is an area generally bounded by Rayburn Street on the east and south, Stadium Drive on the west and Sixth Street on the north. The LRCDP identifies multiple potential building sites in this neighborhood. The intent of this proposed effort is to ensure utilities distribution systems such as steam distribution, chilled water distribution, electrical distribution, domestic water distribution, reclaimed water distribution, sanitary sewer collection, storm water collection, and data/fiber distribution are in place with sufficient capacity to serve these sites.



The site immediately adjacent to the UI Kibbie Activity Center has been long identified in the LRCDP for an event arena. The remainder of the sites are identified in the LRCDP as potential future building sites, with no current

BUSINESS AFFAIRS AND HUMAN RESOURCES
OCTOBER 19, 2017

determination made as to the exact building program to be assigned to each site. In general, however, these sites are in a neighborhood envisioned to support academic education and research facilities. The project will assume loads and capacities based upon this general assumption and seek to ensure utility distribution systems and infrastructure in the areas are sized for the future successful integration of facilities on these sites.

The project is envisioned to be funded with Central University Strategic Investment funds.

Authorization Request

This request is for the requisite capital project design phase authorization necessary to plan and design the proposed West Campus Utilities Distribution Systems and Infrastructure Improvements and Expansion on the main campus of UI, Moscow, Idaho.

The project is consistent with the strategic goals and objectives of UI. The project is fully consistent with UI Strategic Plan, specifically the project seeks to develop a robust and capable infrastructure with capacity to support facilities which may be demanded by UI's strategic goals.

In addition, the project is fully consistent with the principles, goals, and objectives of UI's LRCDP, specifically those goals and objectives related to the development of the campus infrastructure and utility distribution systems.

IMPACT

The immediate fiscal impact of this effort is to fund planning and design phase costs of the project, with projected expenditures of approximately \$350,000. The overall project effort is anticipated to be \$3,500,000.

Overall Project

Funding

State	\$
Federal (Grant):	
Other (UI)	
CSUI Funds	3,500,000
Gifted Funds	<u> </u>

Total	\$ 3,500,000
-------	--------------

Estimate Budget

A/E & Consultant Fees	\$ 350,000
Construction	2,500,000
Construction Cont.	250,000
Owner Costs	200,000
Project Cont.	<u>200,000</u>

Total	\$ 3,500,000
-------	--------------

ATTACHMENTS

Attachment 1 – Capital Project Tracking Sheet

Page 5

STAFF COMMENTS AND RECOMMENDATIONS

Pending the successful outcome of the proposed planning and design phase of the project, UI will need to return to the Board (per Board Policy V.K.3.b. and

BUSINESS AFFAIRS AND HUMAN RESOURCES
OCTOBER 19, 2017

V.K.3.c.) to obtain approval to proceed with the construction phase of the project. UI anticipates that planning, design, and construction costs will be met with internal funds. The capital project is included in the institution's six-year capital construction plan and master campus plan, pursuant to Board Policy V.K.2 and 8.

Staff recommends approval.

BOARD ACTION

I move to approve the request by the University of Idaho to implement the Planning and Design phases of a capital project to design and construct West Campus Utilities Distribution Systems and Infrastructure Improvements and Expansion, on the main campus of the University of Idaho, for a total project cost of \$3,500,000, as described in the materials submitted to the Board. Approval includes the authority to execute all consulting and vendor contracts necessary to implement the Planning and Design phases of the project.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

Office of the Idaho State Board of Education
Capital Project Tracking Sheet
As of October, 2017

History Narrative

- 1 Institution/Agency:** University of Idaho **Project:** Capital Project Authorization Request, Planning, and Design Phases, for the West Campus Utilities Distribution Systems and Infrastructure Improvements and Expansion, on the main campus of the University of Idaho, Moscow, Idaho.
- 2 Project Description:** A Capital Project to provide for the planning, and design of project to design and construct a proposed West Campus Utilities Distribution Systems and Infrastructure Improvements and Expansion, on the main campus of the University of Idaho, Moscow, Idaho.
- 3 Project Use:** Design and implement utility distribution system improvements in the west campus core neighborhood. The LRCDP identifies multiple potential building sites in this neighborhood. The intent of this proposed effort is to ensure utilities distribution systems such as steam distribution, chilled water distribution, electrical distribution, domestic water distribution, reclaimed water distribution, sanitary sewer collection, storm water collection, and data/fiber distribution are in place with sufficient capacity to serve these sites.
- 4 Project Size:** The west campus core neighborhood is an area generally bounded by Rayburn Street on the east and south, Stadium drive on the west and Sixth Street on the north

Project Cost History:	Sources of Funds				Use of Funds*			
	PBF	ISBA	Other	Total Sources	Planning	Use of Funds Const	Other**	Total Uses
Initial Cost of Project. Planning, and Design Phase Authorization request. October 2017	\$ -	\$ -	\$ 3,500,000	\$ 3,500,000	\$ 350,000	\$ 2,750,000	\$ 400,000	\$ 3,500,000
History of Revisions:								
Total Project Costs	\$ -	\$ -	\$ 3,500,000	\$ 3,500,000	\$ 350,000	\$ 2,750,000	\$ 400,000	\$ 3,500,000

* Figures quoted are for the Total Project Cost. The University intent is that any unused funding is carried forward to a future construction phase at the time such future construction phase may be approved by the Board of Regents.

** FFE & Project Contingency, Any carry forward amounts are to be used in future phases which may be approved by the Board of Regents.

History of Funding:	Other Sources of Funds-----						
	PBF	ISBA	Institutional Funds (Gifts/Grants)	Student Revenue	Other***	Total Other	Total Funding
Initial Cost of Project. Planning and Design Phase Authorization Request. October 2017	\$ -	\$ -	\$ -	\$ -	\$ 3,500,000	\$ 3,500,000	\$ 3,500,000
Total	\$ -	\$ -	\$ -	\$ -	\$ 3,500,000	\$ 3,500,000	\$ 3,500,000

*** UI Central Strategic Investment Funds

THIS PAGE INTENTIONALLY LEFT BLANK

BUSINESS AFFAIRS AND HUMAN RESOURCES
OCTOBER 19, 2017

SUBJECT

FY 2019 Line Item Budget Requests

REFERENCE

April 2017	Idaho State Board of Education (Board) approved guidance to the 4-year institutions regarding submission of line item requests
June 2017	Board directed the Business Affairs and Human Resources (BAHR) committee to review the line items and to bring recommendations back to the Board for its consideration at the regular August, 2017 Board meeting
August 2017	Board approved agency and institution line item requests and authorized the Executive Director to approve the budget requests for Maintenance of Current Operation (MCO) and line items and submit them to the Division of Financial Management and the Legislative Services Office
September 2017	Board adopted the recommendations of the Governor's Higher Education Task Force and authorized the Executive Director to amend the previously-submitted line item requests, adding a new request for additional Scholarship and Grant funding and a new system-wide request for development of a Degree Audit/Student Data Analytics System

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section V.B.1.
Title 67, Chapter 35, Idaho Code

BACKGROUND/ DISCUSSION

Recommendation #1 from the Governor's Higher Education Task Force dealt with efficiencies, cost savings, and service. The Task Force recommended that "... *the State Board of Education drive efficiencies, cost savings, and a higher level of service in back office functions by migrating from our current federated system of institutions to a more integrated, centralized, and student-centric system.*" In the course of its deliberations, and after consultation with outside experts (including representatives from Maine's higher education system), the Task Force reflected on various non-instructional "back room" functions common to multiple higher education institutions which have the potential to generate greater efficiency (cost savings) and quality/productivity (student service) if carried out under a more systemic model. Among the areas discussed were Information Technology, central financial services (payroll and accounting), facilities maintenance and custodial functions, human resources, purchasing, student housing, security, postal services, libraries, legal services, etc.

BUSINESS AFFAIRS AND HUMAN RESOURCES
OCTOBER 19, 2017

Feedback from counterparts in the Maine system indicated that conversion to common hardware and software in central financial systems, under a model in which support continues to be delivered through a distributive approach at each institution, might provide opportunities for improved efficiency and quality of customer service. The core financial systems within an organization are often referred to as the Enterprise Resource Planning (ERP) management information systems, and these make use of central server systems, functional software support modules, area networks, and in some case, “cloud” storage. Currently, Idaho’s higher education institutions operate under a number of different ERP systems including Oracle “PeopleSoft” systems and Ellucian systems (“Banner” and “Colleague” are two ERP systems within the Ellucian family).

The eight university and college presidents held a retreat at the Board office on October 3, 2017, with the Board President and Executive Director in attendance. At the retreat, the presidents discussed follow-up actions to implement the recommendations of the Higher Education Task Force. As a result of that discussion, the presidents asked the Board a request to substitute an FY2019 line item request to explore establishing a systemwide ERP approach in lieu of the earlier-added line item request relating to creation of a degree audit/student data analytic system (which emerged from the Task Force’s “pipeline” improvement recommendations).

Full implementation of three of the Task Force recommendations is dependent on the implementation of a degree audit/student data analytics system (Recommendations 3, 4, and 5). Such a system would facilitate multiple student-level outcomes sought through Task Force recommendations such as system-wide degree progression and guided pathway initiatives. In addition to postsecondary efforts, such a program would strengthen K-12 initiatives around dual credit and college and career advising. It would not be the intent for such a program to replace or duplicate any existing programs the institutions may have. Rather, this program would be a tool to extract data from existing institution programs to perform analysis and help facilitate transfer and articulation between institutions, provide a program for those that do not have a system in place, or provide added capabilities for those that have limited systems or do not have systems that allow for students to review their degree progress. As such, the first step for a proposed degree audit/student data analytics would necessarily require meeting with the institutions’ Chief Information Officers and Provosts to inventory current degree audit and analytics programs and capabilities.

IMPACT

The Division of Financial Management and Legislative Services Office are mindful that the timing of the recommendations from the Governor’s Higher Education Task Force might call for greater flexibility in terms of submitting Board line items requests for FY2019, but the practical deadline of November 1st is rapidly approaching. If the Board approves substitution of the EPR system-wide request for the recently-added degree audit/student data analytic system request, there

BUSINESS AFFAIRS AND HUMAN RESOURCES
OCTOBER 19, 2017

would be no significant difference in the financial impact to the FY2019 budget. Both proposals involve laying groundwork with institutions, support of meetings, and contracting with expert consultants in the field of higher education software, likely through a Request for Proposal (RFP) process to hire contractor(s) to begin either of the complex, long-term initiatives).

ATTACHMENTS

Attachment 1 - Line Items Summary: College & Universities	Page 5
Attachment 2 - Proposed FY 2019 Line Items Request Amendment	Page 7

STAFF COMMENTS AND RECOMMENDATIONS

Moving from today's federated approach for ERP systems at the higher education institutions to a unified system with support distributed at all institutions would be a profound change - and potential game-changer - for Idaho, which might pave the way for more systematic approaches for other backroom operations carried out in separate functional areas at the colleges and universities, if the Maine experience is any indication. This initiative, if approved, would begin early planning at the same time the State of Idaho is examining the way forward for its own "legacy" (in-house) ERP system. In addition to the statewide applications which might be possible under various commercial vendors including, inter alia, Oracle PeopleSoft, Ellucian, and Jenzabar, the institutions may also wish to explore the open-source consortium approaches (e.g. Kuali) which are in place at a number of major institutions.

During Task Force discussions on "system-ness" and backroom functions, Board Staff drew attention to the significant short-term conversion costs and employee training/adaptation challenges associated with any change in ERP and support module systems, but there was a consensus among the Task Force members (and among the presidents) that the potential long-term benefits of consolidation and interoperability might make sense for the state over the long term.

The proposed action reflects the sense of priorities of the presidents. If approved by the Board, staff recommends the ERP line item request be submitted as the Board's number one priority system-wide request. There would be no change (barring a decision by the Board) to the current #2 priority ranking of the current system-wide line item request for \$800,000 for support of the Idaho Regional Optical Network (IRON).

BOARD ACTION

I move to authorize the Executive Director to amend the FY2019 System-wide Needs Budget Request with the Enterprise Resource Planning line item as submitted in Attachment 1, as a substitution for the previously-submitted Degree Audit/Student Data Analytic System request.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

THIS PAGE INTENTIONALLY LEFT BLANK

AGENCY: College and Universities

Agency No.: 510

FY 2019 Request

FUNCTION: Systemwide Needs

Function No.: 01

Page 1 of 1 Pages

ACTIVITY:

Activity No.:

Original Submission X or
Revision No. ____

Enterprise Resource Planning (ERP) System					
A: Decision Unit No: 12.01	Title:			Priority Ranking 1 of 2	
DESCRIPTION	General	Dedicated	Federal	Other	Total
FULL TIME POSITIONS (FTP)	0				0
PERSONNEL COSTS:					
1. Salaries					
2. Benefits					
3. Group Position Funding					
TOTAL PERSONNEL COSTS:					
OPERATING EXPENDITURES by summary object:					
Software and training	\$350,000				\$350,000
TOTAL OPERATING EXPENDITURES:	\$350,000				\$350,000
CAPITAL OUTLAY by summary object:					
TOTAL CAPITAL OUTLAY:					
T/B PAYMENTS:					
LUMP SUM:					
GRAND TOTAL	\$350,000				\$350,000

Description:

This line item request responds to Recommendation #1 of the Governor's Higher Education Task Force that: "...the State Board of Education drive efficiencies, cost savings, and a higher level of service in back office functions by migrating from our current federated system of institutions to a more integrated, centralized, and student-centric system. This request focuses on one potential system consolidation/harmonization area: adoption of a common Enterprise Resource Planning (ERP) system for the public colleges and universities.

Questions:

- 1. What is being requested and why? What is the agency staffing level for this activity and how much funding by source is in the base?** This request is for \$350,000 in one-time funds to support planning and consulting activities in FY2019 which would lay the groundwork for planning for conversion to a common higher

education system ERP platform. No additional full-time staff are being requested for the Board Staff or for the institutions. The new funding would be used to contract with consultants and support statewide meetings and travel for the institutions to examine options for system consolidation and conversion and to establish a multi-year plan for implementation.

- 2. What resources are necessary to implement this request?** \$350,000 in new one-time funding to be added to the College/University System-wide Needs budget.
- 3. Provide additional detail about the request, including one-time versus ongoing. Include a description of major revenue assumptions, for example, whether there is a new customer base, fee structure changes, or anticipated grant awards.** Entire request is one-time, but funds may be encumbered over multiple years in the event that a three year contract is awarded for consultant(s).
- 4. Who is being served by this request and what are the expected impacts of the funding requested? If this request is not funded who and what are impacted?** Students and institutional users across the state are the potential beneficiaries of a “systematized” ERP approach within the public colleges and universities. This investment would eventually yield increased efficiencies (reduced duplication of effort) and more inter-operability among institutional staff and systems. Without an up-front investment to investigate and plan ERP consolidation, the institutions and state would continue to deal with a fragmented, inefficient, and expensive approach which creates burdens and barriers for the mission of the higher education system.

Proposed FY 2019 Line Items Request Amendment:

STATE BOARD OF EDUCATION
FY 2019 Line Items - College and Universities

By Institution/Agency		FY 2018 Total Appropriation	Priority	Institution Specific Initiatives	Total	% of FY 2018 Appropriation Excluding Occupancy Costs
System-wide Needs		5,065,800				
1	Degree Audit/Student Data Analytics System			350,000	350,000	6.9%
<u>1</u>	<u>Enterprise Resource Planning (ERP) System</u>		<u>1</u>	<u>350,000</u>	<u>350,000</u>	<u>6.9%</u>
2	Idaho Regional Optical Network (IRON)		2	800,000	800,000	15.8%

THIS PAGE INTENTIONALLY LEFT BLANK

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
OCTOBER 19, 2017**

TAB	DESCRIPTION	ACTION
1	UNIVERSITY OF UTAH SCHOOL OF MEDICINE – ANNUAL REPORT	Information Item
2	EPSCOR – ANNUAL REPORT	Information Item
3	BOISE STATE UNIVERSITY – MASTER OF SCIENCE IN GENETIC COUNSELING	Motion to Approve
4	BOARD POLICY III.P. STUDENTS – FIRST READING	Motion to Approve
5	BOARD POLICY III.N. GENERAL EDUCATION – SECOND READING	Motion to Approve
6	COMPLETE COLLEGE IDAHO – GUIDED PATHWAYS UPDATE	Information Item

THIS PAGE INTENTIONALLY LEFT BLANK

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
OCTOBER 19, 2017**

SUBJECT

University of Utah, School of Medicine Annual Report

REFERENCE

June 2008	The Board approved a revised three-year contract between the University of Utah School of Medicine and the State Board of Education.
December 2013	The Board approved a revised three-year contract between the University of Utah School of Medicine and the State Board of Education.
September 2016	The Board approved a revised three-year contract between the University of Utah School of Medicine and the State Board of Education.
December 2016	The Board Received the annual University of Utah School of Medicine Report.

APPLICABLE STATUTE, RULE, OR POLICY

Idaho Code §33-3720

BACKGROUND/DISCUSSION

Since July 1976, the State Board of Education (Board) has had an agreement with the University of Utah School of Medicine (UUSOM) to reserve a specific number of seats for Idaho residents at the in-state tuition and fee rate established by UUSOM for residents of Utah. The Board makes annual fee payments in support of such Idaho resident students enrolled under this agreement. In the 2016 Legislative session, two additional seats per year were approved for this cooperative agreement. The program now provides opportunities for ten Idaho students annually to attend UUSOM through a cooperative agreement. A total of forty Idaho students can be enrolled at any one time in this four-year program.

As part of the Board's contract with UUSOM, the Board receives an annual report which provides program information to include an overview of the four-year curriculum and clerkships.

ATTACHMENTS

Attachment 1 – University of Utah School of Medicine
Annual Report for 2017

Page 3

STAFF COMMENTS AND RECOMMENDATIONS

The report also includes a financial overview of support provided for ten students in Academic Year 2016-2017, and an admissions summary consisting of names and home towns of those first year Idaho-sponsored students. The UUSOM contract is up for renewal at the end of the 2018-2019 academic year. Staff anticipates that the renewed contract would come before the Board at their April 2019 meeting.

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
OCTOBER 19, 2017**

BOARD ACTION

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

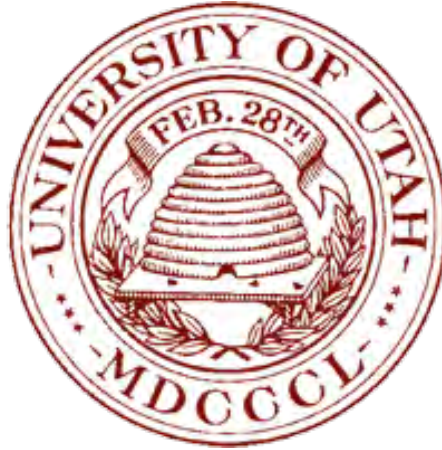


University of Utah School of Medicine

Idaho State Board of Education Annual Report

1/1/2017





**Senior Vice President for Health Sciences
Executive Dean, School of Medicine
CEO, University of Utah Health**

Loris A. Betz, M.D., Ph.D.

loris.betz@hsc.utah.edu

801-585-2646

175 North Medical Dr.
Salt Lake City, UT 84132

Interim Dean, School of Medicine

Wayne M. Samuelson, M.D.

wayne.samuelson@hsc.utah.edu

801-581-6437

30 North 1900 East #AC101
Salt Lake, UT 84132

**Associate Dean, Admissions and Idaho Affairs
School of Medicine,**

Benjamin Chan, M.D., MBA

benjamin.chan@hsc.utah.edu

801-581-5812

26 South 2000 East, HSEB #5900
Salt Lake City, UT 84112

Mission Statement

The University of Utah School of Medicine serves the people of Utah and beyond by continually improving individual and community health and quality of life. This is achieved through excellence in patient care, education, and research. Each is vital to our mission and each makes the others stronger.

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
OCTOBER 19, 2017**

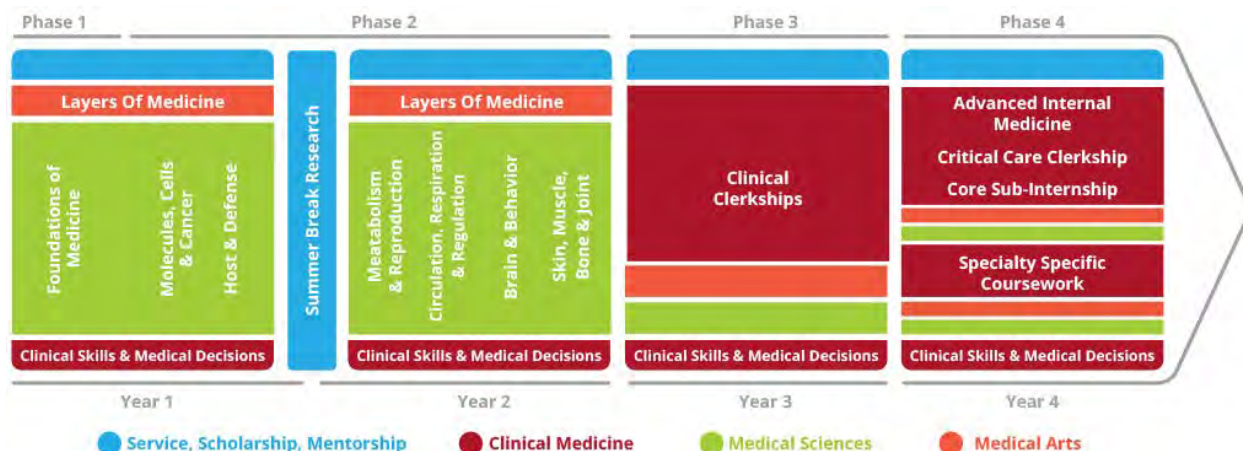
Contents

Overview of the Four Year Curriculum.....	5
Year 1	5
Phase 1: Foundations of Medicine.....	5
Clinical Experience: CMC 1.....	5
Phase 2: (2.1) Molecules, Cells, and Cancer.....	5
Phase 2: (2.2) Host and Defense	6
Clinical Experience: CMC 2.....	6
Year 2	6
Phase 2: (2.3) Metabolism and Reproduction	6
Phase 2: (2.4) Circulation, Respiration and Regulation.....	6
Phase 2: (2.5) Brain and Behavior	6
Phase 2: (2.6) Skin, Muscle, Bone, and Joint.....	7
Clinical Experience: CMC 3-4.....	7
Medical Arts and Humanities: Layers of Medicine 1 - 4	7
Year 3	7
Transition to Clerkship	8
Family Medicine Clinical Clerkship.....	8
Internal Medicine Clinical Clerkship.....	8
Neurology Clinical Clerkship	8
Obstetrics and Gynecology Clinical Clerkship	8
Pediatrics Clinical Clerkship	8
Psychiatry Clinical Clerkship.....	9
Surgery Clinical Clerkship.....	9
Year 4.....	9
Idaho Student Affairs Update	10
Program Leadership	10
Admissions	10
Academic Standards and Recommended Activities	11
Grade Point Average (GPA)	11
Medical College Admissions Test MCAT	11
Community Volunteer Service	11

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
OCTOBER 19, 2017**

Leadership	12
Research	12
Physician Shadowing	12
Patient Exposure.....	13
Admissions Reports.....	14
Admissions Summary	14
Hometowns	15
Observational Experience.....	16
Idaho Rural Outreach Program (IROP)	17
Clinical Medical Education in Idaho	18
Family Practice Clinical Clerkship.....	18
Family Medicine Volunteer Clinical Faculty in Idaho.....	19
Financial Report 2016-2017	22
School of Medicine Graduate Reports.....	23

Overview of the Four Year Curriculum



Year 1

Phase 1: Foundations of Medicine

This 17-week phase includes the medical science, medical arts and clinical skills that students will require before beginning in clinics and Phase 2 units. Each week of Phase 1 will have a predominant theme. Anatomy (embryonic, microscopic and gross, including cadaver dissection), physiology, genetics, pharmacology, data analysis, metabolism and nutrition will be taught in relation to the weekly themes. Students will engage in professional development through self-exploration and self-assessment activities across Phase 1 as they examine the different psychosocial and technical dimensions of patient care.

Clinical Experience: CMC 1

The 2-year Clinical Method Curriculum (CMC) partners groups of students and core clinical faculty for the longitudinal development of clinical skills in a mentored learning community environment. Each student is assigned to a learning community with approximately 10 students and 1-2 core faculty members. Students will work within their learning communities throughout their medical school career to ensure they possess the core foundational clinical method knowledge, skills, attitudes and behaviors necessary to provide optimal patient care in a dynamic healthcare environment. Instructional methods include didactic presentation, small group discussion, simulation, authentic clinical experiences, and mentoring.

Phase 2: (2.1) Molecules, Cells, and Cancer

This 8-week unit, beginning in early January, integrates molecular and cell biology with genetics, hematology, cancer biology and basic oncology. It includes a strong component of translational research as we explore how we know what we know about the molecular basis of cancer and other genetic diseases. Students begin their longitudinal clinical experience at the start of this unit. The clinical skills taught include breast, pelvic and male genital exams.

Students also begin the Subspecialty Clinical Experience, where they spend one afternoon per month in a specialty clinic related to topics being learned in the classroom.

Phase 2: (2.2) Host and Defense

This 9-week unit begins in March and introduces infectious disease, the biology of the immune system, the body's response to pathogens, and antimicrobial therapy. Instruction centers on common clinical presentations, beginning with fever and then moving through major body systems while addressing increasingly complicated diseases, from sore throat to AIDS.

Clinical Experience: CMC 2

CMC II focuses on expanding history-taking skills, advanced physical examination in specific areas, professional communication skills, introduction of lab and imaging selection and interpretation, and beginning skills in diagnostic reasoning. This will be taught through a combination of lecture sessions, small group activities, independent study and Experiential Learning Opportunities (ELO). ELO activities are a component of CMC 2 and provide students with real patient interactions in which they will apply knowledge learned in all components of the medical school curriculum. These experiences will also introduce them to the clinical environment and help them understand how to integrate into the clinical team. Core Faculty and/or practicing clinician attendings will oversee the ELO activities.

Year 2

Phase 2: (2.3) Metabolism and Reproduction

This 9-week unit runs from late July or early August. It begins with the pathophysiology of the gastrointestinal tract and the digestion/absorption of nutrients. The basic metabolism covered in phase 1 is reviewed and built upon as we focus on the liver. Obesity, metabolic syndrome and insulin resistance lead into endocrinology. From the sex hormones, we transition to reproduction. Clinical reasoning skills, with a particular focus on causes and treatment of abdominal pain, will be emphasized throughout the unit.

Phase 2: (2.4) Circulation, Respiration and Regulation

This 11-week unit runs from October to mid-December. This unit is designed to help students develop the clinical medicine skills and medical science knowledge to be able to propose rational differential diagnoses and diagnostic and treatment strategies for clinical problems affecting the circulatory, respiratory, and renal organ systems.

Phase 2: (2.5) Brain and Behavior

This 9-week unit begins early January through February of the second calendar year. The unit integrates basic neuroanatomy and neurophysiology with the clinical disciplines of neurology, psychiatry, pathology and pharmacology. The unit provides the students with the conceptual framework necessary to recognize common neurological and mental health issues.

Phase 2: (2.6) Skin, Muscle, Bone, and Joint

Upon completion of this 6-week unit, students will be able to name, recognize and describe common dermatologic and musculoskeletal diseases, including the basic science foundations of each condition. In addition, they will describe diseases, clinical presentation and pathophysiology and define terms used on physical, microscopic and radiologic examinations. Students will be able to gather essential information from clinic patients presenting with dermatologic and musculoskeletal complaints and produce accurate, clear and organized documentation of patient encounters in the form of SOAP notes and complete H&P's. This unit provides students with the knowledge and skills necessary to reason through case-based vignettes as seen in USMLE in order to prepare them for USMLE Step I licensing exam and Phases III and IV.

Clinical Experience: CMC 3-4

CMC III-IV focuses on advanced history-taking skills, advanced physical examination skills to help elicit abnormal findings, professional communication skills, further development of lab and imaging selection and interpretation, and more advanced skills in diagnostic reasoning. These will be taught through a combination of lecture sessions, small group activities, independent study and Experiential Learning Opportunities (ELO). ELO activities provide students with real patient interactions in which they will apply knowledge learned in other components of the medical school curriculum. These experiences will also introduce students to the clinical environment and help them understand how to integrate into the clinical team. Core faculty and/or practicing clinician attendings will oversee the ELO activities.

Medical Arts and Humanities: Layers of Medicine 1 - 4

The Layers of Medicine course is a longitudinal, 2-year course in the pre-clerkship curriculum. The overarching goals of the Layers of Medicine course are to provide students with the knowledge, skills and attitudes necessary to: Provide compassionate care to a diverse patient population, understand the complexities of a changing health care system and how access to health care impacts patient outcomes, practice medicine informed by ethical principles, analyze the impact of social, economic, gender, and cultural factors on health care outcomes, develop a positive professional attitude, appreciate and manage the influence of personal values and attitudes on relationships with patients, and find and utilize resources and information required for optimal patient care.

Year 3

In the third year, emphasis is on the integration of basic science knowledge with clinical, ethical, diagnostic, and problem solving skills. Clinical clerkships, during which students learn patient management as members of the health care team, include family practice, internal medicine, obstetrics and gynecology, pediatrics, psychiatry, and surgery. Students also take a Topics of Medicine course, which reviews a series of simulated patients with common medical problems seen in ambulatory medicine. The student is also required to complete a four-week clinical neurology clerkship between the end of the sophomore year and the end of the senior year. Each

student must also satisfactorily complete an objective standardized clinical examination (OSCE) administered at the end of the 3rd year prior to being promoted to the 4th year.

Transition to Clerkship

The Transition to Clerkship course is an introduction to the Phase III Core Clinical Clerkship curriculum. It is designed to provide students with the resources and skills necessary to thrive in **the clinical curriculum and to succeed as medical professionals and lifelong learners.**

Family Medicine Clinical Clerkship

Six weeks with a community-based of faculty family medicine preceptor. The majority of the time is spent with the preceptor in the hospital, office, nursing homes, and on house calls. Time is also spent learning about and experiencing other elements of the health care system in the community served by the preceptor.

Internal Medicine Clinical Clerkship

Eight week rotation that consists of inpatient responsibilities, ambulatory clinic, case work and rounds on wards of the University of Utah Medical Center, LDS Hospital, or the VA Medical Center.

Neurology Clinical Clerkship

Four weeks divided into two weeks inpatient and two weeks outpatient experiences. The inpatient rotation at the University of Utah Medical Center, Primary Children's Hospital, or VA Medical Center consists of direct patient care, daily ward rounds, brain cutting sessions, procedures such as lumbar puncture, participation in clinical conferences, and attendance at specialty clinics. The outpatient experience occurs in the multiple sclerosis, muscle, and neurology outpatient clinics.

Obstetrics and Gynecology Clinical Clerkship

Six weeks of inpatient and outpatient experience at the University of Utah Medical Center and LDS Hospital. Time is also spent in lectures, seminars, and review of gynecological pathology.

Pediatrics Clinical Clerkship

Six weeks divided into two three-week blocks. three weeks are spent on the inpatient wards at Primary Children's Hospital (PCH). The other three-week block includes one week on a pediatric subspecialty service and the other two weeks at the General Pediatric Clinic at the university of Utah Medical Center, and the newborn nursery at the University of Utah Medical Center.

Psychiatry Clinical Clerkship

Six weeks emphasizing inpatient care at the University of Utah Medical Center, VA Medical Center, Primary Children's Hospital, and the University of Utah Neuropsychiatric Institute. Students attend civil commitment proceedings, electroconvulsive therapy, outpatient clinics, and consultation/liaison rounds. One day each week is devoted to a core lecture series and case conferences. Each student spends one week on the consultation/liaison service and one half day per week in the office of an outpatient therapist.

Surgery Clinical Clerkship

Eight weeks of ward work, operating room experience, lectures, case presentations, and rounds at the University Medical Center, LDS Hospital and VA Medical Center. Students spend six weeks on general surgery and two weeks in specialty areas.

Year 4

The University of Utah School Of Medicine utilizes a learning community model to deliver medical education and career mentoring necessary to prepare fourth year medical students for their internship (12 months). Students develop advanced skills through sub-internship, critical care, advanced internal medicine and elective courses. They prepare for entry into residency by selecting curriculum specific to their career specialty interests.

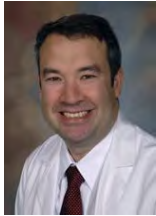
Specialty specific mentors are designated for each specialty and are available to help with course scheduling and career mentoring.

All students graduating from the University of Utah School of Medicine must complete a sub-internship rotation, a critical care clerkship, and 4-weeks of advanced internal medicine. Students have ample elective time to explore additional clinical interests, research and seminar based courses. Additionally all students must participate in the Transition to Internship Course (TIC).

The TIC is a 2-week course after the students have matched. The course is intended to be a capstone course for their medical school career. The curriculum emphasizes clinical reasoning skills, psychomotor task training, team communication, and the delivery of curriculum thread content needed for the student to be successful in their matched internship. Hands-on task trainers, high fidelity simulation models, inter-professional education, role playing, small group discussions and formal didactic lectures are used to deliver content.

Idaho Student Affairs Update

Program Leadership



Dr. Benjamin Chan is a Board Certified physician in General Psychiatry and Child & Adolescent Psychiatry. He graduated from the University of Utah School of Medicine in 2004. He completed his residency at George Washington University in Washington DC and Fellowship at University of Maryland in Baltimore, MD. He moved back to Utah in 2010 and joined the faculty in the Department of Psychiatry. He works as an inpatient hospitalist at the University Neuropsychiatric Institute (UNI) treating children and adolescents with a wide variety of acute psychiatric conditions. He was appointed Assistant Dean of Admissions in March of 2012 and Assistant Dean of Idaho Student Affairs in July 2014. In July 2017 he was promoted to Associate Dean of Admissions and Idaho Affairs.



Dr. Bridgette Baker is a Board Certified Family Medicine physician. She earned her M.D. degree from the University of Utah School of Medicine and completed her Family Medicine Residency at the Family Medicine Residency of Idaho in Caldwell. She is currently on staff at Saint Alphonsus, Saint Alphonsus Health Alliance and Saint Alphonsus Medical Group. Additionally, she is the Director of Idaho Student Programs for the University of Utah, since 2015. In this capacity, she helps coordinate the placement of Idaho students from the University of Utah medical school into clinical practices within the state of Idaho. She is a member of the Idaho Medical Association, American Medical Association and Idaho Academy of Family Physicians. Dr. Baker serves of the Selection Committee for the University of Utah School of Medicine as an Idaho representative.

Admissions

The Office of Admissions works closely with the Premedical Advisors at the colleges in Idaho. Additionally, we attend graduate fairs in Boise, Rexburg and Pocatello annually in an effort to provide students with current information and recommendations.

Our goal is to select the most capable students to attend our school and to have a balanced, but heterogeneous group that will excel in both the art and science of medicine. We recognize that a diverse student body promotes an atmosphere of creativity, experimentation and discussion that is conducive to learning. Exposure to a variety of perspectives and experiences prepares students to care for patients in all walks of life and in every segment of society.

Considered individually, age, color, gender, sexual orientation, race, national origin, religion, status as a person with a disability, status as a veteran or disabled veteran are not determinants of diversity and are not identified as unique characteristics during the admissions process.

MCAT scores and grades are carefully scrutinized and are an important part of the application process. All grades received for college credit are included in the AMCAS GPA calculation. If a course is repeated, both grades received for that course are calculated into the GPA. Pass/Fail grades received for college credit are not included in the AMCAS GPA calculation.

As important as grades and test scores are, by themselves they do not predict who will be successful in medical school. The demands of medical education and life as a physician are not for everyone. We consider how the applicant balances outside activities and responsibilities with schoolwork to be an indicator of ability to deal with the rigors of life as a physician. The committee is interested in the applicant's motivation for attending medical school and his/her understanding of the medical profession. Commitment to community service, ethical behavior, compassion, leadership ability and communication skills are important characteristics of physicians. Applications and interviews assist us in evaluating these qualities. We expect applicants to be courteous, respectful and professional at all times.

Academic Standards and Recommended Activities

We consider how applicants balance outside activities and responsibilities with school work to be an indicator of his/her ability to deal with the rigors of life as a physician. The committee is interested in an applicant's motivation for attending medical school. The Office of Admissions works closely with the Premedical Advisors in Idaho to ensure they have the most up to date and accurate information.

Grade Point Average (GPA)

Applicants should strive to have a science, non-science and overall GPA above 3.00. Each applicant is considered individually and their GPA is compared to the average GPA of students who have gone on to attend medical school from the applicant's undergraduate institution. The overall GPA for the current first year class is 3.75.

Medical College Admissions Test MCAT

All applicants are required to take the MCAT within three years of their application. Only the most recent MCAT score is considered. Applicants should strive to have an MCAT score at or above 492 with a score of at least 123 in each section of the MCAT. The average MCAT score for the current first year class is 512.

The minimum acceptable score for each section of the January 2015 MCAT is 7. The average overall score is 30.

If the test is taken after April 1, 2015, only the scores from the latest test is accepted

Community Volunteer Service

Community/Volunteer service is defined as involvement in a service activity without constraint or guarantee of reward or compensation. The medical profession is strongly oriented to service in the community. Applicants should demonstrate a commitment to the community by involving themselves in service and volunteer activities. Work performed in service learning courses and community service performed as part of employment does not satisfy this requirement.

- We recommend that applicants complete at least 36 total hours within the last 4 years. To be a competitive applicant, we recommend that applicants endeavor to complete at least 100 hours within last 4 years.

Leadership

Leadership is defined as a position of responsibility for others, with a purpose to guide or direct others. Dedication, determination, ability to make decisions and a willingness to contribute to the welfare of others are indicators of one's ability to succeed in medicine. Individuals with these characteristics readily accept positions of leadership and are an asset to their community and profession. Leadership capacity can be demonstrated in a variety of ways. Positions in employment, church, the community, and school organizations including coaching, tutoring, and mentoring will satisfy this requirement.

- We recommend that applicants have at least 1 leadership experience lasting 3 months within the last 4 years. Competitive applicants will have 3 different leadership experiences each lasting 3 months within the last 4 years.

Research

Research is defined as involvement in a scholarly or scientific hypothesis investigation that is supervised by an individual with verifiable research credentials. Research may be in any discipline and performed at any site. However, it must involve the testing of a hypothesis.

- We recommend that applicants participate in hypothesis-based research. This may be part of a class where an applicant answered or tested a hypothesis and received a grade. Examples: A writing project, laboratory work, etc.
- Applicants with a stronger research experience will have completed hypothesis-based research outside of the classroom that is supervised by an individual with verifiable research credentials. May include independent research or senior thesis.

Physician Shadowing

Physician shadowing is defined as the observation of a physician as that individual cares for and treats patients and carries out the other responsibilities of a medical practice.

Shadowing must be done with an allopathic (MD) or osteopathic (DO) physician in their practice in the United States. Time spent shadowing medical students, interns, residents, fellows, physician assistants, podiatrists, veterinarians, nurses, EMTs, PhDs etc., will not be considered. It is our recommendation that applicants shadow several physicians who work in various specialties including primary care. Shadowing family members who are physicians is discouraged.

- We recommend that applicants shadow a physician for at least 8 hours. Competitive applicants will have shadowed a variety of physicians for at least 24 hours.

Patient Exposure

Patient exposure is defined as direct interaction with patients and hands-on involvement in the care of conscious people in a health care-related environment, attending to their health maintenance, progression, or end of life needs. It is important that the applicant be comfortable working with and around people who are ill, sick, injured, or diseased.

Direct patient exposure can be gained in a variety of ways e.g. volunteering or working in hospitals, emergency rooms, clinics or nursing care facilities, hospice, or physical rehabilitation centers. Patient contact does not include indirect patient care such as housekeeping (cleaning, operating, or patient rooms) staffing the hospital information desk, or working in a pharmacy.

- We recommend that applicants complete at least 32 hours of direct patient care. Competitive applicants will have completed at least 48 hours.

Note: Physician shadowing and caring for friends and family members cannot be used to meet this requirement.

Admissions Reports

Admissions Summary

Academic Year	Idaho Med Student Applicant Pool	Selected for Interviews	Accepted for Admission	Sponsored Students	Non-Sponsored Students
2016-2017	118	40	20	10	0
2015-2016	125	50	14	10	0
2014-2015	100	45	12	8	0
2013 - 2014	118	52	11	8	0
2012 - 2013	105	50	16	8	0
2011 - 2012	89	40	14	8	1
2010 - 2011	95	49	12	8	0
2009-2010	84	45	14	8	2
2008-009	108	64	12	8	1
2007-2008	116	61	13	8	0
2006-2007	93	43	9	8	1
2005-2006	112	57	13	8	0
2004-2005	86	47	11	8	1
2003-2004	84	33	14	8	4
2002-2003	99	53	17	8	0
2001-2002	88	50	13	8	4
2000-2001	96	50	13	8	1
1999-2000	88	42	9	6	0
1998-1999	87	52	13	6	0

Hometowns



Idaho Sponsored Freshmen, Class of 2021

Last Name	First Name	City at Time of Application	State at Time of Application	Birth City	Birth State/Country
Bishop	Michael	Rigby	ID	Rexburg	ID
Brandenberger	Luke	Sandpoint	ID	Sandpoint	ID
Chamberlain	Michael	Provo	UT	Boise	ID
Erickson	Jake	Rexburg	ID	Rexburg	ID
Gilbertson	Ellen	Colorado Springs	CO	Boise	ID
Gole	Ryan	Coeur D'Alene	ID	Torrance	CA
Henrie	Nicholas	Lewiston	ID	Lewiston	ID
Mallea	Patrick	Boise	ID	Seattle	WA
Ropski	Pamela	Pocatello	ID	Arlington Heights	IL
Winter	Trey	Meridian	ID	Fullerton	CA

Observational Experience

A four to eight week non-credit observational experience for students is offered between their first and second year of medical school. Students can shadow a rural doctor for up to 8 weeks and receive a stipend and travel expenses.

Students who have completed this optional experience in the past have noted the following benefits and recommendations:

“During my time at the clinic, I was able to see a variety of different things including; a circumcision, wound care, physical exams, and medication management. I was able to practice some of my clinical skill and practice presenting to the physicians. I learned a lot and enjoyed my time at the clinic. It was wonderful to return to my hometown and see what practicing medicine in Idaho looks like. I hope to return soon and continue furthering my connections with doctors and patients in that community.” -- S. Hembree, 2017

Each year we meet with medical students and educate them on this option. The School of Medicine assists students in finding a rewarding placement in a specialty they are interested in and providing access to a stipend to offset costs.

Idaho Rural Outreach Program (IROP)

Idaho has a notable demand for health care providers in its rural communities. The Idaho Rural Outreach Program (IROP) encourages medical students to meet with Idaho youth with the intent to inspire an interest in the medical field. The goal is to have a significant impact on the shortage of health care providers in Idaho.

First and second year medical students have a unique perspective on the medical school application process. This includes applying to medical school through AMCAS, completing secondary forms, interviewing and sometimes the need to re-apply. Medical students can discuss life as a student from a perspective that is very different from that of a premedical advisor, medical school staff or faculty member.

Medical students have indicated their experiences with the students and teachers have been very positive. The teachers have expressed their gratitude and noted how beneficial the program has been to the students. They appreciate the opportunity the students have to gain exposure to a career in medicine and expressed how difficult it is to find such opportunities.

Since its creation in 2007, medical students, through IROP have traveled to high schools in various rural areas of Idaho including: Malad, Marsh Valley, Soda Springs, Bear Lake, Burley, Preston, the Boise area, Twin Falls, McCall and the surrounding area, Idaho Falls and Rexburg.

Medical students are required to do a presentation that discusses different career options in healthcare such as medical assistant, pharmacist, dentist, doctor, nurse practitioner, physician assistant, etc. They are also required to provide the students with a hands-on learning experience. One student purchased disposable stethoscopes and taught the children how to use them. Other students have used plastic models and animal hearts, kidneys, livers and spleens as teaching aides.

The following are two students' accounts of their experiences:

"I had a wonderful time visiting one of my past high school teachers and instructing students. I spent the day with students who were eager to learn about eye anatomy. At the end of each class, students wanted to know what medical school was like, how I got there, and what things I did between high school and medical school. Considering Idaho is certainly a state with a profound shortage of healthcare workers, it was rewarding to share my passion in this field with others who may not otherwise have much exposure." - Wright 2016

"I really enjoyed going back to my high school and talking with the students as part of the IROP program. As part of my presentation, I discussed the many different medical fields and then walked the students through a fake patient case to give them some idea of the type of learning we do in medical school and what it is like to be a doctor, including handing out disposable stethoscopes and letting them practice a basic pulmonary exam

on each other. The students were very engaged in the process and asked a lot of questions, and the teacher asked me if I could come back in the future because she saw that the students were able to visualize these opportunities and relate to them in a more concrete way. I think that this program is a valuable way to help Idaho students learn more about the medical field and all the options available to them.”-- Hunter-2017

Clinical Medical Education in Idaho

During an Idaho medical student’s third year, the Family Medicine Clinical Clerkship is completed in Idaho. The Family Medicine Clinical Clerkship is six weeks with a community-based family medicine preceptor.

Family Practice Clinical Clerkship

Brief Description of Clerkship

During the clerkship, all students develop competencies in patient care, systems-based practice, lifelong-learning, and professionalism. Students assess and manage acute, chronic, and preventive medical issues in the outpatient family medicine setting. Students also engage in reflective and interactive activities throughout the month, designed to develop awareness and hone skills for physician-patient relationships. These relationships are an essential and powerful tool for good care of patients.

The majority of time is spent in direct patient care, most of which occurs in the outpatient family medicine clinic. The patient care is under the direction of a board-certified family physician member of the clerkship faculty team. Settings are diverse and include inner city, rural, urban, and suburban. This range of choices, as well as the opportunity to conduct patient care in the community, where the majority of Americans seek care, makes the Family Medicine Clerkship unique. In addition to clinical work there is time dedicated to reading, completing projects and assignments, and attending educational sessions.

Clerkship Goals

As a result of completing the Family Medicine Clerkship:

1. Students will be able to integrate their clinical reasoning skills with their scientific background through broad-spectrum hands-on patient care in the primary care setting.
2. Students will be able to see patients collaboratively with their preceptor, managing the full spectrum of acute, chronic, and preventive care needs that are addressed in the primary care setting.
3. Students will be able to develop therapeutic relationships with patients, families and communities.
4. Students will be able to understand how the principles of Family Medicine can help create a more efficient and effective health care system.
5. Students will be able to be more prepared to serve their community, by taking an active learning role in patient care, navigation of complex health systems, lifelong learning, and professional commitment.

Timeline

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
OCTOBER 19, 2017**

The clerkship is six weeks in duration. Students will be expected to be active in clinical duties for the majority of the days, however there is built in dedicated study time for the Step 1 board exam and the various assignments. Students will be working in the preceptor model, which means the student will work similar hours to the physician each day.

Preceptors/Site Requirements

The preceptor must be board certified in family medicine, and hold a University of Utah Volunteer Clinical Faculty appointment with the Department of Family and Preventative Medicine.

Formative Clinical Performance Assessment

All Phase III Clerkships employ a common formative feedback form that includes both a Student Self-Assessment and Faculty Evaluation of Student section (*Formative Clerkship Feedback Form*). This self-assessment and feedback is intended to be formative in nature and will not be used in the calculation of Preceptor Evaluation data for final grade determination.

Preceptor Evaluations

All Phase III Clerkships employ a common preceptor evaluation form that instructs evaluators to select performance based behaviors along multiple dimensions that best represent the student's highest sustained performance during the preceptor's period of observation.

Family Medicine Volunteer Clinical Faculty in Idaho

Physician	Location	Phone
Julie Gunther, MD	St Luke's Family Medicine Park Center 701 East Parkcenter Blvd Boise, ID 83706	208-381-6500
Michael Maier, MD	St. Luke's Medical Center 3301 North Sawgrass Way Boise, ID 83704	208-376-9592
Waj E. Nasser, MD	St Luke's Capital City Family Medicine 1520 W State St Boise, ID 83702	208-947-7700
Richard F. Paris, MD	Hailey Medical Clinic 706 South Main Street Hailey, ID 83333	208-788-3434
Barry F. Bennett, MD	South East Family Medicine 2775 Channing Way Idaho Falls, ID 83404	208-524-0133

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
OCTOBER 19, 2017**

David A. Hall, MD	St Luke's Payette Lakes Medical Clinic 211 Forest Street Box 1047 McCall, ID 83638	208-634-6443
Dan Ostermiller, MD	St Luke's Payette Lakes Medical Clinic 211 Forest Street, Box 1047 McCall, ID 83638	208-634-6443
William Crump, MD	St Lukes Family Health 3090 Gentry Way Ste 200 Meridian, ID 83642	208-887-6813
Andrew Holtz, DO	Praxis Medical Group 3080 East Gentry Way Ste 200 Meridian, ID 83642	208-884-3770
Trevor Satterfield, MD	St. Luke's Physician Center 775 Pole Line Ave, Suite 105 Twin Falls, ID 83301	208-814-8000
Joan Bloom, MD	Woodlands Family Medical Group 30544 Highway 200, Suite 101 Ponderay, ID 83852	208-263-6300
Facility	Bingham Memorial Hospital 98 Poplar Street Blackfoot, ID 83221	208-785-4100
Sherwin Dsouza, MD	Diabetes and Internal Medicine Assoc. 2302 East Terry Street Pocatello, ID 83201	208-235-5910
Christopher Goulet, MD	Digestive Health Clinic, LLC 6259 W Emerald Boise, ID 83704	208-489-1900
Scott Taylor, MD	Eastern Idaho Medical Consultants 3200 Channing Way, ST 205 Idaho Falls, ID 83404	208-535-4300
Nicholas Hunt, MD	Idaho Nephrology Associates 5610 W Sage Boise, ID 83706	208-501-8955

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
OCTOBER 19, 2017**

Rex Force, MD	Idaho State University-Family Medicine 921 South 8th Avenue Stop 8410 Pocatello, ID 83209	208-234-4700
Facility	Mountain View Hospital 2325 Coronado Street Idaho Falls, ID 83404	208-529-2371
James Lederer, MD	St. Alphonsus Regional Medical Center 1055 North Curtis Road Boise, ID 83706	208-367-2121

Financial Report 2016-2017

The Idaho State Board of Education subsidizes ten seats at the University of Utah so these students are able to pay in-state tuition. For academic year 2016-17, Idaho students paid \$36,386.00 with student fees of 1,116.00 for a total of \$37,502.00. Idaho students also paid a surcharge of \$1612, which was returned to Idaho (to the Idaho Rural Physician Incentive Program). The State of Idaho paid \$42,300/per student.

A portion of the subsidy that the University of Utah receives from the ISBOE went towards:

Direct student support:

Administrator Travel	\$214.24
----------------------	----------

Student Rotation Expenses*

First-Year Job Shadowing Stipend	\$3,004.30
----------------------------------	------------

Third/Fourth-Year Rotation Expenses	\$ 6,420.07
-------------------------------------	-------------

Idaho Rural Outreach Program	\$ 561.51
------------------------------	-----------

Idaho Medical Association U of U Student Rep Expenses	\$1,059.73
---	------------

Boise Physician Support Salary	\$7,500
--------------------------------	---------

Administrative Support Salary	\$58,144.82
-------------------------------	-------------

Total	\$76,904.67
--------------	--------------------

The remainder of the funds was used for educational advancement of Idaho Medical Students.

* **Covered expenses for rotations:**

- **First-Year Job Shadowing Stipend:** \$1100/4 week block
- **Mileage:** One round trip between SLC and rotation site (\$0.53/mile) and mileage if the distance between housing and rotation sites is more than 15 miles (\$0.53/mile)
- **Housing:** If renting an apartment or motel room, the reimbursement is \$125 per week. If staying with family or friends, they can give them a gift card, gift basket or take them to dinner. They can spend up to \$75.
- **Preceptor:** \$500/week and a gift card, dinner, or gift basket of up to \$75.00.

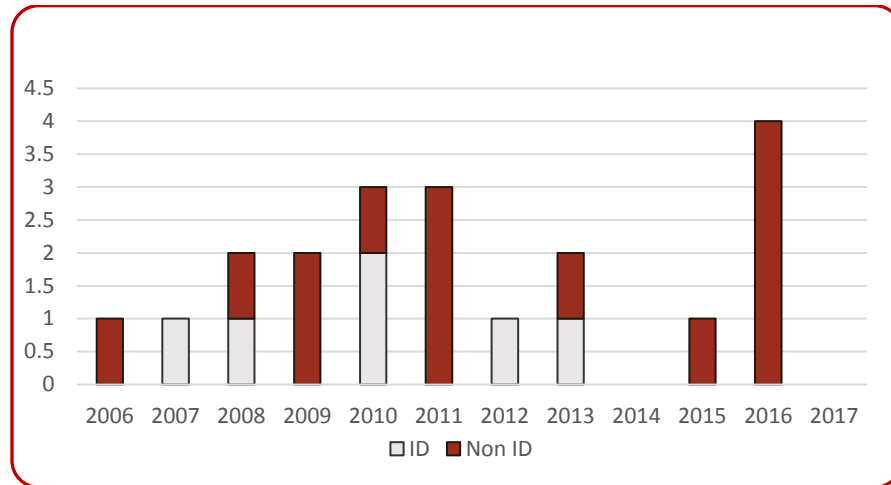
School of Medicine Graduate Reports

The following is the medical student graduate report of both Idaho sponsored and non-sponsored graduates.

Academic Year	Sponsored	Non-sponsored
2016-2017	10	0
2015-2016	10	0
2014-2015	8	0
2013-2014	8	1
2012 - 2013	8	2
2011 - 2012	8	4
2010 - 2011	9	3
2009-2010	6	4
2008-2009	7	1
2007-2008	8	0
2006-2007	8	1
2005-2006	8	4
2004-2005	8	0
2003-2004	8	4
2002-2003	9	1
2001-2002	5	0
2000-2001	6	0
1999-2000	6	7
1998-1999	6	2
1997-1998	6	1
1996-1997	6	3
1995-1996	6	3

Since 2006, twenty UUSOM graduates have matched into Idaho GME Programs. The following indicates the number of matched graduates each year, broken into Idaho sponsored and non-sponsored graduates.

UUSOM Graduates who matched to Idaho Residency Programs



As of August 2017, the following estimated numbers of U of U graduates are practicing medicine in Idaho:

UU Medical School Graduates practicing in Idaho	209*
UU Resident Graduates practicing in Idaho	58*
Total	267*
<hr/>	
Idaho Sponsored Students, 1977-2017:	277

* These numbers were generated by the University of Utah Alumni Office. They reflect U of U graduates who are currently living in Idaho. It includes only those who graduated after 1971, based on the assumption that those who graduated prior would likely be retired. If a U of U resident was also a U of U graduate, they were only counted once.

Following is the resident graduate report of those who chose to practice medicine in Idaho:

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
OCTOBER 19, 2017**

Academic Year	Number of Graduates	Specialty	
2016-2017	5 : 238	3- Pediatrics 2 Family Medicine	
2015-2016	7 : 301	2 – OB/GYN 1 – Dental 1 – Physical Medicine and Rehabilitation	1 – Pulmonary and Critical Care 1 – Pediatric Emergency Medicine 1 – Geriatrics
2014 - 2015	6 : 289	1 - Family Medicine - OB 1 - Sports Medicine 2 - Internal Medicine	1 - Interventional Cardiology Fellowship 1 – Nephrology Fellowship
2013 - 2014	9 : 291	1 - Internal Med 1 - Dermatology 1 - Pathology 1 - Plastic Surgery 1 - Vascular Surgery	2 - Pain Med 1 - Nephrology 1 - Pediatric Gastroenterology
2012 - 2013	8 : 305	1 – Pediatrics 2 – Cardiology 1 – Pathology 1 – Internal Medicine	1 – Anesthesiology 1 - Hematology/Oncology 1 - PM&R
2011 - 2012	8 : 297	1 – Neurology 1 – Family Medicine 1 - Pediatrics	3 – Internal Medicine 1 – Emergency Medicine 1 - Dermatology
2010 – 2011	9 : 292	4 – Family Medicine 1 – Radiation Oncology 1 – Internal Medicine	1 – General Surgery 1 – Emergency Medicine 1 - Peds-Anesthesiology
2009 – 2010	7 : 266	1 – Medicine – Psychiatry 3 –Family Medicine 3 – Internal Medicine	1 – Pediatrics 1 – Emergency Medicine

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
OCTOBER 19, 2017**

Academic Year	Number of Graduates	Specialty
2008 – 2009	7 : 287	1 – Anesthesiology 3 – Internal Medicine 1 – Family Medicine 1 – Pediatrics 1 – General Surgery
2007 – 2008	7 : 265	4 – Family Medicine 1 – Internal Medicine 2 - Anesthesiology
2006 - 2007	4 : 228	1 – Internal Medicine 2 – Pediatrics 1 – Pediatric Hemy/Onc
2005 - 2006	8 : 214	2 – Sports Medicine 1 – Dental 1 – Pulmonary 1 – Pediatric Psychiatry 2 – Pediatrics 1 – Pathology

INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
OCTOBER 19, 2017

SUBJECT

Experimental Program to Stimulate Competitive Research (EPSCoR) Annual Report

REFERENCE

August 2013	EPSCoR provided their annual report to the Board
April 2014	EPSCoR provided their annual report to the Board
April 2015	EPSCoR provided their annual report to the Board
August 2016	EPSCoR provided their annual report to the Board

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section III.W. Higher Education Research

BACKGROUND/DISCUSSION

The Experimental Program to Stimulate Competitive Research (EPSCoR) is a federal-state partnership designed to enhance the science and engineering research, education, and technology capabilities of states that traditionally have received smaller amounts of federal research and development funds. Through EPSCoR, participating states are building a high-quality academic research base that is serving as a backbone of a scientific and technological enterprise.

Idaho EPSCoR is led by a state committee composed of 16 members appointed by the Board, with diverse professional backgrounds from both the public and private sectors and from all regions in the state. The Idaho EPSCoR committee oversees the implementation of the EPSCoR program and ensures program goals and objectives are met. The Idaho EPSCoR office and the Idaho EPSCoR Project Director are located at the University of Idaho. Partner institutions are Boise State University and Idaho State University.

The purpose of EPSCoR awards is to provide support for lasting improvements in a state's academic research infrastructure and its research and education capacity in areas that support state and university Science and Technology Strategic Plans. Idaho EPSCoR activities include involvement in K-12 teacher preparation and research initiatives and projects ranging from undergraduate research through major state and regional research projects.

Idaho has three active National Science Foundation (NSF) EPSCoR Research Infrastructure Improvement (RII) awards:

- Track-1 RII; 2013-2018 - \$20 million, "Managing Idaho's Landscapes for Ecosystem Services (MILES)"

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
OCTOBER 19, 2017**

- Track-2 RII Focused EPSCoR Collaborations; 2017-2021 - \$6 million, “Using Biophysical Protein Models to Map Genetic Variation to Phenotypes”
- Track-3 RII Building Diverse Communities; 2014-2019 - \$750,000 (up to five years), “Indigenous Program for STEM Research”, and “Regional Native Network of Graduate Education: A National Research and Educational Model”

Consistent with Board Policy III.W.2. d., EPSCoR has prepared an annual report regarding current EPSCoR activities that details all projects by federal agency source, including reports of project progress from associated external Project Advisory Board (PAB).

ATTACHMENTS

Attachment 1 – Annual Report Presentation

Page 3

STAFF COMMENTS AND RECOMMENDATIONS

Idaho EPSCoR was awarded a new Track-1 grant NSF-EPSCoR award in 2013 entitled, “Managing Idaho’s Landscapes for Ecosystem Services”, for \$20M. This grant was a 5-year grant and is scheduled to be completed this fiscal year. NSF-EPSCoR grants require a state matching component, these funds are paid out of a portion of the funds allocated for use by the Board’s Higher Education Research Council (HERC). The state match for the current award is \$800,000 for fiscal year 2018.

BOARD ACTION

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



Idaho NSF EPSCoR Research Infrastructure Improvement (RII): *Annual Report - 2017*

Laird Noh, Idaho EPSCoR Committee Chairman
Janet Nelson, Interim Project Director
Rick Schumaker, Assistant Project Director

Idaho State Board of Education
Lewiston, Idaho
October 19, 2017





2017 Annual Report

www.idahoepscor.org

- ▶ Idaho EPSCoR
- ▶ Idaho in National Context
- ▶ Active EPSCoR RII Awards
- ▶ MILES Accomplishments
- ▶ RII Track-1 Proposal "GEM3"
- ▶ Concluding Remarks

The screenshot shows the Idaho EPSCoR website homepage. At the top is a navigation bar with links: Home, About, Research, Education and Outreach, Resources, and a search icon. Below the navigation bar is a large banner for the "IDAHO NSF/EPSCoR ANNUAL MEETING POCA TELLO" with the text "Registration Now Open!" and "October 12-13, 2017". To the right of the banner is an "Announcements" section with two items: "BSU awarded \$1.7M to study climate change effects on birds" and "NSF/EPSCoR Annual Meeting, Oct 12-13". Below the banner is a "Welcome to Idaho EPSCoR" section with a paragraph about the organization's objective. Below this are three featured articles: "Idaho PTV: Portneuf Vision", "Current Idaho EPSCoR Research" (with sub-sections for MILES and WC-WAVE), and "Boise State's HES Initiative". Each article has a "Watch video" or "Read more" button. At the bottom right of the featured articles is a "More Announcements" link.

Idaho State
UNIVERSITY

University of Idaho

BOISE STATE UNIVERSITY



Idaho EPSCoR Project Director



Dr. Peter Goodwin, named
President of University of
Maryland Center for
Environmental Science



Dr. Janet Nelson, Interim
Project Director

**ESTABLISHED PROGRAM TO
STIMULATE COMPETITIVE
RESEARCH (EPSCoR)**





Idaho EPSCoR Committee



Laird Noh, Chairman
President of Noh Sheep
Company; Idaho State Senator
(retired)



David Barneby
Vice-President of Nevada
Power and Sierra Pacific Power
Companies (retired)



Kelly Beierschmitt
Deputy Laboratory Director,
Idaho National Laboratory



Maxine Bell
Idaho State Representative



Matthew J. Borud
Chief Business Development
Officer, Idaho Department of
Commerce



Gynii Gilliam
President of Jobs Plus Inc.



Doyle Jacklin
Partner, Riverbend Commerce
Park



Mark Nye
Idaho State Senator



Skip Oppenheimer
Chairman/CEO of
Oppenheimer Companies, Inc.



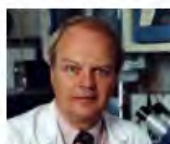
Leo Ray
President of Fish Breeders of
Idaho, Inc.



Mark Rudin
Vice-President for Research,
Boise State University



Jean'ne Shreeve
Professor of Chemistry,
University of Idaho



Dennis Stevens
Chief of Research and
Development, Infectious
Disease Section, Veterans
Affairs Medical Center



David Tuthill Jr.
Founder of Idaho Water
Engineering, LLC.



Cornelis Van der Schyf
Vice-President of Research,
Idaho State University

Photo
Not
Available

(placeholder)
University of Idaho



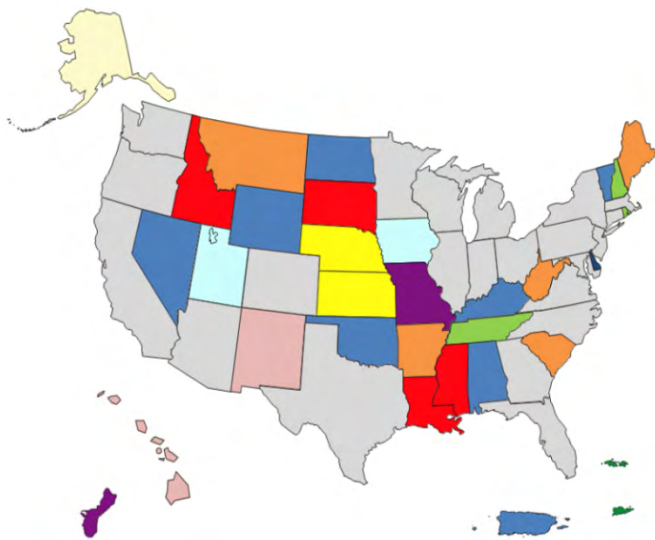
IDAHO
EPSCoR



Idaho's Research Competitiveness

0.29% of NSF's
Total Research funding
awarded to Idaho
(FY14-16), **up from**
0.26% six years ago

Total NSF funding to Idaho
(FY16) = **\$23.0M** up
56% from 2008



Nationally, Idaho ranks **12th** in
the U.S. and **3rd** among all
current EPSCoR jurisdictions for
its 16% growth in Higher
Education Research and
Development Expenditures from
2010-15, reaching \$146.7M in
2015.

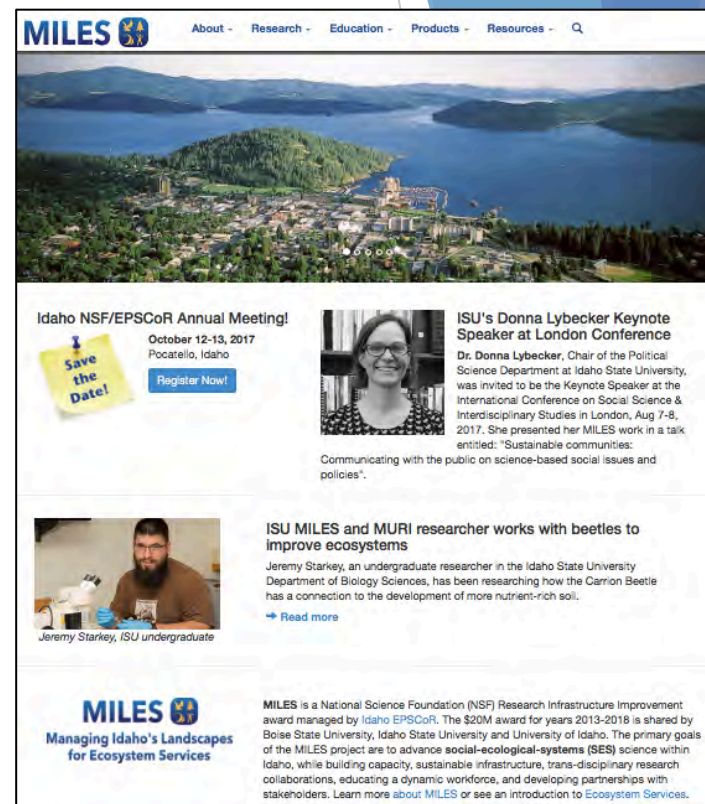
Ksiazkiewicz, R. 2016. "Useful Stats: 50
State Table Reveals University R&D Change
Over Five Years." SSTI.org



Active NSF EPSCoR RII Projects

- ▶ Track-1: Academic Research Infrastructure
 - *Managing Idaho's Landscapes for Ecosystem Services (MILES); (2013-2018) \$20M plus required 20% match*
- ▶ Track-2: Focused EPSCoR Collaborations
 - ▶ *Using Biophysical Protein Models to Map Genetic Variation to Phenotypes; (2017-2021) \$6M. ID-VT-RI. 1 of 8 awards nationally*
- ▶ Track-3: Building Diverse Communities
 - *Indigenous Program for STEM Research and a Regional Native Network of Graduate Education: A National Research and Educational Model; (2014-2019) \$750K*

Indigenous STEM Research and Graduate Education program





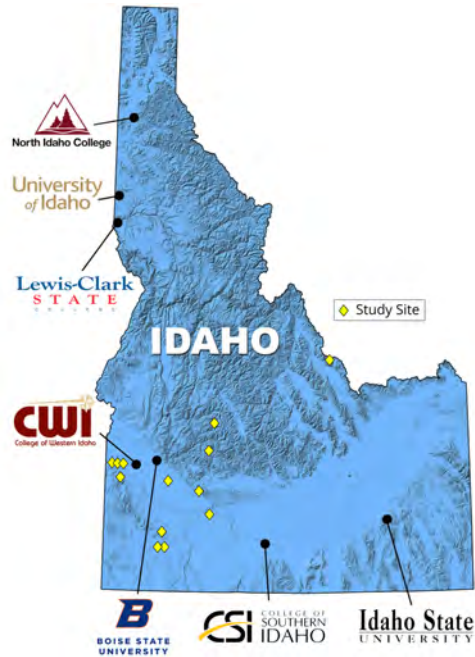
NSF EPSCoR RII - MILES

Research Infrastructure Improvement



- ▶ Place-based studies provide integrative research opportunities
- ▶ Statewide collaboration
- ▶ Stakeholders as partners
- ▶ 11 New faculty positions
- ▶ Integrated research and education

NSF EPSCoR MILES Research





Examples of NSF EPSCoR MILES Outputs

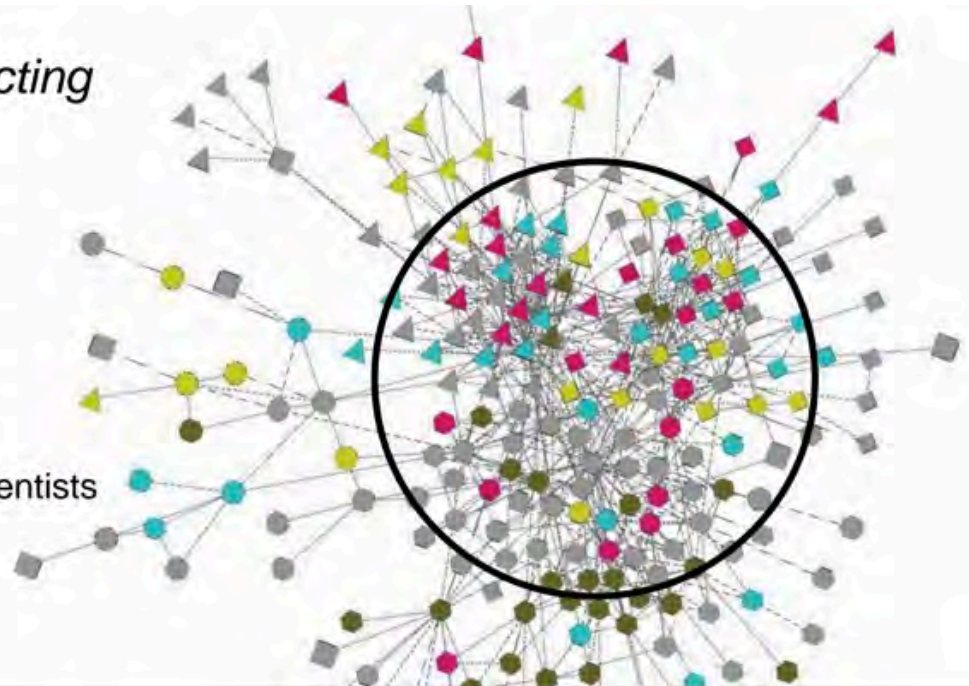
- ▶ 87 journal publications with partial or primary EPSCoR support to-date
- ▶ 300+ participants statewide in Yr-4 (50% female, 23% underrepresented)
- ▶ Research opportunities for 110+ undergraduates in Yr-4 (56% female, 46.5% underrepresented)
- ▶ Submitted 209 proposals since 2013 requesting \$147M
- ▶ Received 71 grants totaling \$30.09M to-date
- ▶ Direct interaction with 593 stakeholders and community members in Yr-4
- ▶ 33 graduate and 63 undergraduate degrees granted to MILES students to-date



EPSCoR Track-1 Research Impacts

*We are now conducting
Social-Ecological
System Science*

-  Social Scientists
-  Biological Scientists
-  Geoscientists
-  Natural Resource Scientists
-  Not Classified





Workforce Development and Diversity

- ▶ MILES - Adventure Learning
 - ▶ Over 150 K-12 Teachers trained (2014-2017)
 - ▶ Also reached 596 students directly
- ▶ Engaging Idaho's full intellectual capacity
 - ▶ Undergraduate Research - 37% underrepresented minority (URM) students
 - ▶ Active Idaho Diversity Network
- ▶ Year 4 - Highlighted NSF Award
 - ▶ NSF-CAREER: Active Learning Across Interfaces: Controls on Flow Intermittency and Water Age in Temporary Streams. Sarah Godsey. 2017. \$583,729

2017 Workshops

POCATELLO

June 5-9 [flyer](#)

contact: [Rosemary Smith](#)
208-282-4918

CDA

June 19-23 [flyer](#)

contact: [Marie Pengilly](#)

BOISE

July 10-14 [flyer](#)

contact: [Cindy Busche](#)
208-608-7244



[Blog](#) [Lesson Plans](#) [Resources](#) [Assignments](#) [Galleries & Video](#) [Participants](#)

Welcome, Idaho Adventurers!





EPSCoR Track-1 Sustainability

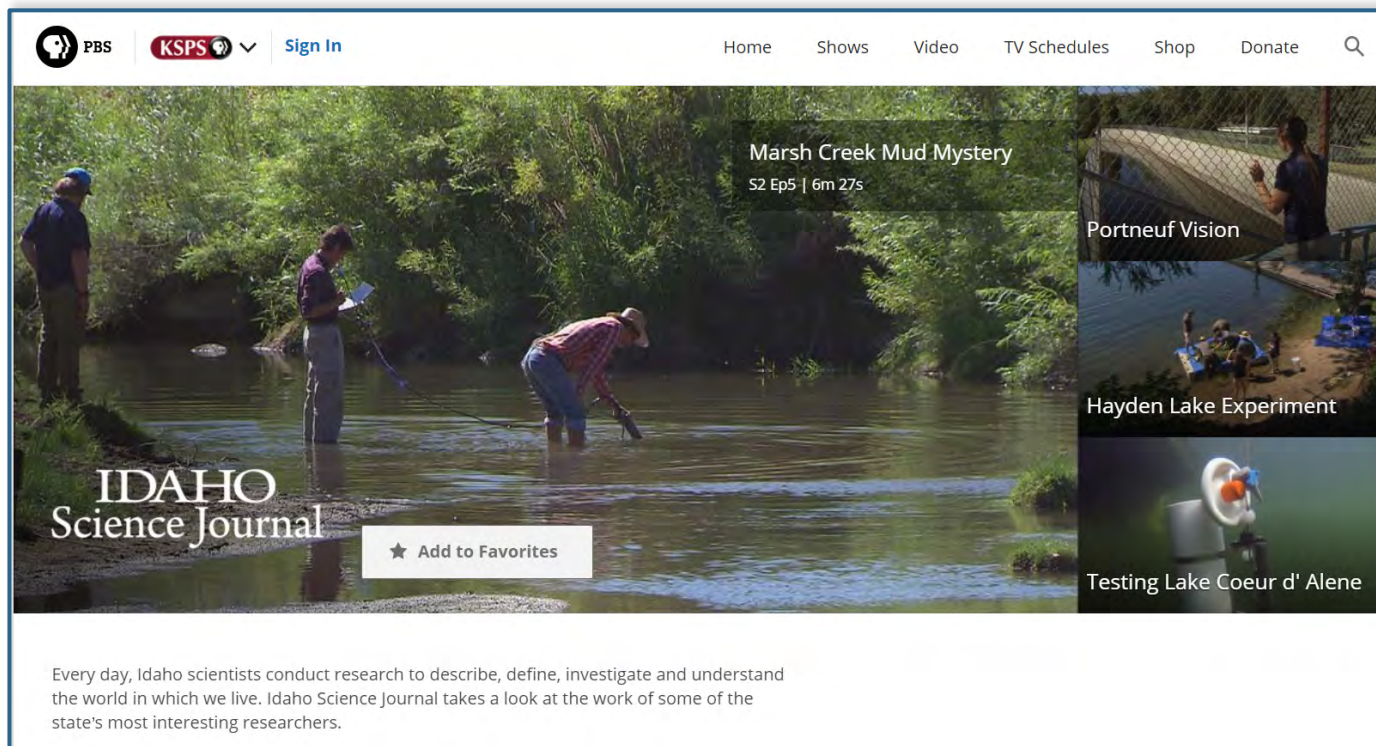
MILES is helping to establish and contribute to the success of Idaho research centers



HES
BSU



MILES External Engagement

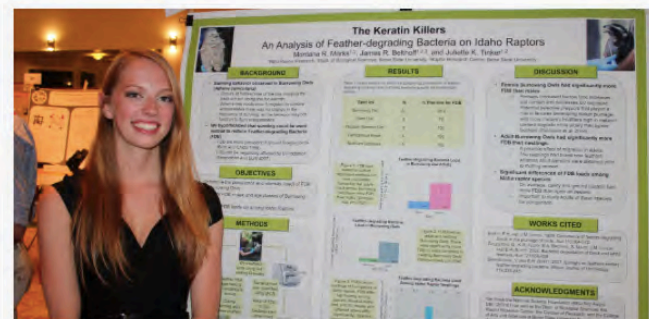




EPSCoR - Significant Events / Activities

- ▶ First National Science Foundation Site Visit for RII (MILES) – Moscow, September 2016
- ▶ Idaho NSF EPSCoR Annual Meeting – Coeur d'Alene, October 2016
- ▶ Idaho Conference on Undergraduate Research (ICUR) – Boise, July 2016
- ▶ Track-2 RII WC-WAVE Award with ID-NV-NM completed – July 2016
- ▶ Submission of \$20M Track-1 Research Infrastructure Improvement (RII) proposal, "GEM3" – August 2017
- ▶ Idaho EPSCoR Annual Meeting; Pocatello, October 2017
- ▶ National NSF EPSCoR Conference – Missoula, MT, November 2017

IDAHO CONFERENCE ON UNDERGRADUATE RESEARCH



Student Presents on Analysis of Bacteria on Idaho Raptors

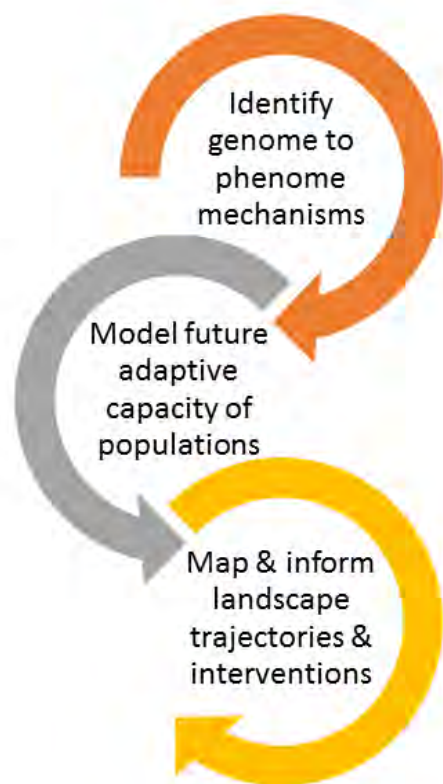




Idaho's NSF EPSCoR Track-1 Proposal

Idaho Track-1 RII: "GEM3"
*Genes to Environment:
Modeling, Mechanisms,
and Mapping* - Submitted
August 2017

This statewide research theme will advance fundamental knowledge to predict how organisms adapt to external stressors and a changing environment.



NSF Ideas for Future Investment

RESEARCH IDEAS

- Harnessing Data for 21st Century Science and Engineering
- Shaping the New Human – Technology Frontier
- Understanding the Rules of Life – Predicting Phenotype
- The Quantum Leap – Leading the Next Quantum Revolution
- Navigating the New Arctic
- Windows on the Universe – The Era of Multi-messenger Astrophysics

PROCESS IDEAS

- Growing Convergent Research at NSF
- Mid-scale Research Infrastructure
- NSF 2050



Idaho NSF EPSCoR



IDAHO
EPSCoR

**ESTABLISHED PROGRAM TO
STIMULATE COMPETITIVE
RESEARCH (EPSCoR)**

<https://www.nsf.gov/od/oia/programs/epscor/>

MILES 



**INSTRUCTION, RESEARCH AND STUDENT AFFAIRS
OCTOBER 19, 2017**

BOISE STATE UNIVERSITY

SUBJECT

Approval of a new, online program that awards a Master of Science in Genetic Counseling

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section III.G. and Section V.R.3.a.x.

BACKGROUND/DISCUSSION

Boise State University (BSU) proposes to create a program that awards a Master of Science in Genetic Counseling. The program will be wholly online and will operate under the fee guidelines of Board Policy V.R. as it pertains to wholly online programs.

Genetic counseling is defined as "the process of helping people understand and adapt to the medical, psychological and familial implications of genetic contributions to disease." Boise State University's program will help to meet the workforce need for more genetic counselors, will help alleviate the lack of seats in genetic counseling programs, and will do so with a highly accessible online program:

- The National Society of Genetic Counselors reports that since 2006, the profession of genetic counseling has seen growth of 85%, and nationally there are four jobs for every graduate, with anticipated future demands growing at an increasing rate. Locally, the number of unique job openings for genetic counselors has doubled since 2012. In 2012, there were three unique, unfilled positions and in 2017 there are six unique positions. However, these newly created jobs have remained unfilled for longer periods of time. Of the six positions in 2017, four currently remain open: one since May 2015, one since December 2016, and two since June 2017. The average time to fill the position is 12 months with a range of 8-27 months. The entry level salary for a Genetic Counselor is \$65,000.
- A master's degree in genetic counseling from an accredited program is required to become a genetic counselor in Idaho. However, potential students interested in becoming a genetic counselor face strong competition for extremely limited space in existing programs. The Association of American Genetic Counseling Directors reports that 330 applicants out of 1,300 are accepted to genetic counseling programs each year. The only program serving students in the Northwest is a face-to-face program at the University of Utah; that program annually accepts 7 students out of a total of 109-128 applicants.
- Because the proposed program will be wholly online, it will be available to students in rural areas of Idaho and surrounding states, and will attract a

INSTRUCTION, RESEARCH AND STUDENT AFFAIRS
OCTOBER 19, 2017

nationwide audience sufficient to make the program financially sustainable.

The program will focus on emerging trends in the field of genetic counseling, which include advancements in genetics/genomic technologies, service to underrepresented and rural communities, the need for business skills, and inter-professional development. Students will participate in collaborations involving other members of the healthcare team through experiential components of the curriculum that focus on inter-professional education.

The proposed program is one of several being created via the eCampus Initiative at BSU. BSU's online program development process uses a facilitated 10-step program design process to assist program faculty members in the creation of an intentional, cohesive course progression with tightly aligned course and program outcomes, and uses a multi-expert development team, which includes an instructional designer, multimedia specialist, graphic designer, and web designer.

The proposed program is currently seeking to obtain Accredited New Program status with the Accreditation Council of Genetic Counselors (ACGC). At this juncture, a letter of intent has been submitted to and accepted by the ACGC.

IMPACT

The program will not require the use of any new state appropriated funds. The program will operate under Board Policy V.R., 3.a.x. as it pertains to wholly online program fees. Students will be charged \$982 per credit hour. For the 56 credits required for completion of the proposed program, the total cost will be \$54,992. A review of 10 institutions offering similar in-person degrees found that the lowest total degree cost was \$26,796 and the highest was \$65,200 with the average at \$46,244. However, the costs at the lower end of the spectrum were typically for state institutions charging in-state resident rates; BSU's program will charge the same rate for in-state and out-of-state students. Another consideration is that Idaho students would not need to move and otherwise incur that expense.

In the same review among ten institutions, the program will require more hours for degree completion than all but one (tied). However, this is necessitated due to the curriculum having more business and professional development coursework. It is expected that graduates will acquire skills necessary for clinical work and industry.

The program is projected to admit an annual cohort of 15-17 students, which is small enough to provide the high-quality, highly-interactive classes needed for a high quality program and it is large enough to make the program fiscally sustainable. It is hoped the program will receive provisional accreditation from the Accreditation Council for Genetic Counseling by August 2018 at the latest, so as to participate in the student application and admission process in 2019.

Sunset clause: Because the program will be utilizing the online fee model, it is best to put the minimum enrollment in terms of credits and student FTEs, which are the items that translate to revenue. Based on estimated expenses for instruction and for support personnel expenses, the estimated minimum number of credits and student FTEs to achieve break-even status by the fourth year is 629 annual student credit hours. This equates to approximately 23 student FTE. If enrollments do not meet expectations, expenses will be adjusted to reflect actual activity. The program's financial sustainability will be evaluated at least annually. However, if program revenues do not cover expenses by the third year, possible discontinuation of the program will be addressed.

ATTACHMENTS

Attachment 1 – Program Proposal – M.S. in Genetic Counseling Page 5

STAFF COMMENTS AND RECOMMENDATIONS

Boise State University (BSU) proposes to create a fully online degree program leading to a Master of Science in Genetic Counseling. Similar programs offered by other institutions are delivered in-person. Those institutions include California State University, Stanislaus; Stanford University; University of California, Irvine; University of Colorado, Denver; and University of Utah. BSU would be the first to offer a Genetic Counseling program online.

BSU's proposed MS in Genetic Counseling is consistent with their service Region Program Responsibilities and their Five-Year Plan for Delivery of Academic Programs in Region III. Consistent with Board Policy III.Z, no institution has the statewide program responsibility for counseling programs. BSU indicates that the proposed program is intended to meet the growing need for genetic counselors in local health systems such as St. Luke's and Saint Alphonsus.

Financial Considerations:

BSU has proposed a \$982 per credit hour (approximate total program cost of \$54,992) under the Board policy on pricing of fully-online programs (Section V.R.3.a.x.). The institution acknowledges that this rate is higher than other programs, but they expect it to be competitive in that it will obviate certain expenses such as those associated with traveling to campus. BSU projects that the program will be self-sustaining in year four. BAHHR reviewed the financial component of the proposed Genetic Counseling program at its meeting on October 6, 2017.

Staff assessment of the fiscal aspect of the proposal is that the suggested price—more typical of self-support programs—would negatively impact the access and affordability of the program for many traditional and on-line students who might wish to pursue this program, and would appear to be an exception to the general guidance emanating from the Governor's Higher Education Task Force that on-

**INSTRUCTION, RESEARCH AND STUDENT AFFAIRS
OCTOBER 19, 2017**

line program delivery modalities should provide affordable access for place-, time-, and/or life situation bound students to needed education and training programs.

The proposal went through the program review process and was recommended for approval by the Council on Academic Affairs and Programs (CAAP) on September 21, 2017 and was presented to the Instruction, Research, and Student Affairs (IRSA) committee on October 5, 2017 and to the Business Affairs and Human Resources Committee (BAHR) on October 6, 2017.

Though high cost and fiscal considerations were taken under advisement, staff recommends approval of the proposed M.S. in Genetic Counseling based on program description, purpose, and regional and state need for mental and behavioral health professionals.

BOARD ACTION

I move to approve the request by Boise State University to create a new online program that will award a Master of Science in Genetic Counseling in substantial conformance to the program proposal submitted as Attachment 1.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

I move to approve the request by Boise State University to designate an online program fee for the Master of Science in Genetic Counseling in the amount of \$982 per credit in conformance with the program budget submitted to the Board in Attachment 1.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

Idaho State Board of Education

Proposal for Undergraduate/Graduate Degree Program

Date of Proposal Submission:	August 18, 2017
Institution Submitting Proposal:	Boise State University
Name of College, School, or Division:	College of Health Sciences
Name of Department(s) or Area(s):	School of Allied Health Sciences

Program Identification for Proposed New or Modified Program:

Program Title:	Master of Science in Genetic Counseling				
Degree:		Degree Designation		Undergraduate	X Graduate
Indicate if Online Program:	X	Yes		No	
CIP code (consult IR /Registrar):	51.1509 Genetic Counselor/Counseling				
Proposed Starting Date:	Fall 2019				
Geographical Delivery:	Location(s)		Region(s)		
Indicate (X) if the program is/has:		Self-Support		Professional Fee	
Indicate (X) if the program is:	x	Regional Responsibility		Statewide Responsibility	

Indicate whether this request is either of the following:

☒ New Degree Program☐ Consolidation of Existing Program☐ Undergraduate/Graduate Certificates (30 credits or more)☐ New Off-Campus Instructional Program☐ Expansion of Existing Program☐ Other (i.e., Contract Program/Collaborative)

College Dean (Institution)

Date

Vice President for Research (Institution; as applicable)

Date

Graduate Dean or other official (Institution; as applicable)

Date

Academic Affairs Program Manager, OSBE

Date

FVP/Chief Fiscal Officer (Institution)

Date

Chief Academic Officer, OSBE

Date

Provost/VP for Instruction (Institution)

Date

SBOE/Executive Director Approval

Date

President

Date

Before completing this form, refer to Board Policy Section III.G., Postsecondary Program Approval and Discontinuance. This proposal form must be completed for the creation of each new program. All questions must be answered.

Rationale for Creation or Modification of the Program

- 1. Describe the request and give an overview of the changes that will result.** Will this program be related or tied to other programs on campus? Identify any existing program that this program will replace.

Boise State University proposes the creation of a fully online program that will award a Master of Science in Genetic Counseling degree. The proposed program will be housed in the School of Allied Health Sciences in the College of Health Sciences. The program will operate under the guidelines of the SBOE Policy V.R. as it pertains to wholly online programs.

The National Society of Genetic Counselors (NSGC) defines genetic counseling as "the process of helping people understand and adapt to the medical, psychological and familial implications of genetic contributions to disease." This process integrates:

- Interpretation of family and medical histories to assess the chance of disease occurrence or recurrence;
- Education about inheritance, testing, management, prevention, resources, and research, and;
- Counseling to promote informed choices and adaptation to the risk or condition.

Currently, potential students interested in pursuing an M.S. in Genetic Counseling face strong competition for extremely limited space in existing programs. The Association of American Genetic Counseling Directors (AGCPD) reports that 330 applicants out of 1,300 are accepted to genetic counseling programs each year. The high demand and insufficient program capacity, coupled with the lack of programs in the Northwest has prompted Boise State University to pursue the creation of a new, online M.S. in Genetic Counseling. This proposed program will serve qualified students who may otherwise have been unable to pursue this opportunity due to geographic location, or other constraints.

A master's degree in genetic counseling from an accredited program is required to become a genetic counselor. Therefore, the program will be grounded in the rigorous accreditation standards of the Accreditation Council for Genetic Counseling (ACGC), which strives to provide students with the training and skills needed to become qualified, competent, and compassionate professionals. The program will focus on emerging trends in the field of genetic counseling, which include advancements in genetics/genomic technologies, service to underrepresented and rural communities, the need for business skills, and inter-professional development. Students will participate in collaborations involving other members of the healthcare team through experiential components of the curriculum that focus on interprofessional education.

- 2. Need for the Program.** Describe the student, regional, and statewide needs that will be addressed by this proposal and address the ways in which the proposed program will meet those needs.
 - a. Workforce need:** Provide verification of state workforce needs that will be met by this program. Include State and National Department of Labor research on employment potential. Using the chart below, indicate the total projected annual job openings (including growth and replacement demands in your regional area, the state, and nation. Job openings should represent positions which require graduation from a program such as the

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
OCTOBER 19, 2017**

one proposed. Data should be derived from a source that can be validated and must be no more than two years old.

The US Department of Labor (USDOL) long-term employment projection data regarding Genetic Counseling is not reliable. USDOL projections are primarily based on historical trends. Because of unanticipated technological advances, there has been a dramatic increase in the availability of information regarding the genetic basis of disease. However, the rate of these discoveries has far outpaced the ability of the USDOL projections to capture the need for Genetic Counselors who are able to translate that information to patients.

Instead, we rely on an Eduventures EMSI report commissioned by BSU, which indicated there were 29 unique genetic counseling job postings during the two years from April 2015-April 2017 in Idaho, or roughly 15 per year. That number is, however, an underestimate of the need for Genetic Counselors in Idaho. Because there are so few genetic counselors available to take jobs, in some cases hospitals do not bother to try to hire.

In addition, the National Society of Genetic Counselors (NSGC) reported that since 2006, the profession of genetic counseling has seen an 85% growth with a workforce supply that has not kept up with demand. They also report that nationally there are four jobs for every graduate, with anticipated future demands growing at an increasing rate.

Locally, according to Human Resources departments at the two largest hospital systems in Idaho, St. Luke's and St. Alphonsus', the number of unique job openings has doubled since 2012. However, these newly created jobs have remained unfilled for longer periods of time. Specifically, since September 2016, six new openings have been posted and as of August 2017, four of those remain open. The two hospitals are the primary employer of genetic counselors in the state, and genetic counselors presently on staff reported an average of 12 months (range 8-24 months) to fill these hard-to-recruit positions with qualified candidates.

As more genetic counselors become available as graduates from our program, it will become feasible for more hospitals to try to hire. Given that approximately half of Idaho's population is in Boise State's service region, we calculate that there are about 8 openings per year in the local area.

List the job titles for which this degree is relevant:

1. Genetic Counselor, SOC 29-9092

	State DOL data	Federal DOL data	Other data source: (describe)
Local (Service Area)	N/A	N/A	8
State	N/A	N/A	15
Nation	N/A	N/A	N/A

Provide (as appropriate) additional narrative as to the workforce needs that will be met by the proposed program.

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
OCTOBER 19, 2017**

	2014 National Employment Matrix Title and Code	Employment (1000's)		Job Openings Due to Growth and Replacement Needs, 2014-24 (1000's; over 10 yr)
		2014	2024	
29-9092	Genetic Counselor	2.4	3.1	1.2

- b. Student need.** What is the most likely source of students who will be expected to enroll (full-time, part-time, outreach, etc.). Document student demand by providing information you have about student interest in the proposed program from inside and outside the institution. If a survey of s was used, please attach a copy of the survey instrument with a summary of results as **Appendix A**.

The proposed program is expected to enroll full-time students with an interest in medical sciences, psychology and/or healthcare. Graduates of the proposed program will be among those who will advance and shape the profession of genetic counseling into the next era of genetics and genomics in mainstream healthcare. Because the proposed program will be wholly online, it will be available to students in the rural areas of Idaho and surrounding states, and will attract a nationwide audience sufficient to make the program financially sustainable.

As previously mentioned, according to the Association of Genetic Counseling Program Directors (AGCPD) data, nationally, there were 1,300 applications to genetic counseling programs in 2016, with only 330 available spots in the current programs.

The only program serving students in the Northwest is a face-to-face program at the University of Utah. Annually, the University of Utah genetic counseling program accepts 7 students out of a total of 109-128 applicants (see table). The increased growth of applicants demonstrates a growing interest in the profession of genetic counseling, and a significant number of potentially highly qualified candidates who have previously been unable to enter the profession and who may consider a degree program in Idaho.

University of Utah GC Program Application Data: Last Two Academic Years

Year	Total # of Applicants	Total # of Applicants Interviewed	Total # of Applicants Accepted
2016	109	36 (~33%)	7 (~6%)
2017	128	43 (~33%)	7 (~5%)

- c. Economic Need:** Describe how the proposed program will act to stimulate the state economy by advancing the field, providing research results, etc.

N/A

- d. Societal Need:** Describe additional societal benefits and cultural benefits of the program.

The local health systems, St. Luke's and St. Alphonsus, have experienced a significant shortage of candidates to fill genetic counseling positions in recent years. Currently, there are five open positions in the Treasure Valley. The lack of qualified genetic counselors has interfered with one hospital system's ability to acquire a coveted accreditation by the Commission on Cancer which establishes the standards of high quality patient centered care that meets the demands of payers and insurers.

<https://www.facs.org/quality-programs/cancer/coc/apply/benefitscoc> (Standard 2.3 is Genetic Counseling and Risk Assessment with specific educational requirements).

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
OCTOBER 19, 2017**

As there currently exists a substantial need to fill genetic counseling positions in the State of Idaho, as well as the Pacific Northwest, any delay in the creation of the program will exacerbate the barriers to care patients already face in our region. Without access to sufficient numbers of qualified genetics specialists in the region, patients experience long wait lists and will, in some cases, forgo consultations and testing altogether. The patients needing these services often have dire health consequences and require expensive treatment which would be best managed with early identification and diagnosis of genetic conditions. With more genetics professionals, Idaho residents will have greater options for preventative care reducing the burden on the health care system and leading to better health outcomes. Genetics is a dynamic, fast moving field, and any delay in creation of a training program will put health care in this region further behind.

The online format of the proposed program will attract students who cannot relocate to attend a face-to-face program because of personal and/or geographical constraints. Two benefits that will result are as follows: (i) The genetic counseling profession has long struggled to attract individuals of diverse backgrounds, and the online format will be more accessible to a broad range of students. (ii) The online format is likely to lead to a greater distribution of genetic counselors in rural areas. Graduates will be prepared to help people understand and adapt to medical, psychological, and familial implications of genetic contributions to disease in local communities in Idaho and the Northwest.

e. If Associate's degree, transferability:

N/A

- 3. Similar Programs.** Identify similar programs offered within Idaho and in the region by other in-state or bordering state colleges/universities.

Similar Programs offered <u>by Idaho public institutions</u> (list the proposed program as well)		
Institution Name	Degree name and Level	Program Name and brief description if warranted
Boise State University	M.S. in Genetic Counseling	ONLINE: Interactive faculty involved - An innovative degree program committed to excellence through contemporary models of education with an emphasis on expanding student access to the profession of genetic counseling. Diverse fieldwork provides students with experiences designed to create advocates, translators, and experts in the field of genetics and genomics. Professional development will focus on interprofessional education, cultural competency, and the aspects of business in healthcare giving students the skills to be leaders and entrepreneurs. Students will have capstone projects, with a thesis option, to develop research skills that will give them an ability to contribute to the genetic counseling community.

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
OCTOBER 19, 2017**

Similar Programs offered <u>by other Idaho institutions and by institutions in nearby states</u>		
Institution Name	Degree name and Level	Program Name and brief description if warranted
California State University, Stanislaus	M.S. in Genetic Counseling	IN-PERSON - Fully accredited by the Accreditation Council for Genetic Counseling (ACGC). Balances rigorous academic coursework, direct clinical experiences and independent research. Designed to reflect that genetic counseling involves a complex process of psychosocial and scientific communication, in which knowledge of clinical genetics must be coupled with an understanding of relevant psychological, social and cultural issues. Students are required to complete a research study of a selected genetic counseling issue or topic that is suitable for publication. All students must pass an oral defense and submit a final approved written research paper prior to graduation.
Stanford University	M.S. in Human Genetics and Genetic Counseling	IN-PERSON - Fully accredited by the Accreditation Council for Genetic Counseling (ACGC). Faculty utilize state-of-the-art genomics resources to train students to work with patients and clients in a wide range of settings and from multicultural backgrounds. The curriculum provides a balance of cutting-edge genomics technology with strong psychosocial counseling skills and research training. All aspects of the training are tailored so that content is clinically applicable from the start.
University of California, Irvine	Masters in Genetic Counseling	IN-PERSON - Fully accredited by the American Board of Genetic Counseling (ABGC) Program integrates active clinical genetics unit, where faculty genetic counselors and geneticists provide service to a wide variety of patients and families.
University of Colorado, Denver	M.S. in Genetic Counseling	IN-PERSON - Fully accredited by the Accreditation Council for Genetic Counseling (ACGC). Curriculum combines in-depth didactic coursework in the scientific, clinical, psychosocial and professional practice aspects of genetic counseling with extensive, hands-on clinical experience in pediatric, prenatal, adult and specialty genetics clinics. All students participate in clinical case conferences, genetics seminars, journal club, clinical research, and educational outreach activities.
University of Utah	Masters in Genetic Counseling	IN-PERSON - Full accreditation by the American Board of Genetic Counseling (ABGC). Integrates didactic coursework, clinical rotations, supplementary community activities, and an independent research project to best prepare students for a successful career in genetic counseling.

- 4. Justification for Duplication with another institution listed above.** (if applicable). If the proposed program is similar to another program offered by an Idaho public institution, provide a rationale as to why any resulting duplication is a net benefit to the state and its citizens. Describe why it is not feasible for existing programs at other institutions to fulfill the need for the proposed program.

N/A

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
OCTOBER 19, 2017**

5. Describe how this request supports the institution's vision and/or strategic plan.

The following bolded passages show the relevance of the program to Boise State University's Mission:

Boise State University is a public, metropolitan, **research university offering an array of undergraduate and graduate degrees and experiences that foster student success, lifelong learning, community engagement, innovation and creativity. Research and creative activity advance new knowledge and benefit students, the community, the state and the nation.** As an integral part of its metropolitan environment the university is engaged in **professional** and continuing education programming, policy issues, and **promoting the region's economic vitality and cultural enrichment.**

Goals of Institution Strategic Plan	Proposed Program Plans to Achieve the Goal
Goal 1: Create a signature, high-quality educational experience for all students	Boise State's online program development process allows us to create an innovative, cohesive, consistent, and compassionate educational experience.
Goal 2: Facilitate the timely attainment of educational goals of our diverse student population	The online, interactive delivery of the degree program is to encourage and support diverse populations to pursue a career in genetic counseling and create lifelong learners who are motivated critical thinkers and dedicated healthcare professionals prepared to advance and shape the profession into the next era of genetics and genomics in mainstream healthcare.
Goal 4: Align university program and activities with community needs	The proposed program will produce compassionate genetic counselors who can fill a need in rural and underrepresented areas.

6. Assurance of Quality. Describe how the institution will ensure the quality of the program. Describe the institutional process of program review. Where appropriate, describe applicable specialized accreditation and explain why you do or do not plan to seek accreditation.

The following measures will ensure the high quality of the new program:

Regional Institutional Accreditation: Boise State University is regionally accredited by the Northwest Commission on Colleges and Universities (NWCCU). Regional accreditation of the university has been continuous since initial accreditation was conferred in 1941. Boise State University is currently accredited at all degree levels (A, B, M, D).

Program Review: Boise State University has instituted a new program review procedure. At the inception of new programs, the programs will submit to the Office of the Provost a three-year assessment plan to be scheduled into the Periodic Review/Assessment Reporting Cycle. The plan includes program learning outcomes; and an implementation plan with a timeline identifying when and what will be assessed, how the programs will gather assessment data, and how the program will use that information to make improvements. Then, every three years, the programs will provide Program Assessment Reports (PAR), which will be reviewed by a small team of faculty and staff using a PAR Rubric, which includes feedback, next steps, and a follow-up report with a summary of actions.

Specialized Accreditation: The proposed MS in Genetic Counseling program is currently seeking to

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
OCTOBER 19, 2017**

obtain Accredited New Program status with the Accreditation Council of Genetic Counselors (ACGC). ACGC advances quality in genetic counseling education by developing standards, and by evaluating and accrediting programs. As the healthcare profession evolves, recognition of a standard of practice also evolves. In order to legally assure that the genetic counseling profession continues to be recognized within the healthcare field, ACGC ensures a measure of competence that defines a competent professional, an objective measure of practitioners (i.e., the certifying examination), and minimum training standards (i.e., accreditation of programs). Establishing these components allows the profession to define and protect the scope of practice through state licensure, federal, and payer recognition. Establishing all of these components also protects the public, consumers, patients and healthcare facilities from unscrupulous practitioners.

Graduate Policy and Procedure: The proposed program will adhere to all applicable policies and procedures of the Graduate College as developed and approved by the graduate faculty of the university through its representatives on the Graduate Council.

Program Development Support: The online Master of Science in Genetic Counseling is one of several being created via the eCampus Initiative at Boise State University. Boise State's online program development process uses a facilitated 10-step program design process to assist program faculty members in the creation of an intentional, cohesive course progression with tightly aligned course and program outcomes. A multi-expert development team, which includes an instructional designer, multimedia specialist, graphic designer, and web designer, works collaboratively with the faculty member. One master version of each course is developed for consistent look and feel of courses across the program; the master course utilizes professionally-created common template aligned with nationally used Quality Matters course design standards.

Student Authentication: Because the proposed program will be offered entirely online, it is important to include mechanisms by which we authenticate the identity of students enrolled in the program. We will use the following mechanisms:

- During the admissions process, the university will confirm required official transcripts and other documentation required for admission into the program.
- During student orientation programs, academic integrity will be addressed.
- At the beginning of each course, the instructor will communicate expectations regarding academic integrity to students verbally and in the syllabus.
- Associated with access to and use of our Learning Management System, a secure log-in environment will be provided and students will be required to use strong student passwords and to change them every 90 days.
- During the design of the curriculum and assessment of each course, instructors will apply training and principles from the Quality Instruction Program offered by Boise State's eCampus Center - which includes Quality Matters best practices and WCET's Best Practice Strategies to Promote Academic Integrity in Online Education (Version 2.0, June 2009).
- Faculty members will utilize Blackboard's Safe Assignment plagiarism detection program when appropriate. Faculty members are expected to be informed of and aware of the importance of academic integrity and student identity authentication, and to report and act upon suspected violations.

7. **In accordance with Board Policy III.G., an external peer review is required for any new doctoral program.** Attach the peer review report as **Appendix B**.

N/A

8. **Teacher Education/Certification Programs** All Educator Preparation programs that lead to

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
OCTOBER 19, 2017**

certification require review and recommendation from the Professional Standards Commission (PSC) and approval from the Board.

Will this program lead to certification?

Yes _____ No X _____

If yes, on what date was the Program Approval for Certification Request submitted to the Professional Standards Commission?

9. Five-Year Plan: Is the proposed program on your institution's approved 5-year plan? Indicate below.

Yes X No _____

Proposed programs submitted to OSBE that are not on the five-year plan must respond to the following questions and meet at least one criterion listed below.

a. Describe why the proposed program is not on the institution's five year plan.

When did consideration of and planning for the new program begin?

b. Describe the immediacy of need for the program. What would be lost were the institution to delay the proposal for implementation of the new program until it fits within the five-year planning cycle? What would be gained by an early consideration?

Criteria. As appropriate, discuss the following:

- i. How important is the program in meeting your institution's regional or statewide program responsibilities? Describe whether the proposed program is in response to a specific industry need or workforce opportunity.
- ii. Explain if the proposed program is reliant on external funding (grants, donations) with a deadline for acceptance of funding.
- iii. Is there a contractual obligation or partnership opportunity to justify the program?
- iv. Is the program request or program change in response to accreditation requirements or recommendations?
- v. Is the program request or program change in response to recent changes to teacher certification/endorsement requirements?

Curriculum, Intended Learning Outcomes, and Assessment Plan

10. Curriculum for the proposed program and its delivery.

a. Summary of requirements. Provide a summary of program requirements using the following table.

MS in Genetic Counseling	
Credit hours in required courses offered by the department (s) offering the program.	56
Credit hours in required courses offered by other departments:	
Credit hours in institutional general education curriculum	
Credit hours in free electives	
Total credit hours required for degree program:	56

b. Additional requirements. Describe additional requirements such as comprehensive examination, senior thesis or other capstone experience, practicum, or internship, some of which may carry credit hours included in the list above.

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
OCTOBER 19, 2017**

Professional certification as a genetic counselor is acquired via board examination, which is administered by the American Board of Genetic Counseling (ABGC) and indicates that individual practitioners have met the standards necessary to provide competent genetic counseling services. Certification or eligibility is necessary for most employers and required by all licensing states. Students of the M.S. in Genetic Counseling program will participate in mock exams and preparatory work to ensure success with the board examination and with employment after graduation.

Students will participate in clinical and non-clinical fieldwork as required by ACGC standards; that fieldwork will begin in the third semester (summer) of the program and end in the last semester. Fieldwork will be coordinated via a Core Clinical Network, which will be developed by BSU using pre-established affiliation agreements with clinical sites. The Network will provide students with the opportunity to choose from sites in Idaho, Montana, Alaska, Nevada, Wyoming, Eastern Washington, and Oregon. Students will indicate regional preference upon admission and will be matched to preferred state(s) for clinical rotations, thereby giving students nearly 12 months' time to prepare for their travel requirements. Rotation sites must be diverse enough to provide students with ample opportunity to meet the case requirements needed to become ABGC board eligible upon graduation and must have a wide enough geographic distribution to enhance accessibility to program students. Boise State University's Genetic Counseling Program is also based, in part, on the mission to promote the growth of genetic counseling in rural and underserved populations. Therefore, clinical rotation sites included in the Core Clinical Network were also selected based on an ability to meet this mission. The Program Director and Clinical Rotation Coordinator will select potential rotation sites and supervisors for addition to the Network in accordance with the ACGC Standards for Program Accreditation, the ACGC Practice-Based Competencies, and a student's rotation site of preference as well as the thorough vetting process established by the program leadership.

Students will also have capstone projects, with a thesis option, to develop research skills that will give them an ability to contribute meaningful research to the genetic counseling community.

GENCOUN 5XX Capstone Project I (1-0-1) (F) Culminating immersive project or practice experience with a population of interest that includes student identification of project topic and literature review process. Student will identify a project and provide background research. Students will learn project management and presentation skills.

GENCOUN 5XX Capstone Project II (1-0-1) (F) Continuation of Capstone Project I, student will refine and finalize project leading to written proposal, approval, and execution of project launch. Students will learn project management, written and presentation skills with review by Capstone Project Coordinator.

GENCOUN 5XX Capstone Project III (1-0-1) (S) Continuation of Capstone Project II, student will continue with project, collection of data, and begin to assess for outcomes. Students will apply coordination skills with involved professionals and peers.

GENCOUN 5XX Capstone Project IV (1-0-1) (S) Continuation of Capstone Project III, student will complete project with final evaluation of the scholarly project by written report of completed work and oral presentation with review by program director, involved professionals, and peers.

11. Program Intended Learning Outcomes and Connection to Curriculum.

- a. **Intended Learning Outcomes.** List the Intended Learning Outcomes for the proposed program, using learner-centered statements that indicate what will students know, be able to do, and value or appreciate as a result of completing the program.

Field Expertise

1. Utilize knowledge of core genetic/genomic concepts and genetic counseling methodologies to manage and promote client well-being.
2. Display professional oral, written, audio/visual, and telecommunication skills appropriate to the field of genetic counseling.

Interpersonal, Psychosocial and Counseling Skills

3. Employ a range of effective interpersonal and psychosocial counseling skills via varied service delivery models to promote informed decision making that is client-centered, non-coercive and responsive to stated and emerging concerns.
4. Apply genetic counseling skills in a culturally responsive and respectful manner to clients from diverse backgrounds.

Professional Practice

5. Integrate knowledge from other professions, research processes, and evidenced-based practice to think critically about the field of genetic counseling.
6. Demonstrate active commitment to interprofessional development through collaborative relationship building, mentoring, training, knowledge transfer and advocacy within the genetics community.
7. Exhibit management and leadership skills which are relevant to the genetic counseling profession and promote bio-ethical business practice.

12. Assessment plans

- a. Assessment Process.** Describe the assessment process that will be used to evaluate how well students are achieving the intended learning outcomes of the program.

Program leadership will define, in accordance with the ACGC Standards C3.1-C3.3.4, the process by which it will perform regular and ongoing student evaluation and identify areas for program improvement. The assessment process will include student notification of the criteria for successful completion of the curriculum and for graduation, evaluation methods that will be employed during training, and the program's improvement policy. The constellation of student evaluations employed will encompass objective measures for assessment of knowledge acquisition, problem-solving skills, clinical competencies, and professional behaviors in the field of genetic counseling. Evaluation methods will be employed frequently enough to provide students, faculty, and staff with timely indications of progress and academic standing and to serve as reliable indicators of the effectiveness of program design and instruction. The Program Director(s) will regularly communicate with each student about his/her overall progress, individual educational needs, and goals (minimum of twice per year). In addition, there will be an evaluation metric that measures and documents how students are meeting clinical training objectives and requirements. Each student will receive specific and timely feedback from his/her supervisors on individual clinical cases with the opportunity to review each evaluation with their clinical supervisors and/or Program Leadership.

The program leadership team including Medical Director, Program Director, Assistant Program Director, Director of School of Allied Health Sciences, Genetic Counseling Program Advisory Board, and the University of Utah Genetic Counseling Training program (which has agreed to serve as a mentor for Boise State's program) will provide oversight of the assessment process. Student evaluations, guest lecture evaluations, and fieldwork supervisory evaluations will be incorporated in program assessment. The program will submit to the Office of the Provost a three-year assessment plan and be scheduled into the Periodic Review/Assessment Reporting Cycle to provide a Program Assessment Report.

- b. Closing the loop.** How will you ensure that the assessment findings will be used to improve the program?

INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS

OCTOBER 19, 2017

Program leadership will be responsible for assessment and implementation of improvements. The Advisory Board and the Office of the Provost provide oversight.

- c. Measures used.** What direct and indirect measures will be used to assess student learning?

Student success with the learning outcomes will be evaluated using mock ABGC board exams as well as fieldwork supervisory evaluations of student clinical education during student matriculation through the program. Similarly, additional feedback on learning outcomes will be provided by monitoring student pass/fail rates on actual ABGC board exams. Students will be required to present completed capstone projects which will allow for assessment of collective application skills of learning outcomes.

- d. Timing and frequency.** When will assessment activities occur and at what frequency?

Program assessment will occur on a semiannual basis through reports to the advisory board. Reports to the Office of the Provost occur on a three-year cycle.

Enrollments and Graduates

- 13. Existing similar programs at Idaho Public Institutions.** Using the chart below, provide enrollments and numbers of graduates for similar existing programs at your institution and other Idaho public institutions.

There are no similar programs offered at other Idaho public institutions.

Existing Similar Programs: Historical enrollments and graduate numbers								
Institution and Program Name	Fall Headcount Enrollment in Program				Number of Graduates From Program (Summer, Fall, Spring)			
	FY__	FY__	FY__	FY__ (most recent)	FY__	FY__	FY__	FY__ (most recent)
BSU								
ISU								
UI								
LCSC								

- 14. Projections for proposed program:** Using the chart below, provide projected enrollments and number of graduates for the proposed program:

Proposed Program: Projected Enrollments and Graduates First Five Years											
Program Name: Master of Science in Genetic Counseling											
Projected Fall Term Headcount Enrollment in Program						Projected Annual Number of Graduates From Program					
FY20	FY21	FY22	FY23	FY24	FY25	FY20	FY21	FY22	FY23	FY24	FY25
10	22	26	30	33	33	0	9	12	13	15	15

15. Describe the methodology for determining enrollment and graduation projections.

Refer to information provided in Question #2 "Need" above. What is the capacity for the program? Describe your recruitment efforts? How did you determine the projected numbers above?

Program enrollments are based on having a typical cohort of 15 to 17 students entering the program per year. Such a cohort size is small enough to provide the high-quality, highly-interactive classes needed for a high quality program and it is large enough to make the program fiscally sustainable.

Because of the high demand for seats in genetic counseling program, we believe that we will have no problem in recruiting cohorts of 15 to 17 students.

To recruit students, the program will utilize the National Matching Services Genetic Counseling Admissions program. The Match Services program places applicants into positions in masters-level genetic counseling programs that are accredited by ACGC. Similar matching programs have been used throughout North America in the annual recruitment of trainees in medicine, psychology, dentistry, optometry, pharmacy and other professions.

16. Minimum Enrollments and Graduates. Have you determined minimums that the program will need to meet in order to be continued? What are those minimums, what is the logical basis for those minimums, what is the time frame, and what is the action that would result?

Because the program will be utilizing the online fee model, it is best to put the minimum enrollment in terms of credits and student FTEs, which are what translates to revenue. Based on estimated expenses for instruction and for support personnel expenses, the estimated minimum number of credits and student FTEs to achieve breakeven by Year four is 629 annual student credit hours, which equates to approximately 23 student FTE.

If enrollments do not meet expectations, expenses will adjust to reflect actual activity. The program's financial sustainability will be evaluated at least annually. However, by year 3 if program revenues do not cover expenses, possible discontinuation of the program will be addressed.

Resources Required for Implementation – fiscal impact and budget

17. Physical Resources.

- a. Existing resources.** Describe equipment, space, laboratory instruments, computer(s), or other physical equipment presently available to support the successful implementation of the program.

The available space and equipment is currently acceptable to operate a successful program.

- b. Impact of new program.** What will be the impact on existing programs of increased use of physical resources by the proposed program? How will the increased use be accommodated?

No impact.

- c. Needed resources.** List equipment, space, laboratory instruments, etc., that must be obtained to support the proposed program. Enter the costs of those physical resources into the budget sheet.

None.

18. Library resources

- a. Existing resources and impact of new program.** Evaluate library resources, including personnel and space. Are they adequate for the operation of the present program? Will there be an impact on existing programs of increased library usage caused by the proposed program? For off-campus programs, clearly indicate how the library resources are to be provided.

Current library resources are adequate for operations. Additional journal access may be considered as needed.

- b. Needed resources.** What new library resources will be required to ensure successful implementation of the program? Enter the costs of those library resources into the budget sheet.

None.

19. Personnel resources

- a. Needed resources.** Give an overview of the personnel resources that will be needed to implement the program. How many additional sections of existing courses will be needed? Referring to the list of new courses to be created, what instructional capacity will be needed to offer the necessary number of sections?

The following personnel will be hired:

- Program Director: 1.0 FTE: 0.7 FTE to administration and 0.3 FTE to instruction
- Associate Program Director: 1.0 FTE: 0.65 FTE to administration and 0.35 FTE to instruction
- Administrative Assistant: 1.0 FTE

The table below depicts the schedule of course offerings for the first three years of the program. Based on anticipated enrollment and section capacity, each course will require only one section. If enrollments or capacity change, more sections may be added within the limits of the budget. We project by year 3 of the program, the program will require 1.92 FTEs of faculty.

- b. Existing resources.** Describe the existing instructional, support, and administrative resources that can be brought to bear to support the successful implementation of the program.

During the implementation phase and beyond, the program will be academically supported by the College of Health Sciences and the eCampus Center in the Division of Extended Studies.

- a. Impact on existing programs.** What will be the impact on existing programs of increased use of existing personnel resources by the proposed program? How will quality and productivity of existing programs be maintained?

Impact to existing programs will be very low. One program course is scheduled to be taught by existing Boise State faculty. The 22 courses will be instructed by the program director and associate director, who have part of their workload devoted to instruction faculty who will be hired specifically for this program, as describe above in 19.a.

- b. Needed resources.** List the new personnel that must be hired to support the proposed program. Enter the costs into the budget sheet.

See 19a

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
OCTOBER 19, 2017**

Schedule of Classes Offered for Online MS in Genetic Counseling: First three years.										
		Cr.	Fall 2019	Spring 2020	Sum 2020	Fall 2020	Spring 2021	Sum 2021	Fall 2021	Spring 2022
GENCOUN 5XX	Wellness Seminar	1	X			X			X	
GENCOUN 5XX	Principles of Human Genetics	3	X			X			X	
GENCOUN 5XX	Professional Issues I	1	X			X			X	
GENCOUN 5XX	Developmental Anatomy & Embryology	3	X			X			X	
GENCOUN 5XX	Healthcare Principles & Public Health	3	X			X			X	
GENCOUN 5XX	Principles & Practices of Genetic Counseling I	3		X			X			X
GENCOUN 5XX	Clinical Genetics I	2		X			X			X
GENCOUN 5XX	Fieldwork I (Semester)	1		X			X			X
GENCOUN 5XX	Principles & Practices of Genetic Counseling II	3		X			X			X
GENCOUN 5XX	Clinical Genetics II	3		X			X			X
GENCOUN 5XX	Professional Issues II	1			X			X		
GENCOUN 5XX	Fieldwork II (Semester)	5			X	X		X	X	
GENCOUN 5XX	Research Methods & Statistics	3			X			X		
GENCOUN 5XX	Professional Issues III	2				X			X	
GENCOUN 5XX	Capstone Project I	1				X			X	
GENCOUN 5XX	Fieldwork III (semester)	5				X	X		X	X
GENCOUN 5XX	Principles & Practices of Genetic Counseling III	3				X			X	
GENCOUN 5XX	Capstone Project II	1				X			X	
GENCOUN 5XX	Principles and Practices of Genetic Counseling IV	3					X			X
GENCOUN 5XX	Capstone Project III	1					X			X
GENCOUN 5XX	Fieldwork IV (semester)	5					X	X		X
GENCOUN 5XX	Professional Issues IV	2					X			X
GENCOUN 5XX	Capstone Project IV	1					X			X
	Total	56								
	Credits offered per semester		11	12	9	23	24	9	23	24
	Required Faculty FTE (24 credits=1FTE)		0.46	0.50	0.38	0.96	1.00	0.38	0.96	1.00

20. Revenue Sources

- a) **Reallocation of funds:** If funding is to come from the reallocation of existing state appropriated funds, please indicate the sources of the reallocation. What impact will the reallocation of funds in support of the program have on other programs?

N/A

- b) **New appropriation.** If an above Maintenance of Current Operations (MCO) appropriation is required to fund the program, indicate when the institution plans to include the program in the legislative budget request.

No new appropriation will be required.

- c) **Non-ongoing sources:**

- i. If the funding is to come from one-time sources such as a donation, indicate the sources of other funding. What are the institution's plans for sustaining the program when that funding ends?

None

- ii. Describe the federal grant, other grant(s), special fee arrangements, or contract(s) that will be valid to fund the program. What does the institution propose to do with the program upon termination of those funds?

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
OCTOBER 19, 2017**

N/A

d) Student Fees:

- i. If the proposed program is intended to levy any institutional local fees, explain how doing so meets the requirements of Board Policy V.R., 3.b.

The student fee will be implemented in accordance with the Online Program Fee as defined in the Board Policy V.R., 3.a.x. We will charge \$982 per credit hour. For the 56 credits required for completion of the proposed program, the total cost will be \$54,992. A review of 10 institutions offering similar in-person degrees found that the lowest total degree cost was \$26,796 and the highest was \$65,200 with the average at \$46,244. However, it is important to note that the costs at the lower end of the spectrum were typically for state institutions charging in-state resident rates; Boise State's program will charge the same rate for in-state and out-of-state students. In addition, we believe that the convenience of an online program enables us to charge a somewhat higher fee.

- ii. Provide estimated cost to students and total revenue for self-support programs and for professional fees and other fees anticipated to be requested under Board Policy V.R., if applicable.

As noted above, for the 56 credits required for completion of the proposed program, students will pay an online program fee of \$982 per credit, resulting in a total cost of those 56 credits of \$54,992. We project that by the fourth year of the program, it will generate 801 SCH, which will yield a total revenue of \$786,582.

21. Using the budget template provided by the Office of the State Board of Education, provide the following information:

- Indicate all resources needed including the planned FTE enrollment, projected revenues, and estimated expenditures for the first **four** fiscal years of the program.
- Include reallocation of existing personnel and resources and anticipated or requested new resources.
- Second and third year estimates should be in constant dollars.
- Amounts should reconcile subsequent pages where budget explanations are provided.
- If the program is contract related, explain the fiscal sources and the year-to-year commitment from the contracting agency(ies) or party(ies).
- Provide an explanation of the fiscal impact of any proposed discontinuance to include impacts to faculty (i.e., salary savings, re-assignments).

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
OCTOBER 19, 2017**

I. PLANNED STUDENT ENROLLMENT												
			FY 2020		FY 2021		FY 2022		FY 2023		FY 2024	
			FTE	Headcount	FTE	Headcount	FTE	Headcount	FTE	Headcount	FTE	Headcount
A. New enrollments			8.1	10	21.5	22	25.6	26	29.1	29	32.4	32
B. Shifting enrollments												
Total Enrollment			8.1	10	21.5	22	25.6	26	29.1	29	32.4	32
Student Credit Hours Generated			226		601		716		814		906	
II. REVENUE												
			FY 2020		FY 2021		FY 2022		FY 2023		FY 2024	
			On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
1. New Appropriated Funding Request												
2. Institution Funds												
3. Federal												
4. New Tuition Revenues from Increased Enrollments												
5. Student Fees				\$221,961		\$590,009		\$702,642		\$799,377		\$889,814
6. Other (i.e., Gifts)												
Total Revenue			\$0	\$221,961	\$0	\$590,009	\$0	\$702,642	\$0	\$799,377	\$0	\$889,814
Budget Notes:												
I.A, B.	Calculation of FTE and headcount as follows:											
	>1 student FTE = 28 credits: Each full time student will take 56 credits over two years											
	>Headcount determined as the distinct number of students in the program that year.											
II.5.	>Student Fee revenue calculated as Student Credit Hours * \$982 per credit.											

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
OCTOBER 19, 2017**

III. EXPENDITURES												
			FY 2020		FY 2021		FY 2022		FY 2023		FY 2024	
			On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
A. Personnel Costs												
1. FTE				2.79		3.24		3.24		3.74		3.74
2. Faculty				\$28,443		\$68,291		\$70,254		\$72,145		\$74,092
3. Adjunct Faculty				\$15,000		\$28,500		\$28,500		\$28,500		\$28,500
4. Graduate/Undergrad Assistants												
5. Research Personnel												
6. Directors/Administrators				\$148,526		\$120,200		\$123,806		\$127,520		\$131,346
7. Administrative Support Personnel				\$20,705		\$21,230		\$21,771		\$41,456		\$42,604
8. Fringe Benefits				\$75,705		\$80,399		\$81,665		\$93,455		\$94,889
9. Other:												
Total Personnel and Costs			\$0	\$288,379	\$0	\$318,619	\$0	\$325,995	\$0	\$363,076	\$0	\$371,430
Budget Notes (continued)												
III.A.2	12 month clinical faculty FTE: Calculated using (Credit hour load)/40											
III.A.3	Adjunct FTE: Calculated using (Credit hour load)/32											
III.A.6	Administrator: Program Director .73 FTE, Associate Program Director .65 FTE											
III.A.7	Support Personnel (Administrative Assista .50 FTE Years 1-3, 1.00 FTE Year 4+											
III.A.8	Benefits calculated: \$13,100+(annual wage*20.72%) for faculty, \$13,100+(annual wage*21.5%) for classified staff											

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
OCTOBER 19, 2017**

		FY	2020	FY	2021	FY	2022	FY	2023	FY	2024
		On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
B. Operating Expenditures											
1. Travel			\$2,000		\$2,000		\$2,000		\$2,000		\$2,000
2. Professional Services											
3. Other Services			\$3,740		\$3,740		\$3,740		\$3,740		\$3,740
4. Communications			\$2,852		\$3,154		\$3,228		\$3,599		\$3,682
5. Materials and Supplies			\$2,220		\$2,220		\$2,220		\$2,220		\$2,220
6. Rentals											
7. Materials & Goods for Manufacture & Resale											
8. Miscellaneous - Computer Hardware/Software			\$0		\$0		\$9,000		\$0		\$0
Total Operating Expenditures		\$0	\$10,812	\$0	\$11,114	\$0	\$20,188	\$0	\$11,559	\$0	\$11,642
Budget Notes (continued):											
III.B.1	Travel to Boise State University main campus and to professional development conferences										
III.B.3	Other Services: Memberships and professional conference registration										
III.B.5	Materials & Supplies: Office supplies and materials										
III.B.8	Miscellaneous: Computer hardware/software										
		FY	2020	FY	2021	FY	2022	FY	2023	FY	2024
		On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
C. Capital Outlay											
1. Library Resources											
2. Equipment											
Total Capital Outlay		\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
		FY	2020	FY	2021	FY	2022	FY	2023	FY	2024
		On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
D. Capital Facilities Construction or Major Renovation											

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
OCTOBER 19, 2017**

E. Other Costs											
1. Boise State Central		\$22,196		\$59,001		\$70,264		\$79,938		\$88,981	
2. Boise State eCampus Center		\$35,514		\$94,401		\$112,423		\$127,900		\$142,370	
3. Boise State Online Innovation Fund		\$8,878		\$23,600		\$28,106		\$31,975		\$35,593	
4. College of Health Sciences Revenue Share								\$33,574		\$37,372	
6. Credit card fees											
Utilities											
Maintenance & Repairs											
Other											
Total Other Costs	\$0	\$66,588	\$0	\$177,003	\$0	\$210,793	\$0	\$273,387	\$0	\$304,317	
TOTAL EXPENDITURES:	\$0	\$365,779	\$0	\$506,736	\$0	\$556,976	\$0	\$648,021	\$0	\$687,389	
Net Income (Deficit)	\$0	-\$143,818	\$0	\$83,272	\$0	\$145,666	\$0	\$151,355	\$0	\$202,425	
Budget Notes (specify row and add explanation where needed; e.g., "I.A.,B. FTE is calculated using..."):											
III.E.1	Boise State Central Services: 10% of Revenue										
III.E.2	Boise State eCampus Center: Provide funding for initiative management, online course/program development and other support services (11% of revenue)										
III.E.3	Boise State Online Innovation Fund: Seed funding for academic programs, initiative infrastructure, and eventually innovation grants (5% of revenue)										
III.E.4	College of Health Sciences Revenue Share (4.2% share)										

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
OCTOBER 19, 2017**

Appendix A: Curriculum - M.S. in Genetic Counseling and Healthcare Genetics Certificate

Master of Science in Genetic Counseling	
<i>Course Number and Title</i>	<i>Credits</i>
GENCOUN 5XX Wellness Seminar	1
GENCOUN 5XX Principles of Human Genetics	3
GENCOUN 5XX Principles and Practices of Genetic Counseling I	3
GENCOUN 5XX Principles and Practices of Genetic Counseling II	3
GENCOUN 5XX Principles and Practices of Genetic Counseling III	3
GENCOUN 5XX Principles and Practices of Genetic Counseling IV	3
GENCOUN 5XX Clinical Genetics I	2
GENCOUN 5XX Clinical Genetics II	3
GENCOUN 5XX Research Methods and Statistics	3
GENCOUN 5XX Developmental Anatomy and Embryology	3
GENCOUN 5XX Professional Issues I	1
GENCOUN 5XX Professional Issues II	1
GENCOUN 5XX Health Care Principles and Public Health	3
GENCOUN 5XX Professional Issues III	2
GENCOUN 5XX Professional Issues IV	2
GENCOUN 5XX Fieldwork I	1
GENCOUN 5XX Fieldwork II	5
GENCOUN 5XX Fieldwork III	5
GENCOUN 5XX Fieldwork IV	5
GENCOUN 5XX Capstone Project I	1
GENCOUN 5XX Capstone Project II	1
GENCOUN 5XX Capstone Project III	1
GENCOUN 5XX Capstone Project IV	1
Total	56

School of Allied Health Sciences Master of Science Genetic Counseling



Genetic Counseling Degree Program

The Genetic Counseling Degree Program is committed to excellence through contemporary models of education with an emphasis on expanding student access to the profession of genetic counseling. Diverse fieldwork provides students with experiences designed to create advocates, translators, and experts in the field of genetics and genomics. Professional development will focus on inter-professional education, cultural competency, and the aspects of business in healthcare giving students the skills to be leaders and entrepreneurs. The program foundation is based on the rigorous accreditation standards regulated by the American Board of Genetic Counselors (ACGC) which strives to provide students with the training and skills needed to become qualified, competent, and compassionate professionals.

College of Health Sciences Goal

Produce reflective critical-thinkers, life-long learners, leaders and quality health practitioners.

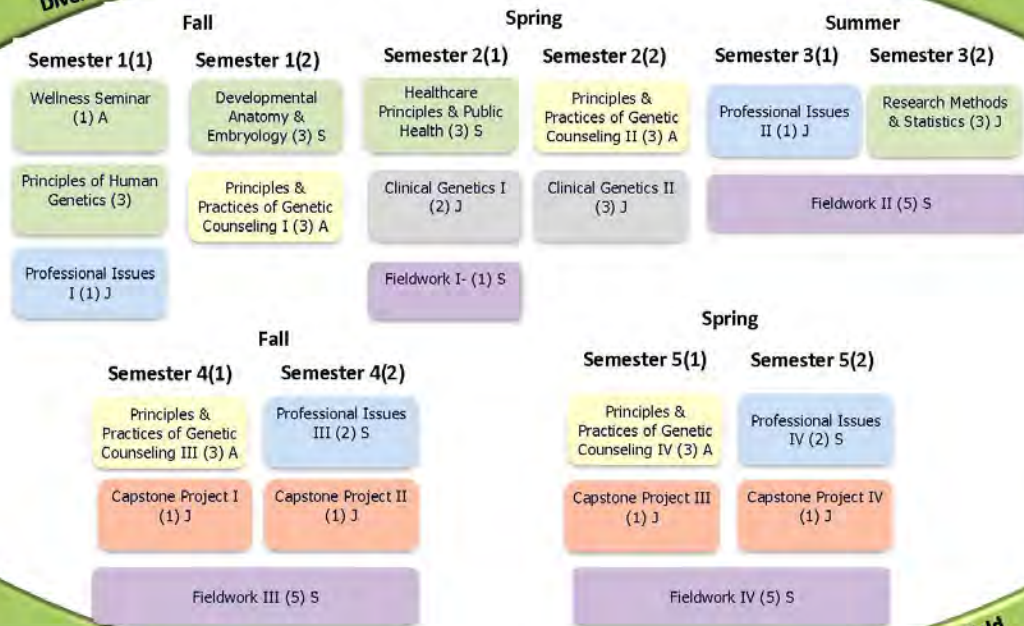
1. Bachelor's degree from a regionally-accredited university or college
2. Acceptance to Boise State University
3. Successful completion of pre-requisite coursework
4. Successful participation of applicant interview (if invited).

1. Utilize knowledge of core genetic/genomic concepts and genetic counseling methodologies to manage and promote client well-being.
2. Display professional oral, written, audio/visual, and telecommunication skills appropriate to the field of genetic counseling.
3. Employ a range of effective interpersonal and psychosocial counseling skills to promote informed decision making that is client-centered, non-coercive and responsive to stated and emerging concerns.
4. Apply genetic counseling skills in a culturally responsive and respectful manner to clients from diverse backgrounds.
5. Integrate knowledge from other professions, research processes, and evidenced-based practice to think critically about the field of genetic counseling.
6. Demonstrate active commitment to inter-professional development through collaborative relationship building, mentoring, training, knowledge transfer and advocacy within the genetics community.
7. Exhibit management and leadership skills, which are relevant to the genetic counseling profession and promote bio-ethical business practice.

Stakeholders

- College of Health Sciences
- School of Allied Health Sciences
- Department of Biological Sciences
- Medical Director
- Extended Studies eCampus Center
- Local Regional Health Systems
- Advisory Board Members
- Accreditation Council for Genetic Counseling (ACGC)

- Principles & Practices
- Professional Issues
- Clinical Genetics
- Fieldwork
- Capstone



Board Examination

Students who are board eligible may sit for the American Board of Genetic Counseling (ABGC) Board Examination.

Licensure

Not relevant for training; students obtain license in state of practice after graduation. Students who are "board eligible" may be granted a provisional license by their state until they pass the ABGC Board Examination taken after graduation

INSTRUCTION, RESEARCH AND STUDENT AFFAIRS
OCTOBER 19, 2017

SUBJECT

First Reading - Board Policy III.P Students

REFERENCE

February 2016	Board approved first reading of amendment to Board Policy III.P.16. Student Health Insurance.
April 2016	The Board approved the second reading of proposed amendments to III.P Students Student Health Insurance.
December 2016	Board considered first reading of proposed changes to Board Policies I.T. and III.P regarding Title IX and student appeals.
June 2017	Board approved first reading of proposed amendments to III.P. regarding student appeals
August 2017	Board approved second reading of proposed amendments to III.P. regarding student appeals.

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies and Procedures, III.P.

BACKGROUND/DISCUSSION

The Center for Disease Control and Prevention (CDC) reports college students, specifically freshmen living in residence halls or other forms of group housing, are at a higher risk of retracting bacterial meningitis as well as other vaccine-preventable diseases than the general population. The American College Health Association (ACHA) and the CDC recommend that college students, especially college freshmen, and their parents be educated about the benefits of vaccination against vaccine-preventable diseases and vaccines commonly recommended for college students. The ACHA recommends postsecondary institutions, at a minimum, make an effort to provide access to immunizations against meningococcal disease for those who would like to reduce their chances of contracting the disease.

The National Council of State Legislatures reports 37 states currently have some form of state law regarding postsecondary institutions and vaccination requirements. These laws range from requiring information be provided to freshmen students regarding the danger of vaccine preventable diseases and the benefits of being vaccinated to requirements that all students in student housing be vaccinated or sign a waiver or exemption form. During the 2017 Legislative Session Senator Martin, working with the Idaho Immunization Coalition, considered running legislation requiring all postsecondary institution that provide on-campus or group housing to provide current information about vaccine-preventable disease to each student at the time of admissions. After discussing further with Board and institution staff Senator Martin chose instead to ask the Board to consider, through Board policy, requiring institutions to provide

INSTRUCTION, RESEARCH AND STUDENT AFFAIRS
OCTOBER 19, 2017

information to students at the time of admission regarding vaccine preventable diseases and the benefits of vaccinations.

IMPACT

Approval of the proposed amendments would require the four year institutions to provide informational material regarding vaccine's to students at the time of admissions and eliminate the need for any legislative changes requiring the institutions to provide the informational material. The Center for Disease Control currently provides material the institutions could use, resulting in no additional cost to the institution other than those related to the distribution of the information. The information could be distributed to students in an electronic format.

ATTACHMENTS

Attachment 1 – Board Policy, III.P Students	Page 3
Attachment 2 – ACHA College Student Immunization Guidelines	Page 6
Attachment 3 – Example of available CDC Vaccine Recommendation	Page 17

STAFF COMMENTS AND RECOMMENDATIONS

The Center for Disease Control and Prevention provides recommendations divided into two categories. Category A recommendations are made for all persons in an age or risk factor based group and Category B recommendations are made for individual clinical decision making. A Category A recommendation means a vaccine is recommended for everyone in an age-group or risk factor group. A Category B recommendation means a vaccine is recommended based on an individual clinical situation. Vaccines commonly recommended for college students include: Meningococcal conjugate, Tdap (tetanus, diphtheria, and acellular pertussis), Human Papillomavirus (HPV), and seasonal influenza.

Staff recommends approval.

BOARD ACTION

I move to approve the first reading of amendments to Board Policy III.P. Students creating a new subsection 17. Student Vaccine Informational Materials as submitted in Attachment 1.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

Idaho State Board of Education
GOVERNING POLICIES AND PROCEDURES
SECTION: III. POSTSECONDARY AFFAIRS
SUBSECTION: P. STUDENTS

August-December 2017

[BREAK IN CONTINUITY OF SECTIONS]

17. Student Vaccine Informational Materials

Each institution shall provide current information on vaccine-preventable disease to each student at the time of admission or enrollment for classes. The information shall include, at a minimum:

- a. symptoms, risks, especially as the risks relate to circumstances of group living arrangements for vaccine-preventable diseases that are known to occur in adolescents and adults;
- b. current recommendations by the United States Centers for Disease Control and Prevention on Category A and B vaccines;
- c. information regarding where the vaccinations can be received; and
- d. the benefits and risks of vaccinations, and specific information for those persons at higher risk for the disease.

178. Students Called to Active Military Duty

The Board strongly supports the men and women serving in the National Guard and in reserve components of the U.S. Armed Forces. The Board encourages its institutions to work with students who are called away to active military duty during the course of an academic term and provide solutions to best meet the student's current and future academic needs. The activated student, with the instructor's consent, may elect to have an instructor continue to work with them on an individual basis. Additionally, institutions are required to provide at least the following:

- a. The activated student may elect to completely withdraw. The standard withdrawal deadlines and limitations will not be applied. At the discretion of the institution, the student will receive a "W" on his or her transcript, or no indication of enrollment in the course(s).
- b. One hundred percent (100%) of the paid tuition and/or fees for the current term will be refunded, as well as a pro-rated refund for paid student housing fees, meal-plans, or any other additional fees. Provided, however, that if a student received financial aid, the institution will process that portion of the refund in accordance with each financial aid program.

189. Student Complaints/Grievances.

INSTRUCTION, RESEARCH AND STUDENT AFFAIRS
OCTOBER 19, 2017

- a. The State Board of Education and Board of Regents of the University of Idaho, as the governing body of the state's postsecondary educational institutions, has established the following procedure for review of institution decisions regarding student complaints/grievances:
 - i. The Board designates its Executive Director as the Board's representative for reviewing student complaints/grievances, and authorizes the Executive Director, after such review, to issue the decision of the Board based on such review. The Executive Director may, in his/her discretion, refer any matter to the Board for final action/decision.
 - ii. A current or former student at a postsecondary educational institution under the governance of the Board may request that the Executive Director review any final institutional decision relating to a student's attendance at the institution, except as set for under paragraph c. The student must have exhausted the complaint/grievance resolution procedures that have been established at the institution level. The Executive Director will not review complaints/grievances that have not been reported to the institution, or processed in accordance with the institution's complaint/grievance resolution procedures.
 - iii. Matters involving a violation of an institution's code of student conduct will only be reviewed if the basis for the request is that the institution substantially failed to follow its procedures resulting in a failure to give the student reasonable notice of the violation and opportunity to be heard, or to present testimony. Sanctions imposed by the institution will remain in effect during the pendency of the review.
 - iv. A request for review must be submitted in writing to the Board office to the attention of the Chief Academic Officer, and must contain a clear and concise statement of the reason(s) for Board review. Such request must be received in the Board office no later than thirty (30) calendar days after the student receives the institution's final decision on such matter. The student has the burden of establishing that the final decision made by the institution on the grievance/complaint was made in error. A request for review must include a copy of the original grievance and all proposed resolutions and recommended decisions issued by the institution, as well as all other documentation necessary to demonstrate that the student has strictly followed the complaint/grievance resolution procedures of the institution. The institution may be asked to provide information to the Board office related to the student complaint/grievance.
 - v. The Chief Academic Officer will review the materials submitted by all parties and make a determination of recommended action, which will be forwarded

**INSTRUCTION, RESEARCH AND STUDENT AFFAIRS
OCTOBER 19, 2017**

to the Executive Director for a full determination. A review of a student complaint/grievance will occur as expeditiously as possible.

- vi. The Board office may request that the student and/or institution provide additional information in connection with such review. In such event, the student and/or institution must provide such additional information promptly.
 - vii. The Board's Executive Director will issue a written decision as to whether the institution's decision with regard to the student's complaint/grievance was proper or was made in error. The Executive Director may uphold the institution's decision, overturn the institution's decision, or the Executive Director may remand the matter back to the institution with instructions for additional review. Unless referred by the Executive Director to the Board for final action/decision, the decision of the Executive Director is final.
- b. The Board staff members do not act as negotiators, mediators, or advocates concerning student complaints or grievances.

ACHA Guidelines

Immunization Recommendations for College Students

Immunizations offer safe and effective protection from vaccine-preventable diseases and outbreaks. The United States is experiencing re-emergence of these diseases, in part due to factors such as un-immunized and under-immunized persons and global travel. The American College Health Association (ACHA) strongly supports the use of vaccines to protect the health of our individual students and our campus communities. In recognition of the vital role that vaccine coverage plays in community immunity (herd immunity), ACHA discourages use of nonmedical exemptions to required vaccines.

This guidance is provided to facilitate implementation of a comprehensive institutional immunization policy. Best practices for institutions of higher education include the following Immunization Recommendations for College Students (IRCS), encouraging students who request nonmedical exemptions to required vaccines to be counseled by a health service clinician, and considering exclusion of un-immunized students from school during outbreaks of vaccine-preventable diseases. Institutions may also be subject to additional requirements for prematriculation vaccinations and the granting of exemptions by state law.

The ACHA Vaccine-Preventable Diseases Advisory Committee updates this document in accordance with changing public health recommendations. These guidelines follow Advisory Committee on Immunization Practices (ACIP) recommendations published by the U.S. Centers for Disease Control and Prevention (CDC). Links to full information regarding ACIP provisional and final recommendations, including schedules, indications, precautions, and contraindications, are available at the CDC National Immunization Program website: <http://www.cdc.gov/vaccines/index.html>.

In addition to implementing a comprehensive institutional immunization policy, institutions are also encouraged to screen for tuberculosis (TB) infection, especially those students who are at increased risk, as this is a key strategy for controlling and preventing infection on college and university campuses. ACHA Guidelines for Tuberculosis Screening and Targeted Testing of College and University Students are available at www.acha.org/guidelines.

VACCINES TO REDUCE OUTBREAKS

Outbreaks, although much less common than sporadic disease occurrences, cause great disruption and emotional and financial burdens for campuses, students, and their families. Assuring compliance with the following immunization recommendations is particularly important in preventing disease clusters and outbreaks on campuses.

INFLUENZA VACCINE

- Inactivated influenza vaccines: Trivalent (IIV3) or Quadrivalent (IIV4) or Recombinant (RIV3)
- Live attenuated influenza vaccine (LAIV; licensed for healthy, nonpregnant persons age 2-49 years) *

VACCINATION SCHEDULE: Annually (recommendation applies to any and all flu vaccines)

MAJOR INDICATIONS:

All members of a campus community age 6 months or older should receive annual vaccination.

College students at high risk of complications from the flu due to asthma, diabetes, or certain immuno-deficiencies; and students with contact with a high-risk individual.

Students enrolled in health care professional programs should receive annual influenza vaccination.

CONTRAINDICATIONS AND PRECAUTIONS: History of hypersensitivity to any of the components of the vaccine (applies to any and all flu vaccines)
Note that persons allergic to eggs may safely receive flu vaccines.

*CDC's ACIP is not currently recommending use of LAIV due to lack of effectiveness.

INSTRUCTION, RESEARCH AND STUDENT AFFAIRS

OCTOBER 19, 2017

MEASLES, MUMPS, RUBELLA (MMR) VACCINE

VACCINATION SCHEDULE: Two doses of MMR at least 28 days apart after 12 months of age.

MAJOR INDICATIONS:

- All college students born after 1956 without lab evidence of disease.
- All health care professional students without other evidence of immunity should receive two doses of MMR.
- Those born before 1957 without other evidence of immunity should receive one dose if not in an outbreak setting and two doses if in an outbreak.

CONTRAINDICATIONS AND PRECAUTIONS: Pregnancy, history of hyper-sensitivity or anaphylaxis to any of the components in the vaccine. Receipt of blood products and moderate or severe acute infections. Guidelines exist for vaccination of persons with altered immunocompetence.

MENINGOCOCCAL QUADRIVALENT (A, C, Y, W-135) VACCINE

- Conjugate (Preferred)
- Polysaccharide (Acceptable alternative if conjugate not available)

VACCINATION SCHEDULE:

- Initial dose of conjugate vaccine: 11-12 yrs of age
- Booster dose: 16 yrs of age
- If initial dose given age 13-15 yrs: booster dose at 16-18 yrs of age
- If initial dose given age ≥ 16 yrs, no booster dose required

Persons with persistent complement component deficiencies or asplenia should receive a 2-dose primary series administered 2 months apart and then receive a booster dose every 5 years. Adolescents aged 11 through 18 years with HIV infection should be routinely vaccinated with a 2-dose primary series. Other persons with HIV who are vaccinated should receive a 2-dose primary series administered 2 months apart. All other persons at increased risk for meningococcal disease (e.g., microbiologists or travelers to an epidemic or highly endemic country) should receive a single primary dose.

For colleges and university with meningococcal vaccine policies as a requirement of enrollment or on-campus living: students 21 years of age and younger should have documentation of a dose of conjugate vaccine at ≥ 16 years of age. The booster dose can be administered any time after the 16th birthday. The minimum interval between doses of meningococcal conjugate vaccine is 8 weeks.

Routine vaccination of healthy persons who are not at increased risk for exposure is not recommended after age 21 years.

MAJOR INDICATIONS:

Adolescents 11-18 years of age and other populations at increased risk, including college students living in residence halls/similar housing, etc., persons with persistent complement deficiencies or asplenia, laboratory personnel with exposure to aerosolized meningococci, and travelers to hyperendemic or endemic areas of the world. Non-freshmen college students may choose to be vaccinated to reduce their risk of meningococcal disease. *

CONTRAINDICATIONS AND PRECAUTIONS:

History of hypersensitivity or serious adverse reaction to any of the components in the vaccine.

Avoid vaccinating persons who are known to have experienced Guillain-Barre (GBS) syndrome.

There is a theoretical risk of increased rates of local or systemic reactions when two diphtheria toxoid-containing vaccines are administered within a short interval (i.e., on different days). Efforts should be made to administer Tdap and tetravalent meningococcal conjugate (MCV4) vaccines simultaneously if both are indicated. If simultaneous vaccination is not feasible, Tdap and MCV4 vaccines (which contain diphtheria toxoid) can be administered in any sequence.

**Colleges may target all matriculating freshmen if targeting those in residence halls/similar housing is not feasible.*

SEROGROUP B MENINGOCOCCAL VACCINE

- MenB-4C (Bexsero[®], 2 dose series)
- MenB-FHbp (Trumenba[®], 2 or 3 dose series)

VACCINATION SCHEDULE:

- For MenB-4C: 0-2 months (Category A or B below)
- For MenB-FHbp: 0-2-6 months (Category A below), or 0-6 months (Category B below)

MAJOR INDICATIONS:

Category A: Should be administered to persons at increased risk due to:

- Outbreaks of serogroup B meningococcal disease
- Persistent complement component deficiencies
- Treatment with eculizumab for hemolytic uremic syndrome or paroxysmal nocturnal hemoglobinuria
- Anatomic or functional asplenia including sickle cell disease
- Laboratory workers routinely exposed to isolates of *N. meningitis*

[Category A: Recommendations made for all persons in age or risk-factor group.]

INSTRUCTION, RESEARCH AND STUDENT AFFAIRS

OCTOBER 19, 2017

Category B: May be administered to:

- Adolescents and young adults age 16–23 for short term protection (preferred age 16–18)
- Serogroup B vaccines may be administered with Men ACW but at different anatomic site, if possible.

[Category B: Recommendations are made through consultation and discussion between the individual and their health care provider.]

CONTRAINDICATIONS AND PRECAUTIONS:

- Defer in pregnant or lactating females unless at increased risk.
- History of hypersensitivity to any of the components of the vaccine.
- MenB-4 (Bexsero®): use with caution if hypersensitive to latex.
- The two vaccines are not interchangeable, so the same product must be used for all doses.

TETANUS, DIPHTHERIA, PERTUSSIS VACCINE

- DT: pediatric (<age 7 years) preparation of diphtheria and tetanus toxoids.
- DTaP: pediatric (<age 7 years) preparation of diphtheria, tetanus toxoids, and acellular pertussis.
- DTP (also known as DTwP): pediatric (<age 7 years) preparation of diphtheria, tetanus toxoids, and whole cell pertussis (no longer available in the U.S.).
- Td: 7 years and older preparation of tetanus toxoid and reduced diphtheria toxoid.
- Tdap: adolescent and older preparation of tetanus toxoid, reduced diphtheria toxoid, and acellular pertussis.

VACCINATION SCHEDULE:

Primary series in childhood (4 doses: DT, DTaP, DTP, or Td)

Booster doses: For adolescents 11–18 and adults 19–64: single dose of Tdap. Tdap can be administered regardless of interval since the last tetanus or diphtheria toxoid-containing vaccine.

Routine booster dose intervals: Adults should receive Td boosters at 10 year intervals, beginning 10 years after receiving Tdap.

Tetanus prophylaxis in wound management: For all age groups, patients who require a tetanus toxoid containing vaccine as part of wound management should receive Tdap instead of Td if they have not previously received Tdap. If Tdap is not available or was administered previously, Td should be administered.

MAJOR INDICATIONS: All college students. One dose of Tdap for all individuals ages 11–64 regardless of interval since last Td booster.

CONTRAINDICATIONS AND PRECAUTIONS:

History of hypersensitivity or serious adverse reaction to any of the components in the vaccine.

There is a theoretical risk of increased rates of local or systemic reactions when two diphtheria toxoid-containing vaccines are administered within a short interval (i.e., on different days). Efforts should be made to administer Tdap and tetavalent meningococcal conjugate (MCV4) vaccines simultaneously if both are indicated. If simultaneous vaccination is not feasible, Tdap and MCV4 vaccines (which contain diphtheria toxoid) can be administered in any sequence.

VARICELLA VACCINE

VACCINATION SCHEDULE: Two doses of varicella-containing vaccine at least 12 weeks apart if vaccinated between 1 and 12 years of age and at least 4 weeks apart if vaccinated at age 13 years or older.

MAJOR INDICATIONS:

- All college students without other evidence of immunity (e.g., born in the U.S. before 1980, a history of disease, two prior doses of varicella vaccine, or a positive antibody).
- All health care professional students with only one documented dose of vaccine or with a negative antibody titer should receive a total of two doses of vaccine.

CONTRAINDICATIONS AND PRECAUTIONS: Pregnancy, history of hyper-sensitivity or anaphylaxis to any of the components in the vaccine, and severe illness. Guidelines exist for vaccination of persons with altered immunocompetence.

OTHER VACCINES RECOMMENDED FOR ADULTS

The following vaccines are recommended for adults. College matriculation provides the opportunity to assure that students receive the appropriate vaccines.

HEPATITIS A VACCINE

VACCINATION SCHEDULE: Given as a series of 2 doses (given at 0, 6–12 mo.) for age 12 months or greater. *

MAJOR INDICATIONS: Recommended for routine use in all adolescents through the age of 18 and in particular for adolescent and adult high-risk groups (i.e., persons traveling to countries where hepatitis A is moderately or highly endemic, men who have sex with men, users of injectable and non-injectable drugs, persons who have clotting-factor disorders, persons working with nonhuman primates, and persons with chronic liver disease).

CONTRAINDICATIONS AND PRECAUTIONS: History of hypersensitivity to any of the components of the vaccine.

*Combined hepatitis A and B vaccines may be given as a series of 3 doses (given at 0, 1-2, and 6-12 mo.) for 18 years of age and older.

INSTRUCTION, RESEARCH AND STUDENT AFFAIRS

OCTOBER 19, 2017

HEPATITIS B VACCINE

VACCINATION SCHEDULE: Given as a series of 3 age appropriate doses (given at 0, 1–2 mo., and 6–12 mo.) at any age. Adolescents ages 11–15 years can be given 2 adult doses (given at 0 and 4–6 mo.) *

MAJOR INDICATIONS: All college students. In particular, students enrolled in health care professional programs should receive Hepatitis B vaccination.

CONTRAINDICATIONS AND PRECAUTIONS: History of hypersensitivity to any of the components of the vaccine.

**Combined hepatitis A and B vaccines may be given as a series of 3 doses (given at 0, 1–2, and 6–12 mo.) for 18 years of age and older.*

HUMAN PAPILLOMAVIRUS (HPV) VACCINE

- 9-valent (HPV9) [Bivalent (HPV2) and Quadrivalent (HPV4) are no longer available]

VACCINATION SCHEDULE:

The 9-valent vaccine may be used to complete the series begun with a different product.

All persons 11–14 years: 2 doses separated by at least 6 months; may start at age 9 for increased risk groups

If no prior HPV vaccine given:

- Women ages 15 to 26 years: 3 doses
- Men ages 15 to 21 years: 3 doses
- Men ages 15 to 26 years who have sex with men (MSM): 3 doses
- Transgender and gender non-conforming persons ages 15 to 26 years: 3 doses
- Men ages 15 to 26 years with HIV or other immune compromising conditions: 3 doses
- May be given to men ages 21–26

Historical Vaccine Schedule (The following vaccines are no longer available and have been replaced by the 9-valent vaccine):

- *Bivalent vaccine: for people assigned female at birth, three doses at 0, 1, and 6 months*
- *Quadrivalent vaccine: people assigned female at birth, 11 to 26 years old; and people assigned male at birth, 11 to 21 years old, three doses at 0, 1–2, and 6 months*

MAJOR INDICATIONS:

All 11- or 12-year olds; may be started at age 9.

If not vaccinated previously: women through age 26 and men through age 21.

If not vaccinated previously:

- Young men through age 26 who have sex with men, including those who identify as gay or bisexual or who intend to have sex with men;
- Young adults through age 26 who are transgender or gender non-conforming; and
- Young adults through age 26 with certain immunocompromising conditions (including HIV).

The HPV vaccines are indicated for prevention of cervical cancers in women and for use in both females and males for the prevention of pre-cancers and genital warts, anal cancer, and anal intraepithelial dysplasia caused by HPV types included in the vaccine. No HPV or Pap test screening is required prior to administering vaccine; routine cervical cancer screening should continue according to current recommendations.

CONTRAINDICATIONS AND PRECAUTIONS: Pregnancy, history of hyper-sensitivity to yeast or to any vaccine component; moderate or severe acute illnesses (defer vaccine until improved); may be given to immunocompromised males and females but vaccine responsiveness and efficacy may be reduced.

PNEUMOCOCCAL VACCINE

- Pneumococcal conjugate vaccine (PCV13, Prevnar13)
- Pneumococcal Polysaccharide Vaccine-23 (PPSV23, Pneumovax 23)

VACCINATION SCHEDULE: Childhood, adolescence, adulthood

MAJOR INDICATIONS: Adults with certain medical conditions (see Appendix A); adults age 65 and older

CONTRAINDICATIONS AND PRECAUTIONS: History of hypersensitivity to any of the components of the vaccine.

POLIO VACCINE

- Inactivated (IPV)
- Oral poliovirus (OPV no longer available in U.S.)

VACCINATION SCHEDULE: Primary series in childhood with IPV alone, OPV alone, or IPV/OPV sequentially; IPV booster only if needed for travel after age 18 years.

MAJOR INDICATIONS: IPV for certain international travelers to areas or countries where polio is epidemic or endemic.

CONTRAINDICATIONS AND PRECAUTIONS: History of hypersensitivity to any of the components of the vaccine.

**INSTRUCTION, RESEARCH AND STUDENT AFFAIRS
OCTOBER 19, 2017**

APPENDIX A

Medical Conditions or Other Indications for Administration of 13-valent Pneumococcal Conjugate Vaccine (PCV13) and Indications for 23-valent Pneumococcal Polysaccharide Vaccine (PPSV23)

For appropriate intervals refer to CDC. *

Underlying condition	PPSV23	PCV 13	Revaccination 5 years after first dose
<ul style="list-style-type: none"> cigarette smoking chronic heart or lung disease diabetes mellitus alcoholism cirrhosis liver disease 	X		
<ul style="list-style-type: none"> CSF leak cochlear implant 		X	
<ul style="list-style-type: none"> sickle disease congenital or acquired asplenia HIV positive congenital or acquired immunodeficiency chronic renal failure nephrotic syndrome leukemia lymphoma Hodgkins disease generalized malignancy iatrogenic immunosuppression solid organ transplant, multiple myeloma 	X	X	X

*Source: <http://www.cdc.gov/mmwr/preview/mmwrhtml/mm6434a4.htm>

See also <https://www.cdc.gov/vaccines/vpd/pneumo/downloads/pneumo-vaccine-timing.pdf>

**INSTRUCTION, RESEARCH AND STUDENT AFFAIRS
OCTOBER 19, 2017**

APPENDIX B

SAMPLE IMMUNIZATION RECORD

*This is a **SAMPLE** immunization record form. If reproduced for use by a college or university health center, please insert your health center's contact information. This form should not be returned to ACHA.*

PART I

Name _____
First Name Middle Name
Last Name

Address _____
Street City State Zip

Date of Entry / / M D Y Date of Birth / / M D Y School ID# _____

Status: Part-time _____ Full-time _____ Graduate _____ Undergraduate _____ Professional _____

PART II: TO BE COMPLETED AND SIGNED BY YOUR HEALTH CARE PROVIDER.

All information must be in English.

A. MMR (MEASLES, MUMPS, RUBELLA)

1. Dose 1 given at age 12 months or later #1 / / M D Y
2. Dose 2 given at least 28 days after first dose #2 / / M D Y

B. MENINGOCOCCAL QUADRIVALENT (A, C, Y, W-135)

1. Quadrivalent conjugate (preferred; administer simultaneously with Tdap if possible).
a. Dose #1 / / M D Y b. Dose #2 / / M D Y
2. Quadrivalent polysaccharide (acceptable alternative if conjugate not available). Date / / M D Y

C. SEROGROUP B MENINGOCOCCAL

1. MenB-RC (Bexsero) routine outbreak -related
a. Dose #1 / / M D Y b. Dose #2 / / M D Y
- OR
2. MenB-FHbp (Trumenba) routine outbreak-related
a. Dose #1 / / M D Y b. Dose #2 / / M D Y c. Dose #3 / / M D Y

D. TETANUS, DIPHTHERIA, PERTUSSIS

1. Primary series completed? Yes No Date of last dose in series: / / M D Y
2. Date of most recent booster dose: / / M D Y Type of booster: Td Tdap

E. INFLUENZA

Trivalent (IIV3) Quadrivalent (IIV4) Recombinant (RIV3) Live attenuated influenza vaccine (LAIV)

Date of last dose: / / M D Y

(sample form continues)

APPENDIX C

Recommendations for Immunizations and TB Testing for Health Science Students

Overview

Influenza: 1 dose of inactivated Influenza vaccine yearly.

Hepatitis B: 3-dose series of hepatitis B vaccine given at 0, 1 and 6 months **AND** documented quantitative hepatitis B surface antibody titer consistent with immunity after the appropriate vaccine series.

Measles/Mumps/Rubella (MMR): 2 doses of MMR vaccine at least 28 days apart after 12 months of age **OR** 2 doses of measles **and** 2 doses of Mumps at least 28 days apart after 12 months of age **and** one dose of rubella after 12 months of age **OR** laboratory proof of immunity to measles/mumps/rubella.

Tetanus/Diphtheria/Pertussis: In addition to primary series, all Health Care Personnel (HCP) should receive 1 dose of Tdap and have documentation of a Td or Tdap within the past 10 years.

Tuberculosis Testing: The CDC recommends initial base line testing with a 2-step TB skin test or a blood test for TB infection. Subsequent annual or serial screening is determined by state regulations or risk assessment.

Varicella: 2 doses of varicella vaccine given at least 4 weeks apart **OR** laboratory proof of immunity for those with a history of disease. If titer is negative or equivocal, give 2-dose varicella vaccine series. Do not repeat titer after series completion.

Note: Local requirements and clinical circumstances should be taken into consideration when using these guidelines to develop an institutional immunization policy for health science students.

Hepatitis B:

Students must have a series of 3 hepatitis B vaccines **AND** a positive (≥ 10 mIU/mL) serological quantitative Hepatitis B surface antibody titer (anti-HBs or HBsAb) that was performed at least 1-2 months after the 3rd dose of hepatitis B vaccine. A positive titer without documentation of the 3 shot series will not be accepted.

For students with remote history of documented vaccine series completion without titer:

Draw anti-HBs titer upon matriculation

- If the anti-HBs titer is negative or equivocal, administer 1 dose of hepatitis B vaccine (#4) and re-titer at least 1-2 months after the dose.
- If the second anti-HBs titer is negative, the student will get 2 additional hepatitis B vaccines (#5 and #6) at 1 month and 6 months following dose #4. Students should pay particular attention to the date ranges in between the 3 hepatitis B vaccine doses to ensure that they are given at the appropriate time intervals for compliance.
- A final anti-HBs titer should be performed 1-2 months after the 3rd vaccine (dose #6) in the repeated hepatitis B series.
- If the student has received 2 complete series of hepatitis B vaccine (6 doses total) and does not have a positive anti-HBs titer, they are considered a “non-responder” and must be evaluated by student health personnel for further evaluation and recommendations.
- HCP who are non-responders should be considered susceptible to hepatitis B infection and should be counseled about precautions to prevent HBV infection and the need to receive hepatitis B Immunoglobulin upon exposure to hepatitis B surface antigen positive (HBsAg) blood or fluids or blood or fluids with unknown HBsAg status. Non-responders should also be tested for HBsAg to evaluate for chronic hepatitis B infection. HCP who are chronic hepatitis B carriers should be counseled as to local and state guidelines for the safe provision of healthcare.

For unvaccinated HCP students or those with recent history of documented vaccine completion

Administer a 3-dose series of hepatitis B vaccine at 0, 1, and 6 months **AND** perform anti-HBs titer 1-2 months after dose #3 to document immunity.

- If anti-HBs is greater than or equal to 10 mIU/ml, the HCP is considered immune and no further testing or vaccination is recommended
- If the anti-HBs titer is less than 10 mIU/ml, the student should receive 3 additional doses of vaccine per the usual schedule of 0, 1, and 6 months, and a repeated titer should be performed 1-2 months after dose #3.

Influenza:

It is strongly recommended that all healthcare personnel receive the influenza vaccine yearly and many clinical sites require it as a condition of rotation for students.

(immunization recommendations for health science students continues)

INSTRUCTION, RESEARCH AND STUDENT AFFAIRS

OCTOBER 19, 2017

Measles/Mumps/Rubella:

Students must meet any of the following 3 options to meet the measles, mumps, and rubella (MMR) vaccine requirement:

1. 2 doses of MMR vaccine at least 28 days apart after 12 months of age.
2. 2 doses of measles vaccine **and** 2 doses of mumps vaccine at least 28 days apart after 12 months of age **and** 1 dose of rubella vaccine after 12 months of age
3. Laboratory proof of immunity (blood titer) to measles, mumps and rubella. If titers are negative or equivocal, the student will receive the MMR series with at least 28 days between each dose. No titer is required after the MMR vaccine series.

Tetanus/Diphtheria/Pertussis:

Students must have had 1 dose of Tdap, the tetanus/diphtheria/pertussis vaccine (brand name Adacel or Boostrix). If the student does not have documentation of receiving a Tdap vaccine or is unsure if they have received it, a Tdap vaccine should be administered as soon as feasible without regard to the interval since the previous dose of Td. A Td booster or a Tdap is required within 10 years prior to matriculation.

Tuberculosis Screening

Upon matriculation, health science students should undergo baseline testing for tuberculosis with either a 2-step Tuberculin Skin Test or a blood test for TB infection (Interferon Gamma Release Assay, IGRA)

Tuberculin Skin Test (TST) – 2-Step

Initial repeat testing is recommended for persons with a negative TST who are to undergo periodic TST screening and who have not been tested with tuberculin recently (within 1 year). This is intended to avoid “booster phenomenon” a misclassification of a subsequently reactive TST after initial testing as a TST conversion indicating recent infection.

- The criteria for positivity is based on risk factors. HCP are at intermediate risk.
- Individuals who have received the BCG vaccine should have their results interpreted according to standard criteria
- 2-Step TST is performed by intradermal injection of PPD (purified protein derivative) with the student returning in 48-72 hours to record induration and interpreted according to risk factors. If negative, a second TST is placed on the opposite forearm 7-21 days after initial negative results and the results are interpreted in the standard fashion
- If the repeat TST is positive, this is a true positive result and the student should be evaluated for latent or active TB.

IGRA

- CDC now endorses IGRA for initial screening and surveillance of HCP
- Two tests are available, QuantiFERON Gold and T-spot
- Do not require a second patient visit
- Considered as sensitive as TST but more specific
- IGRA preferred to TSTs in persons who have received BCG or who are unlikely to return for a test reading in 48-72 hours

Serial Testing

- Utilize same testing methodology TST or IGRA

Utilize same brand of IGRA for serial testing

Varicella:

Students must have either 1 of the following 2 options to meet the varicella vaccine requirement:

1. 2 documented varicella vaccines that were given at least 4 weeks apart.
2. Laboratory proof of immunity (blood titer) to varicella. If the varicella titer is negative or equivocal, the student will receive the varicella series with the doses at least 4 weeks apart. No titer is required after the varicella vaccine series.

An affidavit or documentation of the student having had varicella disease (i.e., chicken pox or shingles) will not be accepted for any Health Science Student.

(immunization recommendations for health science students continues)

INSTRUCTION, RESEARCH AND STUDENT AFFAIRS

OCTOBER 19, 2017

Health Science Initial Immunization Record

Student Name: _____ ID#: _____

Tetanus/Diphtheria/Pertussis: 1 dose of adult Tdap. If last Tdap is more than 10 years old, provide date of last Td and Tdap.				
Td	Mo./day/year	Mo./day/year	Mo./day/year	Mo./day/year
Tdap booster **Must have one documented	Mo./day/year			
Measles/Mumps/Rubella: 2 doses of MMR at least 28 days apart after 12 months of age OR 2 doses of Measles and 2 doses of Mumps at least 28 days apart after 12 months of age and 1 dose of Rubella after 12 months of age OR laboratory proof of immunity (blood titer) to measles/mumps/rubella. If titers are negative or equivocal, administer MMR series with doses at least 28 days apart. No titer is required after series completion.				
MMR - 2 required on or after 1st birthday	(#1) Mo./day/year	(#2) Mo./day/year		
OR				
Measles 2 required on or after first birthday	(#1) Mo./day/year	(#2) Mo./day/year		
Mumps 2 required on or after first birthday	(#1) Mo./day/year	(#2) Mo./day/year		
Rubella 1 required on or after first birthday	Mo./day/year			
OR				
MMR Titer *must attach laboratory results	Date of Titer	Result		
Varicella: 2 doses of Varicella at least 4 weeks apart OR laboratory proof of immunity to varicella. If titer is negative or equivocal, administer Varicella series with doses at least 4 weeks apart. No titer is required after series.				
Varicella 2 doses	(#1) Mo./day/year	(#2) Mo./day/year		
OR				
Varicella Titer *must attach laboratory results	Date of Titer	Result		
Hepatitis B: 3 doses of hepatitis B vaccines and a positive (≥ 10 mIU/mL) serological <u>quantitative</u> hepatitis B surface antibody titer (HBsAb) 1-2 months after the date of the last vaccine is considered proof of lifelong immunity. If series was completed in the remote past, and if the titer checked upon matriculation is negative, student will get 1 hepatitis B vaccine dose (#4) and re-titer at least 1-2 months after vaccine. If the second titer is negative, student will get 2 additional hepatitis B vaccines (#5 and #6) per the standard schedule. A final titer should be done 1-2 months after the 6th vaccine and if this is negative, the student should be considered a non-responder and evaluated and counseled appropriately. Those students recently vaccinated with a negative titer after the 3 rd dose can receive a second series with a re-titer 1-2 months after the 6 th dose. Non-responders should be counseled and evaluated appropriately.				
Hepatitis B Series 3 doses required	(#1) mo./day/year	(#2) mo./day/year	(#3) mo./day/year	
Hepatitis B Quantitative Titer *must attach laboratory results	Date of Titer	Result		
Hepatitis B Series Repeat	(#1) mo./day/year	(#2) mo./day/year	(#3) mo./day/year	
Hepatitis B <u>Quantitative</u> Titer Repeat *must attach laboratory results	Date of Titer	Result		
Tuberculin Skin Test (TST): 2 TSTs placed within the last 12 months within the United States. The 2 nd TST must be placed at least 1 week AFTER the 1 st TST read date.				
2 Step TST placed within the past 12 months	1 st TST Place date	1 st TST Read Date	2 nd TST Place Date	2 nd TST Read date
OR				
IGRA TB Screening *must attach laboratory results ___ T-Spot ___ Quantiferon Gold	Date of IGRA	Result		

**INSTRUCTION, RESEARCH AND STUDENT AFFAIRS
OCTOBER 19, 2017**

Prepared by ACHA's Vaccine-Preventable Diseases Advisory Committee



1362 Mellon Road, Suite 180 | Hanover, MD 21076 | (410) 859-1500 | www.acha.org

VACCINE INFORMATION STATEMENT

Serogroup B Meningococcal Vaccine (MenB): *What You Need to Know*

Many Vaccine Information Statements are available in Spanish and other languages. See www.immunize.org/vis

Hojas de información sobre vacunas están disponibles en español y en muchos otros idiomas. Visite www.immunize.org/vis

1 Why get vaccinated?

Meningococcal disease is a serious illness caused by a type of bacteria called *Neisseria meningitidis*. It can lead to meningitis (infection of the lining of the brain and spinal cord) and infections of the blood. Meningococcal disease often occurs without warning—even among people who are otherwise healthy.

Meningococcal disease can spread from person to person through close contact (coughing or kissing) or lengthy contact, especially among people living in the same household.

There are at least 12 types of *N. meningitidis*, called “serogroups.” Serogroups A, B, C, W, and Y cause most meningococcal disease.

Anyone can get meningococcal disease but certain people are at increased risk, including:

- Infants younger than one year old
- Adolescents and young adults 16 through 23 years old
- People with certain medical conditions that affect the immune system
- Microbiologists who routinely work with isolates of *N. meningitidis*
- People at risk because of an outbreak in their community

Even when it is treated, meningococcal disease kills 10 to 15 infected people out of 100. And of those who survive, about 10 to 20 out of every 100 will suffer disabilities such as hearing loss, brain damage, kidney damage, amputations, nervous system problems, or severe scars from skin grafts.

Serogroup B meningococcal (MenB) vaccines can help prevent meningococcal disease caused by serogroup B. Other meningococcal vaccines are recommended to help protect against serogroups A, C, W, and Y.

2 Serogroup B Meningococcal Vaccines

Two serogroup B meningococcal vaccines—Bexsero® and Trumenba®—have been licensed by the Food and Drug Administration (FDA).

These vaccines are recommended routinely for people 10 years or older who are at increased risk for serogroup B meningococcal infections, including:

- People at risk because of a serogroup B meningococcal disease outbreak
- Anyone whose spleen is damaged or has been removed
- Anyone with a rare immune system condition called “persistent complement component deficiency
- Anyone taking a drug called eculizumab (also called Soliris®)
- Microbiologists who routinely work with isolates of *N. meningitidis*

These vaccines may also be given to anyone 16 through 23 years old to provide short term protection against most strains of serogroup B meningococcal disease; 16 through 18 years are the preferred ages for vaccination.

For best protection, more than 1 dose of a serogroup B meningococcal vaccine is needed. The same vaccine must be used for all doses. Ask your health care provider about the number and timing of doses.

3 Some people should not get these vaccines

Tell the person who is giving you the vaccine:

- **If you have any severe, life-threatening allergies.**
If you have ever had a life-threatening allergic reaction after a previous dose of serogroup B meningococcal vaccine, or if you have a severe allergy to any part of this vaccine, you should not get the vaccine. *Tell your health care provider if you have any severe allergies that you know of, including a severe allergy to latex.* He or she can tell you about the vaccine’s ingredients.
- **If you are pregnant or breastfeeding.**
There is not very much information about the potential risks of this vaccine for a pregnant woman or breastfeeding mother. It should be used during pregnancy only if clearly needed.

If you have a mild illness, such as a cold, you can probably get the vaccine today. If you are moderately or severely ill, you should probably wait until you recover. Your doctor can advise you.

4 Risks of a vaccine reaction

With any medicine, including vaccines, there is a chance of reactions. These are usually mild and go away on their own within a few days, but serious reactions are also possible.

More than half of the people who get serogroup B meningococcal vaccine have **mild problems** following vaccination. These reactions can last up to 3 to 7 days, and include:

- Soreness, redness, or swelling where the shot was given
- Tiredness or fatigue
- Headache
- Muscle or joint pain
- Fever or chills
- Nausea or diarrhea

Other problems that could happen after these vaccines:

- People sometimes faint after a medical procedure, including vaccination. Sitting or lying down for about 15 minutes can help prevent fainting and injuries caused by a fall. Tell your provider if you feel dizzy, or have vision changes or ringing in the ears.
- Some people get shoulder pain that can be more severe and longer-lasting than the more routine soreness that can follow injections. This happens very rarely.
- Any medication can cause a severe allergic reaction. Such reactions from a vaccine are very rare, estimated at about 1 in a million doses, and would happen within a few minutes to a few hours after the vaccination.

As with any medicine, there is a very remote chance of a vaccine causing a serious injury or death.

The safety of vaccines is always being monitored. For more information, visit: www.cdc.gov/vaccinesafety/

5 What if there is a serious reaction?

What should I look for?

- Look for anything that concerns you, such as signs of a severe allergic reaction, very high fever, or unusual behavior.

Signs of a **severe allergic reaction** can include hives, swelling of the face and throat, difficult breathing, a fast heartbeat, dizziness, and weakness. These would usually start a few minutes to a few hours after the vaccination.

What should I do?

- If you think it is a **severe allergic reaction** or other emergency that can't wait, call 9-1-1 and get to the nearest hospital. Otherwise, call your clinic.

Afterward the reaction should be reported to the Vaccine Adverse Event Reporting System (VAERS). Your doctor should fill this report, or you can do it yourself through the VAERS web site at www.vaers.hhs.gov, or by calling **1-800-822-7967**.

VAERS does not give medical advice.

6 The National Vaccine Injury Compensation Program

The National Vaccine Injury Compensation Program (VICP) is a federal program that was created to compensate people who may have been injured by certain vaccines.

Persons who believe they may have been injured by a vaccine can learn about the program and about filing a claim by calling **1-800-338-2382** or visiting the VICP website at www.hrsa.gov/vaccinecompensation. There is a time limit to file a claim for compensation.

7 How can I learn more?

- Ask your health care provider. He or she can give you the vaccine package insert or suggest other sources of information.
- Call your local or state health department.
- Contact the Centers for Disease Control and Prevention (CDC):
 - Call **1-800-232-4636 (1-800-CDC-INFO)** or
 - Visit CDC's website at www.cdc.gov/vaccines



**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
OCTOBER 19, 2017**

SUBJECT

Board Policy III.N., General Education – Second Reading

REFERENCE

February 27, 2014	The Board approved the first reading of proposed new Policy III.N, General Education.
April 17, 2014	The Board approved the second reading of proposed new Policy III.N, General Education.
January 22, 2015	The Board approved a waiver to Board Policy III.N.4.a as it applies to Associate of Applied Science Degrees for the 2015-2016 academic year.
April 2015	The Board approved the first reading of proposed amendments to Board Policy III.N.
June 2015	The Board approved the second reading of Board Policy III.N.
February 2017	The Board approved the second reading of Board Policy III.N.
August 2017	The Board approved the first reading of Board Policy III.N.

APPLICABLE STATUTES, RULE OR POLICY

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

BACKGROUND / DISCUSSION

Board Policy III.N., General Education outlines the statewide General Education Framework, which provides guidance to Idaho's public institutions in identifying courses that meet the General Education Matriculation (GEM) competencies for the facilitation of seamless credit transfer for students.

The proposed policy amendments provide clarity for the transfer of GEM courses and clarify the general education requirements for the AAS degree. Other edits include incorporating a three-year cycle for updating general education competencies and clarifying duties for the general education committee. This policy has also been shared with Council on Academic Affairs and Programs (CAAP) and the state general education committee, and updates have been provided based on feedback offered to Board staff.

An additional change has been made between first and second reading, which clarifies that all GEM courses transfer, including institutionally designated courses, and meet this general education requirement with or without prior completion of the GEM framework. This should enable added flexibility with courses meeting degree requirements upon transfer, and ensuring less hours are needed for completion when transferring.

IMPACT

Approval of the proposed amendments will clarify the application of institutionally

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
OCTOBER 19, 2017**

designated courses for general education requirements for associate and baccalaureate degrees. It also provides clarification for the responsibility of the state general education committee and state discipline-specific groups to address issues with GEM competency areas and courses when directed to do so by the Board.

ATTACHMENTS

Attachment 1 – Board Policy III.N, General Education – First Reading Page 3

STAFF COMMENTS AND RECOMMENDATIONS

The primary purpose behind the development of the GEM framework was to make the transfer and articulation of courses and credits more transparent and easier for students who may take courses from multiple institutions in order to complete a degree. Courses are evaluated and approved by individual institutions to meet GEM area competencies, and are guaranteed to satisfy the same requirement upon being transferred to another institution. With additional clarification regarding the application of institutionally designated electives for all programs, as well as added guidance for the role of various groups involved with overseeing GEM competency standards, course relevancy, and seamless transfer, the proposed changes will help provide direction and scope towards mitigating issues involving GEM curriculum and articulation.

Proposed amendments were shared with the Statewide General Education Committee and with CAAP at its July 20, 2017 meeting and recommends approval.

Staff recommends approval.

BOARD ACTION

I move to approve the first reading of the proposed amendments to Board Policy III.N, General Education as presented in Attachment 1.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

Idaho State Board of Education

GOVERNING POLICIES AND PROCEDURES

SECTION: III. POSTSECONDARY AFFAIRS

SUBSECTION: N. Statewide General Education

February-October 2017

In our rapidly-changing world, students need to understand how knowledge is generated and created. They need to adapt to new knowledge and opportunities as they arise, as well as effectively communicate and collaborate with increasing diverse communities and ways of knowing. In combination with a student's major, general education curriculum prepares students to use multiple strategies in an integrative manner, to explore, critically analyze, and creatively address real-world issues and challenges. General education course work provides graduates with an understanding of self, the physical world, the development and functioning of human society, and its cultural and artistic endeavors, as well as an understanding of the methodologies, value systems, and thought processes employed in human inquiries. General education helps instill students with the personal and civic responsibilities of good citizenship. General education prepares graduates as adaptive, life-long learners.

This subsection shall apply to the University of Idaho, Boise State University, Idaho State University, Lewis-Clark State College, Eastern Idaho Technical College, College of Southern Idaho, College of Western Idaho, and North Idaho College (hereinafter "institutions").

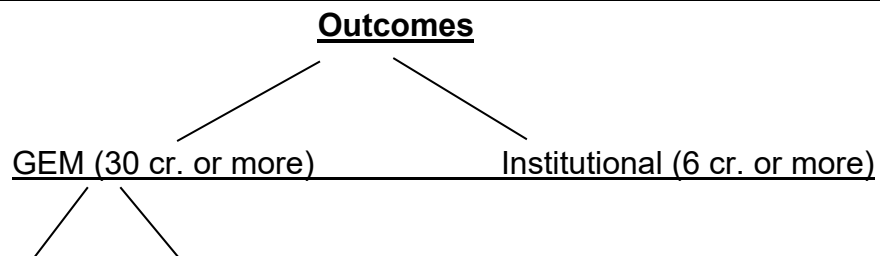
1. The state of Idaho's general education framework for Associate of Arts, Associate of Science, and Baccalaureate degrees, outlined below in Figure 1, shall be:

The general education curricula must be thirty-six (36) credits or more.

- a. Thirty (30) credits or more of the general education curricula must fit within the general education Matriculation (GEM) competency areas defined in subsection 4 of this policy.

Six (6) or more credits of the general education curricula are reserved for institutions to address the specific mission and goals of the institution. For this purpose, institutions may create new competency areas or they may choose to count additional credits from GEM competencies. Regardless, these institutionally designated credits must have learning outcomes linked to Association of American Colleges and Universities (AAC&U) Essential Learning Outcomes.

Fig. 1: General education framework reflecting AAC&U Essential Learning



INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
OCTOBER 19, 2017

Integrative Skills Ways of Knowing

2. The intent of the general education framework is to:
 - a. Establish statewide competencies that guide institutions' determination of courses that will be designated as GEM courses;
 - b. Establish shared rubrics that guide course/general education program assessment; and
 - c. Create a transparent and seamless transfer experience for undergraduate students.
3. There are six (6) GEM competency areas. The first two (2) emphasize integrative skills intended to inform the learning process throughout general education and major. The final four (4) represent ways of knowing and are intended to expose students to ideas and engage them in a broad range of active learning experiences. Those competencies are:
 - a. Written Communication
 - b. Oral Communication
 - c. Mathematical Ways of Knowing
 - d. Scientific Ways of Knowing
 - e. Humanistic and Artistic Ways of Knowing
 - f. Social and Behavioral Ways of Knowing
4. GEM courses in each area shall include the following competencies.
 - a. Written Communication: Upon completion of a course in this category, students are able to demonstrate the following competencies.
 - i. Use flexible writing process strategies to generate, develop, revise, edit, and proofread texts.
 - ii. Adopt strategies and genre appropriate to the rhetorical situation.
 - iii. Use inquiry-based strategies to conduct research that explores multiple and diverse ideas and perspectives, appropriate to the rhetorical context.
 - iv. Use rhetorically appropriate strategies to evaluate, represent, and respond to the ideas and research of others.
 - v. Address readers' biases and assumptions with well-developed evidence-based reasoning.
 - vi. Use appropriate conventions for integrating, citing, and documenting source material as well as for surface-level language and style.
 - vii. Read, interpret, and communicate key concepts in writing and rhetoric.
 - b. Oral Communication: Upon completion of a course in this category, students are able to demonstrate the following competencies.
 - i. Research, discover, and develop information resources and structure spoken messages to increase knowledge and understanding.

INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
OCTOBER 19, 2017

- ii. Research, discover, and develop evidence-based reasoning and persuasive appeals for ethically influencing attitudes, values, beliefs, or behaviors.
 - iii. Adapt spoken messages to the diverse personal, ideological, and emotional needs of individuals, groups, or contexts.
 - iv. Employ effective spoken and nonverbal behaviors that support communication goals and illustrate self-efficacy.
 - v. Listen in order to effectively and critically evaluate the reasoning, evidence, and communication strategies of self and others.
 - vi. Understand key theories, perspectives, principles, and concepts in the Communication discipline, as applied to oral communication.
- c. Mathematical Ways of Knowing: Upon completion of a course in this category, a student is able to demonstrate the following competencies.
- i. Read, interpret, and communicate mathematical concepts.
 - ii. Represent and interpret information/data.
 - iii. Select, execute and explain appropriate strategies/procedures when solving mathematical problems.
 - iv. Apply quantitative reasoning to draw and support appropriate conclusions.
- d. Scientific Ways of Knowing: Upon completion of a course in this category, a student is able to demonstrate at least four (4) of the following competencies.
- i. Apply foundational knowledge and models of a natural or physical science to analyze and/or predict phenomena.
 - ii. Understand the scientific method and apply scientific reasoning to critically evaluate arguments.
 - iii. Interpret and communicate scientific information via written, spoken and/or visual representations.
 - iv. Describe the relevance of specific scientific principles to the human experience.
 - v. Form and test a hypothesis in the laboratory or field using discipline-specific tools and techniques for data collection and/or analysis.
- e. Humanistic and Artistic Ways of Knowing: Upon completion of a course in this category, students are able to demonstrate at least five (5) of the following competencies.
- i. Recognize and describe humanistic, historical, or artistic works within problems and patterns of the human experience.
 - ii. Distinguish and apply terminologies, methodologies, processes, epistemologies, and traditions specific to the discipline(s).
 - iii. Perceive and understand formal, conceptual, and technical elements specific to the discipline.
 - iv. Analyze, evaluate, and interpret texts, objects, events, or ideas in their cultural, intellectual or historical contexts.

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
OCTOBER 19, 2017**

- v. Interpret artistic and/or humanistic works through the creation of art or performance.
 - vi. Develop critical perspectives or arguments about the subject matter, grounded in evidence-based analysis.
 - vii. Demonstrate self-reflection, intellectual elasticity, widened perspective, and respect for diverse viewpoints.
- f. Social and Behavioral Ways of Knowing: Upon completion of a course in this category, students are able to demonstrate at least four (4) of the following competencies.
- i. Demonstrate knowledge of the theoretical and conceptual frameworks of a particular Social Science discipline.
 - ii. Develop an understanding of self and the world by examining the dynamic interaction of individuals, groups, and societies as they shape and are shaped by history, culture, institutions, and ideas.
 - iii. Utilize Social Science approaches, such as research methods, inquiry, or problem-solving, to examine the variety of perspectives about human experiences.
 - iv. Evaluate how reasoning, history, or culture informs and guides individual, civic, or global decisions.
 - v. Understand and appreciate similarities and differences among and between individuals, cultures, or societies across space and time.

5. General education Requirement

- a. This subsection applies to Associate of Arts, Associate of Science, and Baccalaureate degrees. For the purpose of this policy, disciplines are indicated by courses prefixes.

General education curricula must reflect the following credit distribution:

Competency Area	Minimum Credits
Written Communication	6
Oral Communication	2
Mathematical Ways of Knowing	3
Scientific Ways of Knowing	7 (from two different disciplines with at least one laboratory or field experience)
Humanistic and Artistic Ways of Knowing	6 (from two different disciplines)
Social and Behavioral Ways of Knowing	6 (from two different disciplines)
Institutionally-Designated Credits	6

- i. GEM courses are designed to be broadly accessible to students regardless of major, thus college-level and non-GEM pre-requisites to GEM courses

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
OCTOBER 19, 2017**

should be avoided unless deemed necessary by the institution.

- ii. Additional GEM courses, beyond the general education curricula, may be required within the major for degree completion.
- b. This subsection pertains to Associate of Applied Science (AAS) degrees.
 - i. The general education curricula for the AAS degree must contain a minimum of fifteen (15) credits, so distributed in the following areas:

Competency Area	Minimum Credits
Written Communication	3
Oral Communication	3
Mathematical Ways of Knowing	3
Social and Behavioral Ways of Knowing	3
Any general education course <u>including institutionally designated courses</u>	3

- c. GEM courses and institutionally designated courses shall transfer ~~are transferable~~ as meeting the an associated general education competency ~~GEM~~ requirement at any institution pursuant to Board policy Section III.V.

6. Governance of the general education Program and Review of Courses

- a. GEM courses are developed by faculty and approved via the curriculum approval process of the institution delivering the courses. Faculty discipline groups representing all institutions shall meet at least annually or as directed by the Board, to ensure consistency and relevance of general education competencies and courses related approved for to their respective GEM competency areas. ~~discipline.~~
- b. The General Education Matriculation Committee (GEM Committee): The GEM Committee, shall consist of a representative from each of the institutions appointed by the Board; a representative from the Division of Career-Technical Education; ~~and~~ as an ex officio member, a representative from the Idaho Registrars Council; and the Office of the State Board of Education Chief Academic Officer, who shall serve as chair to the committee. To ensure alignment with AAC&U Essential Learning Outcomes and subsection 1, the Committee shall meet at least annually to review the competencies and rubrics of the general education framework for each institution. The Committee shall update general education competencies every three years. GEM Committee duties are prescribed by the Board, including those that may involve addressing issues related to competency areas and course offerings. The committee reports to the Council on Academic Affairs and Programs.

INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
OCTOBER 19, 2017

- c. The institutions shall identify all general education courses in their curricula and identify them on the state transfer web portal.

THIS PAGE INTENTIONALLY LEFT BLANK

INSTRUCTION, RESEARCH AND STUDENT AFFAIRS
OCTOBER 19, 2017

SUBJECT

Complete College Idaho Plan – Guided Pathways

REFERENCE

August 2010	Board established an attainment goal that 60% of Idaho's 25-34 year olds will have a postsecondary credential - degree or certificate - by 2020 based on the Georgetown study and projected Idaho workforce needs.
August 2011	Board reviewed data regarding Idaho's status in meeting the 60% goal by 2020, and heard strategies to meet the goal.
December 2011	Board approved the framework for Complete College Idaho: A Plan for Growing Talent to Fuel Innovation and Economic Growth in the Gem State, and directed staff to obtain stakeholder feedback and buy-in, and bring back the plan for approval at the June 2012 Board meeting.
June 2012	The Board approved the final version of the Complete College Idaho: A Plan for Growing Talent to Fuel Innovation and Economic Growth in the Gem State (CCI Plan) and postsecondary degree and certificate projections.
February 2013	The Board was given a comprehensive update and overview of the CCI Plan, its five strategies and underlying initiatives. The Board identified the need for the institutions to take the plan to the next level to implement.
December 2013	The Board received a CCI Plan update that focused exclusively on Transforming Remediation (Strategy Two)
September 2017	The Board adopted the recommendations submitted by the Governor's Task Force on Higher Education, which included CCI strategies such as the implementation of Guided Pathways.

BACKGROUND/DISCUSSION

When the final version of the Complete College Idaho (CCI) Plan was approved by the Board in June 2012 significant work began in collaboration with the Office of the State Board of Education and the public postsecondary institutions to

**INSTRUCTION, RESEARCH AND STUDENT AFFAIRS
OCTOBER 19, 2017**

implement many of the strategies underlying the CCI plan. The strategies are adopted from Complete College America (CCA). CCA is an alliance of 36 states, including Idaho, who have pledged to take action to: (1) significantly increase the number of students successfully completing college, and achieving degrees and credentials with value in the labor market; and, (2) close attainment gaps for traditionally underrepresented populations. One of the strategies, which are known as 'Game Changers,' involves the delivery of Guided Pathways.

Guided Pathways is the concept by which students are provided with highly structured degree plans, not individual courses. Students may begin in a limited number of "meta majors," which funnel into specific majors. For most optimal implementation, every semester of study is mapped for the entire program, and guarantees that milestone courses will be available when needed. Early warning and analytics systems can be integrated to alert advisers when students fall behind so as to ensure intervention can be delivered in a timely manner.

This presentation is intended to provide an overview of this concept and to outline progress to date in Idaho.

The CCI Plan focuses on improving educational attainment and responsive to the needs of business and those who will hire the workforce of the future. Increasing the educational attainment of Idahoans will better prepare them for future job requirements. Increased education attainment has the potential to attract out-of-state business to Idaho, thus positively impacting Idaho's future economic development. The postsecondary degree and certificate projections provided by staff and the CCI Plan provide the necessary analysis and framework for the Board to guide and direct the institutions regarding where to invest scarce resources. The CCI Plan outlines strategies for implementing the Board's strategic plan, including the Board's education attainment goals.

IMPACT

The implementation of Guided Pathways is intended to provide students with clear expectations and timeline regarding degree completion. The concept also provides students with flexibility to pursue a degree path without committing to a specific program, with minimal expense to the length of time needed to complete a degree. When supported with early warning technology it helps faculty and advisors conduct outreach and intervention to students who may not be performing well in classes. In doing so, appropriate action can be taken to address academic, social, and/or health issues as needed. In sum, this strategy can be leveraged to help ensure students complete in a timely manner in an academic program that best aligns with their interest and ability, and minimizes student debt.

ATTACHMENTS

Attachment 1 – Guided Pathways Overview

Page 5

STAFF COMMENTS AND RECOMMENDATIONS

**INSTRUCTION, RESEARCH AND STUDENT AFFAIRS
OCTOBER 19, 2017**

In addition to Board staff work with the institutions since 2012, the systemic implementation of the Game Changers was recommended by the Governor's Task Force on Higher Education. Staff will continue to provide the Board with updates on the strategies – such as Guided Pathways - that support the Game Changers. These updates will provide opportunities for Board discussion and feedback on progress and the work being conducted.

BOARD ACTION

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

THIS PAGE IS INTENTIONALLY LEFT BLANK

Guided Pathways

Information Item
Instruction, Research, and Student Affairs
Idaho State Board of Education Meeting
October 19, 2017



Issue

Nationally, only 35 percent graduate with bachelor's degree in four years.¹

In Idaho, only 18.6% of students in the 2012 freshmen cohort graduated in four years (or 100% of time) at the state's public four-year institutions.²

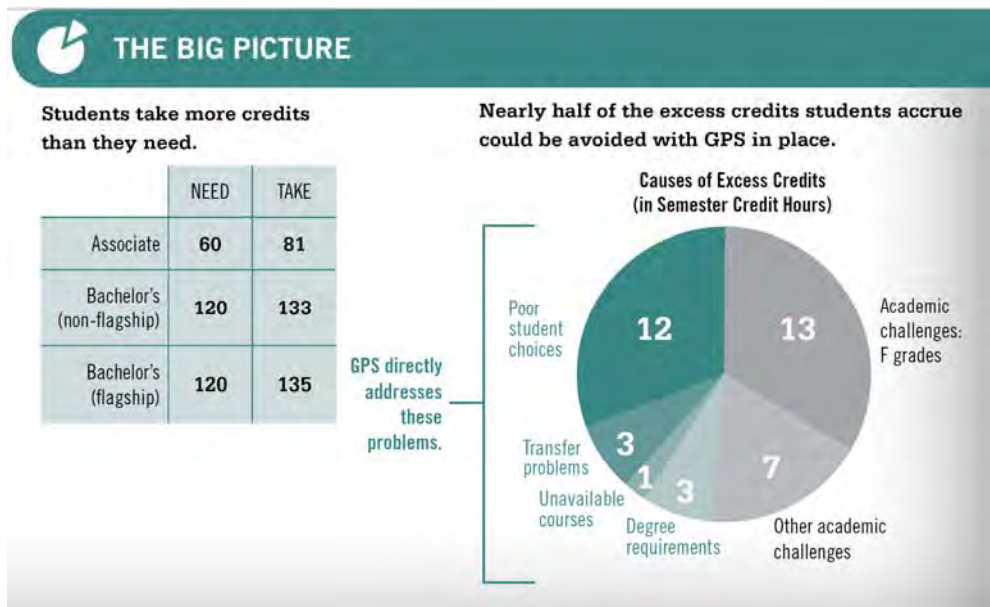
25 percent of full-time associate degree candidates graduated in three years – and only about 10 percent do so in two years.¹

In Idaho, only 7.9% of students in the 2014 freshmen cohort graduated in two years from a state community college.²

¹Complete College America, Guided Pathways to Success: Boosting College Completions (Winter 2012)

²Idaho State Board of Education data (2017)





Source: Complete College America, New Rules: Policies to Strengthen and Scale the Game Changers (Nov. 2016)

Changing Majors

- Each time a student changes majors between the freshmen and sophomore year, it extends their study by a month.
- Each time a change is made after the sophomore year, it adds a semester.

Source: Education Advisory Board, "Better to be right than fast." Promoting Timely Degree Completion, 2016.



What is a Guided Pathway?

- It is a clear roadmap for students to complete their academic programs 'on time', leveraged by timely academic and student support.
- Includes a meta-major concept, whereby students who are not decided on a specific program can explore a field of majors and continue to make degree progress.
- Most effectively facilitated through the use of alert warning/analytics technology and the integration of milestone courses.



Best Practices for Guided Pathways

- Advisors connect with students upon notification a student has registered for a course they do not need, earned an unsatisfactory final grade, or are not performing well in their classes.
- Freshmen and sophomores are required to meet with an advisor each semester to ensure degree progress.
- Articulation (or 2+2) programs offer clarity for students when transferring.
- Need to integrate PLA, CPEL, and adult learning strategies.



Practices for Guided Pathways in Idaho

- **BSU:** Programs align with one of four possible math courses that serve as the mathematics course fulfilling a student's general education math requirements.
- **ISU:** Students entering pre-health profession fields can take any major, but are advised to take a block of coursework that includes the science, math, and Gen Ed requirements that will prepare them for pre-medicine, pre-dentistry, etc. This course grouping leads students through gateway courses.
- **UI:** One of the major tasks for this academic year is to focus on meta-majors, pathways, and structured schedules. The expectation is to have formal recommendations to the campus by the end of the academic year and a plan for integration beginning in 2018-19.



Practices for Guided Pathways in Idaho

North Idaho College

Five focus fields.

Identified gateway courses for many degree programs through a curricular mapping exercise.

Defined three math pathways: STEM, Quantitative Reasoning, and Statistics.

Also developed pathways for Career and Technical Education Programs.



INSTRUCTION, RESEARCH AND STUDENT AFFAIRS

OCTOBER 19, 2017

<p style="text-align: center;">Business Administration & Management</p> <p>Transfer Degrees</p> <ul style="list-style-type: none"> - Business (Business Administration, General Business, Teacher Education) <p>Career-Technical Degrees and Certificates</p> <ul style="list-style-type: none"> - Accounting Assistant - Business Management - Entrepreneurship - Outdoor Recreation Leadership - Culinary Arts - Hospitality Management - Administrative Assistant - Office Specialist/Receptionist - Office Technology - Health Information Fundamentals - Medical Receptionist - Medical Administrative Assistant - Medical Billing Specialist - Paralegal - Virtual Admin Assistant - Administration of Justice - Law Enforcement - Healthcare Computer Technician - Computer Information Technology - Graphic Design - Web Design 	<p style="text-align: center;">Manufacturing & Trades</p> <p>Career-Technical Degrees and Certificates</p> <ul style="list-style-type: none"> - Collision Repair Technology - Automotive Technology - Diesel Technology - Outdoor Power/Rec Vehicle Tech - Aerospace Advanced Manufacturing - Aerospace Composite Technician - Aviation Flight Training - Aviation Maintenance - CAD Tech-Architectural Design - Carpentry & Construction Tech - Construction Management - Heating, Ventilation, Air-Conditioning & Refrigeration - CAD Tech-Mechanical Design - Machining and CNC Technology - Industrial Mechanic/Millwright - Welding Technology 	<p style="text-align: center;">Arts, Communication & Humanities</p> <p>Transfer Degrees</p> <ul style="list-style-type: none"> - Art - Music - Photography - Theatre - English - Humanities - Interdisciplinary Studies - Philosophy - American Sign Language - Modern Languages - Communication - Journalism - Public Relations <p>Career-Technical Degree and Certificates</p> <ul style="list-style-type: none"> - CAD Tech-Architectural Design - Graphic Design - Web Design
--	---	--

<p style="text-align: center;">Social Sciences & Human Services</p> <p>Transfer Degrees</p> <ul style="list-style-type: none"> - American Indian Studies - Anthropology - History - Psychology - Political Science - Elementary Education - Physical Education - Outdoor Recreational Leadership - Child Development - Business Education - Criminal Justice - Sociology <p>Career-Technical Degrees and Certificates</p> <ul style="list-style-type: none"> - Administration of Justice - Social Work - Pre-Law - Law Enforcement - Paralegal - Fire Service Technology 	<p style="text-align: center;">Science, Technology, Engineering & Mathematics</p> <p>Transfer Degrees</p> <ul style="list-style-type: none"> - Astronomy - Biology - Botany - Chemistry - Environmental Science - Geology - Physics - Forestry/Wildlife/Range Management - Zoology - Pre-Medical Related Fields - Pre-Nutrition - Pre-Physical Therapy - Pre-Veterinary Medicine - Pharmaceutical Manufacturing - Computer Science - Engineering - Mathematics <p>Career-Technical Degrees and Certificates</p> <ul style="list-style-type: none"> - Healthcare Computer Technician - Computer Information Technology - CAD Tech-Mechanical Design - Machining and CNC Technology - Aerospace Advanced Manufacturing 	<p style="text-align: center;">Health Sciences / Health Professions</p> <p>Transfer Degrees</p> <ul style="list-style-type: none"> - Nursing RN - Pre-Medical Related Fields - Pre-Nutrition - Pre-Physical Therapy - Pre-Veterinary Medicine - Physical Education - Pharmaceutical Manufacturing <p>Career-Technical Degrees and Certificates</p> <ul style="list-style-type: none"> - Medical Assistant - Medical Laboratory Technology - Nursing PN - Pharmacy Technology - Physical Therapist Assistant - Radiography Technology - Healthcare Informatics Technician - Health Information Fundamentals - Medical Receptionist - Medical Administrative Assistant - Medical Billing Specialist - Medical Coding - Outdoor Recreation Leadership - Fire Service Technology
---	---	--

Why is an effective pathway concept important for Idaho?

	Four-Year	Two-Year
Students borrowing federal loans	46.5%	29.75%
Median debt after graduation	\$23,025	\$9,743
Median monthly payment (10 yrs.@ 4.45%)	\$238	\$100
Grad rate (six yrs./three yrs.)	39.25%	26.75%

Source: U.S. Department of Education website (<https://collegescorecard.ed.gov>);
OSBE analysis of Idaho public institutions conducted October 6, 2017.



What does this mean?

- Of the nearly 6,500 Idaho students who graduate from high school and enroll full-time at a baccalaureate-granting institution, almost 4,000 will not graduate in six years.
- Using the average grad rates from 2013-2016, only about 1,150 first-time, full-time freshmen (or 16.3%) will graduate within four years from the institution they initially enrolled in.
- Only 9% of FTFT freshmen will graduate within two-years from a state community college.



Impact of Untimely Completion

According to the Purdue-Gallup Index, of students who graduate with over \$25,000 in debt...

43% delay buying a home.

27% delay moving out of their parents' home.

19% delay getting married.

26% delay having children.

Source: Education Advisory Board, "Rising Student Debt Delays Return on Graduation." Promoting Timely Degree Completion, 2016.



Why timely completion is important:

"Studies show that high student debt can result in the deferral of major life events... High student debt can also result in a graduate pursuing a career path he or she would not have taken otherwise... the legacy of high student debt may be lower well-being that lasts for many years after graduates receive their diploma."

Dugan, A., & Kafka, S. "Student Debt Linked to Worse Health and Less Wealth." *Gallup News*, August 7, 2014.



THIS PAGE INTENTIONALLY LEFT BLANK